

**ENGLISH LANGUAGE – BASIC 9**  
**THIRD TERM SCHEME OF LEARNING**

| <b>WEEKS</b> | <b>STRAND</b> | <b>SUB STRANDS</b>  | <b>INDICATORS</b>   | <b>RESOURCES</b>   |
|--------------|---------------|---|---|--|
| <b>I</b>     | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | <b>B9.1.3.1.1</b><br>Produce /r/ and // sounds in different positions in word                                 | Word cards, sentence cards, letter cards, handwriting on a manila card |
|              | Reading       | <b>Comprehension</b> <ul style="list-style-type: none"> <li>B9.2.1.2: Read, comprehend, and analyze varieties of texts</li> </ul>   | <b>B9.2.1.2.5</b><br>Read silently and answer more complex comprehension questions on texts /passages         |  |
|              | Grammar       | <b>Vocabulary</b> <ul style="list-style-type: none"> <li>B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication</li> </ul>             | <b>B9.3.3.1.1</b><br>Interpret vocabulary appropriately in more complex texts                                 |  |
|              | Writing       | <b>Article Writing</b> <ul style="list-style-type: none"> <li>B9.4.2.2: Apply writing skills to specific life situations</li> </ul>   | <b>B9.4.2.2.3</b><br>Write articles (short reports, letters and case studies) on given issues for publication |  |
|              | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>      | <b>B9.5.1.1.2.</b><br>Create monologues and dialogues narratives in play scripts                              |  |

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| 2 | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B9.1.3.1.1<br>Produce /r/ and // sounds in different positions in word                                 | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | <b>Comprehension</b> <ul style="list-style-type: none"> <li>● B9.2.1.2: Read, comprehend, and analyze varieties of texts</li> </ul>   | B9.2.1.2.5<br>Read silently and answer more complex comprehension questions on texts /passages         |  |
|   | Grammar       | <b>Vocabulary</b> <ul style="list-style-type: none"> <li>● B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication</li> </ul>             | B9.3.3.1.1<br>Interpret vocabulary appropriately in more complex texts                                 |  |
|   | Writing       | <b>Article Writing</b> <ul style="list-style-type: none"> <li>● B9.4.2.2: Apply writing skills to specific life situations</li> </ul>   | B9.4.2.2.3<br>Write articles (short reports, letters and case studies) on given issues for publication |  |
|   | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>      | B9.5.1.1.2.<br>Create monologues and dialogues narratives in play scripts                              |  |
| 3 | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B9.1.3.1.1<br>Produce /r/ and // sounds in different positions in word                                 | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | <b>Summarizing</b> <ul style="list-style-type: none"> <li>● B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says,</li> </ul>                     | B9.2.2.1.1<br>Analyse critically a given text in entirety and provide an objective summary             |  |

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|   |               | determining the central idea of a text and provide an objective summary   |   |  |
|   | Grammar       | <b>Sentences</b> <ul style="list-style-type: none"> <li>B9.3.1.3: Demonstrate command of structural and functional use of sentences</li> </ul>                                | B9.3.1.3.1<br>Identify and use subject and predicate in texts             |  |
|   | Writing       | <b>Speech Writing</b> <ul style="list-style-type: none"> <li>B9.4.2.2: Apply writing skills to specific life situations</li> </ul>  | B9.4.2.2.4<br>Compose speeches for different purposes and occasions.      |  |
|   | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>      | B9.5.1.1.2.<br>Create monologues and dialogues narratives in play scripts |  |
| 4 | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B9.1.3.1.2.<br>Produce consonant clusters in context                      | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | <b>Comprehension</b> <ul style="list-style-type: none"> <li>B9.2.1.2: Read, comprehend, and analyze varieties of texts</li> </ul>   | B9.2.1.2.6.<br>Show the effect a text has on the reader                   |  |
|   | Grammar       | <b>Sentences</b> <ul style="list-style-type: none"> <li>B9.3.1.3: Demonstrate command of structural and functional use of sentences</li> </ul>                                | B9.3.1.3.1<br>Identify and use subject and predicate in texts             |  |
|   | Writing       | <b>Speech Writing</b>   | B9.4.2.2.4  |  |

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|   |               | <ul style="list-style-type: none"> <li>● B9.4.2.2: Apply writing skills to specific life situations</li> </ul>  | Compose speeches for different purposes and occasions.   |  |
|   | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>      | B9.5.1.1.3.<br>Analyze the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama I |  |
| 5 | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B9.1.3.1.2.<br>Produce consonant clusters in context   | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | <b>Comprehension</b> <ul style="list-style-type: none"> <li>● B9.2.1.2: Read, comprehend, and analyze varieties of texts</li> </ul>   | B9.2.1.2.6.<br>Show the effect a text has on the reader  |  |
|   | Grammar       | <b>Sentences</b> <ul style="list-style-type: none"> <li>● B9.3.1.3: Demonstrate command of structural and functional use of sentences</li> </ul>                                | B9.3.1.3.1<br>Identify and use subject and predicate in texts  |  |
|   | Writing       | <b>Research Writing</b> <ul style="list-style-type: none"> <li>● B9.4.3.1: Research to build and present knowledge</li> </ul>   | B9.4.3.1.1<br>Conduct short research projects based on focused questions, and present key findings in writing                          |  |
|   | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>      | B9.5.1.1.3.<br>Analyze the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama I |  |

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| 6 | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B9.1.3.1.2.<br>Produce consonant clusters in context   | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | <b>Comprehension</b> <ul style="list-style-type: none"> <li>B9.2.1.2: Read, comprehend, and analyze varieties of texts</li> </ul>   | B9.2.1.2.7. Interpret use of words/ phases (figurative, symbolic, sensory) in complex texts  |  |
|   | Grammar       | <b>Active and Passive sentences</b> <ul style="list-style-type: none"> <li>B9.3.1.4: Demonstrate mastery of the use of active and passive voice</li> </ul>                    | B9.3.1.4.1<br>Use passive forms appropriately in speech and in writing   |  |
|   | Writing       | <b>Research Writing</b> <ul style="list-style-type: none"> <li>B9.4.3.1: Research to build and present knowledge</li> </ul>   | B9.4.3.1.1<br>Conduct short research projects based on focused questions, and present key findings in writing                          |  |
|   | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>      | B9.5.1.1.3.<br>Analyze the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama l |  |
| 7 | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B9.1.3.1.3.<br>Produce mono-syllabic and di-syllabic words with accurate stress in speech  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | <b>Summarizing</b> <ul style="list-style-type: none"> <li>B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says,</li> </ul>                     | B9.2.2.1.1<br>Analyse critically a given text in entirety and provide an objective summary   |  |

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|   |               | determining the central idea of a text and provide an objective summary   |  |  |
|   | Grammar       | <b>Active and Passive sentences</b> <ul style="list-style-type: none"> <li>B9.3.1.4: Demonstrate mastery of the use of active and passive voice</li> </ul>  | B9.3.1.4.1<br>Use passive forms appropriately in speech and in writing   |  |
|   | Writing       | <b>Research Writing</b> <ul style="list-style-type: none"> <li>B9.4.3.1: Research to build and present knowledge</li> </ul>   | B9.4.3.1.1<br>Conduct short research projects based on focused questions, and present key findings in writing                          |  |
|   | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>  | B9.5.1.1.3.<br>Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama l |  |
| 8 | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul>   | B9.1.3.1.3.<br>Produce mono-syllabic and di-syllabic words with accurate stress in speech  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | <b>Summarizing</b> <ul style="list-style-type: none"> <li>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</li> </ul> | B9.2.2.1.1<br>Analyse critically a given text in entirety and provide an objective summary   |  |
|   | Grammar       | <b>Reported Speech</b> <ul style="list-style-type: none"> <li>B9.3.1.4: Demonstrate mastery of the use of active and passive voice</li> </ul>   | B9.3.1.4.2<br>Demonstrate command of the use of reported speech  |  |

