

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 1

Week Ending: 12-01-2024	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B9.1.2.1.1 Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures	Lesson: 1 of 1
Performance Indicator: Learners can collaborate and discuss their interpretations of the audio-visuals		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 72			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Discuss with learners how they typically listen and watch media (TV, social media, music videos).</p> <p>Ask them what information they usually remember or how they interpret the content.</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Divide learners into small groups.</p> <p>Play a short audio-visual clip (2-3 minutes) without providing any prior information about its content.</p> <p>Instruct learners to listen actively and use the provided template to jot down notes about the message, theme, tone, mood, and any prominent characters.</p> <p>After the clip, give learners a few minutes to discuss their observations and fill out the templates in their groups.</p> <p>Each group presents their summarized information and interpretation of the audio-visual clip to the class.</p> <p>Encourage discussion and compare different perspectives.</p>	<p>Short audio-visual clips (music videos, movie trailers, documentaries, news excerpts) chosen based on age-appropriate content and diverse themes</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: 12-01-2024	Day:	Subject: English Language
Duration: 60mins		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 develop critical thinking skills to analyze a text in its entirety		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 81		
Keywords: Comprehension, Strategies, Purpose, Context		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to share their experiences with reading different types of texts.</p> <p>Discuss how they typically understand and retain information from what they read.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Divide learners into small groups and provide each group with a different text excerpt.</p> <p>Hand out guidelines for critical analysis, outlining key aspects to consider:</p> <ul style="list-style-type: none"> • Main ideas and supporting evidence • Author's purpose and intended audience • Use of language, tone, and figurative language • Potential biases or agendas <p>Instruct learners to examine their assigned texts through the "detective lens," taking notes on these aspects using the provided prompts or chart paper</p> <p>Each group presents their analysis of the text, highlighting their observations and interpretations</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
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: 12-01-2024	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Use of brackets
Content Standard: B9.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B9.3.2.1.1. Identify and use brackets in context.
		Lesson: 1 of 1
Performance Indicator: Learners can understand the different functions of the dash in context and engage in creative writing activities to explore the expressive potential of dashes		Core Competencies: Communication and Collaboration, Personal
New words	Bracket, Parentheses, Non-essential, clarity	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a thought-provoking starter to engage learners.</p> <p>Display a sentence on the board with missing information or an extra detail, such as "The treasure is hidden in [] Forest."</p> <p>Ask learners to suggest what word or information could be placed inside the brackets.</p> <p>Discuss how brackets are used to include additional, non-essential information in a sentence.</p> <p>Ask them to identify the marks and discuss their different functions</p>	
PHASE 2: NEW LEARNING	<p>Write several sentences on the board, each containing information that could be enclosed in brackets.</p> <p>Discuss as a class which information is essential and which is non-essential.</p> <p>Model how to use brackets to enclose non-essential information.</p> <p>Discuss the impact on the clarity of the sentence.</p> <p>Provide examples of sentences with parentheses and ask learners to identify the non-essential information. Discuss their findings as a class.</p> <p>Guide learners in pairs to create sentences where they can use brackets to include additional details without disrupting the main message.</p> <p>Distribute writing prompts or sentences to learners and ask them to incorporate brackets to add non-essential information.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Encourage creativity and ensure they understand the concept of clarity in writing.</p> <p><u>Assessment</u> <i>Read each sentence carefully.</i> <i>Identify the non-essential information that could be enclosed in brackets.</i></p> <ol style="list-style-type: none"> 1. The school, established in 1850, is one of the oldest in the city. 2. My best friend, a talented artist, is creating a mural for the school. 3. We visited the Grand Canyon, a breathtaking natural wonder, last summer. 4. The new library, constructed last year, is a modern and welcoming space. 	
<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: 12-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Informative Writing
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	Indicator: B9.4.2.1.4 Write an informative, explanatory text on a familiar or unfamiliar topic	Lesson: 1 of 1
Performance Indicator: Learners can learn how to write an informative and explanatory text on a chosen topic, focusing on clarity and coherence		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 94		
Keywords: Informative, Explanatory, clarity, Coherence		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with an engaging starter to activate prior knowledge.</p> <p>Show a brief, captivating video or image related to a fascinating and unfamiliar topic, such as deep-sea creatures. Facilitate a short class discussion by asking questions like:</p> <ul style="list-style-type: none"> • What did you find interesting in the video/image? • Why do you think it's essential to learn about new and unfamiliar topics? • Have you ever had to explain something complex to someone? How did you do it? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Share examples of well-written informative texts. Discuss the key features, such as a clear introduction, body with supporting details, and a conclusion that summarizes the information.</p> <p>Choose a simple and relatable topic as a class (e.g., "How Plants Grow"). Together, create an outline with main ideas and supporting details.</p> <p>Model writing the introduction and the first paragraph.</p> <p>Discuss how to use key words and phrases for clarity.</p> <p>Allow learners to work in pairs or small groups to write the next section of the text, ensuring they focus on using the key words.</p> <p>Provide each student with a topic of their choice or allow them to choose their own.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	They will continue writing their informative text independently, incorporating the key words discussed in class.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending: 12-01-2024	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B9	Class Size:	Sub Strand: Literature
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama)
Performance Indicator: Learners can identify and explain key events in film/media, narratives, and play scripts, enhancing their understanding of storytelling structures.		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal		
Key words	Narrative Structure, Climax, Resolution, Foreshadowing	
References: English Language Curriculum Pg. 99		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show a brief, engaging clip from a film or TV show, ensuring it has distinct key events.</p> <p>In pairs, learners discuss and note down the major events they observed in the scene.</p> <p>Share a few observations as a class, discussing how key events contribute to the overall narrative.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the importance of recognizing key events in understanding the storyline.</p> <p>Provide examples from well-known narratives, including literature, film, and plays.</p> <p>Divide the class into small groups and distribute excerpts from different narratives and play scripts.</p> <p>Instruct each group to identify and list the key events present in their assigned excerpt.</p> <p>Encourage discussions on how these events impact the overall narrative.</p> <p>Each group presents their findings, discussing the key events identified and their impact on the narrative.</p> <p>Facilitate a class discussion on commonalities and differences in the key events across various excerpts.</p>	Clips from films or TV shows with clear narrative structures.

	Ask learners to individually create a simple storyboard outlining key events in a narrative of their choice.	
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.	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 2

Week Ending: 19-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B9	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B9.1.2.1.1 Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures	Lesson: 1 of 1
Performance Indicator: Learners can collaborate and discuss their interpretations of the audio-visuals		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 72		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Discuss with learners how they typically listen and watch media (TV, social media, music videos).</p> <p>Ask them what information they usually remember or how they interpret the content.</p> <p>Introduce the topic and share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Introduce the chosen audio-visual text and provide some context.</p> <p>Explain the purpose of the activity: to listen attentively, identify key ideas, and express those ideas using appropriate vocabulary and language.</p> <p>Discuss the importance of paying attention to not only the content but also the tone, pace, and delivery style in audio-visual texts.</p> <p>Play the audio-visual text for the class. Ask learners to listen attentively and take notes on key ideas, phrases, or figures of speech.</p> <p>After playing the text, facilitate a class discussion. Encourage learners to share their interpretations of the content, highlighting key ideas and language used.</p> <p>Divide learners into small groups and provide each group with a set of discussion questions related to the audio-visual text.</p>	Audio-visual text (short video clip, podcast, or spoken word piece)

	<p>Encourage them to discuss and formulate responses, paying attention to vocabulary and language use.</p> <p>Each group presents their ideas to the class. Discuss how they used language and figures of speech to support their 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>	

Week Ending: 19-01-2024	Day:	Subject: English Language	
Duration: 60mins		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 develop critical thinking skills to analyze a text in its entirety		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Comprehension, Strategies, Purpose, Context			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners to share their experiences with reading different types of texts. Discuss how they typically understand and retain information from what they read.</p> <p>Introduce the topic and share performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Introduce the chosen text for analysis. Briefly explain the context, authorship, and any relevant background information.</p> <p>Discuss the concept of critical analysis, emphasizing the need to evaluate the author's arguments, evidence, and the overall effectiveness of the text.</p> <p>Introduce the idea of an objective summary, highlighting the importance of providing a concise and unbiased overview of the text.</p> <p>Break the class into small groups and assign each group a section of the text to critically analyze.</p> <p>Ask them to identify the main arguments, supporting evidence, and any persuasive techniques used by the author.</p> <p>Each group presents their analysis to the class. Encourage class discussion and debate on different interpretations and perspectives.</p> <p>On the whiteboard, create a list of key words related to critical analysis. Include terms such as thesis, evidence, argument, counterargument, perspective, bias, and conclusion.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Discuss and define these terms with the class.</p> <p>Provide guidelines for creating an objective summary.</p> <p>Discuss the importance of avoiding personal opinions and focusing on the author's intent and key points.</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: 19-01-2024	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Use of brackets
Content Standard: B9.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B9.3.2.1.1. Identify and use brackets in context.
		Lesson: 1 of 1
Performance Indicator: Learners can learn to accurately identify and use brackets in their own writing.		Core Competencies: Communication and Collaboration, Personal
New words	Bracket, Parentheses, Non-essential, clarity	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show learners examples of sentences with different punctuation marks including brackets, parentheses, and dashes.</p> <p>Ask them to identify the marks and discuss their different functions.</p>	
PHASE 2: NEW LEARNING	<p>Explain the purpose of brackets in writing, emphasizing that they are used to provide additional information or clarification within a sentence.</p> <p>Discuss the different types of brackets – round brackets (), square brackets [], and curly brackets { }.</p> <p>Explain when each type is commonly used and how they can enhance or modify a sentence.</p> <p>Provide examples on the board of sentences with brackets, and discuss how the information within the brackets contributes to the overall meaning.</p> <p>Distribute sample sentences with brackets to the learners. Ask them to identify the information enclosed in brackets and discuss how it adds to or modifies the sentence.</p> <p>Engage learners in a collaborative activity where they create sentences with brackets.</p> <p>Encourage creativity while ensuring that the brackets serve a purpose in providing additional information.</p> <p>Introduce a worksheet or task where learners correct sentences by adding appropriate brackets.</p> <p>Discuss the corrections as a class, explaining the reasoning behind each addition.</p>	Short reading passages featuring creative and effective use of brackets

