

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 1

Week Ending: 12-01-2024	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B9.1.2.1.1 Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures	Lesson: 1 of 1
Performance Indicator: Learners can collaborate and discuss their interpretations of the audio-visuals		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 72			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Discuss with learners how they typically listen and watch media (TV, social media, music videos).</p> <p>Ask them what information they usually remember or how they interpret the content.</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Divide learners into small groups.</p> <p>Play a short audio-visual clip (2-3 minutes) without providing any prior information about its content.</p> <p>Instruct learners to listen actively and use the provided template to jot down notes about the message, theme, tone, mood, and any prominent characters.</p> <p>After the clip, give learners a few minutes to discuss their observations and fill out the templates in their groups.</p> <p>Each group presents their summarized information and interpretation of the audio-visual clip to the class.</p> <p>Encourage discussion and compare different perspectives.</p>	<p>Short audio-visual clips (music videos, movie trailers, documentaries, news excerpts) chosen based on age-appropriate content and diverse themes</p>	
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: 12-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B9	Class Size:	Sub Strand: Summarizing
Content Standard: 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		Indicator: B9.2.2.1.1 Analyze critically a given text in entirety and provide an objective summary
		Lesson: 1 of 1
Performance Indicator: Learners can develop critical thinking skills to analyze a text in its entirety		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 81		
Keywords: Comprehension, Strategies, Purpose, Context		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to share their experiences with reading different types of texts.</p> <p>Discuss how they typically understand and retain information from what they read.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Divide learners into small groups and provide each group with a different text excerpt.</p> <p>Hand out guidelines for critical analysis, outlining key aspects to consider:</p> <ul style="list-style-type: none"> • Main ideas and supporting evidence • Author's purpose and intended audience • Use of language, tone, and figurative language • Potential biases or agendas <p>Instruct learners to examine their assigned texts through the "detective lens," taking notes on these aspects using the provided prompts or chart paper</p> <p>Each group presents their analysis of the text, highlighting their observations and interpretations</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
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: 12-01-2024	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Use of brackets
Content Standard: B9.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B9.3.2.1.1. Identify and use brackets in context.
		Lesson: 1 of 1
Performance Indicator: Learners can understand the different functions of the dash in context and engage in creative writing activities to explore the expressive potential of dashes		Core Competencies: Communication and Collaboration, Personal
New words	Bracket, Parentheses, Non-essential, clarity	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a thought-provoking starter to engage learners.</p> <p>Display a sentence on the board with missing information or an extra detail, such as "The treasure is hidden in [] Forest."</p> <p>Ask learners to suggest what word or information could be placed inside the brackets.</p> <p>Discuss how brackets are used to include additional, non-essential information in a sentence.</p> <p>Ask them to identify the marks and discuss their different functions</p>	
PHASE 2: NEW LEARNING	<p>Write several sentences on the board, each containing information that could be enclosed in brackets.</p> <p>Discuss as a class which information is essential and which is non-essential.</p> <p>Model how to use brackets to enclose non-essential information.</p> <p>Discuss the impact on the clarity of the sentence.</p> <p>Provide examples of sentences with parentheses and ask learners to identify the non-essential information. Discuss their findings as a class.</p> <p>Guide learners in pairs to create sentences where they can use brackets to include additional details without disrupting the main message.</p> <p>Distribute writing prompts or sentences to learners and ask them to incorporate brackets to add non-essential information.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Encourage creativity and ensure they understand the concept of clarity in writing.</p> <p><u>Assessment</u> <i>Read each sentence carefully.</i> <i>Identify the non-essential information that could be enclosed in brackets.</i></p> <ol style="list-style-type: none"> 1. The school, established in 1850, is one of the oldest in the city. 2. My best friend, a talented artist, is creating a mural for the school. 3. We visited the Grand Canyon, a breathtaking natural wonder, last summer. 4. The new library, constructed last year, is a modern and welcoming space. 	
<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: 12-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Informative Writing
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	Indicator: B9.4.2.1.4 Write an informative, explanatory text on a familiar or unfamiliar topic	Lesson: 1 of 1
Performance Indicator: Learners can learn how to write an informative and explanatory text on a chosen topic, focusing on clarity and coherence		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 94		
Keywords: Informative, Explanatory, clarity, Coherence		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with an engaging starter to activate prior knowledge.</p> <p>Show a brief, captivating video or image related to a fascinating and unfamiliar topic, such as deep-sea creatures. Facilitate a short class discussion by asking questions like:</p> <ul style="list-style-type: none"> • What did you find interesting in the video/image? • Why do you think it's essential to learn about new and unfamiliar topics? • Have you ever had to explain something complex to someone? How did you do it? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Share examples of well-written informative texts. Discuss the key features, such as a clear introduction, body with supporting details, and a conclusion that summarizes the information.</p> <p>Choose a simple and relatable topic as a class (e.g., "How Plants Grow"). Together, create an outline with main ideas and supporting details.</p> <p>Model writing the introduction and the first paragraph.</p> <p>Discuss how to use key words and phrases for clarity.</p> <p>Allow learners to work in pairs or small groups to write the next section of the text, ensuring they focus on using the key words.</p> <p>Provide each student with a topic of their choice or allow them to choose their own.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	They will continue writing their informative text independently, incorporating the key words discussed in class.	
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: 12-01-2024	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B9	Class Size:	Sub Strand: Literature
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama)
Performance Indicator: Learners can identify and explain key events in film/media, narratives, and play scripts, enhancing their understanding of storytelling structures.		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal		
Key words	Narrative Structure, Climax, Resolution, Foreshadowing	
References: English Language Curriculum Pg. 99		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show a brief, engaging clip from a film or TV show, ensuring it has distinct key events.</p> <p>In pairs, learners discuss and note down the major events they observed in the scene.</p> <p>Share a few observations as a class, discussing how key events contribute to the overall narrative.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the importance of recognizing key events in understanding the storyline.</p> <p>Provide examples from well-known narratives, including literature, film, and plays.</p> <p>Divide the class into small groups and distribute excerpts from different narratives and play scripts.</p> <p>Instruct each group to identify and list the key events present in their assigned excerpt.</p> <p>Encourage discussions on how these events impact the overall narrative.</p> <p>Each group presents their findings, discussing the key events identified and their impact on the narrative.</p> <p>Facilitate a class discussion on commonalities and differences in the key events across various excerpts.</p>	Clips from films or TV shows with clear narrative structures.

	Ask learners to individually create a simple storyboard outlining key events in a narrative of their choice.	
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.	