

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK I

Week Ending: 06-10-2023		Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:		Sub Strand: Conversation
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue	Lesson: 1 of 1
Performance Indicator: Learners can use appropriate register in everyday communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Sing a song containing lyrics both formal and informal</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Identify some slang words and jargon accepted locally and internationally.</p> <p>Use these in conversation on grade-level topics/texts/issues, e.g. informal (talking about music, sports, hobbies, going out with friends, social media,) the cause of poor academic performance.</p> <p>Create and act scenes dialogues/skits on texts/issues/topics using both formal and informal register to distinguish characters.</p> <p>Use appropriate register accurately in spontaneous conversation</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>		

Week Ending: 06-10-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B9	Class Size:	Sub Strand: Comprehension
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	Indicator: B9.2.1.1.1. Read a variety of grade level texts and demonstrate understanding	Lesson: 1 of 1
Performance Indicator: Learners can read a variety of grade-level texts, comprehend their content, and employ appropriate strategies to answer questions based on the readings.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 75		
Keywords: Comprehension, Strategies, Purpose, Context		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Provide students with a selection of age-appropriate texts.</p> <p>Ask students to choose a text that interests them and spend some time reading it.</p> <p>Discuss as a class why they chose their specific text and what they hope to gain from it (either enjoyment, knowledge, or both).</p> <p>Discuss the importance of having a purpose when reading. Whether it's to gather information for a project, understand a story's plot, or simply for enjoyment.</p> <p>Have students set a purpose for their chosen reading. They should write down what they hope to learn or understand by the end of the reading task.</p> <p>Introduce students to various reading comprehension strategies such as summarizing, predicting, questioning, and connecting.</p> <p>Have learners share their strategies and how they helped in understanding the text.</p> <p><u>Assessment</u> (Based on the text they've read, students should answer the following)</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

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

Week Ending: 06-10-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Use of Dash
Content Standard: B9.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B9.3.2.1.1. Identify and use dash in context.
		Lesson: 1 of 1
Performance Indicator: Learners can recognize the dash in written text and understand its purpose. Learners can accurately use dashes in written context to enhance clarity and emphasis.		Core Competencies: Communication and Collaboration, Personal
New words	Dash, Emphasis, Parenthetical, Break	
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display sentences on the board, some using dashes and others using commas or other punctuation.</p> <p>Ask students to identify any patterns or differences in how sentences are constructed. This will lead into the discussion on the use of dashes.</p>	
PHASE 2: NEW LEARNING	<p>Define the dash and explain its two primary uses:</p> <ol style="list-style-type: none"> Emphasizing or defining additional information (like parentheses). Indicating an abrupt break or pause in thought. <p>Showcase examples for each use.</p> <p>Engage students in a discussion about when they might use dashes instead of other punctuation like commas or parentheses.</p> <p>Provide students with a paragraph or short story that requires dashes but has them omitted.</p> <p>Ask students to work in pairs or small groups to insert dashes where they feel they are appropriate.</p> <p>Review the paragraph/story as a class and discuss the placement of dashes.</p> <p><u>Assessment</u> (Fill in the blanks with dashes where appropriate.)</p> <ol style="list-style-type: none"> My three favorite activities reading, baking, and hiking all have one thing in common: they can be done alone. I need the following ingredients for my cake flour sugar, especially the caster variety and eggs. 	Word cards, sentence cards, letter cards, handwriting on a manila card

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

Week Ending: 06-10-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Coordinating Conjunctions
Content Standard: B9.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs to show unity, completeness and coherence using appropriate cohesive devices		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 89		
Keywords: Coordinating Conjunction, Subordinating Conjunction, Cohesion, Coherence		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display a set of fragmented sentences on the board.</p> <p>Ask students to discuss in pairs how they might connect these sentences to create a logical and complete thought. This will introduce them to the need for cohesive devices in writing.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Define and introduce coordinating conjunctions: and, but, nor, or, so, then, yet.</p> <p>Showcase examples of sentences using these conjunctions to demonstrate their use.</p> <p>In groups, provide students with sets of sentences.</p> <p>Have them practice connecting these using appropriate coordinating conjunctions to form compound sentences.</p> <p>Define and introduce subordinating conjunctions and explain how they introduce dependent clauses.</p> <p>Display examples to illustrate their use.</p> <p>Provide students with sets of main clauses and dependent clauses. Ask them to match and connect these using appropriate subordinating conjunctions to form complex sentences.</p> <p>Assessment (Connect the sentences using appropriate cohesive devices.)</p> <ol style="list-style-type: none"> 1. It started raining. We continued our football match. 2. I love reading novels. I especially enjoy mystery genres. 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<ol style="list-style-type: none">3. She wanted to go to the concert. She didn't have enough money.4. They studied hard. They still found the exam challenging.	
PHASE 3: REFLECTION	<p>Summarize the lesson by highlighting the significance of cohesive devices in crafting coherent and complete paragraphs.</p> <p>Emphasize that while these devices might seem small, they play a crucial role in shaping the narrative and ensuring clarity.</p>	

Week Ending: 06-10-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B9	Class Size:	Sub Strand: Characters In Texts
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.1. Analyze the use of language to convey characters in film/media, narratives and play scripts
Performance Indicator: Learners can analyze how language is used in film/media, narratives, and play scripts to convey and depict characters		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>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Discuss how visual elements in film/media can tell us a lot about a character. E.g., how costumes, makeup, or even posture convey personality or status.</p> <p>Show still images of characters from films or plays and ask students to describe the characters based on appearance.</p> <p>Discuss the stereotypes or conventions in media that might influence these judgments.</p> <p>Play a scene from a movie where a character's actions define them. Discuss the scene afterward. How do actions give insight into a character's nature or intentions?</p> <p>In groups, students can read short narratives or play scripts and identify parts where a character's actions provide clues about their personality or motives.</p> <p>Read aloud a dialogue from a play or narrative where what a character says about themselves contrasts with what others say about them.</p> <p>Learners in pairs, practice inferring character traits based on dialogues from different play scripts or narratives provided to them.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
PHASE 3: REFLECTION	<p>Summarize the lesson's findings, emphasizing the myriad ways characters can be depicted and understood, and how language plays a pivotal role in that portrayal.</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>	
--	--	--