

# FIRST TERM

## WEEKLY LESSON NOTES – B9

### WEEK 5

<b>Week Ending:</b> 03-11-2023	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		<b>Indicator:</b> B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion	
		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can actively and effectively respond to questions posed by peers.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 70			
<b>New words:</b> Discussion, Linking, Responding, Active Listening			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Begin with a short video clip of a roundtable discussion on a relevant topic.</p> <p>Ask learners, "How did the participants in the discussion connect to one another's points? Were there any missed opportunities for deeper connections?"</p> <p>Introduce the topic and share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Divide learners into groups of 4-5.</p> <p>Assign each member a specific viewpoint or stance on a chosen topic (e.g., the importance of school uniforms).</p> <p>One person in each group is the "Linker," whose job is to listen carefully and try to link the ideas of the different speakers.</p> <p>After a set time of discussion, have groups share the points made and how they were linked together.</p> <p>As a class, discuss the role of the "Linker." What was challenging? What made linking ideas easier?</p> <p>Discuss the importance of active listening and how it plays a role in linking ideas and formulating responses.</p> <p>Strengthen the skill of formulating questions and responses. In pairs, learners will take turns speaking on a topic (e.g., their favorite book). The other student must listen and</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	then ask a question that links the speaker's idea to something another student said.	
	Rotate pairs so learners interact with multiple peers.	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 03-11-2023	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	<b>Indicator:</b> B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can evaluate the effectiveness of these text types in disseminating information.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 75		
<b>Keywords:</b> Media, Disseminate, Text Types, Audience		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Display short examples of different text types (e.g., a newspaper headline, a tweet, a blog intro, and a book blurb) and ask learners: "What do these texts have in common? How might their messages reach different audiences?"</p> <p>Introduce the topic and share performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Provide groups of learners with a variety of media samples (magazine articles, social media posts, news reports, advertisements, etc.).</p> <p>Each group categorizes the samples based on their text types and discusses the primary purpose and target audience for each type.</p> <p>Groups present their categorizations and reasonings to the class.</p> <p>Individually, learners choose one media sample and analyze its effectiveness in disseminating information, considering the clarity, audience engagement, and comprehensibility of the text.</p> <p>Learners then pair up to share and compare their evaluations, discussing any differences in their analyses.</p> <p>Each learner or pair is given a piece of information or a story.</p> <p>They will then present that information in two different text types, considering how the message might change based on the medium (e.g., a news report vs. a tweet).</p>	A variety of texts (magazine articles, social media posts, news reports, advertisements)

	Learners share their creations, and the class discusses the nuances of each representation.	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 03-11-2023	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Use of hyphen
<b>Content Standard:</b> B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		<b>Indicator:</b> B9.3.2.1.1. Identify and use punctuation marks (hyphen) in context
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the correct usage of the hyphen in various contexts. Learners can apply hyphens appropriately in their writing.		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>New words</b>	Hyphen, Compound Adjectives, Punctuation, Modifier	
<b>References:</b> English Language Curriculum Pg. 86		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Write a sentence on the board that can change its meaning based on the placement of a hyphen, e.g., "I saw a man eating tiger" vs. "I saw a man-eating tiger."</p> <p>Ask learners, "How does the hyphen change the meaning of the sentence?"</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Explain the functions of a hyphen, including creating compound adjectives, joining prefixes to certain words, and avoiding ambiguity.</p> <p>Use visual examples to clarify each function, ensuring learners understand the various roles of hyphens in sentences.</p> <p>Provide learners with a passage or a set of sentences containing various uses of hyphens.</p> <p>Ask learners to identify and underline the hyphenated words and phrases.</p> <p>In pairs or small groups, have learners discuss why each hyphen is used.</p> <p>Prompt learners to write a short paragraph or story that must include at least 5 hyphenated words or phrases.</p> <p>Allow learners to share their stories with the class, emphasizing the hyphenated components.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>Why is the hyphen important in the sentence, "She had a two-year-old son"?</li> <li>What is the purpose of a hyphen in the phrase "well-known artist"?</li> <li>Is the hyphen correctly used in the phrase "mother-in-law"?</li> </ol>	Word cards, sentence cards, letter cards, handwriting on a manila card

	4. What difference in meaning can a hyphen make in the pair "re-sign" and "resign"?	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 03-11-2023	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Descriptive Writing
<b>Content Standard:</b> B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts		<b>Indicator:</b> B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can craft vivid and effective descriptive sentences about characters, settings, or mood.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 90		
<b>Keywords:</b> Descriptive, Imagery, Sensory Details, Mood		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Display two sentences side by side: "She sat on the bench in the park." and "She reclined gracefully on the sun-warmed bench amidst the fragrant rose garden."</p> <p>Ask learners: "Which sentence gives you a clearer picture? Why?"</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss how incorporating sensory details can enhance descriptions.</p> <p>Ask learners to pick an object in the room and describe it using all five senses, even if they have to imagine some (like the taste of a book or the sound of a chair).</p> <p>Provide learners with a basic description of a character (e.g., "a man").</p> <p>Ask them to enhance this description using sensory details, physical traits, and indications of personality. Share and compare descriptions.</p> <p>Provide a basic setting (e.g., "a forest at night") and ask learners to write two descriptions: one that makes the forest seem scary and another that makes it seem magical.</p> <p>Discuss how word choice and sensory details can change the mood.</p> <p><u>Oral Assessment</u></p> <ul style="list-style-type: none"> <li>• How do sensory details enhance descriptive writing?</li> <li>• Why is it important to provide detailed descriptions of characters in a story?</li> </ul>	Word cards

	<ul style="list-style-type: none"><li>• How can the description of a setting influence the mood of a passage?</li><li>• Describe a bustling city street during a rainy evening, focusing on the mood and setting.</li></ul>	
<b>PHASE 3: REFLECTION</b>	<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>	



<b>Week Ending:</b> 03-11-2023	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Characters In Texts
<b>Content Standard:</b> B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B9.5.1.1.3. Analyze the sequence of events across texts (narrative and play script)
<b>Performance Indicator:</b> Learners can analyze the sequence of events across texts		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> Communication and Collaboration, Personal		
<b>Key words</b>	Sequence, narrative, play script	
<b>References:</b> English Language Curriculum Pg. 99		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Learners take turns to read aloud parts of the prose. Example: The Old Man And His Children  Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.  Ensure learners use correct stress and intonation in reading.  Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher.  <u>Assessment</u> 1. What is the setting of the story?  2. Kamau, Mwangi and Njoroge are the main in the story.  3. What is the Narrative Technique used in the story?  4. You could not break the sticks when they were tied together, for they were strong. What figure of speech is they were strong?  5. What is the theme of the story?	Cockcrow.

<b>PHASE 3: REFLECTION</b>	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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