	<p><u>Assessment</u> <i>Read each sentence carefully.</i> <i>Identify the non-essential information that could be enclosed in brackets.</i></p> <ol style="list-style-type: none"> 1. The scientist, who won the Nobel Prize, made a groundbreaking discovery. 2. The movie, based on a best-selling novel, will be released next month. 3. The bakery, famous for its delicious pastries, is just around the corner. 4. Sarah, an avid reader, finished the entire book in one sitting. 	
<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: 19-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Informative Writing
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	Indicator: B9.4.2.1.4 Write an informative, explanatory text on a familiar or unfamiliar topic	Lesson: 1 of 1
Performance Indicator: Learners can learn how to write an informative and explanatory text on a chosen topic, focusing on clarity and coherence		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 94		
Keywords: Informative, Explanatory, clarity, Coherence		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with an engaging starter to activate prior knowledge. Show a brief, captivating video or image related to a fascinating and unfamiliar topic, such as deep-sea creatures. Facilitate a short class discussion by asking questions like:</p> <ul style="list-style-type: none"> • What did you find interesting in the video/image? • Why do you think it's essential to learn about new and unfamiliar topics? • Have you ever had to explain something complex to someone? How did you do it? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Share examples of well-written informative texts. Discuss the key features, such as a clear introduction, body with supporting details, and a conclusion that summarizes the information.</p> <p>Choose a simple and relatable topic as a class (e.g., "How Plants Grow"). Together, create an outline with main ideas and supporting details.</p> <p>Model writing the introduction and the first paragraph.</p> <p>Discuss how to use key words and phrases for clarity.</p> <p>Allow learners to work in pairs or small groups to write the next section of the text, ensuring they focus on using the key words.</p> <p>Provide each student with a topic of their choice or allow them to choose their own.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	They will continue writing their informative text independently, incorporating the key words discussed in class.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending: 19-01-2024	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B9	Class Size:	Sub Strand: Literature
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama	Lesson: 1 of 1
Performance Indicator: Learners can identify and explain key events in film/media, narratives, and play scripts, enhancing their understanding of storytelling structures.		Core Competencies: Communication and Collaboration, Personal
Key words	Narrative, Play Script, Visual Presentation, Dialogue, Stage Directions, Events	
References: English Language Curriculum Pg. 99		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the different ways stories are told – through film/media, written narratives, and play scripts.</p> <p>Ask learners to share their preferences and experiences with each form.</p> <p>Display a short excerpt from a film, a narrative, and a play script on the board, and discuss the unique characteristics of each.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the differences between these storytelling forms. Highlight elements such as visual presentation, use of dialogue, and stage directions.</p> <p>Introduce the concept of events in a story and explain that events can be conveyed differently in each medium.</p> <p>Divide the class into small groups. Provide each group with an excerpt from a film, a narrative, and a play script.</p> <p>Ask them to identify and compare how a specific event is presented in each medium.</p> <p>Facilitate a group discussion where each group shares their findings.</p> <p>Encourage learners to discuss the impact of visuals, dialogue, and stage directions on their understanding of the events.</p>	Clips from films or TV shows with clear narrative structures.

	<p>Transition to a creative activity where learners work individually or in pairs to create a short scene or event in three formats: film/media, narrative, and play script.</p> <p>Allow time for learners to share their creations with the class.</p> <p>Discuss the challenges and benefits of adapting the same event into different storytelling forms.</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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 3

Week Ending: 26-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B9	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B9.1.2.1.1 Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures	Lesson: 1 of 1
Performance Indicator: Learners can make inferences about purpose, intention, theme/message, and simple connections to real life and personal experiences		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 72		
New words: Attentive Listening, vocabulary, language, figures		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a short, engaging audio clip or recording that prompts critical thinking. For example, play a segment from a podcast, interview, or storytelling session.</p> <p>After listening, ask learners to jot down any thoughts, questions, or initial reactions.</p> <p>Discuss these in pairs or small groups before sharing as a class.</p>	
PHASE 2: NEW LEARNING	<p>Define the term "inference" and discuss its importance in understanding spoken language.</p> <p>Explain the objective of the lesson: to make inferences about purpose, intention, theme/message, and connections to real life and personal experiences during listening comprehension.</p> <p>Discuss the role of context clues and background knowledge in making inferences.</p> <p>Play another audio clip or recording with a clear theme. Provide learners with a set of guided questions to consider while listening, focusing on purpose, intention, and message.</p> <p>After listening, facilitate a class discussion to share inferences and interpretations. Encourage learners to support their responses with evidence from the audio clip.</p> <p>Break the class into small groups and provide each group with a different audio clip. Ask them to make inferences</p>	Audio-visual content (short video, podcast, or audio clip)

	<p>and prepare a brief presentation about the purpose, intention, and theme/message of their assigned clip.</p> <p>Groups present their findings to the class, promoting discussion and exploration of different perspectives.</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: 26-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B9	Class Size:	Sub Strand: Comprehension
Content Standard: B9.2.1.2: Read, comprehend, and analyze varieties of texts	Indicator: B9.2.1.2.2 Make predictions, identify patterns and relationships of ideas to analyze texts	Lesson: 1 of 1
Performance Indicator: Learners can enhance their reading comprehension skills by using prediction, identifying patterns and relationships between ideas, and creating a summary of the main ideas.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 81		
Keywords: Prediction, relationships, patterns, peer edit, Summary		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Start the lesson with a thought-provoking question related to the set text.</p> <p>For example, if the text is about space exploration, you might ask, "What do you think are the most significant discoveries in space exploration, and why?"</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Provide the set text to learners and guide them in making predictions about the content based on the title, headings, and any introductory information.</p> <p>Read a portion of the text together as a class, highlighting patterns and relationships between ideas.</p> <p>Model how to identify main ideas and supporting details.</p> <p>Break learners into small groups and assign each group a section of the text.</p> <p>Have them analyze their section, focusing on patterns and relationships.</p> <p>Each group will then present their findings to the class.</p> <p>Facilitate a class discussion to synthesize the main ideas and create a collective summary on the whiteboard.</p> <p>Ask learners to individually create a summary of the set text using the information discussed in class.</p> <p>Encourage them to incorporate patterns and relationships between ideas.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

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.	
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Week Ending: 26-01-2024	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Phrasal Verbs
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.3 Use more complex phrasal verbs accurately in speech and writing
		Lesson: 1 of 1
Performance Indicator: Learners can complex phrasal verbs accurately in speech and writing		Core Competencies: Communication and Collaboration, Personal
New words	Phrasal Verb, Context, Literal Meaning, Figurative Meaning	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with an engaging starter to introduce the concept of phrasal verbs.</p> <p>Display a sentence on the board with a phrasal verb, such as "I need to come along to the meeting."</p> <p>Ask learners to share their initial thoughts on what "come along" might mean in this context.</p> <p>Discuss as a class, encouraging learners to consider the potential meanings based on their prior knowledge.</p>	
PHASE 2: NEW LEARNING	<p>Identify phrasal verbs in texts and determine what they mean in context (come after, come along, blow up, make up, etc.).</p> <p>Use phrasal verbs in developing meaningful paragraphs.</p> <p>Choose a text that contains several examples of phrasal verbs. Read the text together as a class.</p> <p>Identify and underline the phrasal verbs in the text.</p> <p>Discuss their literal meanings and potential figurative meanings based on the context.</p> <p>Create a chart on the board or chart paper with columns for each identified phrasal verb, its literal meaning, and its possible figurative meanings.</p> <p>Break learners into small groups and assign each group a set of phrasal verbs to analyze. Have them add to the chart with their findings.</p> <p>Distribute a different text to each student and ask them to</p>	<p>Texts with examples of phrasal verbs (chosen beforehand)</p>

	<p>Identify and underline the phrasal verbs. Learners should then write down the literal and potential figurative meanings based on the context of the text.</p> <p><u>Assessment</u> <i>Read the following short text. Identify and underline the phrasal verbs. For each phrasal verb, write down its literal meaning and suggest a figurative meaning based on the context.</i></p> <p>Emily was feeling down because she had to come along to the event alone. However, her friend Mia convinced her to come along with her. As they walked in, the atmosphere lit up, and Emily's mood came along with it.</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: 26-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Writing Business letters
Content Standard: B9.4.2.2: Apply writing skills to specific life situations	Indicator: B9.4.2.2.1 Compose formal writing (business letters, email, minutes, programme)	Lesson: 1 of 1
Performance Indicator: Learners can compose formal business letters with clarity and proper structure.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 94		
Keywords: Formal writing, Business letters, Clarity, Professionalism, Structure		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of effective written communication in professional settings.</p> <p>Show examples of real business letters or share scenarios where formal communication is necessary.</p> <p>Discuss the key elements that distinguish formal writing in business contexts.</p>	
PHASE 2: NEW LEARNING	<p>Define the purpose and characteristics of formal business letters.</p> <p>Discuss the standard structure of a business letter, including the sender's address, date, recipient's address, salutation, body, closing, and signature.</p> <p>Emphasize the importance of clarity, conciseness, and professionalism in business communication.</p> <p>Provide learners with a template for a business letter or create one collectively on the board.</p> <p>Walk through the components of a business letter, explaining the purpose and format of each section.</p> <p>Break the class into small groups and assign each group a different scenario or business context.</p> <p>Instruct them to compose a formal business letter based on the given information.</p> <p>Groups present their letters to the class, and the class provides feedback on clarity, tone, and adherence to formal writing conventions.</p>	Templates for business letters

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.	
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Week Ending: 26-01-2024	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B9	Class Size:	Sub Strand: Literature
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama	Lesson: 1 of 1
Performance Indicator: Learners can identify and explain key events in film/media, narratives, and play scripts, enhancing their understanding of storytelling structures.		Core Competencies: Communication and Collaboration, Personal
Key words	Narrative, Play Script, Visual Presentation, Dialogue, Stage Directions, Events	
References: English Language Curriculum Pg. 99		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the different ways stories are told – through film/media, written narratives, and play scripts.</p> <p>Ask learners to share their preferences and experiences with each form.</p> <p>Display a short excerpt from a film, a narrative, and a play script on the board, and discuss the unique characteristics of each.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the differences between these storytelling forms. Highlight elements such as visual presentation, use of dialogue, and stage directions.</p> <p>Introduce the concept of events in a story and explain that events can be conveyed differently in each medium.</p> <p>Divide the class into small groups. Provide each group with an excerpt from a film, a narrative, and a play script.</p> <p>Ask them to identify and compare how a specific event is presented in each medium.</p> <p>Facilitate a group discussion where each group shares their findings.</p> <p>Encourage learners to discuss the impact of visuals, dialogue, and stage directions on their understanding of the events.</p>	Clips from films or TV shows with clear narrative structures.