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|   | Writing       | <b>Research Writing</b> <ul style="list-style-type: none"> <li>● B9.4.3.1: Research to build and present knowledge</li> </ul>   | <b>B9.4.3.1.1</b><br>Conduct short research projects based on focused questions, and present key findings in writing                            |  |
|   | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>      | <b>B9.5.1.1.4.</b><br>Use literary devices (imagery) in texts   |  |
| 9 | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | <b>B9.1.3.1.3.</b><br>Produce mono-syllabic and di-syllabic words with accurate stress in speech  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | <b>Comprehension</b> <ul style="list-style-type: none"> <li>● B9.2.1.2: Read, comprehend, and analyze varieties of texts</li> </ul>   | <b>B9.2.1.2.8.</b> Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context                |  |
|   | Grammar       | <b>Reported Speech</b> <ul style="list-style-type: none"> <li>● B9.3.1.4: Demonstrate mastery of the use of active and passive voice</li> </ul>                                 | <b>B9.3.1.4.2</b><br>Demonstrate command of the use of reported speech  |  |
|   | Writing       | <b>Formal Writing</b> <ul style="list-style-type: none"> <li>● B9.4.2.2: Apply writing skills to specific life situations</li> </ul>  | <b>B9.4.2.2.1.</b> Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format |  |
|   | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>      | <b>B9.5.1.1.5.</b><br>Analyze common themes in texts  |  |

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| 10 | Oral language | <b>English Sounds</b> <ul style="list-style-type: none"> <li>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</li> </ul> | B9.1.3.1.3.<br>Produce mono-syllabic and di-syllabic words with accurate stress in speech  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|    | Reading       | <b>Comprehension</b> <ul style="list-style-type: none"> <li>B9.2.1.2: Read, comprehend, and analyze varieties of texts</li> </ul>   | B9.2.1.2.9<br>Make conceptual connections between known and unknown words/phrases and analyze nuances of words/ phrases in texts         |  |
|    | Grammar       | <b>Reported Speech</b> <ul style="list-style-type: none"> <li>B9.3.1.4: Demonstrate mastery of the use of active and passive voice</li> </ul>                                 | B9.3.1.4.2<br>Demonstrate command of the use of reported speech  |  |
|    | Writing       | <b>Formal Writing</b> <ul style="list-style-type: none"> <li>B9.4.2. 2: Apply writing skills to specific life situations</li> </ul>   | B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format |  |
|    | Literature    | <b>Literature</b> <ul style="list-style-type: none"> <li>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</li> </ul>      | B9.5.1.1.5.<br>Analyze common themes in texts.   |  |

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK I

| <b>Week Ending:</b>  | <b>Day:</b>   | <b>Subject:</b> English Language  |
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| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Oral Language  |
| <b>Class:</b> B9   | <b>Class Size:</b>  | <b>Sub Strand:</b> English Sounds   |
| <b>Content Standard:</b><br>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking  | <b>Indicator:</b><br>B9.1.3.1.1. Produce /r/ and // sounds in different positions in word   | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can distinguish between the sounds /r/ and // and reproduce them accurately in speech, focusing on the beginning, middle, and end positions in words |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership                     |
| <b>Reference :</b> English Language Pg. 73   |   |   |
|  |   |   |
| Phase/Duration   | Learners Activities   | Resources   |
| PHASE 1:<br><b>STARTER</b>   | <p>Begin the lesson by discussing the importance of clear pronunciation in communication</p> <p>Introduce the /r/ and // sounds by pronouncing words containing these sounds clearly, emphasizing their positions in the words (beginning, middle, end).</p> <p>Ask learners if they know any words that start, contain, or end with /r/ or // sounds</p> |   |
| PHASE 2: <b>NEW LEARNING</b>   | <p>Show pictures or flashcards of words with /r/ and // sounds.</p> <p>Ask learners to identify and categorize the words based on whether they start with /r/ or //, have the sounds in the middle, or end with the sounds.</p> <p>Practice pronouncing these words together as a class</p>   | <p>Pictures or flashcards of words with /r/ and // sounds</p> <p>Audio recordings of words with /r/ and // sounds</p> |

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|  | <p>Play audio recordings of words with /r/ and // sounds in different positions.</p> <p>Have learners repeat the words after listening, focusing on accurate pronunciation</p> <p>Provide individual practice time and give feedback on pronunciation</p> <p>Write a few words on the board that contain /r/ and // sounds in different positions (e.g., "rabbit," "apple," "girl," "turtle").</p> <p>Ask learners to identify the positions of the sounds in each word and pronounce them aloud</p> <p>Encourage learners to create their own words with /r/ and // sounds and share them with the class.</p> |  |
| <p><b>PHASE 3:</b><br/><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>  | <b>Day:</b>   | <b>Subject:</b> English Language  |                          |
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| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Reading  |                          |
| <b>Class:</b> B9   | <b>Class Size:</b>  | <b>Sub Strand:</b> Comprehension  |                          |
| <b>Content Standard:</b><br>B9.2.1.2: Read, comprehend, and analyze varieties of texts                                   |   | <b>Indicator:</b><br>B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts /passages | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read silently, answer complex comprehension questions and skim for details |   | <b>Core Competencies:</b><br>Communication and Collaboration,<br>Personal Development and Leadership              |                          |
| <b>Reference :</b> English Language Pg. 78   |   |   |                          |
| <b>Keywords:</b> analyze, infer, summarize, evaluate   |   |   |                          |
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| Phase/Duration   | Learners Activities   | Resources   |                          |
| PHASE 1:<br><b>STARTER</b>   | <p>Begin by asking learners what they understand by "reading comprehension."</p> <p>Discuss the importance of reading comprehension skills in daily life, such as understanding instructions, studying, and enjoying literature.</p> <p>Introduce the four key words for the lesson (e.g., analyze, infer, summarize, evaluate) and briefly explain their meanings.</p>   |   |                          |
| PHASE 2: <b>NEW LEARNING</b>   | <p>Distribute the text passages to learners.</p> <p>Instruct them to read silently and underline any unfamiliar words or phrases.</p> <p>Explain the difference between skimming (getting an overview) and scanning (finding specific information).</p> <p>Provide a short passage and ask learners to skim for the main idea and scan for specific details.</p> <p>Give learners a set of complex comprehension questions related to the passage they read silently.</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>                                     |                          |

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|                                | Encourage them to use the four key words in their answers.  |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |

