

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 2

Week Ending: 13-10-2023	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>Play two recordings for learners: one of a casual conversation between friends and another of a formal news broadcast.</p> <p>Ask learners: “What differences do you notice between the two?”</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Divide learners into groups. Assign each group a topic or issue (e.g., planning a school event, discussing a book they’ve read, a debate on school uniforms).</p> <p>Instruct each group to create two short skits on their given topic: one using a formal register and the other using an informal register.</p> <p>Highlight that the characters should remain consistent in both skits; only the language should change.</p> <p>Pair up learners. One student plays a “character” (e.g., a school principal, a fellow student, a news reporter, a sibling).</p> <p>The other student starts a spontaneous conversation with them.</p> <p>Mid-conversation, call out "switch!" The student should then switch their register (from formal to informal or vice versa).</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

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

Week Ending: 13-10-2023	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 texts and demonstrate understanding		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 75		
Keywords: Comprehension, Strategies, Purpose, Context		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Provide learners with a selection of age-appropriate texts.</p> <p>Ask learners to choose a text that interests them and spend some time reading it.</p> <p>Discuss as a class why they chose their specific text and what they hope to gain from it (either enjoyment, knowledge, or both).</p> <p>Discuss the importance of having a purpose when reading. Whether it's to gather information for a project, understand a story's plot, or simply for enjoyment.</p> <p>Have learners set a purpose for their chosen reading. They should write down what they hope to learn or understand by the end of the reading task.</p> <p>Introduce learners to various reading comprehension strategies such as summarizing, predicting, questioning, and connecting.</p> <p>Have learners share their strategies and how they helped in understanding the text.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
PHASE 3: REFLECTION	<p>Emphasize the value of reading a range of texts for a well-rounded understanding and appreciation of literature and information.</p> <p>Highlight the importance of setting purposes and using strategies to enhance comprehension.</p>	

	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	
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Week Ending: 13-10-2023	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 learners 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> <p>a) Emphasizing or defining additional information (like parentheses).</p> <p>b) Indicating an abrupt break or pause in thought.</p> <p>Showcase examples for each use.</p> <p>Engage learners in a discussion about when they might use dashes instead of other punctuation like commas or parentheses.</p> <p>Provide learners with a paragraph or short story that requires dashes but has them omitted.</p> <p>Ask learners 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.) Use dashes to combine the information in the two sentences.</p> <p>a. The cake is delicious. By the way, I made it. Answer: _____</p> <p>b. I love the book. Especially the last chapter.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

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

Week Ending: 13-10-2023	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 two versions of a paragraph on the board: one that is disjointed and incoherent, and another that is well-connected and flows smoothly.</p> <p>Ask learners: “Which paragraph is easier to read and understand? Why?”</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Begin by explaining defining and non-defining relative clauses, emphasizing the use of commas.</p> <p>Provide learners with a list of basic sentences. Instruct learners to expand these sentences using both defining and non-defining relative clauses.</p> <p>Share answers and discuss the difference in meaning or emphasis each type of clause brings to the sentence.</p> <p>Introduce noun phrases, adjectival phrases, and adverbial phrases, providing examples of each.</p> <p>Provide learners with a list of basic sentences. Ask them to expand these sentences using noun phrases, adjectival phrases, or adverbial phrases, as appropriate.</p> <p>Share answers, discussing how the additions enhance the detail and richness of the original sentences.</p> <p>Assessment Write a short paragraph about a memorable event in your life. Ensure to incorporate at least:</p> <ul style="list-style-type: none"> • One defining relative clause 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

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

Week Ending: 13-10-2023	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 learners 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, learners 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>	
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