

# FIRST TERM

## WEEKLY LESSON NOTES – B9

### WEEK 7

<b>Week Ending:</b> 17-11-2023	<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 identify, understand, and discuss grade-level 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> Discussion, Linking, Responding, Active Listening			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1:</b> <b>STARTER</b>	<p>Start with a thought-provoking question: "Why is it important for us to learn about and discuss global issues in our grade 9 class?"</p> <p>Have learners share their thoughts and ideas in pairs or small groups and then discuss as a class.</p> <p>Introduce the topic and share performance indicators with learners.</p>		
<b>PHASE 2:</b> <b>NEW LEARNING</b>	<p>Begin by explaining what global issues are and why it's crucial for learners to be aware of them.</p> <p>Introduce grade-level global issues such as violence, gender and inclusion, kidnapping, terrorism, and child trafficking. Provide brief explanations for each.</p> <p>In small groups or pairs, have learners research and discuss one of the grade-level global issues you introduced.</p> <p>Encourage them to explore the causes, effects, and potential solutions.</p> <p>Each group will present their findings to the class. This encourages peer teaching and shared learning.</p> <p>Teach learners about using appropriate language when discussing global issues.</p> <p>Discuss the importance of using the right register, vocabulary, phrasal verbs, and idioms to convey their ideas effectively.</p> <p>Provide examples of appropriate language usage related to global issues.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Encourage open and learner-centered discussions. Divide learners into discussion groups, and each group should focus on a specific global issue.</p> <p>Provide conversation prompts or discussion questions related to each issue. For example, "What are the consequences of violence in our communities?" or "How can we promote inclusion in our school?"</p> <p>Learners should discuss the topic using the appropriate language and actively listen to their peers' contributions.</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> 17-11-2023	<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. 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> <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> </ul>	A variety of texts (magazine articles, social media posts, news reports, advertisements)

	<ul style="list-style-type: none"><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>	
<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> 17-11-2023		<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> Adjectives	
<b>Content Standard:</b> B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		<b>Indicator:</b> B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing	<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>	Adjective phrases, Participants, Settings, Materials, Quantifiers		
<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 "Descriptive Challenge" activity. Present learners with a variety of pictures and ask them to describe what they see using adjectives.</p> <p>Encourage them to be as vivid and detailed as possible.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain the concept of adjective phrases, which are groups of words that describe or modify nouns.</p> <p>Provide examples of adjective phrases used to describe participants, settings, materials, and objects.</p> <p>Divide the class into groups and provide each group with pictures or visual prompts representing participants, settings, materials, and objects.</p> <p>In their groups, learners will describe what they see in the pictures using adjective phrases. Encourage vivid and detailed descriptions. Example:</p> <ul style="list-style-type: none"> <li>• <i>Participants - The dazzlingly beautiful winner walked down the aisle. The man covered with mud crawled his way out of the mudslide.</i></li> <li>• <i>Settings – The journey begun on a rainy Monday morning.</i></li> <li>• <i>Materials - Amma is wearing a bright coloured African print.</i></li> <li>• <i>Objects - The old rickety bus stopped in the middle of the road.</i></li> </ul> <p>Introduce the concept of quantifiers, which are words that express the quantity or amount of a noun.</p> <p>Provide examples of quantifiers and explain how they can be used effectively in descriptions.</p> <p>Ask learners to individually write short descriptive paragraphs or sentences using adjective phrases and quantifiers.</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Provide a list of nouns and have learners create vivid descriptions for each noun, focusing on participants, settings, materials, and objects.	
<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> 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> 17-11-2023	<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>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: 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?  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.  5. What has the Scribbler refused to do so far? 6. What does he hope to achieve?	Cockcrow.

<b>PHASE 3:</b> <b>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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