

# SECOND TERM

## WEEKLY LESSON NOTES – B9

### WEEK 8

<b>Week Ending:</b>	<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> Listening Comprehension	
<b>Content Standard:</b> B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B9.1.2.1.2 Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can practice initiating discussions on level-appropriate texts, speeches, or dialogues and articulate their opinions effectively.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 73			
<b>New words:</b> Discussions, Opinions, Active Listening, Respectful Communication, Critical Thinking			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a thought-provoking quote related to the upcoming discussion topic.</p> <p>Display it on the board or screen and ask learners to reflect on its meaning. Encourage them to think about how this quote might relate to their own experiences or the content they are about to explore.</p> <p>Open the floor for a brief, informal discussion to get learners thinking and expressing their initial thoughts.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Engage the class in a discussion about the importance of sharing ideas and opinions.</p> <p>Discuss the value of diverse perspectives and the skills involved in effective communication.</p> <p>Introduce key terms such as active listening, respectful communication, and critical thinking. Emphasize that discussions are opportunities to learn from one another and broaden perspectives.</p>	Audio-visual content (short video, podcast, or audio clip)	

	<p>Provide learners with a level-appropriate text, speech, or dialogue.</p> <p>Divide the class into small groups and assign each group a set of discussion questions related to the content.</p> <p>In pairs, have learners discuss their personal connections or reactions to the content.</p> <p>Encourage them to share specific examples or moments from the text that stood out to them.</p> <p>Rotate pairs to ensure diverse interactions.</p> <p>Bring the class back together for a whole-group discussion. Ask each group to share their key insights and opinions on the content.</p> <p>Facilitate a respectful and open dialogue, encouraging learners to respond to one another.</p> <p>Display excerpts from various level-appropriate texts around the classroom.</p> <p>Assign each student a specific text to read and analyze independently.</p> <p>Learners move around the room, jotting down their thoughts and opinions on each text.</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>	<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> Comprehension	
<b>Content Standard:</b> B9.2.1.2: Read, comprehend, and analyze varieties of texts		<b>Indicator:</b> B9.2.1.2.3 Make generalizations from text and link to real life situations	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can make generalizations from text and connect them to real-life situations.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 81			
<b>Keywords:</b> Generalizations, Theme, Comprehension, Real-Life Application, Inference			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with an intriguing short passage that contains specific details and examples.</p> <p>For example, a paragraph about a character facing a challenge in a story.</p> <p>Ask learners to individually jot down the general lessons or principles they can draw from this passage. Encourage them to think beyond the specific details and identify broader ideas.</p> <p>Facilitate a brief class discussion where learners share their generalizations.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Engage the class in a discussion about the importance of making generalizations in comprehension.</p> <p>Discuss how understanding broader themes can deepen their comprehension and help connect literature to real-life situations.</p> <p>Introduce key terms such as generalization, theme, and application to real life.</p> <p>Provide a short text or passage with specific details.</p> <p>Guide learners through the process of making generalizations by asking questions like "What broader</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>idea can we extract from these details?" and "How does this relate to real life?"</p> <p>Divide the class into small groups. Assign each group a different text or passage with specific details.</p> <p>Instruct them to collectively make generalizations and discuss how the themes connect to real-life situations. Groups present their findings to the class.</p> <p>Pair up learners and provide them with a new text or passage.</p> <p>Instruct them to make generalizations and discuss how the themes or lessons could be applied to real-life scenarios.</p> <p>Assign a short reading passage for individual analysis. Instruct learners to make generalizations and write a short reflection on how the themes relate to their own lives or the world around them.</p> <p>Collect and review their written responses.</p> <p>Organize a gallery walk where learners display their written reflections.</p> <p>Learners move around, reading and providing feedback on their peers' insights.</p> <p>Conclude with a class discussion on the variety of generalizations and real-life connections made.</p>	
<p><b>PHASE 3: 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>	<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> Conditional Sentences	
<b>Content Standard:</b> B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		<b>Indicator:</b> B9.3.1.2.1 Use conditional sentences in communication to indicate an impossible condition in the past and its probable result	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can construct conditional sentences (Types 1-3) by forming main clauses and subordinate clauses (if-clauses).		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>New words</b>	Main Clause, Subordinate Clause, If-Clause, Condition, Result		
<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 the lesson with a fun and interactive activity. Write a variety of incomplete conditional sentences on the board, each representing different types (Type 1, Type 2, or Type 3). For example:</p> <ul style="list-style-type: none"> <li>● If it rains,</li> <li>● If I win the lottery,</li> <li>● If he had studied harder,</li> </ul> <p>Ask learners to complete the sentences, filling in the blanks with their own ideas. Encourage them to share their completed sentences with the class.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Engage the class in a discussion about the importance of conditional sentences in expressing various types of conditions and their probable outcomes.</p> <p>Discuss the concept of main clauses and subordinate clauses in conditional sentences. Introduce key terms such as condition, result, if-clause, and main clause.</p> <p>Provide examples of different types of conditional sentences on the board.</p>	Short reading passages featuring engaging use of phrasal verbs	