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| <b>Week Ending:</b>   | <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> Vocabulary  |  |
| <b>Content Standard:</b><br>B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication                                       |  | <b>Indicator:</b><br>B9.3.3.1.1 Interpret vocabulary appropriately in more complex texts | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can interpret vocabulary appropriately in complex texts and demonstrate the appropriate use of vocabulary in context. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                   |  |
| <b>New words</b>  | interpret, demonstrate, appropriate use, context   |  |  |
| <b>References:</b> English Language Curriculum Pg. 88   |  |  |  |
|   |  |  |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   |  | <b>Resources</b>   |
| <b>PHASE 1:<br/>STARTER</b>   | <p>Introduce the concept of interpreting vocabulary in context and using it appropriately in writing.</p> <p>Discuss the importance of using precise and varied vocabulary to enhance communication.</p> <p>Introduce the four key words for the lesson (interpret, demonstrate, appropriate use, context) and explain their meanings briefly.</p> |  |  |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>  | <p>Provide grade-appropriate complex texts with challenging vocabulary.</p> <p>Instruct learners to identify unfamiliar words/phrases and look up their meanings.</p>  |  | Word cards, sentence cards, letter cards, handwriting on a manila card |

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|  | <p>Guide learners in interpreting the meaning of unfamiliar words/phrases based on context clues in the text.</p> <p>Discuss strategies for understanding and inferring the meanings of complex vocabulary.</p> <p>Have learners write sentences or short paragraphs using the newly learned vocabulary in context.</p> <p>Encourage them to demonstrate the appropriate use of vocabulary to convey precise meaning.</p> <p>Pair learners up to review and discuss each other's sentences/paragraphs for accuracy and appropriateness of vocabulary use.</p> <p>Facilitate a brief class discussion on effective vocabulary use in context.</p> |  |
| <p><b>PHASE 3:</b><br/><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>  | <b>Day:</b>   | <b>Subject:</b> English Language   |                          |
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| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Writing   |                          |
| <b>Class:</b> B9   | <b>Class Size:</b>  | <b>Sub Strand:</b> Article Writing   |                          |
| <b>Content Standard:</b><br>B9.4.2.2: Apply writing skills to specific life situations   |   | <b>Indicator:</b><br>B9.4.2.2.3 Write articles (short reports, letters and case studies) on given issues for publication | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can write short reports, case studies, and letters to the Editor on given issues for publication in various formats. |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership,                       |                          |
| <b>Reference :</b> English Language Pg. 97   |   |  |                          |
| <b>Keywords:</b> publication, formats, audience, purpose   |   |  |                          |
|  |   |  |                          |
| Phase/Duration   | Learners Activities   | Resources  |                          |
| <b>PHASE 1: STARTER</b>  | <p>Introduce the concept of writing articles for publication in various formats.</p> <p>Discuss the purpose and audience of different publication formats (self-publication, Letters to the Editor, newspapers, magazines, scholarly journals, webzines).</p> <p>Introduce the four key words for the lesson (publication, formats, audience, purpose) and explain their meanings briefly.</p>  |  |                          |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Present examples of articles from different formats and discuss their characteristics (e.g., tone, style, audience).</p> <p>Explain the differences between self-publication, Letters to the Editor, newspapers, magazines, scholarly journals, and webzines.</p> <p>Provide writing prompts related to different publication formats (e.g., a local issue for a newspaper, a personal experience for a magazine, research finding for a scholarly journal).</p> <p>Ask learners to choose a format and brainstorm ideas for their articles.</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>  |                          |

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|                                       | <p>Guide learners in writing short reports, case studies, or letters to the Editor based on their chosen format and writing prompts.</p> <p>Encourage them to focus on clarity, organization, and relevance to the chosen publication format.</p> <p>Pair learners up to review and provide feedback on each other's articles.</p> <p>Facilitate a class discussion on the strengths and areas for improvement in the articles.</p> |  |
| <p>PHASE 3:<br/><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>  | <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> Prose   |                          |
| <b>Content Standard:</b><br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning |  | <b>Indicator:</b><br>B9.5.1.1.5. Analyse common themes in texts        | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read prose fluently and with understanding   |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |                          |
| <b>References:</b> English Language Curriculum Pg. 100   |  |  |                          |
|  |  |  |                          |
| Phase/Duration   | Learners Activities  | Resources  |                          |
| <b>PHASE 1:</b><br><b>STARTER</b>  | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson.   |  |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Learners take turns to read aloud parts of the prose.<br>Example: <b>Ripples</b><br><br>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.<br><br>Ensure learners use correct stress and intonation in reading.<br><br>Learners read again, parts of the prose which were not well read.<br><br>Learners read the story silently and answer questions posed by teacher.<br><br><u>Assessment</u><br><br>1. in which general setting does the story take place?<br>2. "Not once did she see a smile on Amina's face. "Mama Adamu said this of the dead Amina. Such an expression could be said to be what figure of speech? | Word cards, sentence cards, letter cards, handwriting on a manila card |                          |

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|   | <p>3. Mama Adamu had decided to give Abi ‘the special gift’. Considering what really that “gift” was, the word special could be said to be .....</p> <p>4. the image created of Amina in the story is one of ....</p> <p><u>Read the following extract and answer questions</u><br/> <i>The three wives had met afterwards and agreed to approve of their husband’s intention as custom demanded. A husband’s decision was sacred and not subject to change, period. It was obvious Mama Adamu was indifferent to the news. Could she even call a fourth marriage by the wealthy Sayibu news?</i></p> <p>5. why was Mama Adamu indifferent (unaffected by) to the news?</p> <p>6. could she even call a fourth marriage by the wealthy Sayibu news? This question in the story did not require an answer. So what kind of question was that?</p> |  |
| <p><b>PHASE 3:</b><br/> <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>   |  |

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 2

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|--|--|---|
| <b>Week Ending:</b>  | <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> English Sounds   |
| <b>Content Standard:</b><br>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking  | <b>Indicator:</b><br>B9.1.3.1.1. Produce /r/ and // sounds in different positions in word  | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can distinguish between the sounds /r/ and // and reproduce them accurately in speech, focusing on the beginning, middle, and end positions in words |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership                     |
| <b>Reference :</b> English Language Pg. 73   |  |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | <p>Begin the lesson by discussing the importance of clear pronunciation in communication</p> <p>Introduce the /r/ and // sounds by pronouncing words containing these sounds clearly, emphasizing their positions in the words (beginning, middle, end).</p> <p>Ask learners if they know any words that start, contain, or end with /r/ or // sounds</p>  |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Show pictures or flashcards of words with /r/ and // sounds.</p> <p>Ask learners to identify and categorize the words based on whether they start with /r/ or //, have the sounds in the middle, or end with the sounds.</p> <p>Practice pronouncing these words together as a class</p> <p>Play audio recordings of words with /r/ and // sounds in different positions.</p> <p>Have learners repeat the words after listening, focusing on accurate pronunciation</p> | <p>Pictures or flashcards of words with /r/ and // sounds</p> <p>Audio recordings of words with /r/ and // sounds</p> |

