

# FIRST TERM

## WEEKLY LESSON NOTES – B9

### WEEK 3

<b>Week Ending:</b> 20-10-2023	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		<b>Indicator:</b> B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can effectively link the ideas of multiple speakers in a discussion, demonstrating active listening and cohesive conversational skills.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 70			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Divide learners into small groups and give them a fun topic (e.g., "The best superhero power to have").</p> <p>Let each learner speak briefly. Afterward, ask another learner to summarize and link the ideas shared.</p> <p>Introduce the topic and share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss what open-ended questions are and why they're useful in a conversation to link ideas.</p> <p>Share examples of open-ended questions and contrast them with close-ended ones.</p> <p>Encourage learners to craft some open-ended questions based on sample statements.</p> <p>Have one learner read a short passage or express an opinion on a topic.</p> <p>Ask another learner to listen actively and then respond by linking to what the first learner said and adding their viewpoint or asking an open-ended question.</p> <p>Rotate roles and repeat with different topics/issues to give everyone a chance.</p> <p>Choose a more complex topic (e.g., "The impact of technology on education").</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Instruct other learners to listen attentively, and when they speak, they should try to link the ideas of at least two other speakers using open-ended questions.</p> <p><u>Assessment</u> Below are several statements related to the topic “The impact of technology on education?” Next to each statement, craft an open-ended question that could help link to or expand upon the statement.</p> <p>1. Statement: "Technology allows learners to learn at their own pace."  Open-ended Question: <i>How does technology provide flexibility in learning styles and paces?</i></p> <p>2. Statement: "Some learners feel distracted by technology in the classroom."  Open-ended Question: _____</p> <p>3. Statement: "Online learning can be challenging because learners miss out on face-to-face interactions."  Open-ended Question: _____</p> <p>4. Statement: "Using technology in education prepares learners for the modern world." Open-ended Question: _____</p>	
<p><b>PHASE 3: REFLECTION</b></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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b> 20-10-2023	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Summarizing
<b>Content Standard:</b> 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	<b>Indicator:</b> B9.2.2.1.1. Analyze critically a given text in entirety and provide an objective summary	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify main and supporting ideas, and provide an objective summary for given text		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 75		
<b>Keywords:</b> Critical Analysis, Main Ideas, Supporting Ideas, Objective Summary		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Display a popular advertisement or a short excerpt from a widely-known story.</p> <p>Ask learners, "What is this trying to convey?" Followed by, "How do you know?" This exercise will get learners thinking critically about texts from the start.</p> <p>Introduce the topic and share performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Provide learners with a chosen text.</p> <p>Have learners read the text once without making any notes to grasp its overall meaning.</p> <p>On a second reading, encourage learners to underline or highlight parts they find significant or confusing.</p> <p>After reading, have a class discussion to identify the main idea of the text. What is the primary message or theme?</p> <p>Ask learners to share what they've underlined or highlighted and discuss why. This will help in identifying the supporting ideas/details in the text.</p> <p>In small groups or individually, learners should now write a brief, objective summary of the text, incorporating the main idea and the supporting details they've identified.</p> <p>Encourage learners to avoid adding personal opinions in their summaries.</p> <p><u>Assessment</u> <u>The Modern Library</u></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p><i>Far from becoming obsolete in the digital age, libraries have transformed. They've shifted from merely housing books to being vibrant community centers. Besides lending books, many now offer digital resources, hold events, and provide collaborative spaces. Their evolution demonstrates adaptability and the sustained value they bring to communities.</i></p> <p>Identify main and supporting ideas, and provide a summary for the passage.</p>	
<p><b>PHASE 3: REFLECTION</b></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>	

