FAYOL INC. 0547824419

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 5

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| **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:**  B9.1.2.1.1 Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can extract and analyze key information such as message, theme, tone, mood, and character from audio-visuals. | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development and Leadership | | |
| **Reference :** English Language Pg.72 | | | | | | | |
| **New words:** Message, Theme, Tone, Mood, Character | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with a short, engaging video clip or audio excerpt that evokes emotions and raises questions.  (*It could be a scene from a movie, a song, a podcast, or a TED Talk*)  Prompt learners to share their initial reactions and observations.  Encourage them to think about the emotions conveyed, any messages or themes presented, and the overall tone and mood of the content. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Lead a class discussion on the importance of actively listening to and watching audio-visual content.  Discuss how visual and auditory elements contribute to the overall impact and effectiveness of a message.  Introduce key terms such as message, theme, tone, mood, and character, and explain their relevance in analyzing audio-visual content.  Present a brief overview of the key terms (message, theme, tone, mood, character).  Choose a short audio-visual clip and guide learners through a collective analysis, identifying and discussing each of the key elements.  Provide learners with individual audio-visual content pieces. This could include song lyrics, movie scenes, TED Talks, or podcast excerpts.  Instruct learners to analyze the content independently, noting the message, theme, tone, mood, and character.  Circulate around the class to provide assistance and guidance.  Assign longer audio-visual content pieces for learners to analyze individually.  Instruct them to create a more detailed analysis that includes specific examples to support their observations.  Emphasize the importance of providing evidence for their interpretations.  Arrange a gallery walk where learners can display their analyses (perhaps in the form of posters or written summaries).  Learners move around the room, reviewing and providing feedback on their peers' analyses.  Encourage learners to consider different perspectives and interpretations. | | | | | Audio-visual content (short video, podcast, or audio clip) | |
| 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:** 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 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson by introducing the concept of critical analysis.  Display a short excerpt from a text on the board or screen.  Ask learners to read it carefully and jot down any initial thoughts or questions that come to mind. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Engage the class in a discussion about the importance of critical analysis and how it contributes to a deeper understanding of a text.  Introduce key terms such as critical thinking, interpretation, and analysis.  Discuss the difference between subjective and objective perspectives in reading and analyzing texts.  Choose a short text or passage that is rich in content and complexity.  Lead the class in a guided analysis, focusing on elements such as themes, characters, setting, and tone.  Encourage learners to ask questions and share their interpretations.  Provide another text, preferably a different genre or style.  Instruct learners to independently analyze the entire text, taking notes on key elements and their interpretations.  Circulate around the class to offer guidance and support.  Organize learners into small groups to discuss their individual analyses.  Encourage them to compare interpretations, identify common themes, and explore different perspectives.  Each group should choose a spokesperson to share notable insights with the class.  Teach learners the process of creating an objective summary.  Highlight the importance of distilling the main ideas without introducing personal opinions.  Provide a structured template for summarization.  Assign a longer text or article for learners to read.  Instruct them to critically analyze the text and then create an objective summary.  Circulate around the class to provide feedback and guidance. | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| 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:** Adverbial Verbs | | | |
| **Content Standard:**  B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication. | | | **Indicator:**  B9.3.1.1.4 Use the knowledge of the adverbial phrase and its functions | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can identify and use adverbial phrases effectively. | | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **New words** | Adverbial Phrase, Modifier, Sentence Structure, Function | | | | | | |
| **References:** English Language Curriculum Pg. 83 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with a simple sentence on the board or screen, such as "The dog ran."  Ask learners to identify the adverb in the sentence. After discussing their answers, introduce the concept of adverbial phrases, explaining that they provide additional information about how, when, where, or why an action occurs.  Show examples of sentences with adverbial phrases and ask learners to identify the purpose of each phrase. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Use adverb phrases to:  Engage the class in a discussion about the importance of adverbs and adverbial phrases in adding detail and precision to sentences.  Discuss the various functions of adverbial phrases, such as modifying verbs, adjectives, or other adverbs. Introduce key terms like adverbial phrase, modifier, and sentence structure.  Present sentences that include adverbial phrases.  Examples:   * *Describe how — e.g. Aysha passed the exam quite easily.* * *Describe where — e.g. I met Kwame near the bridge.* * *Describe why — e.g. The law was abolished to end discrimination of girls in school.* * *Describe when — e.g. The disgraced thief left the scene as quickly as possible*   Guide learners through the identification process, highlighting how to recognize adverbial phrases and their functions.  Discuss different types of adverbial phrases (time, place, manner, frequency, etc.).  Provide a set of sentences for learners to analyze independently.  Instruct them to identify the adverbial phrases and determine their functions.  Circulate around the class to provide support and clarify any questions.  Challenge learners to create their own sentences, incorporating adverbial phrases.  Encourage variety by using different types of adverbial phrases.  Learners can share their sentences with a partner or with the class.  Assign a short writing task where learners need to incorporate adverbial phrases.  Emphasize the importance of using adverbial phrases to provide vivid details and enhance the overall quality of their writing. | | | | | Short reading passages featuring engaging use of phrasal verbs | |
| PHASE 3: **REFLECTION** | Summarize the importance of understanding various punctuation marks, like the dash, in written language.  Reinforce the idea that the right punctuation can add clarity and depth to their writing. | | | | |  | |

