

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 4

Week Ending: 27-10-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion	Lesson: 1 of 1
Performance Indicator: Learners can use appropriate register in everyday communication.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by having four learners perform a pre-prepared conversation on a neutral topic (e.g., "The best weekend activity").</p> <p>Afterward, engage the class in a discussion about what they noticed.</p> <ul style="list-style-type: none"> • How did the speakers link to each other's ideas? • How did they respond? <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Break down a conversation for the class: Introducing an idea, expanding on it, linking to another idea, and responding to queries or challenges.</p> <p>Highlight that every comment in a discussion can serve a purpose and move the conversation forward.</p> <p>Divide learners into small groups and assign each a different topic/issue (e.g., "Impact of social media," "Homework – boon or bane?").</p> <p>Instruct each student in the group to share their viewpoint. Other members should practice linking to prior speakers and responding to them.</p> <p>Rotate topics among groups to ensure variety and keep engagement high.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Bring the class together and discuss the experience. Which conversations flowed naturally? Where were there hitches?</p> <p>Emphasize the importance of respecting differing views, even while linking ideas or responding.</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending: 27-10-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B9	Class Size:	Sub Strand: Comprehension
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B9.2.1.1.2. Reflect on how reading impacts self and others see the world	Lesson: 1 of 1
Performance Indicator: Learners can understand the impact of reading on self-awareness and perceptions of others.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 75		
Keywords: Self-awareness, Perceptions, Viewpoints, Reflection.		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by asking, "Think of a book or story that changed how you see yourself or the world. Why did it have this impact?"</p> <p>Allow a few learners to share their experiences to spark interest.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Provide learners with a variety of texts. Allow them some time to read, ensuring they sample multiple genres and viewpoints.</p> <p>Initiate a discussion, asking learners to share any immediate reactions or new perspectives they gained.</p> <p>In pairs or small groups, learners discuss the texts and how they impact their views of themselves and their place in the world.</p> <p>Ask learners to identify and list varying views on topics such as love, family, success, or friendship from their chosen texts.</p> <p>Groups share their findings, discussing how different authors approach the same topic.</p> <p>In groups, learners list and compare these views.</p> <ul style="list-style-type: none"> • What does success look like to different authors or characters? • How does culture, background, or circumstance influence this view? <p>Share findings with the class, noting similarities and differences.</p>	A variety of texts (short stories, autobiographies, opinion pieces, poems)

	Using a peer editing checklist, learners exchange their reflections and provide feedback on clarity, understanding, and depth of thought.	
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: 27-10-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Nouns
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.1. Use noun phrases accurately in context
		Lesson: 1 of 1
Performance Indicator: Learners can identify and use noun phrases in sentences. Learners can determine and discuss the functions of noun phrases in texts		Core Competencies: Communication and Collaboration, Personal
New words	Noun, Modifier, Function, Context	
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Write four sentences on the board, each containing a noun phrase:</p> <ol style="list-style-type: none"> 1. The <i>glistening morning dew</i> settled on the leaves. 2. She bought a <i>bright red scarf</i>. 3. I heard the <i>loud chattering of birds</i>. 4. He loved the taste of <i>freshly baked cookies</i>. <p>Ask learners: "What do the italicized parts of these sentences have in common?"</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<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"> i. I want a dress for Christmas. ii. The brown kente vase is up for sale. iii. I saw a beautiful bird. iv. Kwaku lives in a blue dorm. v. Having been a chef, he knew how to bake). <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>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: 27-10-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B9	Class Size:	Sub Strand: Paragraph Development
Content Standard: B9.4.1.2: Create different paragraphs a given topic	Indicator: B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies	Lesson: 1 of 1
Performance Indicator: Learners can organize sentences logically to create coherent and engaging introductory paragraphs.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 90		
Keywords: Topic Sentence, Transitional Devices, Effect, Purpose.		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Write a brief paragraph on the board. Ask learners to identify the topic sentence. Follow with the question, "What if the topic sentence was at the end or in the middle? How would that change the feel or flow of the paragraph?"</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners for the meaning of;</p> <ul style="list-style-type: none"> Mixed Paragraph: A paragraph with the topic sentence located in the middle. Periodic Paragraph: A paragraph with the topic sentence at the end. <p>Show examples of each type of paragraph. Discuss how placement of the topic sentence changes the reader's experience.</p> <p>In pairs, learners take a standard paragraph and rewrite it as both a mixed and periodic paragraph.</p> <p>Present a jumbled introductory paragraph. As a class, rearrange the sentences to create a coherent and engaging introduction.</p> <p>In groups, learners are given another jumbled paragraph to rearrange. They present their results to the class.</p> <p>Introduce the concept of Logical Connectors such as;</p> <ul style="list-style-type: none"> Ordering ideas: firstly, secondly, finally, etc. Addition: moreover, furthermore, in addition, etc. Similarity: similarly, likewise, in the same way, etc. Contrast: however, nevertheless, although, though, on the other hand, etc. Cause/effect: because, therefore, as a result, consequently, etc. Conditions: if, provided that, unless, etc. 	<p>Sample paragraphs (mixed, periodic, and standard) for reference</p> <p>List of transitional devices and logical connectors</p>

	<ul style="list-style-type: none"> • Sequence in time: next, soon, after, then, later, suddenly, afterwards, etc. <p>Discuss the use of pronouns, repetition, synonyms, and antonyms to create cohesion.</p> <p>Display a basic paragraph on the board. As a class, enhance it using the techniques discussed.</p> <p>Learners, in pairs, are given another basic paragraph. Their task is to enhance it using logical connectors, pronouns, repetition, and synonyms/antonyms.</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: 27-10-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B9	Class Size:	Sub Strand: Characters In Texts
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.2. Create monologues and dialogues narratives in play scripts
Performance Indicator: Learners can differentiate between monologues and dialogues in play scripts and create dialogues using correct punctuation.		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal		
Key words	Speech, Actor, Conversation, People, Monologue, Dialogue.	
References: English Language Curriculum Pg. 99		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by writing a brief monologue and a brief dialogue on the board without labeling which is which.</p> <p>Ask learners,</p> <ul style="list-style-type: none"> • "What differences do you notice between these two types of narratives?" • Can you guess which is a monologue and which is a dialogue?" <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners to define key terms.</p> <ul style="list-style-type: none"> • Monologue: A long speech by one actor in a play or movie. • Dialogue: A conversation between two or more people in a play, movie, or text. <p>Hand out copies of play scripts or text excerpts to small groups or pairs. Have them identify and highlight examples of monologues and dialogues.</p> <p>Discuss the findings as a class, with groups sharing examples they found.</p> <p>Provide an unpunctuated dialogue as an example. E.g., "Where are you going Mark asked Heading to the store Jenna replied"</p> <p>Discuss the importance of punctuation in understanding and following dialogues.</p> <p>As a class, punctuate the example dialogue correctly.</p>	<p>Copies of play scripts or text excerpts with monologues and dialogues.</p> <p>Cockcrow.</p>

	In pairs, learners are given small unpunctuated dialogues. Their task is to punctuate them correctly. After a few minutes, pairs swap their dialogues with another pair for correction and feedback.	
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.	