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|  | <p>Provide individual practice time and give feedback on pronunciation</p> <p>Write a few words on the board that contain /r/ and /l/ sounds in different positions (e.g., "rabbit," "apple," "girl," "turtle").</p> <p>Ask learners to identify the positions of the sounds in each word and pronounce them aloud</p> <p>Encourage learners to create their own words with /r/ and /l/ sounds and share them with the class.</p> |  |
| <p><b>PHASE 3:</b><br/><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>  | <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> Comprehension  |                          |
| <b>Content Standard:</b><br>B9.2.1.2: Read, comprehend, and analyze varieties of texts                                   |   | <b>Indicator:</b><br>B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts /passages | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read silently, answer complex comprehension questions and skim for details |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership                 |                          |
| <b>Reference:</b> English Language Pg. 78  |   |   |                          |
| <b>Keywords:</b> analyze, infer, summarize, evaluate   |   |   |                          |
|  |   |   |                          |
| Phase/Duration   | Learners Activities   | Resources   |                          |
| <b>PHASE 1: STARTER</b>  | <p>Begin by asking learners what they understand by "reading comprehension."</p> <p>Discuss the importance of reading comprehension skills in daily life, such as understanding instructions, studying, and enjoying literature.</p> <p>Introduce the four key words for the lesson (e.g., analyze, infer, summarize, evaluate) and briefly explain their meanings.</p>   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Distribute the text passages to learners.</p> <p>Instruct them to read silently and underline any unfamiliar words or phrases.</p> <p>Explain the difference between skimming (getting an overview) and scanning (finding specific information).</p> <p>Provide a short passage and ask learners to skim for the main idea and scan for specific details.</p> <p>Give learners a set of complex comprehension questions related to the passage they read silently.</p> <p>Encourage them to use the four key words in their answers.</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>                                     |                          |

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| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |
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| <b>Week Ending:</b>   | <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> Vocabulary  |                          |
| <b>Content Standard:</b><br>B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication                                       |  | <b>Indicator:</b><br>B9.3.3.1.1 Interpret vocabulary appropriately in more complex texts | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can interpret vocabulary appropriately in complex texts and demonstrate the appropriate use of vocabulary in context. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                   |                          |
| <b>New words</b>  | interpret, demonstrate, appropriate use, context   |  |                          |
| <b>References:</b> English Language Curriculum Pg. 88   |  |  |                          |
|   |  |  |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |                          |
| <b>PHASE 1:<br/>STARTER</b>   | <p>Introduce the concept of interpreting vocabulary in context and using it appropriately in writing.</p> <p>Discuss the importance of using precise and varied vocabulary to enhance communication.</p> <p>Introduce the four key words for the lesson (interpret, demonstrate, appropriate use, context) and explain their meanings briefly.</p> |  |                          |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>  | <p>Provide grade-appropriate complex texts with challenging vocabulary.</p> <p>Instruct learners to identify unfamiliar words/phrases and look up their meanings.</p> <p>Guide learners in interpreting the meaning of unfamiliar words/phrases based on context clues in the text.</p>  | Word cards, sentence cards, letter cards, handwriting on a manila card                   |                          |

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|  | <p>Discuss strategies for understanding and inferring the meanings of complex vocabulary.</p> <p>Have learners write sentences or short paragraphs using the newly learned vocabulary in context.</p> <p>Encourage them to demonstrate the appropriate use of vocabulary to convey precise meaning.</p> <p>Pair learners up to review and discuss each other's sentences/paragraphs for accuracy and appropriateness of vocabulary use.</p> <p>Facilitate a brief class discussion on effective vocabulary use in context.</p> |  |
| <p><b>PHASE 3:</b><br/><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>  | <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> Article Writing   |                          |
| <b>Content Standard:</b><br>B9.4.2.2: Apply writing skills to specific life situations   |   | <b>Indicator:</b><br>B9.4.2.2.3 Write articles (short reports, letters and case studies) on given issues for publication | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can write short reports, case studies, and letters to the Editor on given issues for publication in various formats. |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership,                       |                          |
| <b>Reference:</b> English Language Pg. 97  |   |  |                          |
| <b>Keywords:</b> publication, formats, audience, purpose   |   |  |                          |
|  |   |  |                          |
| Phase/Duration   | Learners Activities   | Resources  |                          |
| <b>PHASE 1: STARTER</b>  | <p>Introduce the concept of writing articles for publication in various formats.</p> <p>Discuss the purpose and audience of different publication formats (self-publication, Letters to the Editor, newspapers, magazines, scholarly journals, webzines).</p> <p>Introduce the four key words for the lesson (publication, formats, audience, purpose) and explain their meanings briefly.</p>  |  |                          |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Present examples of articles from different formats and discuss their characteristics (e.g., tone, style, audience).</p> <p>Explain the differences between self-publication, Letters to the Editor, newspapers, magazines, scholarly journals, and webzines.</p> <p>Provide writing prompts related to different publication formats (e.g., a local issue for a newspaper, a personal experience for a magazine, research finding for a scholarly journal).</p> <p>Ask learners to choose a format and brainstorm ideas for their articles.</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>  |                          |

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|                                       | <p>Guide learners in writing short reports, case studies, or letters to the Editor based on their chosen format and writing prompts.</p> <p>Encourage them to focus on clarity, organization, and relevance to the chosen publication format.</p> <p>Pair learners up to review and provide feedback on each other's articles.</p> <p>Facilitate a class discussion on the strengths and areas for improvement in the articles.</p> |  |
| <p>PHASE 3:<br/><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>  | <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> Prose   |                          |
| <b>Content Standard:</b><br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning |   | <b>Indicator:</b><br>B9.5.1.1.5. Analyse common themes in texts        | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read prose fluently and with understanding   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |                          |
| <b>References:</b> English Language Curriculum Pg. 100   |   |  |                          |
|  |   |  |                          |
| Phase/Duration   | Learners Activities   | Resources  |                          |
| PHASE 1:<br><b>STARTER</b>   | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson.  |  |                          |
| PHASE 2: <b>NEW LEARNING</b>   | Learners take turns to read aloud parts of the prose.<br>Example: <b>Sosu and the Bukari Boys</b><br><br>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.<br><br>Ensure learners use correct stress and intonation in reading.<br><br>Learners read again, parts of the prose which were not well read.<br><br>Learners read the story silently and answer questions posed by teacher.<br><br><u>Assessment</u><br><br>1. How could his mother give him the same amount as she did every day? He folded his arms across his chest and frowned. The boy's action shows a mood of.<br>2. "Take it at once!" the mood of the speaker here appears to be one of ..... who says <i>Take it at once!</i> ?<br>3. whenever Sosu looked at Bukari, he felt.<br>4. what is the Narrative Technique used in the story?<br>5. <i>Every lunch break was like Christmas for the Bukari Boys.</i> | Word cards, sentence cards, letter cards, handwriting on a manila card |                          |

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|  | <p>This is an example of which figure of speech?</p> <p>6. the theme of the story could be summed up in a popular proverb. Can you tell that proverb or one similar to it?</p> <p>7. considering his parents' situation, Sosu's actions in the story appeared very bad. What was the situation of his parents then?</p> <p>8. whose actions were influencing Sosu to behave badly to his parents?</p> |  |
| <p><b>PHASE 3:</b><br/><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>  |  |

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 3

| <b>Week Ending:</b>   | <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> English Sounds   |                          |
| <b>Content Standard:</b><br>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking |  | <b>Indicator:</b><br>B9.1.3.1.1. Produce /r/ and // sounds in different positions in word                             | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can pronounce the /r/ and // sounds in different positions                              |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership                     |                          |
| <b>Reference:</b> English Language Pg. 73   |  |   |                          |
|   |  |   |                          |
| Phase/Duration  | Learners Activities  | Resources   |                          |
| <b>PHASE 1:<br/>STARTER</b>   | <p>Review the /r/ and // sounds from the previous lesson, emphasizing their positions in words.</p> <p>Ask learners to share any words they remember from the previous lesson that start, contain, or end with /r/ or // sounds.</p>   |   |                          |
| <b>PHASE 2: NEW<br/>LEARNING</b>  | <p>Show pictures or flashcards of words with /r/ and // sounds in different positions (beginning, middle, end).</p> <p>Have learners practice pronouncing these words aloud, focusing on clear articulation of the /r/ and // sounds.</p> <p>Use audio recordings of words with the target sounds for additional practice.</p> <p>Write a list of words on the board that contain /r/ and // sounds in various positions.</p> <p>Divide learners into pairs or small groups and assign each group a set of words to practice pronouncing accurately.</p> <p>Provide learners with sentence examples containing words with /r/ and // sounds in different positions (e.g., "The</p> | <p>Pictures or flashcards of words with /r/ and // sounds</p> <p>Audio recordings of words with /r/ and // sounds</p> |                          |

