

THIRD TERM

WEEKLY LESSON NOTES – B9

WEEK 2

Week Ending:	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B9	Class Size:	Sub Strand: English Sounds
Content Standard: B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	Indicator: B9.1.3.1.1. Produce /r/ and // sounds in different positions in word	Lesson: 1 of 1
Performance Indicator: Learners can distinguish between the sounds /r/ and // and reproduce them accurately in speech, focusing on the beginning, middle, and end positions in words		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 73		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by discussing the importance of clear pronunciation in communication</p> <p>Introduce the /r/ and // sounds by pronouncing words containing these sounds clearly, emphasizing their positions in the words (beginning, middle, end).</p> <p>Ask learners if they know any words that start, contain, or end with /r/ or // sounds</p>	
PHASE 2: NEW LEARNING	<p>Show pictures or flashcards of words with /r/ and // sounds.</p> <p>Ask learners to identify and categorize the words based on whether they start with /r/ or //, have the sounds in the middle, or end with the sounds.</p> <p>Practice pronouncing these words together as a class</p> <p>Play audio recordings of words with /r/ and // sounds in different positions.</p> <p>Have learners repeat the words after listening, focusing on accurate pronunciation</p>	<p>Pictures or flashcards of words with /r/ and // sounds</p> <p>Audio recordings of words with /r/ and // sounds</p>

	<p>Provide individual practice time and give feedback on pronunciation</p> <p>Write a few words on the board that contain /r/ and /l/ sounds in different positions (e.g., "rabbit," "apple," "girl," "turtle").</p> <p>Ask learners to identify the positions of the sounds in each word and pronounce them aloud</p> <p>Encourage learners to create their own words with /r/ and /l/ sounds and share them with the class.</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: Comprehension	
Content Standard: B9.2.1.2: Read, comprehend, and analyze varieties of texts		Indicator: B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts /passages	Lesson: 1 of 1
Performance Indicator: Learners can read silently, answer complex comprehension questions and skim for details		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference: English Language Pg. 78			
Keywords: analyze, infer, summarize, evaluate			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by asking learners what they understand by "reading comprehension."</p> <p>Discuss the importance of reading comprehension skills in daily life, such as understanding instructions, studying, and enjoying literature.</p> <p>Introduce the four key words for the lesson (e.g., analyze, infer, summarize, evaluate) and briefly explain their meanings.</p>		
PHASE 2: NEW LEARNING	<p>Distribute the text passages to learners.</p> <p>Instruct them to read silently and underline any unfamiliar words or phrases.</p> <p>Explain the difference between skimming (getting an overview) and scanning (finding specific information).</p> <p>Provide a short passage and ask learners to skim for the main idea and scan for specific details.</p> <p>Give learners a set of complex comprehension questions related to the passage they read silently.</p> <p>Encourage them to use the four key words in their answers.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

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.	
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Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Vocabulary	
Content Standard: B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication		Indicator: B9.3.3.1.1 Interpret vocabulary appropriately in more complex texts	Lesson: 1 of 1
Performance Indicator: Learners can interpret vocabulary appropriately in complex texts and demonstrate the appropriate use of vocabulary in context.		Core Competencies: Communication and Collaboration, Personal	
New words	interpret, demonstrate, appropriate use, context		
References: English Language Curriculum Pg. 88			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Introduce the concept of interpreting vocabulary in context and using it appropriately in writing.</p> <p>Discuss the importance of using precise and varied vocabulary to enhance communication.</p> <p>Introduce the four key words for the lesson (interpret, demonstrate, appropriate use, context) and explain their meanings briefly.</p>		
PHASE 2: NEW LEARNING	<p>Provide grade-appropriate complex texts with challenging vocabulary.</p> <p>Instruct learners to identify unfamiliar words/phrases and look up their meanings.</p> <p>Guide learners in interpreting the meaning of unfamiliar words/phrases based on context clues in the text.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Discuss strategies for understanding and inferring the meanings of complex vocabulary.</p> <p>Have learners write sentences or short paragraphs using the newly learned vocabulary in context.</p> <p>Encourage them to demonstrate the appropriate use of vocabulary to convey precise meaning.</p> <p>Pair learners up to review and discuss each other's sentences/paragraphs for accuracy and appropriateness of vocabulary use.</p> <p>Facilitate a brief class discussion on effective vocabulary use in context.</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: Article Writing	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.3 Write articles (short reports, letters and case studies) on given issues for publication	Lesson: 1 of 1
Performance Indicator: Learners can write short reports, case studies, and letters to the Editor on given issues for publication in various formats.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference: English Language Pg. 97			
Keywords: publication, formats, audience, purpose			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Introduce the concept of writing articles for publication in various formats.</p> <p>Discuss the purpose and audience of different publication formats (self-publication, Letters to the Editor, newspapers, magazines, scholarly journals, webzines).</p> <p>Introduce the four key words for the lesson (publication, formats, audience, purpose) and explain their meanings briefly.</p>		
PHASE 2: NEW LEARNING	<p>Present examples of articles from different formats and discuss their characteristics (e.g., tone, style, audience).</p> <p>Explain the differences between self-publication, Letters to the Editor, newspapers, magazines, scholarly journals, and webzines.</p> <p>Provide writing prompts related to different publication formats (e.g., a local issue for a newspaper, a personal experience for a magazine, research finding for a scholarly journal).</p> <p>Ask learners to choose a format and brainstorm ideas for their articles.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Guide learners in writing short reports, case studies, or letters to the Editor based on their chosen format and writing prompts.</p> <p>Encourage them to focus on clarity, organization, and relevance to the chosen publication format.</p> <p>Pair learners up to review and provide feedback on each other's articles.</p> <p>Facilitate a class discussion on the strengths and areas for improvement in the articles.</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: B9	Class Size:	Sub Strand: Prose	
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.5. Analyse common themes 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. 100			
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: Sosu and the Bukari Boys 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. How could his mother give him the same amount as she did every day? He folded his arms across his chest and frowned. The boy's action shows a mood of. 2. "Take it at once!" the mood of the speaker here appears to be one of who says <i>Take it at once!</i> ? 3. whenever Sosu looked at Bukari, he felt. 4. what is the Narrative Technique used in the story? 5. <i>Every lunch break was like Christmas for the Bukari Boys.</i>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>This is an example of which figure of speech?</p> <p>6. the theme of the story could be summed up in a popular proverb. Can you tell that proverb or one similar to it?</p> <p>7. considering his parents' situation, Sosu's actions in the story appeared very bad. What was the situation of his parents then?</p> <p>8. whose actions were influencing Sosu to behave badly to his parents?</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>	