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| **Week Ending:** | | **Day:** | | **Subject:** English Language | | | |
| **Duration: 60mins** | | | | **Strand:** Writing | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Minutes Writing | | | |
| **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 clear and concise meeting minutes. | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development and Leadership, | | |
| **Reference :** English Language Pg.94 | | | | | | | |
| **Keywords:** Meeting Minutes, Agenda, Attendees, Motions, Action Items, Clarity | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson by discussing the importance of meeting minutes.  Introduce the concept of meetings and why minutes are essential for documenting discussions, decisions, and action items.  Share examples of situations where minutes might be used (e.g., student council meetings, club meetings).  Ask learners to brainstorm what they think should be included in meeting minutes. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Lead a class discussion on the key elements of effective meeting minutes.  Discuss the purpose of minutes, the importance of capturing decisions and action items, and the need for clarity and objectivity.  Introduce key terms such as agenda, attendees, motions, and action items.  Provide learners with samples of meeting minutes.  In small groups, have learners analyze the structure and content of the minutes.  Discuss their findings as a class, emphasizing the importance of clarity and completeness.  Discuss the role of the agenda in creating effective meeting minutes.  Engage learners in an activity where they create a sample agenda for a fictional meeting.  Share and discuss the agendas as a class, focusing on how a well-organized agenda contributes to comprehensive minutes.  Provide a simulated meeting scenario or topic for discussion.  Guide learners through the process of taking meeting minutes, focusing on capturing key points, decisions, and action items.  Encourage learners to share their drafts with a partner for peer feedback.  Organize a peer editing session where learners exchange their draft meeting minutes.  Encourage constructive feedback on clarity, completeness, and accuracy.  Allow time for learners to revise their drafts based on peer suggestions.  Assessment  Assign different roles or scenarios to pairs of learners (e.g., meeting chairperson and secretary).  Have learners perform a role-play where they conduct and document a fictional meeting.  Encourage them to focus on capturing essential information and managing time effectively. | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| 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:** 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:**  B9.5.1.14. Use literary devices (imagery) in texts | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can incorporate various forms of imagery, such as personification, simile, metaphors, and idiomatic expressions, in their speech and writing. | | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **Key words** | Figurative Language, Personification, Simile, Metaphor, Idiomatic Expressions, Imagery | | | | | | |
| **References:** English Language Curriculum Pg. 99 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with a short video or a series of images that evoke strong emotions or vivid scenes.  Ask learners to jot down their initial thoughts and feelings about the visuals. This will serve as a segue into the importance of using imagery in language.  Share performance indicators with learners and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Define imagery and its role in literature and everyday language.  Briefly explain personification, simile, metaphors, and idiomatic expressions, providing simple examples for each.  Discuss why authors and speakers use these devices to enhance their communication and engage the audience.  Provide examples of personification and ask learners to identify them.  Have learners create their own sentences using personification, describing an object or concept as if it were a person.  Discuss and share their creations as a class.  Differentiate between similes and metaphors, providing examples.  Engage learners in a hands-on activity where they create similes and metaphors based on given prompts.  Encourage peer sharing and discussion.  Introduce idiomatic expressions and their cultural context.  Distribute a list of common idioms.  Learners can work in pairs or small groups to find and identify idioms in books, articles, or online resources.  Provide a prompt or a starting sentence for a short creative writing piece.  Instruct learners to incorporate at least one example of personification, simile, metaphor, and an idiom in their writing.  Allow time for learners to share their writing with peers and provide constructive feedback. | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| 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. | | | | |  | |