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|  | <p>rabbit ran quickly," "She likes to play the guitar," "He will travel far").</p> <p>Ask learners to read the sentences aloud, emphasizing the correct pronunciation of the target sounds.</p> <p>Challenge learners to create their own sentences using words with /r/ and // sounds and share them with the class.</p> |  |
| <p><b>PHASE 3:</b><br/><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>  |  |

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| <b>Week Ending:</b>  | <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><br>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><br>B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can analyze a text critically, identify main and supporting ideas and provide an objective summary   |   | <b>Core Competencies:</b><br>Communication and Collaboration,<br>Personal Development and Leadership          |   |
| <b>Reference :</b> English Language Pg. 81   |   |   |   |
| <b>Keywords:</b> analyze, identify, summarize, evaluate  |   |   |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  |   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | <p>Begin by discussing what it means to analyze a text critically.</p> <p>Introduce the four key words for the lesson (e.g., analyze, identify, summarize, evaluate) and explain their meanings briefly.</p> <p>Engage learners in a short discussion about the importance of analyzing and summarizing texts accurately.</p>   |   |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide learners with a text passage and ask them to read it carefully.</p> <p>Instruct them to identify the main idea and supporting ideas within the text.</p> <p>Explain the concept of an objective summary (focusing on key points without personal bias).</p> <p>Model how to write an objective summary of the text passage.</p> <p>Provide a set of summary questions related to the text.</p> <p>Encourage learners to use the four key words in their responses.</p> |   | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p> |

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|  | <p>Divide learners into pairs or small groups.</p> <p>Have them discuss their analyses, summaries, and answers to summary questions.</p>   |  |
| <p><b>PHASE 3:</b><br/><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> |  |

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| <b>Week Ending:</b>   | <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> Sentences  |                          |
| <b>Content Standard:</b><br>B9.3.1.3: Demonstrate command of structural and functional use of sentences.                                |   | <b>Indicator:</b><br>B9.3.1.3.1 Identify and use subject and predicate in texts | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can identify and use subjects and predicates in sentences, distinguish elements of a sentence |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal          |                          |
| <b>New words</b>  | identify, distinguish, composition, elements  |   |                          |
| <b>References:</b> English Language Curriculum Pg. 85   |   |   |                          |
|   |   |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1:<br/>STARTER</b>   | <p>Introduce the concept of subjects and predicates in sentences.</p> <p>Explain the role of subjects (who or what the sentence is about) and predicates (what the subject is doing or the information about the subject).</p> <p>Introduce the four key words for the lesson (identify, distinguish, composition, elements) and explain their meanings briefly.</p>  |   |                          |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>  | <p>Provide examples of sentences and ask learners to identify the subject and predicate in each.</p> <p>Discuss how to recognize the subject (noun or pronoun) and the predicate (verb and its complements).</p> <p>Present simple and compound sentences and discuss the difference in their structures.</p> <p>Guide learners in identifying the subject and predicate in both types of sentences.</p> <p>Discuss the composition of subjects, including simple subjects (main noun or pronoun) and compound subjects (two or more nouns or pronouns).</p> <p>Provide examples and ask learners to identify the composition of subjects in sentences.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card          |                          |

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|  | <p>Explain the composition of predicates, including simple predicates (main verb) and compound predicates (two or more verbs or verb phrases).</p> <p>Provide examples and ask learners to identify the composition of predicates in sentences.</p> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b></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>                                    |  |

| <b>Week Ending:</b>   | <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> Speech Writing  |                          |
| <b>Content Standard:</b><br>B9.4.2.2: Apply writing skills to specific life situations  |  | <b>Indicator:</b><br>B9.4.2.2.4 Compose speeches for different purposes and occasions.             | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can compose speeches using emotive adjectives, tripling, repetition, parallel sentence structure, powerful imagery, and inclusive language. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership, |                          |
| <b>Reference:</b> English Language Pg. 97   |  |  |                          |
| <b>Keywords:</b> compose, techniques, impact, persuasive  |  |  |                          |
|   |  |  |                          |
| Phase/Duration  | Learners Activities  | Resources  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Introduce the concept of composing speeches for different purposes and occasions.</p> <p>Discuss the importance of using persuasive language techniques to create an impact.</p> <p>Introduce the four key words for the lesson (compose, techniques, impact, persuasive) and explain their meanings briefly.</p>   |  |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Present examples of speeches using emotive adjectives, tripling, repetition, parallel sentence structure, powerful imagery, and inclusive language.</p> <p>Discuss the purpose and effect of each technique in engaging the audience.</p> <p>Provide speech prompts for different occasions (e.g., persuasive speech, informative speech, motivational speech).</p> <p>Ask learners to choose a topic and brainstorm ideas for their speeches.</p> <p>Guide learners in composing their speeches following the structure: introduction (tell what you are going to tell them), body (tell them), conclusion (tell them what you told them).</p> | Examples of speeches with different techniques   |                          |

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|  | <p>Encourage them to use the techniques discussed to create effect and engage the audience.</p> <p>Have learners practice delivering their speeches in pairs or small groups.</p> <p>Provide feedback on delivery and effectiveness of speech techniques.</p> |  |
| <p><b>PHASE 3:</b><br/><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>  | <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> Prose   |                          |
| <b>Content Standard:</b><br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning |   | <b>Indicator:</b><br>B9.5.1.1.5. Analyse common themes in texts        | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read prose fluently and with understanding   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |                          |
| <b>References:</b> English Language Curriculum Pg. 100   |   |  |                          |
|  |   |  |                          |
| Phase/Duration   | Learners Activities   | Resources  |                          |
| PHASE 1:<br><b>STARTER</b>   | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson.  |  |                          |
| PHASE 2: <b>NEW LEARNING</b>   | Learners take turns to read aloud parts of the prose.<br>Example: <b>A Day's Wait</b><br><br>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.<br><br>Ensure learners use correct stress and intonation in reading.<br><br>Learners read again, parts of the prose which were not well read.<br><br>Learners read the story silently and answer questions posed by teacher.<br><br><u>Assessment</u><br><br>1. What is the Narrative Technique used in the story?<br><u>Read the following extract from the story and answer questions</u><br>Speaker A: do you want me to read to you?<br>Speaker B: Alright if you want to<br>2. Who are speakers A and B?<br>3. The mood of speaker A shows<br>4. The mood of speaker B shows | Word cards, sentence cards, letter cards, handwriting on a manila card |                          |

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|  | <p>5. Who was responsible for speaker B's mood?<br/> <u>Read the following extract from the story to answer the questions</u></p> <p>6. <i>It was a bright day, the ground covered with a sleet that had frozen so that it seemed .... The bare ground was covered with ice</i><br/> The setting is the time and place an incident takes place. From the above extract in italics, we can say the setting was during the ... season.</p> <p>7. At the beginning of the story, Schatz's mood could be said to be one of .....</p> <p>8. In the final part of the story, his mood could be said to be that of ....</p> |  |
| <p>PHASE 3:<br/> <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>   |  |