	<p>Transition to a creative activity where learners work individually or in pairs to create a short scene or event in three formats: film/media, narrative, and play script.</p> <p>Allow time for learners to share their creations with the class.</p> <p>Discuss the challenges and benefits of adapting the same event into different storytelling forms.</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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 4

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B9.1.2.1.1 Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures	Lesson: 1 of 1
Performance Indicator: Learners can practice attentive listening to audio-visual texts and enhance their ability to support ideas with appropriate vocabulary, language, and figures.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 72			
New words: Attentive Listening, vocabulary, language, figures			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with an interactive and engaging starter. Play a short, intriguing audio clip without revealing the visuals.</p> <p>Ask learners to share their initial thoughts and emotions. Encourage them to use descriptive words to express their reactions.</p> <p>Discuss as a class, emphasizing the importance of using precise vocabulary to convey feelings and impressions.</p>		
PHASE 2: NEW LEARNING	<p>Play a short video or audio clip with rich content. Ask learners to listen attentively and take notes on key points.</p> <p>Collaboratively create a list of vocabulary words and phrases that could be used to describe the content.</p> <p>Discuss the impact of precise language on understanding and interpretation.</p> <p>Introduce figures of speech (e.g., similes, metaphors) and discuss their role in enhancing language. Identify figures of speech used in the audio-visual content.</p> <p>In pairs or small groups, ask learners to discuss the audio-visual content, supporting their ideas with vocabulary and figures of speech.</p>	Audio-visual content (short video, podcast, or audio clip)	

	<p>Encourage peer-to-peer sharing.</p> <p><u>Assessment</u> Play another audio-visual clip along with a list of questions. Learners should listen attentively and respond to the questions, incorporating appropriate vocabulary and figures of speech in their answers</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: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension	
Content Standard: B9.2.1.2: Read, comprehend, and analyze varieties of texts		Indicator: B9.2.1.2.2 Make predictions, identify patterns and relationships of ideas to analyze texts	Lesson: 1 of 1
Performance Indicator: Learners can enhance their reading comprehension skills by using prediction, identifying patterns and relationships between ideas, and creating a summary of the main ideas.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Prediction, relationships, patterns, peer edit, Summary			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Start the lesson with a thought-provoking question related to the set text.</p> <p>For example, if the text is about space exploration, you might ask, "What do you think are the most significant discoveries in space exploration, and why?"</p> <p>Introduce the topic and share performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Provide the set text to learners and guide them in making predictions about the content based on the title, headings, and any introductory information.</p> <p>Read a portion of the text together as a class, highlighting patterns and relationships between ideas.</p> <p>Model how to identify main ideas and supporting details.</p> <p>Break learners into small groups and assign each group a section of the text.</p> <p>Have them analyze their section, focusing on patterns and relationships.</p> <p>Each group will then present their findings to the class.</p> <p>Facilitate a class discussion to synthesize the main ideas and create a collective summary on the whiteboard.</p> <p>Ask learners to individually create a summary of the set text using the information discussed in class.</p> <p>Encourage them to incorporate patterns and relationships between ideas.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

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.	
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Week Ending:	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Phrasal Verbs
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.3 Use more complex phrasal verbs accurately in speech and writing
		Lesson: 1 of 1
Performance Indicator: Learners can engage in writing activities that showcase the expressive potential of phrasal verbs		Core Competencies: Communication and Collaboration, Personal
New words	Phrasal Verb, Context, Literal Meaning, Figurative Meaning	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Share examples of sentences with regular verbs and ask learners to rephrase them using alternative verbs that evoke stronger imagery or action (e.g., "He saw the dog" vs. "He spotted the playful pup scampering across the park").	
PHASE 2: NEW LEARNING	<p>Present a mini-lecture on what phrasal verbs are and how they work. Give examples of common phrasal verbs with their individual verb and particle meanings (e.g., "look up" = search, "figure out" = understand).</p> <p>Divide learners into groups and distribute handouts with lists of phrasal verbs and their meanings. Encourage them to work together to create sentences using the assigned verbs and discuss their interpretations.</p> <p>Display chart paper and invite groups to share their sentences, adding them to a class list of creative phrasal verb usage.</p> <p>Provide learners with short reading passages featuring well-used phrasal verbs. Ask them to identify and highlight the phrasal verbs, discussing their impact on the writing's tone and imagery.</p> <p>Facilitate a class discussion about the different effects of using phrasal verbs: highlighting action, adding humor, creating vivid descriptions, etc.</p> <p>Give learners sentence completion prompts or creative writing starter ideas that encourage the use of phrasal verbs (e.g., "As the storm raged, she hunkered down...", "Just as I was about to give up, I stumbled upon...").</p> <p>Allow learners time to write short paragraphs or narratives, showcasing their newfound expertise in incorporating phrasal</p>	Short reading passages featuring engaging use of phrasal verbs

	<p>verbs for effect.</p> <p><u>Assessment</u> <i>Circle the phrasal verbs in the following sentences:</i></p> <ul style="list-style-type: none"> • She figured out the puzzle in record time. • They talked through their differences and patched things up. • The old house was falling apart, but it held a lot of memories. <p>For each circled verb, break it down into its verb and particle and explain the meaning.</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: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Writing Business letters
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.1 Compose formal writing (business letters, email, minutes, programme)
Lesson: 1 of 1		
Performance Indicator: Learners can compose effective and courteous emails for various purposes.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 94		
Keywords: Salutation, Body, Closing, Subject Line, Professional Communication		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of effective communication in the digital age.</p> <p>Share examples of scenarios where formal emails are required, such as job applications, contacting teachers, or communicating with professionals.</p> <p>Ask learners to brainstorm the key elements they think are important in writing a formal email.</p>	
PHASE 2: NEW LEARNING	<p>Lead a class discussion on the expectations and conventions of formal email writing.</p> <p>Discuss the differences between formal and informal communication, and highlight the significance of clarity, politeness, and appropriateness in formal emails. Introduce key terms such as salutation, body, closing, and subject line</p> <p>Provide learners with sample formal emails or excerpts. In small groups, have learners analyze and identify the key components of each email.</p> <p>Discuss their findings as a class, highlighting effective elements and potential improvements.</p> <p>Discuss the importance of an appropriate subject line and how it can impact the reader's perception.</p> <p>Engage learners in a hands-on activity where they create subject lines for different scenarios.</p> <p>Share and discuss the subject lines as a class, providing feedback on clarity and relevance.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Provide a scenario or purpose for a formal email (e.g., contacting a teacher, applying for a job, etc.).</p> <p>Guide learners through the process of drafting a formal email, emphasizing the structure, tone, and content.</p> <p>Encourage learners to share their drafts with a partner for peer feedback.</p> <p>Organize a peer editing session where learners exchange their draft emails.</p> <p>Encourage constructive feedback on clarity, tone, and overall effectiveness.</p> <p>Allow time for learners to revise their drafts based on peer suggestions.</p> <p><u>Assessment</u> Assign different roles or scenarios to pairs of learners (e.g., employer and job applicant, student and teacher).</p> <p>Have learners perform a role-play where they practice sending and receiving formal emails.</p> <p>Encourage them to focus on using appropriate language and addressing the specific needs of the scenario.</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: 50MINS		Strand: Literature	
Class: B9	Class Size:	Sub Strand: Literature	
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.14. Use literary devices (imagery) in texts	Lesson: 1 of 1
Performance Indicator: Learners can incorporate various forms of imagery, such as personification, simile, metaphors, and idiomatic expressions, in their speech and writing.		Core Competencies: Communication and Collaboration, Personal	
Key words	Figurative Language, Personification, Simile, Metaphor, Idiomatic Expressions, Imagery		
References: English Language Curriculum Pg. 99			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a short video or a series of images that evoke strong emotions or vivid scenes.</p> <p>Ask learners to jot down their initial thoughts and feelings about the visuals. This will serve as a segue into the importance of using imagery in language.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Define imagery and its role in literature and everyday language.</p> <p>Briefly explain personification, simile, metaphors, and idiomatic expressions, providing simple examples for each.</p> <p>Discuss why authors and speakers use these devices to enhance their communication and engage the audience.</p> <p>Provide examples of personification and ask learners to identify them.</p> <p>Have learners create their own sentences using personification, describing an object or concept as if it were a person.</p> <p>Discuss and share their creations as a class.</p> <p>Differentiate between similes and metaphors, providing examples.</p> <p>Engage learners in a hands-on activity where they create similes and metaphors based on given prompts.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Encourage peer sharing and discussion.</p> <p>Introduce idiomatic expressions and their cultural context. Distribute a list of common idioms.</p> <p>Learners can work in pairs or small groups to find and identify idioms in books, articles, or online resources.</p> <p>Provide a prompt or a starting sentence for a short creative writing piece.</p> <p>Instruct learners to incorporate at least one example of personification, simile, metaphor, and an idiom in their writing.</p> <p>Allow time for learners to share their writing with peers and provide constructive feedback.</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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 5

