

THIRD TERM

WEEKLY LESSON NOTES – B9

WEEK 3

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 pronounce the /r/ and // sounds in different positions		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference: English Language Pg. 73			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Review the /r/ and // sounds from the previous lesson, emphasizing their positions in words.</p> <p>Ask learners to share any words they remember from the previous lesson 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 in different positions (beginning, middle, end).</p> <p>Have learners practice pronouncing these words aloud, focusing on clear articulation of the /r/ and // sounds.</p> <p>Use audio recordings of words with the target sounds for additional practice.</p> <p>Write a list of words on the board that contain /r/ and // sounds in various positions.</p> <p>Divide learners into pairs or small groups and assign each group a set of words to practice pronouncing accurately.</p> <p>Provide learners with sentence examples containing words with /r/ and // sounds in different positions (e.g., "The</p>	<p>Pictures or flashcards of words with /r/ and // sounds</p> <p>Audio recordings of words with /r/ and // sounds</p>	

	<p>rabbit ran quickly," "She likes to play the guitar," "He will travel far").</p> <p>Ask learners to read the sentences aloud, emphasizing the correct pronunciation of the target sounds.</p> <p>Challenge learners to create their own sentences using words with /r/ and // 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: 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. Analyse critically a given text in entirety and provide an objective summary	Lesson: 1 of 1
Performance Indicator: Learners can analyze a text critically, identify main and supporting ideas and provide an objective summary		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: analyze, identify, summarize, evaluate			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin by discussing what it means to analyze a text critically.</p> <p>Introduce the four key words for the lesson (e.g., analyze, identify, summarize, evaluate) and explain their meanings briefly.</p> <p>Engage learners in a short discussion about the importance of analyzing and summarizing texts accurately.</p>		
PHASE 2: NEW LEARNING	<p>Provide learners with a text passage and ask them to read it carefully.</p> <p>Instruct them to identify the main idea and supporting ideas within the text.</p> <p>Explain the concept of an objective summary (focusing on key points without personal bias).</p> <p>Model how to write an objective summary of the text passage.</p> <p>Provide a set of summary questions related to the text.</p> <p>Encourage learners to use the four key words in their responses.</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Divide learners into pairs or small groups.</p> <p>Have them discuss their analyses, summaries, and answers to summary questions.</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: Sentences	
Content Standard: B9.3.1.3: Demonstrate command of structural and functional use of sentences.		Indicator: B9.3.1.3.1 Identify and use subject and predicate in texts	Lesson: 1 of 1
Performance Indicator: Learners can identify and use subjects and predicates in sentences, distinguish elements of a sentence		Core Competencies: Communication and Collaboration, Personal	
New words	identify, distinguish, composition, elements		
References: English Language Curriculum Pg. 85			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Introduce the concept of subjects and predicates in sentences.</p> <p>Explain the role of subjects (who or what the sentence is about) and predicates (what the subject is doing or the information about the subject).</p> <p>Introduce the four key words for the lesson (identify, distinguish, composition, elements) and explain their meanings briefly.</p>		
PHASE 2: NEW LEARNING	<p>Provide examples of sentences and ask learners to identify the subject and predicate in each.</p> <p>Discuss how to recognize the subject (noun or pronoun) and the predicate (verb and its complements).</p> <p>Present simple and compound sentences and discuss the difference in their structures.</p> <p>Guide learners in identifying the subject and predicate in both types of sentences.</p> <p>Discuss the composition of subjects, including simple subjects (main noun or pronoun) and compound subjects (two or more nouns or pronouns).</p> <p>Provide examples and ask learners to identify the composition of subjects in sentences.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Explain the composition of predicates, including simple predicates (main verb) and compound predicates (two or more verbs or verb phrases).</p> <p>Provide examples and ask learners to identify the composition of predicates in sentences.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the importance of understanding various punctuation marks, like the dash, in written language.</p> <p>Reinforce the idea that the right punctuation can add clarity and depth to their writing.</p>	

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Speech Writing	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.4 Compose speeches for different purposes and occasions.	Lesson: 1 of 1
Performance Indicator: Learners can compose speeches using emotive adjectives, tripling, repetition, parallel sentence structure, powerful imagery, and inclusive language.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference: English Language Pg. 97			
Keywords: compose, techniques, impact, persuasive			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Introduce the concept of composing speeches for different purposes and occasions.</p> <p>Discuss the importance of using persuasive language techniques to create an impact.</p> <p>Introduce the four key words for the lesson (compose, techniques, impact, persuasive) and explain their meanings briefly.</p>		
PHASE 2: NEW LEARNING	<p>Present examples of speeches using emotive adjectives, tripling, repetition, parallel sentence structure, powerful imagery, and inclusive language.</p> <p>Discuss the purpose and effect of each technique in engaging the audience.</p> <p>Provide speech prompts for different occasions (e.g., persuasive speech, informative speech, motivational speech).</p> <p>Ask learners to choose a topic and brainstorm ideas for their speeches.</p> <p>Guide learners in composing their speeches following the structure: introduction (tell what you are going to tell them), body (tell them), conclusion (tell them what you told them).</p>	Examples of speeches with different techniques	

	<p>Encourage them to use the techniques discussed to create effect and engage the audience.</p> <p>Have learners practice delivering their speeches in pairs or small groups.</p> <p>Provide feedback on delivery and effectiveness of speech techniques.</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: A Day's Wait 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. What is the Narrative Technique used in the story? <u>Read the following extract from the story and answer questions</u> Speaker A: do you want me to read to you? Speaker B: Alright if you want to 2. Who are speakers A and B? 3. The mood of speaker A shows 4. The mood of speaker B shows	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>5. Who was responsible for speaker B's mood? <u>Read the following extract from the story to answer the questions</u></p> <p>6. <i>It was a bright day, the ground covered with a sleet that had frozen so that it seemed The bare ground was covered with ice</i> The setting is the time and place an incident takes place. From the above extract in italics, we can say the setting was during the ... season.</p> <p>7. At the beginning of the story, Schatz's mood could be said to be one of</p> <p>8. In the final part of the story, his mood could be said to be that of</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>	