	<p>Guide learners through the process of identifying the main clauses and subordinate clauses (if-clauses).</p> <p>Discuss the meaning and possible outcomes of each sentence type.</p> <p>Divide the class into small groups. Assign each group a type of conditional sentence (Type 1, Type 2, or Type 3).</p> <p>Instruct them to construct original sentences for their assigned type, focusing on clear condition-result relationships.</p> <p>Pair up learners and provide them with mixed examples of conditional sentences.</p> <p>Instruct them to analyze the sentences, identifying the main clauses and subordinate clauses.</p> <p>Organize a role-play activity where learners create short dialogues or scenarios using different types of conditional sentences.</p> <p>Each pair performs their role-play in front of the class. Emphasize the correct usage and structure of conditional sentences.</p> <p>Assign a writing task where learners create a short paragraph or story using a mix of Type 1, Type 2, and Type 3 conditional sentences.</p> <p>Collect and review their written exercises for understanding and application.</p>	
<p><b>PHASE 3: 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>	<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> Writing flyers	
<b>Content Standard:</b> B9.4.2.2: Apply writing skills to specific life situations		<b>Indicator:</b> B9.4.2.2.2 Compose short text (flyers, posters) for different purposes and audiences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create effective flyers or posters using A5 paper size		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,	
<b>Reference :</b> English Language Pg. 94			
<b>Keywords:</b> Flyers, Posters, Headlines, Slogans, Product Descriptions			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by displaying a few examples of well-designed flyers or posters.</p> <p>Discuss as a class what makes them eye-catching and effective. Highlight the importance of clear headlines, appealing visuals, and concise information.</p> <p>Ask learners to share their initial thoughts on how they would design a flyer to grab someone's attention.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Engage the class in a discussion about the purpose of flyers or posters in advertising and promotion.</p> <p>Discuss the key components, such as headlines, slogans, product descriptions, benefits, contact information, and visuals. Introduce key terms like visual hierarchy, call-to-action, and target audience.</p> <p>Provide a set of different examples of flyers or posters. Guide learners through analyzing each example, identifying the key elements.</p> <p>Discuss as a class what works well in each example and why.</p> <p>Divide the class into small groups. Assign each group a hypothetical product or event to create a flyer or poster for.</p> <p>Instruct them to brainstorm ideas for headlines, slogans, product descriptions, benefits/offers, and contact information.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	



	<p>Provide A5-sized sheets, art supplies, and access to design tools (if available).</p> <p>Instruct learners to individually create a draft of their flyer or poster using the ideas generated during the group brainstorming.</p> <p>Organize a gallery walk where each group displays their flyer or poster drafts.</p> <p>Learners move around, providing feedback on the effectiveness of headlines, slogans, visuals, and overall design.</p> <p>Encourage constructive feedback and positive reinforcement.</p>	
<p>PHASE 3: <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>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Prose	
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B8.5.1.1.1. Analyze the types of characters in texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read prose fluently and with understanding		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1:</b> <b>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: Debbie, Sandy And Pepe.  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. Describe the setting of the girls finding the bird Pepe? 2. Debbie looked at the bird Pepe and said this of its peak: ' <i>it looks like yellow plastic.</i> ' what figure of speech is used in this description. 3. " <i>Poor little thing</i> " crooned Debbie as she stroked the shivering bundle. What is that shivering bundle?	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>4. The genre or style of writing used in, Debbie, Sandy and Pepe is an example of .....</p> <p>5. “<i>She reached and gently slid her hand under the tiny body and lifted him out. <u>He was cold and stiff.</u></i>” The underlined words indicate a state of .....</p>	
<p>PHASE 3: <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>	