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B9.1.2.1.1 Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures	Lesson: 1 of 1
Performance Indicator: Learners can extract and analyze key information such as message, theme, tone, mood, and character from audio-visuals.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 72			
New words: Message, Theme, Tone, Mood, Character			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin the lesson with a short, engaging video clip or audio excerpt that evokes emotions and raises questions. <i>(It could be a scene from a movie, a song, a podcast, or a TED Talk)</i></p> <p>Prompt learners to share their initial reactions and observations.</p> <p>Encourage them to think about the emotions conveyed, any messages or themes presented, and the overall tone and mood of the content.</p>		
PHASE 2: NEW LEARNING	<p>Lead a class discussion on the importance of actively listening to and watching audio-visual content.</p> <p>Discuss how visual and auditory elements contribute to the overall impact and effectiveness of a message.</p> <p>Introduce key terms such as message, theme, tone, mood, and character, and explain their relevance in analyzing audio-visual content.</p> <p>Present a brief overview of the key terms (message, theme, tone, mood, character).</p> <p>Choose a short audio-visual clip and guide learners through a collective analysis, identifying and discussing each of the key elements.</p> <p>Provide learners with individual audio-visual content pieces. This could include song lyrics, movie scenes, TED Talks, or</p>		Audio-visual content (short video, podcast, or audio clip)

	<p>podcast excerpts.</p> <p>Instruct learners to analyze the content independently, noting the message, theme, tone, mood, and character. Circulate around the class to provide assistance and guidance.</p> <p>Assign longer audio-visual content pieces for learners to analyze individually.</p> <p>Instruct them to create a more detailed analysis that includes specific examples to support their observations.</p> <p>Emphasize the importance of providing evidence for their interpretations.</p> <p>Arrange a gallery walk where learners can display their analyses (perhaps in the form of posters or written summaries).</p> <p>Learners move around the room, reviewing and providing feedback on their peers' analyses.</p> <p>Encourage learners to consider different perspectives 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>	

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		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 in its entirety and develop the skill of creating an objective summary based on their critical analysis.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Critical Analysis, Objective Summary, Interpretation, Subjectivity, Objectivity			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by introducing the concept of critical analysis.</p> <p>Display a short excerpt from a text on the board or screen.</p> <p>Ask learners to read it carefully and jot down any initial thoughts or questions that come to mind.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of critical analysis and how it contributes to a deeper understanding of a text.</p> <p>Introduce key terms such as critical thinking, interpretation, and analysis.</p> <p>Discuss the difference between subjective and objective perspectives in reading and analyzing texts.</p> <p>Choose a short text or passage that is rich in content and complexity.</p> <p>Lead the class in a guided analysis, focusing on elements such as themes, characters, setting, and tone.</p> <p>Encourage learners to ask questions and share their interpretations.</p> <p>Provide another text, preferably a different genre or style.</p> <p>Instruct learners to independently analyze the entire text, taking notes on key elements and their interpretations.</p> <p>Circulate around the class to offer guidance and support.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Organize learners into small groups to discuss their individual analyses.</p> <p>Encourage them to compare interpretations, identify common themes, and explore different perspectives.</p> <p>Each group should choose a spokesperson to share notable insights with the class.</p> <p>Teach learners the process of creating an objective summary.</p> <p>Highlight the importance of distilling the main ideas without introducing personal opinions.</p> <p>Provide a structured template for summarization.</p> <p>Assign a longer text or article for learners to read. Instruct them to critically analyze the text and then create an objective summary.</p> <p>Circulate around the class to provide feedback and guidance.</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: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Adverbial Verbs
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.4 Use the knowledge of the adverbial phrase and its functions
Performance Indicator: Learners can identify and use adverbial phrases effectively.		Lesson: 1 of 1
Performance Indicator: Learners can identify and use adverbial phrases effectively.		Core Competencies: Communication and Collaboration, Personal
New words	Adverbial Phrase, Modifier, Sentence Structure, Function	
References: English Language Curriculum Pg. 83		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a simple sentence on the board or screen, such as "The dog ran."</p> <p>Ask learners to identify the adverb in the sentence. After discussing their answers, introduce the concept of adverbial phrases, explaining that they provide additional information about how, when, where, or why an action occurs.</p> <p>Show examples of sentences with adverbial phrases and ask learners to identify the purpose of each phrase.</p>	
PHASE 2: NEW LEARNING	<p>Use adverb phrases to:</p> <p>Engage the class in a discussion about the importance of adverbs and adverbial phrases in adding detail and precision to sentences.</p> <p>Discuss the various functions of adverbial phrases, such as modifying verbs, adjectives, or other adverbs. Introduce key terms like adverbial phrase, modifier, and sentence structure.</p> <p>Present sentences that include adverbial phrases. Examples:</p> <ul style="list-style-type: none"> • Describe how — e.g. <i>Aysha passed the exam quite easily.</i> • Describe where — e.g. <i>I met Kwame near the bridge.</i> • Describe why — e.g. <i>The law was abolished to end discrimination of girls in school.</i> • Describe when — e.g. <i>The disgraced thief left the scene as quickly as possible</i> <p>Guide learners through the identification process, highlighting how to recognize adverbial phrases and their functions. Discuss different types of adverbial phrases (time, place, manner, frequency, etc.).</p>	Short reading passages featuring engaging use of phrasal verbs

	<p>Provide a set of sentences for learners to analyze independently. Instruct them to identify the adverbial phrases and determine their functions.</p> <p>Circulate around the class to provide support and clarify any questions.</p> <p>Challenge learners to create their own sentences, incorporating adverbial phrases.</p> <p>Encourage variety by using different types of adverbial phrases. Learners can share their sentences with a partner or with the class.</p> <p>Assign a short writing task where learners need to incorporate adverbial phrases.</p> <p>Emphasize the importance of using adverbial phrases to provide vivid details and enhance the overall quality of their writing.</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: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Minutes Writing	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.1 Compose formal writing (business letters, email, minutes, programme	Lesson: 1 of 1
Performance Indicator: Learners can compose clear and concise meeting minutes.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 94			
Keywords: Meeting Minutes, Agenda, Attendees, Motions, Action Items, Clarity			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by discussing the importance of meeting minutes.</p> <p>Introduce the concept of meetings and why minutes are essential for documenting discussions, decisions, and action items.</p> <p>Share examples of situations where minutes might be used (e.g., student council meetings, club meetings).</p> <p>Ask learners to brainstorm what they think should be included in meeting minutes.</p>		
PHASE 2: NEW LEARNING	<p>Lead a class discussion on the key elements of effective meeting minutes.</p> <p>Discuss the purpose of minutes, the importance of capturing decisions and action items, and the need for clarity and objectivity.</p> <p>Introduce key terms such as agenda, attendees, motions, and action items.</p> <p>Provide learners with samples of meeting minutes. In small groups, have learners analyze the structure and content of the minutes.</p> <p>Discuss their findings as a class, emphasizing the importance of clarity and completeness.</p> <p>Discuss the role of the agenda in creating effective meeting minutes.</p> <p>Engage learners in an activity where they create a sample agenda for a fictional meeting.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Share and discuss the agendas as a class, focusing on how a well-organized agenda contributes to comprehensive minutes.</p> <p>Provide a simulated meeting scenario or topic for discussion.</p> <p>Guide learners through the process of taking meeting minutes, focusing on capturing key points, decisions, and action items.</p> <p>Encourage learners to share their drafts with a partner for peer feedback.</p> <p>Organize a peer editing session where learners exchange their draft meeting minutes.</p> <p>Encourage constructive feedback on clarity, completeness, and accuracy.</p> <p>Allow time for learners to revise their drafts based on peer suggestions.</p> <p><u>Assessment</u> Assign different roles or scenarios to pairs of learners (e.g., meeting chairperson and secretary).</p> <p>Have learners perform a role-play where they conduct and document a fictional meeting.</p> <p>Encourage them to focus on capturing essential information and managing time effectively.</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: 50MINS		Strand: Literature	
Class: B9	Class Size:	Sub Strand: Literature	
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.14. Use literary devices (imagery) in texts	Lesson: 1 of 1
Performance Indicator: Learners can incorporate various forms of imagery, such as personification, simile, metaphors, and idiomatic expressions, in their speech and writing.		Core Competencies: Communication and Collaboration, Personal	
Key words	Figurative Language, Personification, Simile, Metaphor, Idiomatic Expressions, Imagery		
References: English Language Curriculum Pg. 99			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a short video or a series of images that evoke strong emotions or vivid scenes.</p> <p>Ask learners to jot down their initial thoughts and feelings about the visuals. This will serve as a segue into the importance of using imagery in language.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Define imagery and its role in literature and everyday language.</p> <p>Briefly explain personification, simile, metaphors, and idiomatic expressions, providing simple examples for each.</p> <p>Discuss why authors and speakers use these devices to enhance their communication and engage the audience.</p> <p>Provide examples of personification and ask learners to identify them.</p> <p>Have learners create their own sentences using personification, describing an object or concept as if it were a person.</p> <p>Discuss and share their creations as a class.</p> <p>Differentiate between similes and metaphors, providing examples.</p> <p>Engage learners in a hands-on activity where they create similes and metaphors based on given prompts.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Encourage peer sharing and discussion.</p> <p>Introduce idiomatic expressions and their cultural context. Distribute a list of common idioms.</p> <p>Learners can work in pairs or small groups to find and identify idioms in books, articles, or online resources.</p> <p>Provide a prompt or a starting sentence for a short creative writing piece.</p> <p>Instruct learners to incorporate at least one example of personification, simile, metaphor, and an idiom in their writing.</p> <p>Allow time for learners to share their writing with peers and provide constructive feedback.</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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 6

Week Ending:	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B9	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B9.1.2.1.2 Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively	Lesson: 1 of 1
Performance Indicator: Learners can practice listening to various types of level-appropriate texts and identify key issues, such as arguments, news elements, and main ideas.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 73		
New words: Critical Listening, Key Issues, Main Ideas, Argumentative Texts, News Elements		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of active listening.</p> <p>Ask learners to share their thoughts on what makes a good listener.</p> <p>Introduce the concept of critical listening, explaining that it involves not just hearing the words but understanding the underlying message and identifying key issues.</p> <p>Show a short video clip, play an audio excerpt, or read a brief passage aloud. Discuss the initial impressions and encourage learners to jot down any key points they identify.</p>	
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the challenges of listening and comprehending different types of content, such as arguments, news, and presentations.</p> <p>Discuss the importance of identifying key issues for better understanding and critical analysis. Introduce key terms such as critical listening, main ideas, and key issues.</p> <p>Play an argumentative speech or debate. Instruct learners to identify the main arguments presented.</p> <p>Facilitate a class discussion on their observations and interpretations.</p>	Audio-visual content (short video, podcast, or audio clip)