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 4

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|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <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> English Sounds   |                          |
| <b>Content Standard:</b><br>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking   |  | <b>Indicator:</b><br>B9.1.3.1.2. Produce consonant clusters in context  | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can produce consonant clusters such as pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc., in connected speech accurately and fluently. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership                           |                          |
| <b>Reference :</b> English Language Pg. 73  |  |   |                          |
| <b>New words:</b> Consonant clusters, Connected speech, Pronunciation, Fluency  |  |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Begin by discussing the importance of clear and fluent speech in communication.</p> <p>Introduce the concept of consonant clusters by explaining that they are groups of consonants that appear together in words and can affect pronunciation.</p> <p>Show pictures or flashcards of words with consonant clusters and ask learners to identify the clusters and practice saying the words aloud.</p>  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Play audio recordings of sentences containing consonant clusters (e.g., "The clown climbed up the ladder," "She sprinted to catch the train").</p> <p>Have learners listen carefully and repeat each sentence, focusing on pronouncing the consonant clusters clearly and fluently.</p> <p>Write a list of words with consonant clusters on the board (e.g., play, track, spring, splash).</p> <p>Divide learners into pairs or small groups and ask them to create sentences using the words with consonant clusters.</p> <p>Encourage learners to practice saying their sentences aloud, paying attention to the pronunciation of the clusters.</p> <p>Provide a passage or short story with multiple</p> | <p>Audio recordings of sentences with consonant clusters</p> <p>Pictures or flashcards of words with consonant clusters</p> |                          |

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|  | <p>instances of consonant clusters.</p> <p>Have learners read the passage aloud individually or in pairs, focusing on producing the clusters accurately and smoothly in connected speech.</p> <p>Offer feedback and guidance on pronunciation as needed.</p> |  |
| <p><b>PHASE 3:</b><br/><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>   | <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> Comprehension  |                          |
| <b>Content Standard:</b><br>B9.2.1.2: Read, comprehend, and analyze varieties of texts  |   | <b>Indicator:</b><br>B9.2.1.2.6. Show the effect a text has on the reader                         | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can identify different literary devices used by the writer, link the effect of these devices to the meaning of the text |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership |                          |
| <b>Reference :</b> English Language Pg. 79  |   |   |                          |
| <b>Keywords:</b> identify, analyze, link, impact  |   |   |                          |
|   |   |   |                          |
| Phase/Duration  | Learners Activities   | Resources   |                          |
| <b>PHASE 1: STARTER</b>   | <p>Introduce the concept of literary devices and their importance in writing.</p> <p>Discuss why writers use literary devices and how they impact the reader's experience.</p> <p>Introduce the four key words for the lesson (e.g., identify, analyze, link, impact) and explain their meanings briefly.</p>   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Provide examples of different literary devices (e.g., simile, metaphor, symbolism) and explain each briefly.</p> <p>Ask learners to identify these devices in a given text passage.</p> <p>Have learners analyze how each identified literary device contributes to the meaning and tone of the text.</p> <p>Discuss the impact of these devices on the reader's understanding and emotions.</p> <p>Guide learners in linking the effect of literary devices to the overall message or theme of the text.</p> <p>Encourage them to consider how these devices enhance the reader's engagement and interpretation.</p> <p>Discuss as a class the impact of literary devices on the reader's experience, such as creating imagery, evoking emotions, or conveying deeper meanings.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card                            |                          |
| <b>PHASE 3: REFLECTION</b>  | <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>  |   |                          |



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| <b>Week Ending:</b>   | <b>DAY:</b>   | <b>Subject: English Language</b>  |  |
| <b>Duration: 60mins</b>   |   | <b>Strand: Grammar</b>  |  |
| <b>Class: B9</b>  | <b>Class Size:</b>  | <b>Sub Strand: Sentences</b>  |  |
| <b>Content Standard:</b><br>B9.3.1.3: Demonstrate command of structural and functional use of sentences.                                |   | <b>Indicator:</b><br>B9.3.1.3.1 Identify and use subject and predicate in texts | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can identify and use subjects and predicates in sentences, distinguish elements of a sentence |   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>New words</b>  | identify, distinguish, composition, elements  |   |  |
| <b>References: English Language Curriculum Pg. 85</b>   |   |   |  |
|   |   |   |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  |   | <b>Resources</b>   |
| <b>PHASE 1:<br/>STARTER</b>   | <p>Introduce the concept of subjects and predicates in sentences.</p> <p>Explain the role of subjects (who or what the sentence is about) and predicates (what the subject is doing or the information about the subject).</p> <p>Introduce the four key words for the lesson (identify, distinguish, composition, elements) and explain their meanings briefly.</p>  |   |  |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>  | <p>Provide examples of sentences and ask learners to identify the subject and predicate in each.</p> <p>Discuss how to recognize the subject (noun or pronoun) and the predicate (verb and its complements).</p> <p>Present simple and compound sentences and discuss the difference in their structures.</p> <p>Guide learners in identifying the subject and predicate in both types of sentences.</p> <p>Discuss the composition of subjects, including simple subjects (main noun or pronoun) and compound subjects (two or more nouns or pronouns).</p> <p>Provide examples and ask learners to identify the composition of subjects in sentences.</p> <p>Explain the composition of predicates, including simple predicates (main verb) and compound predicates (two or more verbs or verb phrases).</p> <p>Provide examples and ask learners to identify the composition of predicates in sentences.</p> |   | Word cards, sentence cards, letter cards, handwriting on a manila card |

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| <b>PHASE 3:<br/>REFLECTION</b> | Summarize the importance of understanding various punctuation marks, like the dash, in written language.<br><br>Reinforce the idea that the right punctuation can add clarity and depth to their writing. |  |
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| <b>Week Ending:</b>   | <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> Speech Writing  |                          |
| <b>Content Standard:</b><br>B9.4.2.2: Apply writing skills to specific life situations  |  | <b>Indicator:</b><br>B9.4.2.2.4 Compose speeches for different purposes and occasions.             | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can compose speeches using emotive adjectives, tripling, repetition, parallel sentence structure, powerful imagery, and inclusive language. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership, |                          |
| <b>Reference:</b> English Language Pg. 97   |  |  |                          |
| <b>Keywords:</b> compose, techniques, impact, persuasive  |  |  |                          |
|   |  |  |                          |
| Phase/Duration  | Learners Activities  | Resources  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Introduce the concept of composing speeches for different purposes and occasions.</p> <p>Discuss the importance of using persuasive language techniques to create an impact.</p> <p>Introduce the four key words for the lesson (compose, techniques, impact, persuasive) and explain their meanings briefly.</p>   |  |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Present examples of speeches using emotive adjectives, tripling, repetition, parallel sentence structure, powerful imagery, and inclusive language.</p> <p>Discuss the purpose and effect of each technique in engaging the audience.</p> <p>Provide speech prompts for different occasions (e.g., persuasive speech, informative speech, motivational speech).</p> <p>Ask learners to choose a topic and brainstorm ideas for their speeches.</p> <p>Guide learners in composing their speeches following the structure: introduction (tell what you are going to tell them), body (tell them), conclusion (tell them what you told them).</p> <p>Encourage them to use the techniques discussed to create effect and engage the audience.</p> <p>Have learners practice delivering their speeches in pairs or small groups.</p> <p>Provide feedback on delivery and effectiveness of speech techniques.</p> | Examples of speeches with different techniques   |                          |

