

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 9

Week Ending: 30-11-2023	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: B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate appropriate turn-taking and techniques for effective argumentation in a debate		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 71		
New words: Debate, turn taking, Rebuttal, effective, argument		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a brief discussion on what debating is and its importance in expressing opinions persuasively.</p> <p>Ask learners if they have any prior experience with debates, and if so, what techniques they think are essential for effective argumentation.</p> <p>Introduce the topic and share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Introduce the key elements of a debate, including opening statements, arguments, rebuttals, and closing statements.</p> <p>Discuss the importance of turn-taking and maintaining respectful communication during a debate.</p> <p>Use examples to illustrate effective and ineffective techniques.</p> <p>Divide the class into small groups and assign a debate topic to each group.</p> <p>Provide time for groups to prepare their arguments and counter-arguments.</p> <p>Emphasize the importance of taking turns and supporting claims with evidence.</p>	Word cards, sentence cards, letter cards.
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: 30-11-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B9	Class Size:	Sub Strand: Comprehension
Content Standard: B9.2.1.2: Read, comprehend, and analyze varieties of texts		Indicator: B9.2.1.2.1. Read given text, within a specific time, for specific information
		Lesson: 1 of 1
Performance Indicator: Learners can develop the skill of reading for specific information within a given text.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 76		
Keywords: Skimming, Scanning, specific		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a brief discussion on the importance of reading for specific information.</p> <p>Ask learners to share instances where they needed to find particular details in a text quickly. Introduce the concept of skimming and scanning as effective reading strategies.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Demonstrate skimming and scanning techniques by using a short text passage.</p> <p>Discuss how to identify main ideas through skimming and locate specific details through scanning.</p> <p>Provide examples and encourage learners to practice these techniques.</p> <p>Distribute short text passages to learners. Assign specific questions related to the content of each passage.</p> <p>Set a timer and instruct learners to read the passage, skimming and scanning for the required information.</p> <p>Emphasize the importance of time management.</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: 30-11-2023	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 demonstrate command over using multiple adjectives in the correct order and effectively employing quantifiers in speaking and writing.		Core Competencies: Communication and Collaboration, Personal
New words	Adjectives, Correct Order, Quantifiers	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a quick review of adjectives and their role in enhancing descriptions. Introduce the concept of using multiple adjectives in a specific order to create richer descriptions.</p> <p>Discuss examples and ask learners to brainstorm adjectives for various nouns.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>On the whiteboard, write a simple sentence with a noun (e.g., "dog") and ask learners to suggest adjectives to describe the dog.</p> <p>Discuss the order of adjectives (opinion, size, age, shape, color, proper adjective) and create a sentence together.</p> <p>Provide sentence strips with nouns and ask learners to work in pairs or small groups to generate sentences with multiple adjectives in the correct order.</p> <p>Introduce quantifiers and their role in expressing quantity or amount.</p> <p>Provide examples and discuss how quantifiers can enhance meaning.</p> <p>Ask learners to create sentences using quantifiers to describe amounts.</p> <p>Use adjective phrases to provide vivid descriptions of:</p> <ul style="list-style-type: none"> • Participants - The dazzlingly beautiful winner walked down the aisle. The man covered with mud crawled his way out of the mudslide. • Settings – The journey begun on a rainy Monday morning. • Materials - Amma is wearing a bright coloured African print. • Objects - The old rickety bus stopped in the middle of the road 	<p>Sentence strips</p> <p>Examples of sentences with adjectives and quantifiers</p>

	Ask learners to choose an object or scene and write a descriptive paragraph using both multiple adjectives in the correct order and quantifiers.	
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: 30-11-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Argumentative Writing
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts		Indicator: B9.4.2.1.3. Write a well-organized persuasive piece (e.g. argumentative) that states and defends a position
		Lesson: 1 of 1
Performance Indicator: Learners can develop the ability to write a well-organized persuasive piece by stating and defending a position.		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 short discussion about persuasion. Ask learners to share examples of situations where they have been persuaded or tried to persuade someone else.</p> <p>Introduce the concept of persuasive writing and its importance in expressing opinions and influencing others.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Divide the class into small groups. Provide each group with a sample persuasive piece on a relevant and engaging topic.</p> <p>Ask them to analyze the structure of the piece, identifying the thesis statement, supporting evidence, and any counterarguments.</p> <p>Encourage discussion within the groups.</p> <p>Discuss the elements of effective persuasion as a class.</p> <p>Create a list on the board of persuasive techniques such as emotional appeal, logical reasoning, and the use of credible sources.</p> <p>Guide learners through the process of developing a persuasive piece.</p> <p>Choose a topic that is relevant to their age group and interests.</p>	Sample persuasive pieces for analysis
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: 30-11-2023	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)
		Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		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: Mama Is Sunrise. 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. The title of the poem shows what figure of speech? 2. She kindles us like lump coal lighted. What figure of speech is this extract? 3. Lump coal lighted. What figure of speech is this extract? 4. State one characters trait of Mama. 5. It is obvious from the poem that the family is very Mama.	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.	