	<p>Play a news segment or read a news article aloud. Ask learners to identify key elements, such as main events, key players, and overall themes.</p> <p>Discuss as a class and compare interpretations.</p> <p>Show a presentation video or play an audio clip of a speaker.</p> <p>Instruct learners to identify the main ideas and key points presented.</p> <p>Discuss the effectiveness of the presentation and the clarity of key messages.</p> <p>Divide learners into small groups. Provide each group with a scenario (e.g., a debate, a news report, or a presentation).</p> <p>Instruct them to actively listen and identify key issues. Each group will report their findings, promoting discussion and collaboration.</p> <p>Assign learners a level-appropriate text, speech, or dialogue to listen to individually.</p> <p>Instruct them to identify key issues, main ideas, and any supporting details.</p> <p>Learners can submit a brief reflection on their analysis.</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: 60mins		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 in its entirety and develop the skill of creating an objective summary based on their critical analysis.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Critical Analysis, Objective Summary, Interpretation, Subjectivity, Objectivity			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin the lesson by introducing the concept of critical analysis.</p> <p>Display a short excerpt from a text on the board or screen.</p> <p>Ask learners to read it carefully and jot down any initial thoughts or questions that come to mind.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of critical analysis and how it contributes to a deeper understanding of a text.</p> <p>Introduce key terms such as critical thinking, interpretation, and analysis.</p> <p>Discuss the difference between subjective and objective perspectives in reading and analyzing texts.</p> <p>Choose a short text or passage that is rich in content and complexity.</p> <p>Lead the class in a guided analysis, focusing on elements such as themes, characters, setting, and tone.</p> <p>Encourage learners to ask questions and share their interpretations.</p> <p>Provide another text, preferably a different genre or style.</p> <p>Instruct learners to independently analyze the entire text, taking notes on key elements and their interpretations.</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Circulate around the class to offer guidance and support.</p> <p>Organize learners into small groups to discuss their individual analyses.</p> <p>Encourage them to compare interpretations, identify common themes, and explore different perspectives.</p> <p>Each group should choose a spokesperson to share notable insights with the class.</p> <p>Teach learners the process of creating an objective summary.</p> <p>Highlight the importance of distilling the main ideas without introducing personal opinions.</p> <p>Provide a structured template for summarization.</p> <p>Assign a longer text or article for learners to read. Instruct them to critically analyze the text and then create an objective summary.</p> <p>Circulate around the class to provide feedback and guidance.</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: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Conditional Sentences	
Content Standard: B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		Indicator: B9.3.1.2.1 Use conditional sentences in communication to indicate an impossible condition in the past and its probable result	Lesson: 1 of 1
Performance Indicator: Learners can understand and use Type 3 conditional sentences to express impossible conditions in the past and their probable results.		Core Competencies: Communication and Collaboration, Personal	
New words	Type 3, Unreal Conditions, Probable Results, Past Actions		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a brief review of basic conditional sentences (Type 1 and Type 2) to activate prior knowledge.</p> <p>Display a simple Type 2 conditional sentence on the board (e.g., "If I had a car, I would drive to school").</p> <p>Discuss the structure and meaning with the class. Then, introduce the concept of Type 3 conditional sentences using examples like "If I had studied harder, I would have aced the test."</p> <p>Ask learners to reflect on the difference between Type 2 and Type 3 and share their observations.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of conditional sentences in expressing hypothetical or unreal situations.</p> <p>Discuss real-life scenarios where these types of sentences might be used and their impact on communication. Introduce key terms such as unreal conditions, probable results, and past actions.</p> <p>Provide guided examples of Type 3 conditional sentences on the board.</p> <p>Walk the learners through the structure and meaning. Ask them to identify the unreal condition and the probable result.</p> <p>Divide the class into small groups. Provide each group with a set of unreal conditions.</p>	Short reading passages featuring engaging use of phrasal verbs	

	<p>Instruct them to construct Type 3 conditional sentences and share their sentences with the class.</p> <p>Assign pairs of learners specific real-life scenarios. Instruct them to create Type 3 conditional sentences related to those scenarios.</p> <p>Organize a role-play activity where learners act out scenarios using Type 3 conditional sentences.</p> <p>Encourage them to focus on clear pronunciation and effective communication.</p> <p>Rotate roles to give all learners an opportunity to practice.</p> <p>Provide a set of scenarios for individual writing. Ask learners to write short paragraphs or stories using Type 3 conditional sentences.</p> <p>Encourage them to pay attention to correct grammar and coherent storytelling.</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: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Report Writing	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.1 Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format	Lesson: 1 of 1
Performance Indicator: Learners can understand the structure and purpose of formal reports and compose clear and effective reports.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 94			
Keywords: Report Writing, Introduction, Methodology, Findings, Conclusion, Recommendations			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by discussing the purpose of reports and their significance in academic and professional settings.</p> <p>Present examples of different types of reports, such as research reports, scientific reports, and business reports.</p> <p>Ask learners to share their understanding of what makes a report effective. Prompt them to think about the key components they expect to find in a well-structured report.</p>		
PHASE 2: NEW LEARNING	<p>Lead a class discussion on the key elements of effective reports.</p> <p>Discuss the importance of clarity, organization, and objectivity in report writing. Introduce key terms such as introduction, methodology, findings, conclusion, and recommendations.</p> <p>Emphasize the importance of tailoring the report structure to its purpose and audience.</p> <p>Provide learners with samples of different types of reports.</p> <p>In small groups, have learners analyze the structure and content of the reports.</p> <p>Discuss their findings as a class, emphasizing the importance of each section and its role in conveying information.</p> <p>Discuss the role of the introduction and how it sets the tone for the entire report.</p> <p>Engage learners in an activity where they create a compelling introduction for a sample report topic.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Share and discuss the introductions as a class, focusing on the clarity and relevance to the report's purpose.</p> <p>Provide a specific report topic or scenario.</p> <p>Guide learners through the process of drafting a report, focusing on the introduction, methodology, findings, conclusion, and recommendations.</p> <p>Encourage learners to share their drafts with a partner for peer feedback.</p> <p>Organize a peer editing session where learners exchange their draft reports.</p> <p>Encourage constructive feedback on clarity, organization, and the strength of each section.</p> <p>Allow time for learners to revise their drafts based on peer suggestions.</p> <p><u>Assessment</u> Assign different roles or scenarios to pairs of learners (e.g., researcher presenting findings to a team).</p> <p>Have learners perform a role-play where they present key points from their reports to their "audience."</p> <p>Encourage them to focus on effective communication and responding to potential questions.</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: 50MINS		Strand: Literature
Class: B9	Class Size:	Sub Strand: Literature
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.14. Use literary devices (imagery) in texts
Performance Indicator: Learners can create and apply imagery in their writing using personification, simile, metaphors, and idiomatic expressions.		Lesson: 1 of 1
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	<p>Begin the lesson with an engaging short story or poem that is rich in figurative language.</p> <p>Select a piece that prominently features personification, simile, metaphor, and idiomatic expressions.</p> <p>As a class, discuss the emotions and imagery evoked by these elements. Prompt learners to identify instances of figurative language in the text.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Initiate a discussion about the role of figurative language in writing. Define personification, simile, metaphor, and idiomatic expressions.</p> <p>Emphasize the power of these tools in creating vivid and imaginative imagery, and their ability to convey emotions and ideas in a more compelling manner.</p> <p>Provide examples of personification and discuss how it brings inanimate objects or concepts to life.</p> <p>Have learners choose an object from the classroom and write a short paragraph personifying it. Encourage them to share their creations with the class.</p> <p>Differentiate between similes and metaphors, providing examples for each.</p> <p>Distribute a list of common objects or feelings and ask learners to create both a simile and a metaphor for each.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Facilitate a class discussion to share and compare their creations.</p> <p>Introduce idiomatic expressions and discuss their cultural nuances.</p> <p>Provide a list of idioms and ask learners to create short stories or sentences that incorporate these expressions.</p> <p>Provide a writing prompt that encourages the use of multiple forms of figurative language.</p> <p>Instruct learners to create a short story, poem, or descriptive paragraph where they deliberately use personification, simile, metaphor, and idiomatic expressions.</p> <p>Allow time for learners to share their work in pairs or small groups.</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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 7

Week Ending:	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B9	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B9.1.2.1.2 Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively	Lesson: 1 of 1
Performance Indicator: Learners can practice listening to various types of level-appropriate texts and identify key issues, such as arguments, news elements, and main ideas.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 73		
New words: Critical Listening, Key Issues, Main Ideas, Argumentative Texts, News Elements		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of active listening.</p> <p>Ask learners to share their thoughts on what makes a good listener.</p> <p>Introduce the concept of critical listening, explaining that it involves not just hearing the words but understanding the underlying message and identifying key issues.</p> <p>Show a short video clip, play an audio excerpt, or read a brief passage aloud. Discuss the initial impressions and encourage learners to jot down any key points they identify.</p>	
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the challenges of listening and comprehending different types of content, such as arguments, news, and presentations.</p> <p>Discuss the importance of identifying key issues for better understanding and critical analysis. Introduce key terms such as critical listening, main ideas, and key issues.</p>	Audio-visual content (short video, podcast, or audio clip)