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| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |
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| <b>Week Ending:</b>  | <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> Drama  |                          |
| <b>Content Standard:</b><br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning |   | <b>Indicator:</b><br>B9.5.1.1.5. Analyse common themes in texts               | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read prose fluently and with understanding   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal        |                          |
| <b>References:</b> English Language Curriculum Pg. 100   |   |   |                          |
| <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>Learners take turns to read aloud parts of the prose.<br/>Example: <b>Dilemma of a Ghost</b></p> <p>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.</p> <p>Ensure learners use correct stress and intonation in reading.</p> <p>Learners read again, parts of the prose which were not well read.</p> <p>Learners read the story silently and answer questions posed by teacher.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>Who is the principal character in the story?</li> <li>The principal character found himself in a situation from which he found it difficult to make a choice. Which two separate bodies put him in that difficult situation?</li> </ol> <p><u>Read the following extract and answer the questions</u></p> <p>Nana: [looking up at him] <i>she has no tribe? The story you are telling us is too sweet, my grandchild. ....Are there trees which never have any roots?</i></p> <p>Petu: <i>Ato, where does your wife come from?</i></p> <p>Ato: <i>but no one is prepared to listen to me. My wife comes from America.</i></p> <p>Esi: [putting her hands on her head] <i>oh Esi! You have an unkind soul. We always hear of other women's sons going to the white man's country. Why should my own go and marry a white woman?</i></p> <p>Monka: <i>Amrika! My brother, you have arrived indeed.</i></p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p> |                          |

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|                                       | <ol style="list-style-type: none"> <li>3. What had Ato just said before the above exchanges started.</li> <li>4. Who is Esi</li> <li>5. What does the gesture of putting her hands on her head mean?</li> <li>6. Nana says: “are there trees without roots?” what figure of speech is this?</li> <li>7. Was Esi’s speech entirely true? If no, what was untrue about what she said?</li> <li>8. Amrika. My brother you have arrived indeed. What do you think Monka meant by what she said?</li> <li>9. As a figure of speech, Monka’s speech in question 8 can be termed as ....</li> </ol> |  |
| <p><b>PHASE 3:<br/>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>   |  |

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 5

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|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <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> English Sounds   |                          |
| <b>Content Standard:</b><br>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking   |  | <b>Indicator:</b><br>B9.1.3.1.2. Produce consonant clusters in context  | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can produce consonant clusters such as pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc., in connected speech accurately and fluently. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership                           |                          |
| <b>Reference:</b> English Language Pg. 73   |  |   |                          |
| <b>New words:</b> Consonant clusters, Connected speech, Pronunciation, Fluency  |  |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Begin by discussing the importance of clear and fluent speech in communication.</p> <p>Introduce the concept of consonant clusters by explaining that they are groups of consonants that appear together in words and can affect pronunciation.</p> <p>Show pictures or flashcards of words with consonant clusters and ask learners to identify the clusters and practice saying the words aloud.</p>  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Play audio recordings of sentences containing consonant clusters (e.g., "The clown climbed up the ladder," "She sprinted to catch the train").</p> <p>Have learners listen carefully and repeat each sentence, focusing on pronouncing the consonant clusters clearly and fluently.</p> <p>Write a list of words with consonant clusters on the board (e.g., play, track, spring, splash).</p> <p>Divide learners into pairs or small groups and ask them to create sentences using the words with consonant clusters.</p> <p>Encourage learners to practice saying their sentences aloud, paying attention to the pronunciation of the clusters.</p> <p>Provide a passage or short story with multiple</p> | <p>Audio recordings of sentences with consonant clusters</p> <p>Pictures or flashcards of words with consonant clusters</p> |                          |

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|  | <p>instances of consonant clusters.</p> <p>Have learners read the passage aloud individually or in pairs, focusing on producing the clusters accurately and smoothly in connected speech.</p> <p>Offer feedback and guidance on pronunciation as needed.</p> |  |
| <p><b>PHASE 3:</b><br/><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>   |  |

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| <b>Week Ending:</b>   | <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> Comprehension  |                          |
| <b>Content Standard:</b><br>B9.2.1.2: Read, comprehend, and analyze varieties of texts  |   | <b>Indicator:</b><br>B9.2.1.2.6. Show the effect a text has on the reader                         | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can identify different literary devices used by the writer, link the effect of these devices to the meaning of the text |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership |                          |
| <b>Reference:</b> English Language Pg. 79   |   |   |                          |
| <b>Keywords:</b> Prediction, relationships, patterns, peer edit, Summary  |   |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Introduce the concept of literary devices and their importance in writing.</p> <p>Discuss why writers use literary devices and how they impact the reader's experience.</p> <p>Introduce the four key words for the lesson (e.g., identify, analyze, link, impact) and explain their meanings briefly.</p>   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Provide examples of different literary devices (e.g., simile, metaphor, symbolism) and explain each briefly.</p> <p>Ask learners to identify these devices in a given text passage.</p> <p>Have learners analyze how each identified literary device contributes to the meaning and tone of the text.</p> <p>Discuss the impact of these devices on the reader's understanding and emotions.</p> <p>Guide learners in linking the effect of literary devices to the overall message or theme of the text.</p> <p>Encourage them to consider how these devices enhance the reader's engagement and interpretation.</p> <p>Discuss as a class the impact of literary devices on the reader's experience, such as creating imagery, evoking emotions, or conveying deeper meanings.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card                            |                          |
| <b>PHASE 3: REFLECTION</b>  | <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>  |   |                          |

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|---|---|---|--------------------------|
| <b>Week Ending:</b>   | <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> Sentences  |                          |
| <b>Content Standard:</b><br>B9.3.1.3: Demonstrate command of structural and functional use of sentences.                                |   | <b>Indicator:</b><br>B9.3.1.3.1 Identify and use subject and predicate in texts | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can identify and use subjects and predicates in sentences, distinguish elements of a sentence |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal          |                          |
| <b>New words</b>  | identify, distinguish, composition, elements  |   |                          |
| <b>References:</b> English Language Curriculum Pg. 85   |   |   |                          |
|   |   |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1:<br/>STARTER</b>   | <p>Introduce the concept of subjects and predicates in sentences.</p> <p>Explain the role of subjects (who or what the sentence is about) and predicates (what the subject is doing or the information about the subject).</p> <p>Introduce the four key words for the lesson (identify, distinguish, composition, elements) and explain their meanings briefly.</p>  |   |                          |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>  | <p>Provide examples of sentences and ask learners to identify the subject and predicate in each.</p> <p>Discuss how to recognize the subject (noun or pronoun) and the predicate (verb and its complements).</p> <p>Present simple and compound sentences and discuss the difference in their structures.</p> <p>Guide learners in identifying the subject and predicate in both types of sentences.</p> <p>Discuss the composition of subjects, including simple subjects (main noun or pronoun) and compound subjects (two or more nouns or pronouns).</p> <p>Provide examples and ask learners to identify the composition of subjects in sentences.</p> <p>Explain the composition of predicates, including simple predicates (main verb) and compound predicates (two or more verbs or verb phrases).</p> <p>Provide examples and ask learners to identify the composition of predicates in sentences.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card          |                          |
| <b>PHASE 3:<br/>REFLECTION</b>  | Summarize the importance of understanding various punctuation marks, like the dash, in written language.  |   |                          |

