

# FIRST TERM

## WEEKLY LESSON NOTES – B9

### WEEK 6

<b>Week Ending:</b> 10-11-2023	<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> B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can engage in meaningful discussions on grade-level national and global issues using appropriate language		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 70			
<b>New words:</b> National issues, Active, appropriate, global			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Begin with a thought-provoking question: "Why do you think it's important for people, especially young people, to discuss and understand the issues affecting our country and the world?"</p> <p>Have a brief class discussion to elicit responses.</p> <p>Introduce the topic and share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Start by explaining the difference between national issues (those that affect a specific country) and global issues (those that have a worldwide impact).</p> <p>Provide examples of grade-level national issues, such as youth in agriculture, sanitation, and lifestyle diseases.</p> <p>Engage learners in a brainstorming activity to identify and list grade-level national issues that they are aware of or concerned about.</p> <p>Encourage them to think about how these issues impact their lives and communities.</p> <p>Invite guest speakers who have expertise or experience related to the identified national issues. For example, a local farmer for the "youth in agriculture" issue or a health professional for "lifestyle diseases."</p> <p>In small groups, learners will take turns engaging in discussions with these speakers.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Provide them with a set of open-ended questions to ask, encouraging deep conversation and active listening.</p> <p>After the discussions, reconvene as a class and have each group share the key insights and perspectives they gained from the guest speakers.</p> <p>Encourage learners to express their thoughts, ask questions, and reflect on how these national issues connect to their lives.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b> 10-11-2023	<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> Summarizing
<b>Content Standard:</b> 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.	<b>Indicator:</b> B9.2.2.1.1. Analyze critically a given text in entirety and provide an objective summary	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can critically analyze a given text, identify main and supporting ideas, and provide an objective summary.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 75		
<b>Keywords:</b> Analyze, Main ideas, Supporting ideas, Objective summary		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a short, intriguing text or excerpt (e.g., a paragraph from a news article or a story).</p> <p>Ask learners to read it and jot down their initial thoughts and questions. Then, in pairs or small groups, have them share their thoughts and discuss the main points of the text.</p> <p>Introduce the topic and share performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Explain the purpose of text analysis and how it helps readers gain a deeper understanding of the text's content.</p> <p>Introduce the concepts of main ideas (the central point of the text) and supporting ideas (evidence or details that back up the main ideas).</p> <p>Provide learners with a text or excerpt to analyze. It should be age-appropriate and cover a topic that interests them.</p> <p>In pairs or small groups, have learners read the text and discuss the main ideas and supporting ideas they find.</p> <p>Encourage them to annotate the text as they read.</p> <p>Guide learners through the process of writing an objective summary. Emphasize the importance of being accurate and not including personal opinions.</p> <p>Provide a template for creating summaries: main idea, supporting ideas, and a concise conclusion.</p>	A variety of texts (magazine articles, social media posts, news reports, advertisements)

	<p>After learners have created their summaries, assess their understanding and analysis by asking them to answer summary questions:</p> <ul style="list-style-type: none"><li>• What is the main idea of the text?</li><li>• What are the key supporting ideas in the text?</li><li>• How did you ensure that your summary is objective and unbiased?</li><li>• What would you say to someone who hasn't read the text to give them a clear understanding of it?</li></ul>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b> 10-11-2023	<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>Begin with a sentence on the board with a missing hyphen, such as "The well-known author will visit our school today."</p> <p>Ask students what they think the sentence means without the hyphen. Then, add the hyphen and discuss how it changes the meaning.</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Explain what a hyphen is and provide examples of how it is used, such as in compound words like "mother-in-law" or "well-known."</p> <p>Discuss the importance of using hyphens correctly to avoid confusion in writing.</p> <p>Discuss the use of hyphens in compound words, especially when they are used as adjectives (e.g., "a well-known actor").</p> <p>Provide a list of compound words and ask students to identify where hyphens should be inserted to create clarity.</p> <p>Explain that some words are written with hyphens when they are combined with prefixes, like "pre- and post-war." Discuss the rules for using hyphens with prefixes.</p> <p>Provide examples and have students identify whether hyphens are needed.</p> <p>Discuss the use of hyphens in numbers, such as fractions (e.g., three-fourths) and in numbers from twenty-one to ninety-nine.</p> <p>Practice writing numbers with hyphens correctly and discussing when to use them.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<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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<b>Week Ending:</b> 10-11-2023	<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> 10-11-2023	<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> Narrative
<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 read prose fluently and with understanding		<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: Ripples  Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.  Ensure learners use correct stress and intonation in reading.  Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher.  <u>Assessment</u> 1. In which general setting does the story take place?  2. "Not once did see a smile on Amina's face. "Mama Adamu said this of the dead Amina. Such an expression could be said to be what figure of speech?  3. Mama Adamu had decided to give Abi' <i>the special gift</i> '. Considering what really that "gift" was, the word special could be said to be ____  4. "He was huge and his small eyes and wide mouth gave him a very severe look; he had a slight stammer and had no patience with people..... "Such a description in italics that	Cockcrow.

	<p>makes you picture Sayibu in your mind is an example of _____</p> <p>5. Sayibu's bark was worse than his bite. The expression in italics is an example of</p> <p>6. What is the theme of the story?</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	