<b>Week Ending:</b> 20-10-2023	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Nouns
<b>Content Standard:</b> B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		<b>Indicator:</b> B9.3.1.1.1. Use noun phrases accurately in context
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and use noun phrases in sentences. Learners can determine and discuss the functions of noun phrases in texts		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>New words</b>	Noun, Modifier, Function, Context	
<b>References:</b> English Language Curriculum Pg. 50		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Write four sentences on the board, each containing a noun phrase:</p> <ol style="list-style-type: none"> <li>1. The <i>glistening morning dew</i> settled on the leaves.</li> <li>2. She bought a <i>bright red scarf</i>.</li> <li>3. I heard the <i>loud chattering of birds</i>.</li> <li>4. He loved the taste of <i>freshly baked cookies</i>.</li> </ol> <p>Ask learners: "What do the italicized parts of these sentences have in common?"</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Ask learners to recall what they already know about nouns.</p> <p>Discuss how noun phrases are formed by combining adjectives and/or other words with nouns to provide more specific or descriptive information.</p> <p>Provide learners with sentences or short texts containing noun phrases.</p> <ol style="list-style-type: none"> <li>i. I want a dress for Christmas.</li> <li>ii. The brown kente vase is up for sale.</li> <li>iii. I saw a beautiful bird.</li> <li>iv. Kwaku lives in a blue dorm. v. Having been a chef, he knew how to bake).</li> </ol> <p>In pairs or small groups, ask learners to identify and underline the noun phrases in each sentence. Discuss the functions of the identified noun phrases in the texts.</p> <p>Ask: "How does the noun phrase in this sentence help you understand the subject or object more clearly?" "Can you think of alternative noun phrases that could be used in this sentence to change the meaning?"</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Distribute handouts with sentences or short texts containing noun phrases.</p> <p>Instruct learners to read the sentences or texts and identify the noun phrases.</p> <p>Encourage learners to discuss the functions of the identified noun phrases and write them down.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b> 20-10-2023	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Paragraph Development
<b>Content Standard:</b> B9.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	<b>Indicator:</b> B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can write paragraphs that demonstrate unity and completeness. Learners can include topic sentences, major supporting sentences, and minor supporting sentences in their paragraphs.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 89		
<b>Keywords:</b> Paragraphs, topic sentence, major supporting sentences, minor supporting sentences		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Display a sample paragraph on the whiteboard or board. Ask learners to identify the key components of the paragraph, such as the topic sentence, major supporting sentences, and minor supporting sentences.</p> <p>Discuss the importance of these components in creating paragraphs that are unified and complete.</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Ask learners to recall what they already know about writing paragraphs.</p> <p>Review the purpose of a topic sentence and its role in introducing the main idea of the paragraph.</p> <p>Discuss the significance of major supporting sentences that provide strong evidence or arguments to support the main idea.</p> <p>Provide learners with sample paragraphs or short texts.</p> <p>In pairs or small groups, ask learners to identify the topic sentence, major supporting sentences, and minor supporting sentences in each paragraph, using different transitional devices to bring about cohesion and coherence.</p> <p>Discuss the use of transitional devices such as "firstly," "in addition," "however," "therefore," etc., to connect ideas within paragraphs.</p> <p>Ask learners ; "How does the topic sentence support the main idea of the paragraph?"</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>"Can you think of alternative transitional devices that could be used to connect the ideas in this paragraph?"</p> <p>Distribute handouts with prompts or topics for paragraph writing.</p> <p>Challenge learners to use transitional devices to create cohesion and coherence in their writing.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	



<b>Week Ending:</b> 20-10-2023	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Characters In Texts
<b>Content Standard:</b> B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B9.5.1.1.1. Analyze the use of language to convey characters in film/media, narratives and play scripts
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can analyze how language is used in film/media, narratives, and play scripts to convey and depict characters		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>Key words</b>	Language, characters, narratives, convey	
<b>References:</b> English Language Curriculum Pg. 99		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Display an excerpt from a narrative on the whiteboard or chart paper.</p> <p>Ask learners to identify the keywords in the excerpt related to language, characters, narratives, and conveying information.</p> <p>Discuss the importance of language in revealing and developing characters in narratives.</p> <p>Ask learners to recall what they already know about character development in narratives.</p> <p>Discuss the significance of language and the techniques used to convey the personalities, traits, and emotions of characters.</p> <p>Provide learners with handouts or excerpts from narratives that demonstrate the use of language to convey characters.</p> <p>In pairs or small groups, ask learners to identify and discuss the language techniques used to develop the characters.</p> <p>Encourage learners to analyze how the language choices reveal the characters' personalities, emotions, or traits.</p> <p>Ask learners; "How does the author's choice of descriptive language help you imagine or understand the character better?"</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>"Can you find any examples of dialogue that reveal the character's thoughts or feelings?"</p> <p>Distribute handouts or excerpts from narratives to each learner.</p> <p>Instruct learners to read the text and identify and analyze the language techniques used to convey the characters.</p> <p>Encourage them to write down their observations and interpretations.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	