	<p>Play an argumentative speech or debate. Instruct learners to identify the main arguments presented.</p> <p>Facilitate a class discussion on their observations and interpretations.</p> <p>Play a news segment or read a news article aloud. Ask learners to identify key elements, such as main events, key players, and overall themes.</p> <p>Discuss as a class and compare interpretations.</p> <p>Show a presentation video or play an audio clip of a speaker.</p> <p>Instruct learners to identify the main ideas and key points presented.</p> <p>Discuss the effectiveness of the presentation and the clarity of key messages.</p> <p>Divide learners into small groups. Provide each group with a scenario (e.g., a debate, a news report, or a presentation).</p> <p>Instruct them to actively listen and identify key issues. Each group will report their findings, promoting discussion and collaboration.</p> <p>Assign learners a level-appropriate text, speech, or dialogue to listen to individually.</p> <p>Instruct them to identify key issues, main ideas, and any supporting details.</p> <p>Learners can submit a brief reflection on their analysis.</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: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension	
Content Standard: B9.2.1.2: Read, comprehend, and analyze varieties of texts		Indicator: B9.2.1.2.3 Make generalizations from text and link to real life situations	Lesson: 1 of 1
Performance Indicator: Learners can make generalizations from text and connect them to real-life situations.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Generalizations, Theme, Comprehension, Real-Life Application, Inference			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with an intriguing short passage that contains specific details and examples.</p> <p>For example, a paragraph about a character facing a challenge in a story.</p> <p>Ask learners to individually jot down the general lessons or principles they can draw from this passage. Encourage them to think beyond the specific details and identify broader ideas.</p> <p>Facilitate a brief class discussion where learners share their generalizations.</p>	
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of making generalizations in comprehension.</p> <p>Discuss how understanding broader themes can deepen their comprehension and help connect literature to real-life situations.</p> <p>Introduce key terms such as generalization, theme, and application to real life.</p> <p>Provide a short text or passage with specific details.</p> <p>Guide learners through the process of making generalizations by asking questions like "What broader</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>idea can we extract from these details?" and "How does this relate to real life?"</p> <p>Divide the class into small groups. Assign each group a different text or passage with specific details.</p> <p>Instruct them to collectively make generalizations and discuss how the themes connect to real-life situations. Groups present their findings to the class.</p> <p>Pair up learners and provide them with a new text or passage.</p> <p>Instruct them to make generalizations and discuss how the themes or lessons could be applied to real-life scenarios.</p> <p>Assign a short reading passage for individual analysis. Instruct learners to make generalizations and write a short reflection on how the themes relate to their own lives or the world around them.</p> <p>Collect and review their written responses.</p> <p>Organize a gallery walk where learners display their written reflections.</p> <p>Learners move around, reading and providing feedback on their peers' insights.</p> <p>Conclude with a class discussion on the variety of generalizations and real-life connections made.</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: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Conditional Sentences	
Content Standard: B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		Indicator: B9.3.1.2.1 Use conditional sentences in communication to indicate an impossible condition in the past and its probable result	Lesson: 1 of 1
Performance Indicator: Learners can understand and use Type 3 conditional sentences to express impossible conditions in the past and their probable results.		Core Competencies: Communication and Collaboration, Personal	
New words	Type 3, Unreal Conditions, Probable Results, Past Actions		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a brief review of basic conditional sentences (Type 1 and Type 2) to activate prior knowledge.</p> <p>Display a simple Type 2 conditional sentence on the board (e.g., "If I had a car, I would drive to school").</p> <p>Discuss the structure and meaning with the class. Then, introduce the concept of Type 3 conditional sentences using examples like "If I had studied harder, I would have aced the test."</p> <p>Ask learners to reflect on the difference between Type 2 and Type 3 and share their observations.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of conditional sentences in expressing hypothetical or unreal situations.</p> <p>Discuss real-life scenarios where these types of sentences might be used and their impact on communication. Introduce key terms such as unreal conditions, probable results, and past actions.</p> <p>Provide guided examples of Type 3 conditional sentences on the board.</p>	Short reading passages featuring engaging use of phrasal verbs	

	<p>Walk the learners through the structure and meaning. Ask them to identify the unreal condition and the probable result.</p> <p>Divide the class into small groups. Provide each group with a set of unreal conditions.</p> <p>Instruct them to construct Type 3 conditional sentences and share their sentences with the class.</p> <p>Assign pairs of learners specific real-life scenarios. Instruct them to create Type 3 conditional sentences related to those scenarios.</p> <p>Organize a role-play activity where learners act out scenarios using Type 3 conditional sentences.</p> <p>Encourage them to focus on clear pronunciation and effective communication.</p> <p>Rotate roles to give all learners an opportunity to practice.</p> <p>Provide a set of scenarios for individual writing. Ask learners to write short paragraphs or stories using Type 3 conditional sentences.</p> <p>Encourage them to pay attention to correct grammar and coherent storytelling.</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: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Report Writing	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.1 Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format	Lesson: 1 of 1
Performance Indicator: Learners can understand the structure and purpose of formal reports and compose clear and effective reports.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 94			
Keywords: Report Writing, Introduction, Methodology, Findings, Conclusion, Recommendations			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by discussing the purpose of reports and their significance in academic and professional settings.</p> <p>Present examples of different types of reports, such as research reports, scientific reports, and business reports.</p> <p>Ask learners to share their understanding of what makes a report effective. Prompt them to think about the key components they expect to find in a well-structured report.</p>		
PHASE 2: NEW LEARNING	<p>Lead a class discussion on the key elements of effective reports.</p> <p>Discuss the importance of clarity, organization, and objectivity in report writing. Introduce key terms such as introduction, methodology, findings, conclusion, and recommendations.</p> <p>Emphasize the importance of tailoring the report structure to its purpose and audience.</p> <p>Provide learners with samples of different types of reports. In small groups, have learners analyze the structure and content of the reports.</p> <p>Discuss their findings as a class, emphasizing the importance of each section and its role in conveying information.</p> <p>Discuss the role of the introduction and how it sets the tone for the entire report.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Engage learners in an activity where they create a compelling introduction for a sample report topic.</p> <p>Share and discuss the introductions as a class, focusing on the clarity and relevance to the report's purpose.</p> <p>Provide a specific report topic or scenario. Guide learners through the process of drafting a report, focusing on the introduction, methodology, findings, conclusion, and recommendations.</p> <p>Encourage learners to share their drafts with a partner for peer feedback.</p> <p>Organize a peer editing session where learners exchange their draft reports.</p> <p>Encourage constructive feedback on clarity, organization, and the strength of each section.</p> <p>Allow time for learners to revise their drafts based on peer suggestions.</p> <p>Assign different roles or scenarios to pairs of learners (e.g., researcher presenting findings to a team).</p> <p>Have learners perform a role-play where they present key points from their reports to their "audience."</p> <p>Encourage them to focus on effective communication and responding to potential questions.</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: 50MINS		Strand: Literature	
Class: B9	Class Size:	Sub Strand: Literature	
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.14. Use literary devices (imagery) in texts	Lesson: 1 of 1
Performance Indicator: Learners can create and apply imagery in their writing using personification, simile, metaphors, and idiomatic expressions.		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	<p>Begin the lesson with an engaging short story or poem that is rich in figurative language.</p> <p>Select a piece that prominently features personification, simile, metaphor, and idiomatic expressions.</p> <p>As a class, discuss the emotions and imagery evoked by these elements. Prompt learners to identify instances of figurative language in the text.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Initiate a discussion about the role of figurative language in writing. Define personification, simile, metaphor, and idiomatic expressions.</p> <p>Emphasize the power of these tools in creating vivid and imaginative imagery, and their ability to convey emotions and ideas in a more compelling manner.</p> <p>Provide examples of personification and discuss how it brings inanimate objects or concepts to life.</p> <p>Have learners choose an object from the classroom and write a short paragraph personifying it.</p> <p>Encourage them to share their creations with the class.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Differentiate between similes and metaphors, providing examples for each.</p> <p>Distribute a list of common objects or feelings and ask learners to create both a simile and a metaphor for each.</p> <p>Facilitate a class discussion to share and compare their creations.</p> <p>Introduce idiomatic expressions and discuss their cultural nuances.</p> <p>Provide a list of idioms and ask learners to create short stories or sentences that incorporate these expressions.</p> <p>Provide a writing prompt that encourages the use of multiple forms of figurative language.</p> <p>Instruct learners to create a short story, poem, or descriptive paragraph where they deliberately use personification, simile, metaphor, and idiomatic expressions.</p> <p>Allow time for learners to share their work in pairs or small groups.</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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 8

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B9.1.2.1.2 Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively	Lesson: 1 of 1
Performance Indicator: Learners can practice initiating discussions on level-appropriate texts, speeches, or dialogues and articulate their opinions effectively.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 73			
New words: Discussions, Opinions, Active Listening, Respectful Communication, Critical Thinking			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a thought-provoking quote related to the upcoming discussion topic.</p> <p>Display it on the board or screen and ask learners to reflect on its meaning. Encourage them to think about how this quote might relate to their own experiences or the content they are about to explore.</p> <p>Open the floor for a brief, informal discussion to get learners thinking and expressing their initial thoughts.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of sharing ideas and opinions.</p> <p>Discuss the value of diverse perspectives and the skills involved in effective communication.</p> <p>Introduce key terms such as active listening, respectful communication, and critical thinking. Emphasize that discussions are opportunities to learn from one another and broaden perspectives.</p>	Audio-visual content (short video, podcast, or audio clip)	

