

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 2

Week Ending: 19-01-2024	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: B9.1.2.1.1 Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures	Lesson: 1 of 1
Performance Indicator: Learners can collaborate and discuss their interpretations of the audio-visuals		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 72			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Discuss with learners how they typically listen and watch media (TV, social media, music videos).</p> <p>Ask them what information they usually remember or how they interpret the content.</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Introduce the chosen audio-visual text and provide some context.</p> <p>Explain the purpose of the activity: to listen attentively, identify key ideas, and express those ideas using appropriate vocabulary and language.</p> <p>Discuss the importance of paying attention to not only the content but also the tone, pace, and delivery style in audio-visual texts.</p> <p>Play the audio-visual text for the class. Ask learners to listen attentively and take notes on key ideas, phrases, or figures of speech.</p> <p>After playing the text, facilitate a class discussion. Encourage learners to share their interpretations of the content, highlighting key ideas and language used.</p> <p>Divide learners into small groups and provide each group with a set of discussion questions related to the audio-visual text.</p>	Audio-visual text (short video clip, podcast, or spoken word piece)	

	<p>Encourage them to discuss and formulate responses, paying attention to vocabulary and language use.</p> <p>Each group presents their ideas to the class. Discuss how they used language and figures of speech to support their interpretations.</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: 19-01-2024	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 develop critical thinking skills to analyze a text in its entirety		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 81		
Keywords: Comprehension, Strategies, Purpose, Context		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to share their experiences with reading different types of texts. Discuss how they typically understand and retain information from what they read.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Introduce the chosen text for analysis. Briefly explain the context, authorship, and any relevant background information.</p> <p>Discuss the concept of critical analysis, emphasizing the need to evaluate the author's arguments, evidence, and the overall effectiveness of the text.</p> <p>Introduce the idea of an objective summary, highlighting the importance of providing a concise and unbiased overview of the text.</p> <p>Break the class into small groups and assign each group a section of the text to critically analyze.</p> <p>Ask them to identify the main arguments, supporting evidence, and any persuasive techniques used by the author.</p> <p>Each group presents their analysis to the class. Encourage class discussion and debate on different interpretations and perspectives.</p> <p>On the whiteboard, create a list of key words related to critical analysis. Include terms such as thesis, evidence, argument, counterargument, perspective, bias, and conclusion.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Discuss and define these terms with the class.</p> <p>Provide guidelines for creating an objective summary.</p> <p>Discuss the importance of avoiding personal opinions and focusing on the author's intent and key points.</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: 19-01-2024	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Use of brackets
Content Standard: B9.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B9.3.2.1.1. Identify and use brackets in context.
		Lesson: 1 of 1
Performance Indicator: Learners can learn to accurately identify and use brackets in their own writing.		Core Competencies: Communication and Collaboration, Personal
New words	Bracket, Parentheses, Non-essential, clarity	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show learners examples of sentences with different punctuation marks including brackets, parentheses, and dashes.</p> <p>Ask them to identify the marks and discuss their different functions.</p>	
PHASE 2: NEW LEARNING	<p>Explain the purpose of brackets in writing, emphasizing that they are used to provide additional information or clarification within a sentence.</p> <p>Discuss the different types of brackets – round brackets (), square brackets [], and curly brackets { }.</p> <p>Explain when each type is commonly used and how they can enhance or modify a sentence.</p> <p>Provide examples on the board of sentences with brackets, and discuss how the information within the brackets contributes to the overall meaning.</p> <p>Distribute sample sentences with brackets to the learners. Ask them to identify the information enclosed in brackets and discuss how it adds to or modifies the sentence.</p> <p>Engage learners in a collaborative activity where they create sentences with brackets.</p> <p>Encourage creativity while ensuring that the brackets serve a purpose in providing additional information.</p> <p>Introduce a worksheet or task where learners correct sentences by adding appropriate brackets.</p> <p>Discuss the corrections as a class, explaining the reasoning behind each addition.</p>	Short reading passages featuring creative and effective use of brackets

	<p><u>Assessment</u> <i>Read each sentence carefully.</i> <i>Identify the non-essential information that could be enclosed in brackets.</i></p> <ol style="list-style-type: none"> 1. The scientist, who won the Nobel Prize, made a groundbreaking discovery. 2. The movie, based on a best-selling novel, will be released next month. 3. The bakery, famous for its delicious pastries, is just around the corner. 4. Sarah, an avid reader, finished the entire book in one sitting. 	
<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: 19-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Informative Writing
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	Indicator: B9.4.2.1.4 Write an informative, explanatory text on a familiar or unfamiliar topic	Lesson: 1 of 1
Performance Indicator: Learners can learn how to write an informative and explanatory text on a chosen topic, focusing on clarity and coherence		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 94		
Keywords: Informative, Explanatory, clarity, Coherence		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with an engaging starter to activate prior knowledge. Show a brief, captivating video or image related to a fascinating and unfamiliar topic, such as deep-sea creatures. Facilitate a short class discussion by asking questions like:</p> <ul style="list-style-type: none"> • What did you find interesting in the video/image? • Why do you think it's essential to learn about new and unfamiliar topics? • Have you ever had to explain something complex to someone? How did you do it? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Share examples of well-written informative texts. Discuss the key features, such as a clear introduction, body with supporting details, and a conclusion that summarizes the information.</p> <p>Choose a simple and relatable topic as a class (e.g., "How Plants Grow"). Together, create an outline with main ideas and supporting details.</p> <p>Model writing the introduction and the first paragraph.</p> <p>Discuss how to use key words and phrases for clarity.</p> <p>Allow learners to work in pairs or small groups to write the next section of the text, ensuring they focus on using the key words.</p> <p>Provide each student with a topic of their choice or allow them to choose their own.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	They will continue writing their informative text independently, incorporating the key words discussed in class.	
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.	

Week Ending: 19-01-2024	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B9	Class Size:	Sub Strand: Literature
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama	Lesson: 1 of 1
Performance Indicator: Learners can identify and explain key events in film/media, narratives, and play scripts, enhancing their understanding of storytelling structures.		Core Competencies: Communication and Collaboration, Personal
Key words	Narrative, Play Script, Visual Presentation, Dialogue, Stage Directions, Events	
References: English Language Curriculum Pg. 99		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the different ways stories are told – through film/media, written narratives, and play scripts.</p> <p>Ask learners to share their preferences and experiences with each form.</p> <p>Display a short excerpt from a film, a narrative, and a play script on the board, and discuss the unique characteristics of each.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the differences between these storytelling forms. Highlight elements such as visual presentation, use of dialogue, and stage directions.</p> <p>Introduce the concept of events in a story and explain that events can be conveyed differently in each medium.</p> <p>Divide the class into small groups. Provide each group with an excerpt from a film, a narrative, and a play script.</p> <p>Ask them to identify and compare how a specific event is presented in each medium.</p> <p>Facilitate a group discussion where each group shares their findings.</p> <p>Encourage learners to discuss the impact of visuals, dialogue, and stage directions on their understanding of the events.</p>	Clips from films or TV shows with clear narrative structures.

	<p>Transition to a creative activity where learners work individually or in pairs to create a short scene or event in three formats: film/media, narrative, and play script.</p> <p>Allow time for learners to share their creations with the class.</p> <p>Discuss the challenges and benefits of adapting the same event into different storytelling forms.</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>	