

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 8

Week Ending: 24-11-2023	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: B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues	
		Lesson: 1 of 1	
Performance Indicator: Learners can use appropriate language and open-ended questions to discuss grade-level national and global issues.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70			
New words: Global issues, Current events, National issues.			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a "News Headlines" activity. Show learners a series of news headlines related to both national and global issues.</p> <p>Ask them to choose one headline that grabs their attention and discuss it briefly with a partner. Encourage them to express their initial thoughts and questions.</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Define national and global issues for the learners. National issues are those that affect a specific country, while global issues have an impact on the world as a whole.</p> <p>Discuss the importance of staying informed about these issues.</p> <p>Display a set of news headlines related to current national and global issues.</p> <p>Ask learners to choose one headline and share it with a partner.</p> <p>Encourage them to discuss what they understand from the headline and what questions it raises.</p> <p>Introduce the concept of open-ended questions, which are questions that require more than a simple "yes" or "no" response.</p> <p>Discuss how open-ended questions can lead to deeper discussions and a better understanding of complex issues.</p> <p>Divide the class into small groups and provide each group with a different news article or video clip related to a national or global issue.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	In their groups, learners should read the article or watch the video and come up with open-ended questions about the issue discussed.	
PHASE 3: REFLECTION	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.	

Week Ending: 24-11-2023	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: B9.2.1.1.4. Expand various ideas and perspectives in texts	Lesson: 1 of 1
Performance Indicator: Learners can expand various ideas and perspectives in texts through reading and discussion		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 74			
Keywords: Point of view, Comparison, Perspective, Main ideas			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by displaying a thought-provoking quote or short passage on the board.</p> <p>Ask learners to share their initial thoughts and reactions to the text. Encourage a brief discussion about the diversity of perspectives.</p> <p>Introduce the topic and share performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Provide learners with a level-appropriate text. In pairs or individually, have learners read the text and identify the main ideas presented by the author.</p> <p>After identifying main ideas, instruct learners to compare their own ideas with those expressed by the author.</p> <p>Discuss the differences and similarities in perspectives.</p> <p>Assign pairs or small groups for peer review. Each group discusses the text, sharing their interpretations and perspectives.</p> <p>Encourage learners to actively listen and consider different viewpoints.</p> <p>Facilitate a class discussion where learners collectively expand on various perspectives found in the text.</p> <p>Ask guiding questions to prompt learners to think critically and consider alternative viewpoints.</p>	A variety of texts (magazine articles, social media posts, news reports, advertisements)	
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>		

Week Ending: 24-11-2023	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Adjectives	
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing	
		Lesson: 1 of 1	
Performance Indicator: Learners can identify the correct usage of the hyphen in various contexts. Learners can apply hyphens appropriately in their writing.		Core Competencies: Communication and Collaboration, Personal	
New words	Adjective phrases, Participants, Settings, Materials, Quantifiers		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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"> • <i>Participants - The dazzlingly beautiful winner walked down the aisle. The man covered with mud crawled his way out of the mudslide.</i> • <i>Settings – The journey begun on a rainy Monday morning.</i> • <i>Materials - Amma is wearing a bright coloured African print.</i> • <i>Objects - The old rickety bus stopped in the middle of the road.</i> <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>		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Ask learners to individually write short descriptive paragraphs or sentences using adjective phrases and quantifiers.</p> <p>Provide a list of nouns and have learners create vivid descriptions for each noun, focusing on participants, settings, materials, and objects.</p>	
<p>PHASE 3: REFLECTION</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: 24-11-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Narrative Writing
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts		Indicator: B9.4.2.1.2: Use different narrative techniques to manipulate time in a story.
		Lesson: 1 of 1
Performance Indicator: Learners can use different narrative techniques to manipulate time in a story.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 92		
Keywords: Backstory, Manipulating time, Flashback, flash forward, Foreshadowing		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion about storytelling and how authors can play with time to create interesting narratives.</p> <p>Share a short excerpt from a story that uses time manipulation, and ask learners to reflect on how it affects the storytelling.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Provide learners with examples of narrative texts that use each time manipulation technique.</p> <p>In small groups, have learners analyze how each technique contributes to the overall narrative.</p> <p>Facilitate group discussions where learners share their observations about how time manipulation enhances storytelling.</p> <p>Encourage learners to discuss their preferences and the impact of each technique on the reader.</p> <p>Assign the task of composing narrative essays to learners. Each essay should incorporate at least one time manipulation technique (backstory, flashback, flash forward, or foreshadowing).</p> <p>Encourage learners to express feelings and thoughts using emotive and sensory details.</p> <p>Have learners exchange essays within their groups for peer review.</p> <p>Ask learners to provide constructive feedback on the use of time manipulation and the overall impact on the narrative.</p>	Word cards

PHASE 3: REFLECTION	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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Week Ending: 24-11-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B9	Class Size:	Sub Strand: Narrative
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.3. Analyze the sequence of events across texts (narrative and play script)
Performance Indicator: Learners can read prose fluently and with understanding		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal		
References: English Language Curriculum Pg. 99		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	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.

PHASE 3: REFLECTION	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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