

# SECOND TERM

## WEEKLY LESSON NOTES – B9

### WEEK 10

<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 engaging in conferences to discuss ideas noted from texts, speeches, or dialogues.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 73		
<b>New words:</b> Persuasion, Conferences, Active Listening, Counterarguments, Expression		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a provocative statement related to a text, speech, or dialogue that the class has previously encountered.</p> <p>For example, "Should learners have more control over their own education?" or "Is technology bringing people closer or driving them apart?"</p> <p>Ask learners to jot down their initial thoughts on the statement. After a few minutes, encourage a brief, informal discussion where learners share their initial perspectives.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Engage the class in a discussion about the art of persuasion. Discuss the importance of clear and persuasive communication, especially during conferences or discussions.</p> <p>Introduce key terms such as persuasion, active listening, and counterarguments. Emphasize the value of respecting diverse opinions while expressing one's ideas convincingly.</p>	Audio-visual content (short video, podcast, or audio clip)

	<p>Divide the class into small groups and assign each group a specific idea or topic related to a text, speech, or dialogue.</p> <p>Instruct each group to discuss and note down various perspectives and arguments related to the assigned topic.</p> <p>Pair learners and assign them specific roles (persuader and listener).</p> <p>Each student takes turns expressing their ideas on a given topic while the other actively listens.</p> <p>Rotate roles to ensure both learners practice both expressing and listening persuasively.</p> <p>Conduct a whole-class conference simulation on a controversial or thought-provoking topic.</p> <p>Encourage learners to participate, express their opinions, and respond persuasively to others.</p> <p>Facilitate the discussion, emphasizing the importance of clear articulation and respectful engagement.</p> <p>Assign a persuasive writing task related to a text, speech, or dialogue.</p> <p>Instruct learners to write a short piece expressing their opinions persuasively, incorporating evidence and counterarguments.</p> <p>Emphasize the importance of clarity and coherence.</p> <p>Conduct a brief workshop on effective conferencing skills, including active listening, expressing opinions clearly, and responding persuasively.</p> <p>Provide tips on body language, tone, and using evidence to support arguments.</p> <p>Allow learners to practice these skills in pairs.</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>	

	Take feedback from learners and summarize the lesson.	
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<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> B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can compare two related texts of different types, exploring ideas, themes, and information.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 81			
<b>Keywords:</b> Narrative, Expository, Procedural, Language, Style, Structure, Purpose			

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a brief discussion about different types of texts and their purposes.</p> <p>Write the terms "narrative," "expository," and "procedural" on the board.</p> <p>Ask learners to brainstorm examples of each type and discuss their characteristics.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Engage the class in a discussion about the key elements of narrative, expository, and procedural texts.</p> <p>Discuss the language, style, structure, and purpose of each type.</p> <p>Introduce key terms such as narrative elements, informative style, sequential structure, and instructional purpose.</p> <p>Provide two related texts, one narrative, and one expository or procedural.</p> <p>Guide learners through analyzing each text, identifying language, style, structure, and purpose.</p> <p>Divide the class into small groups. Provide each group with a comparison chart template.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Instruct them to fill in the chart by comparing the language, style, structure, and purpose of the narrative and the expository or procedural text.</p> <p>Pair up learners and assign them a specific theme or topic related to the texts.</p> <p>Instruct them to discuss and note how the theme is presented differently in the narrative and the expository or procedural text.</p> <p>Assign an individual writing task where learners analyze a third related text (either narrative, expository, or procedural) on their own.</p> <p>Instruct them to compare the language, style, structure, and purpose of this text with the ones discussed in class.</p> <p>Organize a gallery walk where learners display their comparison charts and written analyses.</p> <p>Learners move around, reading and providing feedback on their peers' insights.</p> <p>Conclude with a class discussion on the variety of observations made.</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> Grammar	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Clauses	
<b>Content Standard:</b> B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		<b>Indicator:</b> B9.3.1.2.2 Use defining and non-defining relative clauses appropriately in speech and writing	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can apply the knowledge of dependent and independent clauses in their own writing.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>New words</b>	Clauses, Dependent Clause, Independent Clause, Sentence Structure		
<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 quick review of sentence structures, reminding learners about the basic components of a sentence.</p> <p>Write a few simple sentences on the board and ask learners to identify the subject, verb, and any additional elements.</p> <p>Introduce the concept of clauses, explaining that clauses are groups of words that contain a subject and a verb.</p> <p>Ask learners to identify the clauses within the sentences on the board.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Engage the class in a discussion about the different types of clauses, specifically focusing on dependent and independent clauses.</p> <p>Discuss the functions of each type and how they contribute to sentence structure.</p> <p>Introduce key terms such as sentence structure, dependent clause, and independent clause.</p> <p>Provide examples of sentences with both dependent and independent clauses.</p>	Short reading passages featuring engaging use of phrasal verbs	

