

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 9

Week Ending:	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: B9.1.2.1.2 Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively	Lesson: 1 of 1
Performance Indicator: Learners can practice initiating discussions on level-appropriate texts, speeches, or dialogues and articulate their opinions effectively.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 73		
New words: Discussions, Opinions, Active Listening, Respectful Communication, Critical Thinking		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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>	
PHASE 2: NEW LEARNING	<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.</p> <p>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>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:	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 critically analyze a given text in its entirety and develop the skill of creating an objective summary based on their critical analysis.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Critical Analysis, Objective Summary, Interpretation, Subjectivity, Objectivity			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by introducing the concept of critical analysis.</p> <p>Display a short excerpt from a text on the board or screen.</p> <p>Ask learners to read it carefully and jot down any initial thoughts or questions that come to mind.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of critical analysis and how it contributes to a deeper understanding of a text.</p> <p>Introduce key terms such as critical thinking, interpretation, and analysis.</p> <p>Discuss the difference between subjective and objective perspectives in reading and analyzing texts.</p> <p>Choose a short text or passage that is rich in content and complexity.</p> <p>Lead the class in a guided analysis, focusing on elements such as themes, characters, setting, and tone.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Encourage learners to ask questions and share their interpretations.</p> <p>Provide another text, preferably a different genre or style.</p> <p>Instruct learners to independently analyze the entire text, taking notes on key elements and their interpretations.</p> <p>Circulate around the class to offer guidance and support.</p> <p>Organize learners into small groups to discuss their individual analyses.</p> <p>Encourage them to compare interpretations, identify common themes, and explore different perspectives.</p> <p>Each group should choose a spokesperson to share notable insights with the class.</p> <p>Teach learners the process of creating an objective summary.</p> <p>Highlight the importance of distilling the main ideas without introducing personal opinions.</p> <p>Provide a structured template for summarization.</p> <p>Assign a longer text or article for learners to read. Instruct them to critically analyze the text and then create an objective summary.</p> <p>Circulate around the class to provide feedback and guidance.</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:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Clauses	
Content Standard: B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		Indicator: B9.3.1.2.2 Use defining and non-defining relative clauses appropriately in speech and writing	Lesson: 1 of 1
Performance Indicator: Learners can apply the knowledge of dependent and independent clauses in their own writing.		Core Competencies: Communication and Collaboration, Personal	
New words	Clauses, Dependent Clause, Independent Clause, Sentence Structure		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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>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:	Day:	Subject: English Language	
Duration: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Designing invitation cards	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.2 Compose short text (invitation cards) for different purposes and audiences	Lesson: 1 of 1
Performance Indicator: Learners can apply design principles to create an invitation card that includes event details, venue, date and time, dress code, name of the invitee, and RSVP information.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 94			
Keywords: Invitation Cards, Design Principles, Visual Elements, Layout, Typography, Visual Hierarchy			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by showing various examples of invitation cards for different events, such as parties, weddings, or conferences.</p> <p>Discuss the visual elements, layout, and the information included on each card.</p> <p>Ask learners what they think makes an invitation visually appealing and informative.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the purpose and importance of invitation cards.</p> <p>Discuss the key elements that should be included in an invitation, such as the nature of the event, venue, date and time, dress code, name of the invitee, and RSVP information.</p> <p>Introduce key terms like layout, typography, and visual hierarchy.</p> <p>Provide a set of invitation cards for different events. Guide learners through analyzing each card, identifying the key elements and design choices.</p> <p>Discuss as a class what works well in each example.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Divide the class into small groups. Assign each group a hypothetical event and instruct them to brainstorm ideas for the invitation card.</p> <p>Emphasize the importance of including all necessary details and considering visual appeal.</p> <p>Provide materials such as colored paper, markers, and other art supplies.</p> <p>Instruct learners to individually create a draft of their invitation card for the assigned event.</p> <p>Encourage creativity in design while ensuring clarity and coherence.</p> <p>Organize a gallery walk where each group displays their invitation card drafts.</p> <p>Learners move around, providing feedback on the effectiveness of layout, visual elements, and overall design.</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:	DAY:	Subject: English Language	
Duration: 50MINS		Strand: Literature	
Class: B8	Class Size:	Sub Strand: Prose	
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	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. 67			
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.	Word cards, sentence cards, letter cards, handwriting on a manila card	

	5. It is obvious from the poem that the family is very Mama.	
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.	