	<p>Provide learners with a level-appropriate text, speech, or dialogue.</p> <p>Divide the class into small groups and assign each group a set of discussion questions related to the content.</p> <p>In pairs, have learners discuss their personal connections or reactions to the content.</p> <p>Encourage them to share specific examples or moments from the text that stood out to them.</p> <p>Rotate pairs to ensure diverse interactions.</p> <p>Bring the class back together for a whole-group discussion. Ask each group to share their key insights and opinions on the content.</p> <p>Facilitate a respectful and open dialogue, encouraging learners to respond to one another.</p> <p>Display excerpts from various level-appropriate texts around the classroom.</p> <p>Assign each student a specific text to read and analyze independently.</p> <p>Learners move around the room, jotting down their thoughts and opinions on each text.</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: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension	
Content Standard: B9.2.1.2: Read, comprehend, and analyze varieties of texts		Indicator: B9.2.1.2.3 Make generalizations from text and link to real life situations	Lesson: 1 of 1
Performance Indicator: Learners can make generalizations from text and connect them to real-life situations.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Generalizations, Theme, Comprehension, Real-Life Application, Inference			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with an intriguing short passage that contains specific details and examples.</p> <p>For example, a paragraph about a character facing a challenge in a story.</p> <p>Ask learners to individually jot down the general lessons or principles they can draw from this passage. Encourage them to think beyond the specific details and identify broader ideas.</p> <p>Facilitate a brief class discussion where learners share their generalizations.</p>	
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of making generalizations in comprehension.</p> <p>Discuss how understanding broader themes can deepen their comprehension and help connect literature to real-life situations.</p> <p>Introduce key terms such as generalization, theme, and application to real life.</p> <p>Provide a short text or passage with specific details.</p> <p>Guide learners through the process of making generalizations by asking questions like "What broader</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>idea can we extract from these details?" and "How does this relate to real life?"</p> <p>Divide the class into small groups. Assign each group a different text or passage with specific details.</p> <p>Instruct them to collectively make generalizations and discuss how the themes connect to real-life situations. Groups present their findings to the class.</p> <p>Pair up learners and provide them with a new text or passage.</p> <p>Instruct them to make generalizations and discuss how the themes or lessons could be applied to real-life scenarios.</p> <p>Assign a short reading passage for individual analysis. Instruct learners to make generalizations and write a short reflection on how the themes relate to their own lives or the world around them.</p> <p>Collect and review their written responses.</p> <p>Organize a gallery walk where learners display their written reflections.</p> <p>Learners move around, reading and providing feedback on their peers' insights.</p> <p>Conclude with a class discussion on the variety of generalizations and real-life connections made.</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: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Conditional Sentences	
Content Standard: B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		Indicator: B9.3.1.2.1 Use conditional sentences in communication to indicate an impossible condition in the past and its probable result	Lesson: 1 of 1
Performance Indicator: Learners can construct conditional sentences (Types 1-3) by forming main clauses and subordinate clauses (if-clauses).		Core Competencies: Communication and Collaboration, Personal	
New words	Main Clause, Subordinate Clause, If-Clause, Condition, Result		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin the lesson with a fun and interactive activity. Write a variety of incomplete conditional sentences on the board, each representing different types (Type 1, Type 2, or Type 3). For example:</p> <ul style="list-style-type: none"> ● If it rains, ● If I win the lottery, ● If he had studied harder, <p>Ask learners to complete the sentences, filling in the blanks with their own ideas. Encourage them to share their completed sentences with the class.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of conditional sentences in expressing various types of conditions and their probable outcomes.</p> <p>Discuss the concept of main clauses and subordinate clauses in conditional sentences. Introduce key terms such as condition, result, if-clause, and main clause.</p> <p>Provide examples of different types of conditional sentences on the board.</p>		Short reading passages featuring engaging use of phrasal verbs

	<p>Guide learners through the process of identifying the main clauses and subordinate clauses (if-clauses).</p> <p>Discuss the meaning and possible outcomes of each sentence type.</p> <p>Divide the class into small groups. Assign each group a type of conditional sentence (Type 1, Type 2, or Type 3).</p> <p>Instruct them to construct original sentences for their assigned type, focusing on clear condition-result relationships.</p> <p>Pair up learners and provide them with mixed examples of conditional sentences.</p> <p>Instruct them to analyze the sentences, identifying the main clauses and subordinate clauses.</p> <p>Organize a role-play activity where learners create short dialogues or scenarios using different types of conditional sentences.</p> <p>Each pair performs their role-play in front of the class. Emphasize the correct usage and structure of conditional sentences.</p> <p>Assign a writing task where learners create a short paragraph or story using a mix of Type 1, Type 2, and Type 3 conditional sentences.</p> <p>Collect and review their written exercises for understanding and application.</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: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Writing flyers	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.2 Compose short text (flyers, posters) for different purposes and audiences	Lesson: 1 of 1
Performance Indicator: Learners can create effective flyers or posters using A5 paper size		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 94			
Keywords: Flyers, Posters, Headlines, Slogans, Product Descriptions			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by displaying a few examples of well-designed flyers or posters.</p> <p>Discuss as a class what makes them eye-catching and effective. Highlight the importance of clear headlines, appealing visuals, and concise information.</p> <p>Ask learners to share their initial thoughts on how they would design a flyer to grab someone's attention.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the purpose of flyers or posters in advertising and promotion.</p> <p>Discuss the key components, such as headlines, slogans, product descriptions, benefits, contact information, and visuals. Introduce key terms like visual hierarchy, call-to-action, and target audience.</p> <p>Provide a set of different examples of flyers or posters. Guide learners through analyzing each example, identifying the key elements.</p> <p>Discuss as a class what works well in each example and why.</p> <p>Divide the class into small groups. Assign each group a hypothetical product or event to create a flyer or poster for.</p> <p>Instruct them to brainstorm ideas for headlines, slogans, product descriptions, benefits/offers, and contact information.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Provide A5-sized sheets, art supplies, and access to design tools (if available).</p> <p>Instruct learners to individually create a draft of their flyer or poster using the ideas generated during the group brainstorming.</p> <p>Organize a gallery walk where each group displays their flyer or poster drafts.</p> <p>Learners move around, providing feedback on the effectiveness of headlines, slogans, visuals, and overall design.</p> <p>Encourage constructive feedback and positive reinforcement.</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: 50MINS		Strand: Literature	
Class: B8	Class Size:	Sub Strand: Prose	
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	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. 67			
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: Debbie, Sandy And Pepe. 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. Describe the setting of the girls finding the bird Pepe? 2. Debbie looked at the bird Pepe and said this of its peak: ' <i>it looks like yellow plastic.</i> ' what figure of speech is used in this description. 3. " <i>Poor little thing</i> " crooned Debbie as she stroked the shivering bundle. What is that shivering bundle?	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>4. The genre or style of writing used in, Debbie, Sandy and Pepe is an example of</p> <p>5. “<i>She reached and gently slid her hand under the tiny body and lifted him out. <u>He was cold and stiff.</u></i>” The underlined words indicate a state of</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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 9

Week Ending:	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B9	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B9.1.2.1.2 Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively	Lesson: 1 of 1
Performance Indicator: Learners can practice initiating discussions on level-appropriate texts, speeches, or dialogues and articulate their opinions effectively.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 73		
New words: Discussions, Opinions, Active Listening, Respectful Communication, Critical Thinking		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a thought-provoking quote related to the upcoming discussion topic.</p> <p>Display it on the board or screen and ask learners to reflect on its meaning. Encourage them to think about how this quote might relate to their own experiences or the content they are about to explore.</p> <p>Open the floor for a brief, informal discussion to get learners thinking and expressing their initial thoughts.</p>	
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of sharing ideas and opinions.</p> <p>Discuss the value of diverse perspectives and the skills involved in effective communication.</p> <p>Introduce key terms such as active listening, respectful communication, and critical thinking.</p> <p>Emphasize that discussions are opportunities to learn from one another and broaden perspectives.</p>	Audio-visual content (short video, podcast, or audio clip)

	<p>Provide learners with a level-appropriate text, speech, or dialogue.</p> <p>Divide the class into small groups and assign each group a set of discussion questions related to the content.</p> <p>In pairs, have learners discuss their personal connections or reactions to the content.</p> <p>Encourage them to share specific examples or moments from the text that stood out to them.</p> <p>Rotate pairs to ensure diverse interactions.</p> <p>Bring the class back together for a whole-group discussion. Ask each group to share their key insights and opinions on the content.</p> <p>Facilitate a respectful and open dialogue, encouraging learners to respond to one another.</p> <p>Display excerpts from various level-appropriate texts around the classroom.</p> <p>Assign each student a specific text to read and analyze independently.</p> <p>Learners move around the room, jotting down their thoughts and opinions on each text.</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: 60mins		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 in its entirety and develop the skill of creating an objective summary based on their critical analysis.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Critical Analysis, Objective Summary, Interpretation, Subjectivity, Objectivity			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by introducing the concept of critical analysis.</p> <p>Display a short excerpt from a text on the board or screen.</p> <p>Ask learners to read it carefully and jot down any initial thoughts or questions that come to mind.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of critical analysis and how it contributes to a deeper understanding of a text.</p> <p>Introduce key terms such as critical thinking, interpretation, and analysis.</p> <p>Discuss the difference between subjective and objective perspectives in reading and analyzing texts.</p> <p>Choose a short text or passage that is rich in content and complexity.</p> <p>Lead the class in a guided analysis, focusing on elements such as themes, characters, setting, and tone.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Encourage learners to ask questions and share their interpretations.</p> <p>Provide another text, preferably a different genre or style.</p> <p>Instruct learners to independently analyze the entire text, taking notes on key elements and their interpretations.</p> <p>Circulate around the class to offer guidance and support.</p> <p>Organize learners into small groups to discuss their individual analyses.</p> <p>Encourage them to compare interpretations, identify common themes, and explore different perspectives.</p> <p>Each group should choose a spokesperson to share notable insights with the class.</p> <p>Teach learners the process of creating an objective summary.</p> <p>Highlight the importance of distilling the main ideas without introducing personal opinions.</p> <p>Provide a structured template for summarization.</p> <p>Assign a longer text or article for learners to read. Instruct them to critically analyze the text and then create an objective summary.</p> <p>Circulate around the class to provide feedback and guidance.</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: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Clauses	
Content Standard: B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		Indicator: B9.3.1.2.2 Use defining and non-defining relative clauses appropriately in speech and writing	Lesson: 1 of 1
Performance Indicator: Learners can apply the knowledge of dependent and independent clauses in their own writing.		Core Competencies: Communication and Collaboration, Personal	
New words	Clauses, Dependent Clause, Independent Clause, Sentence Structure		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a quick review of sentence structures, reminding learners about the basic components of a sentence.</p> <p>Write a few simple sentences on the board and ask learners to identify the subject, verb, and any additional elements.</p> <p>Introduce the concept of clauses, explaining that clauses are groups of words that contain a subject and a verb.</p> <p>Ask learners to identify the clauses within the sentences on the board.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the different types of clauses, specifically focusing on dependent and independent clauses.</p> <p>Discuss the functions of each type and how they contribute to sentence structure.</p> <p>Introduce key terms such as sentence structure, dependent clause, and independent clause.</p> <p>Provide examples of sentences with both dependent and independent clauses.</p>	Short reading passages featuring engaging use of phrasal verbs	

