

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 3

Week Ending: 26-01-2024	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 make inferences about purpose, intention, theme/message, and simple connections to real life and personal experiences		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 72		
New words: Attentive Listening, vocabulary, language, figures		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a short, engaging audio clip or recording that prompts critical thinking. For example, play a segment from a podcast, interview, or storytelling session.</p> <p>After listening, ask learners to jot down any thoughts, questions, or initial reactions.</p> <p>Discuss these in pairs or small groups before sharing as a class.</p>	
PHASE 2: NEW LEARNING	<p>Define the term "inference" and discuss its importance in understanding spoken language.</p> <p>Explain the objective of the lesson: to make inferences about purpose, intention, theme/message, and connections to real life and personal experiences during listening comprehension.</p> <p>Discuss the role of context clues and background knowledge in making inferences.</p> <p>Play another audio clip or recording with a clear theme. Provide learners with a set of guided questions to consider while listening, focusing on purpose, intention, and message.</p> <p>After listening, facilitate a class discussion to share inferences and interpretations. Encourage learners to support their responses with evidence from the audio clip.</p> <p>Break the class into small groups and provide each group with a different audio clip. Ask them to make inferences</p>	Audio-visual content (short video, podcast, or audio clip)

	<p>and prepare a brief presentation about the purpose, intention, and theme/message of their assigned clip.</p> <p>Groups present their findings to the class, promoting discussion and exploration of different perspectives.</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: 26-01-2024	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: B9.2.1.2.2 Make predictions, identify patterns and relationships of ideas to analyze texts	Lesson: 1 of 1
Performance Indicator: Learners can enhance their reading comprehension skills by using prediction, identifying patterns and relationships between ideas, and creating a summary of the main ideas.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 81		
Keywords: Prediction, relationships, patterns, peer edit, Summary		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Start the lesson with a thought-provoking question related to the set text.</p> <p>For example, if the text is about space exploration, you might ask, "What do you think are the most significant discoveries in space exploration, and why?"</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Provide the set text to learners and guide them in making predictions about the content based on the title, headings, and any introductory information.</p> <p>Read a portion of the text together as a class, highlighting patterns and relationships between ideas.</p> <p>Model how to identify main ideas and supporting details.</p> <p>Break learners into small groups and assign each group a section of the text.</p> <p>Have them analyze their section, focusing on patterns and relationships.</p> <p>Each group will then present their findings to the class.</p> <p>Facilitate a class discussion to synthesize the main ideas and create a collective summary on the whiteboard.</p> <p>Ask learners to individually create a summary of the set text using the information discussed in class.</p> <p>Encourage them to incorporate patterns and relationships between ideas.</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: 26-01-2024	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Phrasal Verbs
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.3 Use more complex phrasal verbs accurately in speech and writing
		Lesson: 1 of 1
Performance Indicator: Learners can complex phrasal verbs accurately in speech and writing		Core Competencies: Communication and Collaboration, Personal
New words	Phrasal Verb, Context, Literal Meaning, Figurative Meaning	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with an engaging starter to introduce the concept of phrasal verbs.</p> <p>Display a sentence on the board with a phrasal verb, such as "I need to come along to the meeting."</p> <p>Ask learners to share their initial thoughts on what "come along" might mean in this context.</p> <p>Discuss as a class, encouraging learners to consider the potential meanings based on their prior knowledge.</p>	
PHASE 2: NEW LEARNING	<p>Identify phrasal verbs in texts and determine what they mean in context (come after, come along, blow up, make up, etc.).</p> <p>Use phrasal verbs in developing meaningful paragraphs.</p> <p>Choose a text that contains several examples of phrasal verbs. Read the text together as a class.</p> <p>Identify and underline the phrasal verbs in the text.</p> <p>Discuss their literal meanings and potential figurative meanings based on the context.</p> <p>Create a chart on the board or chart paper with columns for each identified phrasal verb, its literal meaning, and its possible figurative meanings.</p> <p>Break learners into small groups and assign each group a set of phrasal verbs to analyze. Have them add to the chart with their findings.</p> <p>Distribute a different text to each student and ask them to</p>	<p>Texts with examples of phrasal verbs (chosen beforehand)</p>

	<p>Identify and underline the phrasal verbs. Learners should then write down the literal and potential figurative meanings based on the context of the text.</p> <p><u>Assessment</u> <i>Read the following short text. Identify and underline the phrasal verbs. For each phrasal verb, write down its literal meaning and suggest a figurative meaning based on the context.</i></p> <p>Emily was feeling down because she had to come along to the event alone. However, her friend Mia convinced her to come along with her. As they walked in, the atmosphere lit up, and Emily's mood came along with it.</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: 26-01-2024	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Writing Business letters
Content Standard: B9.4.2.2: Apply writing skills to specific life situations	Indicator: B9.4.2.2.1 Compose formal writing (business letters, email, minutes, programme)	Lesson: 1 of 1
Performance Indicator: Learners can compose formal business letters with clarity and proper structure.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 94		
Keywords: Formal writing, Business letters, Clarity, Professionalism, Structure		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of effective written communication in professional settings.</p> <p>Show examples of real business letters or share scenarios where formal communication is necessary.</p> <p>Discuss the key elements that distinguish formal writing in business contexts.</p>	
PHASE 2: NEW LEARNING	<p>Define the purpose and characteristics of formal business letters.</p> <p>Discuss the standard structure of a business letter, including the sender's address, date, recipient's address, salutation, body, closing, and signature.</p> <p>Emphasize the importance of clarity, conciseness, and professionalism in business communication.</p> <p>Provide learners with a template for a business letter or create one collectively on the board.</p> <p>Walk through the components of a business letter, explaining the purpose and format of each section.</p> <p>Break the class into small groups and assign each group a different scenario or business context.</p> <p>Instruct them to compose a formal business letter based on the given information.</p> <p>Groups present their letters to the class, and the class provides feedback on clarity, tone, and adherence to formal writing conventions.</p>	Templates for business letters

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: 26-01-2024	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>	