	<p>Guide learners through identifying the clauses and understanding how they function within the sentences. Discuss as a class to ensure understanding.</p> <p>Divide the class into small groups. Provide each group with a set of words, phrases, or clauses. Instruct them to collaboratively build sentences that include both dependent and independent clauses.</p> <p>Pair up learners and provide them with prompts or scenarios. Instruct them to write sentences that incorporate both dependent and independent clauses to convey different meanings.</p> <p>Circulate and provide support as needed.</p> <p>Assign a writing task where learners individually write short paragraphs or stories that include a variety of sentences with dependent and independent clauses.</p> <p>Emphasize the importance of sentence variety for effective writing.</p> <p>Organize a peer-editing workshop where learners exchange their writing with a partner.</p> <p>Instruct them to identify and label dependent and independent clauses in each other's writing.</p> <p>Encourage constructive feedback on how sentence structure contributes to the overall writing.</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> Writing	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Writing emails	
<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 (email) for different purposes and audiences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can practice writing emails for various purposes, such as contacting peers, parents, or teachers.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,	
<b>Reference :</b> English Language Pg. 94			
<b>Keywords:</b> Email, Recipient, CC (Carbon Copy), Subject Line, Message, Sender			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1:</b> <b>STARTER</b>	<p>Begin the lesson by discussing the importance of effective communication in the digital age.</p> <p>Ask learners to share their experiences with emails and the purpose they serve in their lives.</p> <p>Display a poorly formatted email on the board with missing elements (e.g., no subject, unclear message).</p> <p>Engage the class in a brief discussion about what is missing and why each element is crucial in an email.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Lead a discussion about the key elements of an email.</p> <p>Explain the purpose of each element, such as the recipient's address, CC, subject, message, and sender's name and contact.</p> <p>Introduce key terms like recipient, carbon copy, subject line, and sender.</p> <p>Provide examples of both well-structured and poorly structured emails.</p> <p>Guide learners through analyzing each email, identifying the presence or absence of key elements.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Discuss as a class why each element is important for effective communication.</p> <p>Divide the class into small groups. Assign each group a scenario (e.g., writing an email to a teacher about a concern, or informing parents about an upcoming event).</p> <p>Instruct them to draft an email, ensuring all key elements are present.</p> <p>Pair up learners and exchange their drafted emails.</p> <p>Instruct them to review their peer's email, checking for the presence of all key elements and providing constructive feedback.</p> <p>Assign learners an email writing task related to a scenario of your choice (e.g., contacting a classmate for group work, or emailing a teacher for clarification).</p> <p>Instruct them to incorporate all key elements into their email. Collect and review their written emails for assessment.</p> <p>Organize a role-play activity where learners act out the scenarios they wrote emails for.</p> <p>Encourage them to consider tone and appropriateness in their role-play.</p> <p>Facilitate a discussion afterward on the effectiveness of their communication.</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> 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: 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. “ <i>the dream in our ..... fills the shelf.</i> ” This expression indicates that the shelf of the scribbler is a) empty    b) full    c) disorderly    d) neatly organized  3. “ <i>Vacuum stares at you</i> “ What figure of speech is this?	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>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.</p> <p>5. What has the Scribbler refused to do so far?</p> <p>6. What does he hope to achieve?</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>	