	<p>Guide learners through identifying the clauses and understanding how they function within the sentences. Discuss as a class to ensure understanding.</p> <p>Divide the class into small groups. Provide each group with a set of words, phrases, or clauses. Instruct them to collaboratively build sentences that include both dependent and independent clauses.</p> <p>Pair up learners and provide them with prompts or scenarios. Instruct them to write sentences that incorporate both dependent and independent clauses to convey different meanings.</p> <p>Circulate and provide support as needed.</p> <p>Assign a writing task where learners individually write short paragraphs or stories that include a variety of sentences with dependent and independent clauses.</p> <p>Emphasize the importance of sentence variety for effective writing.</p> <p>Organize a peer-editing workshop where learners exchange their writing with a partner.</p> <p>Instruct them to identify and label dependent and independent clauses in each other's writing.</p> <p>Encourage constructive feedback on how sentence structure contributes to the overall 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: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Designing invitation cards	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.2 Compose short text (invitation cards) for different purposes and audiences	Lesson: 1 of 1
Performance Indicator: Learners can apply design principles to create an invitation card that includes event details, venue, date and time, dress code, name of the invitee, and RSVP information.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 94			
Keywords: Invitation Cards, Design Principles, Visual Elements, Layout, Typography, Visual Hierarchy			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin the lesson by showing various examples of invitation cards for different events, such as parties, weddings, or conferences.</p> <p>Discuss the visual elements, layout, and the information included on each card.</p> <p>Ask learners what they think makes an invitation visually appealing and informative.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the purpose and importance of invitation cards.</p> <p>Discuss the key elements that should be included in an invitation, such as the nature of the event, venue, date and time, dress code, name of the invitee, and RSVP information.</p> <p>Introduce key terms like layout, typography, and visual hierarchy.</p> <p>Provide a set of invitation cards for different events. Guide learners through analyzing each card, identifying the key elements and design choices.</p> <p>Discuss as a class what works well in each example.</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Divide the class into small groups. Assign each group a hypothetical event and instruct them to brainstorm ideas for the invitation card.</p> <p>Emphasize the importance of including all necessary details and considering visual appeal.</p> <p>Provide materials such as colored paper, markers, and other art supplies.</p> <p>Instruct learners to individually create a draft of their invitation card for the assigned event.</p> <p>Encourage creativity in design while ensuring clarity and coherence.</p> <p>Organize a gallery walk where each group displays their invitation card drafts.</p> <p>Learners move around, providing feedback on the effectiveness of layout, visual elements, and overall design.</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: 50MINS		Strand: Literature	
Class: B8	Class Size:	Sub Strand: Prose	
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	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. 67			
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.	Word cards, sentence cards, letter cards, handwriting on a manila card	

	5. It is obvious from the poem that the family is very Mama.	
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.	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 10

Week Ending:	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B9	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B9.1.2.1.2 Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively	Lesson: 1 of 1
Performance Indicator: Learners can practice engaging in conferences to discuss ideas noted from texts, speeches, or dialogues.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 73		
New words: Persuasion, Conferences, Active Listening, Counterarguments, Expression		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a provocative statement related to a text, speech, or dialogue that the class has previously encountered.</p> <p>For example, "Should learners have more control over their own education?" or "Is technology bringing people closer or driving them apart?"</p> <p>Ask learners to jot down their initial thoughts on the statement. After a few minutes, encourage a brief, informal discussion where learners share their initial perspectives.</p>	
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the art of persuasion. Discuss the importance of clear and persuasive communication, especially during conferences or discussions.</p> <p>Introduce key terms such as persuasion, active listening, and counterarguments. Emphasize the value of respecting diverse opinions while expressing one's ideas convincingly.</p>	Audio-visual content (short video, podcast, or audio clip)

	<p>Divide the class into small groups and assign each group a specific idea or topic related to a text, speech, or dialogue.</p> <p>Instruct each group to discuss and note down various perspectives and arguments related to the assigned topic.</p> <p>Pair learners and assign them specific roles (persuader and listener).</p> <p>Each student takes turns expressing their ideas on a given topic while the other actively listens.</p> <p>Rotate roles to ensure both learners practice both expressing and listening persuasively.</p> <p>Conduct a whole-class conference simulation on a controversial or thought-provoking topic.</p> <p>Encourage learners to participate, express their opinions, and respond persuasively to others.</p> <p>Facilitate the discussion, emphasizing the importance of clear articulation and respectful engagement.</p> <p>Assign a persuasive writing task related to a text, speech, or dialogue.</p> <p>Instruct learners to write a short piece expressing their opinions persuasively, incorporating evidence and counterarguments.</p> <p>Emphasize the importance of clarity and coherence.</p> <p>Conduct a brief workshop on effective conferencing skills, including active listening, expressing opinions clearly, and responding persuasively.</p> <p>Provide tips on body language, tone, and using evidence to support arguments.</p> <p>Allow learners to practice these skills in pairs.</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>	

	Take feedback from learners and summarize the lesson.	
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Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension	
Content Standard: B9.2.1.2: Read, comprehend, and analyze varieties of texts	Indicator: B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts		Lesson: 1 of 1
Performance Indicator: Learners can compare two related texts of different types, exploring ideas, themes, and information.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Narrative, Expository, Procedural, Language, Style, Structure, Purpose			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion about different types of texts and their purposes.</p> <p>Write the terms "narrative," "expository," and "procedural" on the board.</p> <p>Ask learners to brainstorm examples of each type and discuss their characteristics.</p>	
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the key elements of narrative, expository, and procedural texts.</p> <p>Discuss the language, style, structure, and purpose of each type.</p> <p>Introduce key terms such as narrative elements, informative style, sequential structure, and instructional purpose.</p> <p>Provide two related texts, one narrative, and one expository or procedural.</p> <p>Guide learners through analyzing each text, identifying language, style, structure, and purpose.</p> <p>Divide the class into small groups. Provide each group with a comparison chart template.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Instruct them to fill in the chart by comparing the language, style, structure, and purpose of the narrative and the expository or procedural text.</p> <p>Pair up learners and assign them a specific theme or topic related to the texts.</p> <p>Instruct them to discuss and note how the theme is presented differently in the narrative and the expository or procedural text.</p> <p>Assign an individual writing task where learners analyze a third related text (either narrative, expository, or procedural) on their own.</p> <p>Instruct them to compare the language, style, structure, and purpose of this text with the ones discussed in class.</p> <p>Organize a gallery walk where learners display their comparison charts and written analyses.</p> <p>Learners move around, reading and providing feedback on their peers' insights.</p> <p>Conclude with a class discussion on the variety of observations made.</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: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Clauses	
Content Standard: B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		Indicator: B9.3.1.2.2 Use defining and non-defining relative clauses appropriately in speech and writing	Lesson: 1 of 1
Performance Indicator: Learners can apply the knowledge of dependent and independent clauses in their own writing.		Core Competencies: Communication and Collaboration, Personal	
New words	Clauses, Dependent Clause, Independent Clause, Sentence Structure		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a quick review of sentence structures, reminding learners about the basic components of a sentence.</p> <p>Write a few simple sentences on the board and ask learners to identify the subject, verb, and any additional elements.</p> <p>Introduce the concept of clauses, explaining that clauses are groups of words that contain a subject and a verb.</p> <p>Ask learners to identify the clauses within the sentences on the board.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the different types of clauses, specifically focusing on dependent and independent clauses.</p> <p>Discuss the functions of each type and how they contribute to sentence structure.</p> <p>Introduce key terms such as sentence structure, dependent clause, and independent clause.</p> <p>Provide examples of sentences with both dependent and independent clauses.</p>	Short reading passages featuring engaging use of phrasal verbs	

	<p>Guide learners through identifying the clauses and understanding how they function within the sentences. Discuss as a class to ensure understanding.</p> <p>Divide the class into small groups. Provide each group with a set of words, phrases, or clauses. Instruct them to collaboratively build sentences that include both dependent and independent clauses.</p> <p>Pair up learners and provide them with prompts or scenarios. Instruct them to write sentences that incorporate both dependent and independent clauses to convey different meanings.</p> <p>Circulate and provide support as needed.</p> <p>Assign a writing task where learners individually write short paragraphs or stories that include a variety of sentences with dependent and independent clauses.</p> <p>Emphasize the importance of sentence variety for effective writing.</p> <p>Organize a peer-editing workshop where learners exchange their writing with a partner.</p> <p>Instruct them to identify and label dependent and independent clauses in each other's writing.</p> <p>Encourage constructive feedback on how sentence structure contributes to the overall 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: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Writing emails	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.2 Compose short text (email) for different purposes and audiences	Lesson: 1 of 1
Performance Indicator: Learners can practice writing emails for various purposes, such as contacting peers, parents, or teachers.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 94			
Keywords: Email, Recipient, CC (Carbon Copy), Subject Line, Message, Sender			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by discussing the importance of effective communication in the digital age.</p> <p>Ask learners to share their experiences with emails and the purpose they serve in their lives.</p> <p>Display a poorly formatted email on the board with missing elements (e.g., no subject, unclear message).</p> <p>Engage the class in a brief discussion about what is missing and why each element is crucial in an email.</p>		
PHASE 2: NEW LEARNING	<p>Lead a discussion about the key elements of an email.</p> <p>Explain the purpose of each element, such as the recipient's address, CC, subject, message, and sender's name and contact.</p> <p>Introduce key terms like recipient, carbon copy, subject line, and sender.</p> <p>Provide examples of both well-structured and poorly structured emails.</p> <p>Guide learners through analyzing each email, identifying the presence or absence of key elements.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Discuss as a class why each element is important for effective communication.</p> <p>Divide the class into small groups. Assign each group a scenario (e.g., writing an email to a teacher about a concern, or informing parents about an upcoming event).</p> <p>Instruct them to draft an email, ensuring all key elements are present.</p> <p>Pair up learners and exchange their drafted emails.</p> <p>Instruct them to review their peer's email, checking for the presence of all key elements and providing constructive feedback.</p> <p>Assign learners an email writing task related to a scenario of your choice (e.g., contacting a classmate for group work, or emailing a teacher for clarification).</p> <p>Instruct them to incorporate all key elements into their email. Collect and review their written emails for assessment.</p> <p>Organize a role-play activity where learners act out the scenarios they wrote emails for.</p> <p>Encourage them to consider tone and appropriateness in their role-play.</p> <p>Facilitate a discussion afterward on the effectiveness of their communication.</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: 50MINS		Strand: Literature	
Class: B8	Class Size:	Sub Strand: Prose	
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	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. 67			
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?	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>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.</p> <p>5. What has the Scribbler refused to do so far?</p> <p>6. What does he hope to achieve?</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>	