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|  | Reinforce the idea that the right punctuation can add clarity and depth to their writing. |  |
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| <b>Week Ending:</b>  | <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> Research Writing   |                          |
| <b>Content Standard:</b><br>B9.4.3.1: Research to build and present knowledge  |   | <b>Indicator:</b><br>B9.4.3.1.1 Conduct short research projects based on focused questions, and present key findings in writing | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can conduct short research projects based on focused questions, present key findings in writing, record and organize findings for presentation |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership,                              |                          |
| <b>Reference :</b> English Language Pg. 98   |   |   |                          |
| <b>Keywords:</b> research projects, key findings, organization, presentation   |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | <p>Introduce the concept of conducting short research projects and presenting key findings.</p> <p>Discuss the importance of research in understanding issues and making informed decisions.</p> <p>Introduce the four key words for the lesson (research projects, key findings, organization, presentation) and explain their meanings briefly.</p>   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide examples of focused research questions (e.g., types of cocoa products, production methods, prices, advertising, marketing).</p> <p>Ask learners to choose a topic and brainstorm focused questions for their research.</p> <p>Guide learners in using research resources to gather information related to their chosen topic and questions.</p> <p>Encourage them to record and organize their findings systematically.</p> <p>Instruct learners to write a summary of their key findings based on their research.</p> <p>Emphasize the importance of clear and concise writing to communicate the results effectively.</p> <p>Explain the concept of plagiarism and the importance of citing sources to avoid it.</p> <p>Guide learners in creating a list of references for their research sources using a standardized format (e.g., APA,</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>   |                          |

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|                                | MLA).   |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |

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| <b>Week Ending:</b>  | <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> Drama   |                          |
| <b>Content Standard:</b><br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning |  | <b>Indicator:</b><br>B9.5.1.1.5. Analyse common themes in texts        | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read prose fluently and with understanding   |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |                          |
| <b>References:</b> English Language Curriculum Pg. 100   |  |  |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |                          |
| <b>PHASE 1: STARTER</b>  | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson.   |  |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Learners take turns to read aloud parts of the prose.<br>Example: <b>The Colour of God</b><br><br>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.<br><br>Ensure learners use correct stress and intonation in reading.<br><br>Learners read again, parts of the prose which were not well read.<br><br>Learners read the story silently and answer questions posed by teacher.<br><br><u>Assessment</u><br><br>1. The colours of man like green, blue and red as presented in the poem are mere...<br>2. "He silly man is, laughs the rose" Who is the "He" and what is "all these?"<br>3. "Why should he black or white?" Who says these?<br>4. The mood of all the coloured men is ....<br>5. By what simple expression does the Rose emphasize God's overriding power? | Word cards, sentence cards, letter cards, handwriting on a manila card |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.  |  |                          |

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 6

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| <b>Week Ending:</b>   | <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> English Sounds  |                          |
| <b>Content Standard:</b><br>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking |   | <b>Indicator:</b><br>B9.1.3.1.2. Produce consonant clusters in context   | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can practice with more complex clusters and using them in sentences.                    |   | <b>Core Competencies:</b><br>Communication and Collaboration,<br>Personal Development and<br>Leadership                                  |                          |
| <b>Reference:</b> English Language Pg. 73   |   |  |                          |
| <b>New words:</b> Consonant clusters, Connected speech, Pronunciation, Fluency  |   |  |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |                          |
| <b>PHASE 1:<br/>STARTER</b>   | <p>reviewing the previous lesson's content on consonant clusters and their importance in clear speech.</p> <p>Introduce more complex consonant clusters such as scr, thr, spr, str, etc., and explain their pronunciation rules.</p> <p>Show pictures or flashcards of words with these complex clusters and have learners practice saying them aloud.</p>  |  |                          |
| <b>PHASE 2: NEW<br/>LEARNING</b>  | <p>Play audio recordings of sentences containing complex consonant clusters (e.g., "The three friends shared a great meal," "She screamed when she saw the spider").</p> <p>Have learners listen and repeat each sentence, focusing on pronouncing the complex clusters accurately and smoothly.</p> <p>Write a list of words with complex consonant clusters on the board (e.g., scream, strength, scratch, thrill).</p> <p>Divide learners into pairs or small groups and ask them to create sentences using these words with complex clusters</p> <p>Encourage learners to practice saying their sentences aloud, paying attention to the pronunciation of the clusters.</p> <p>Provide a longer passage or story with multiple instances of complex consonant clusters.<br/>Have learners read the passage aloud individually or in</p> | <p>Audio recordings of sentences with complex consonant clusters<br/>Pictures or flashcards of words with complex consonant clusters</p> |                          |

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|  | <p>pairs, focusing on producing the clusters accurately and fluently in connected speech</p> <p>Offer feedback and guidance on pronunciation as needed.</p>                          |  |
| <p><b>PHASE 3:</b><br/><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> |  |

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| <b>Week Ending:</b>   | <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> Comprehension  |                          |
| <b>Content Standard:</b><br>B9.2.1.2: Read, comprehend, and analyse varieties of texts  |   | <b>Indicator:</b><br>B9.2.1.2.7. Interpret use of words/ phrases (figurative, symbolic, sensory) in complex texts | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can interpret the use of words and phrases (figurative, symbolic, sensory) in complex texts |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership                 |                          |
| <b>Reference :</b> English Language Pg. 79  |   |   |                          |
| <b>Keywords:</b> Critical Analysis, Objective Summary, Interpretation, Subjectivity, Objectivity                                      |   |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Introduce the concept of imagery in literature and how it enhances the reader's understanding.</p> <p>Discuss the different types of imagery, including sensory, symbolic, and figurative language.</p> <p>Introduce the four key words for the lesson (interpret, identify, analyze, understand) and explain their meanings briefly.</p>  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Provide learners with a variety of text passages containing rich imagery and figurative language.</p> <p>Instruct them to read the passages and interpret the use of words/phrases in simple sentences.</p> <p>Guide learners in identifying and categorizing the use of imagery (sensory, symbolic, figurative) in the text passages.</p> <p>Discuss how each type of imagery contributes to the meaning and tone of the text.</p> <p>Have learners analyze specific words/phrases in the text and explain how they help in interpreting the overall meaning.</p> <p>Encourage them to consider the emotions, visuals, and deeper messages conveyed through language.</p> <p>Facilitate a class discussion on the impact of language on interpretation and understanding in complex texts.</p> <p>Encourage learners to share their insights and interpretations.</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>                                     |                          |

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| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |
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| <b>Week Ending:</b>  | <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> Active and Passive sentences  |                          |
| <b>Content Standard:</b><br>B9.3.1.4: Demonstrate mastery of the use of active and passive voice.  |   | <b>Indicator:</b><br>B9.3.1.4.1 Use passive forms appropriately in speech and in writing | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can use passive forms appropriately, change active to passive sentences, and construct opinions using both active and passive sentences. |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                   |                          |
| <b>New words</b>   | appropriate use, change, construct, opinion   |  |                          |
| <b>References:</b> English Language Curriculum Pg. 85  |   |  |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |                          |
| <b>PHASE 1:<br/>STARTER</b>  | <p>Introduce the concept of active and passive sentences.</p> <p>Explain the difference between active sentences (subject performs the action) and passive sentences (subject receives the action).</p> <p>Introduce the four key words for the lesson (appropriate use, change, construct, opinion) and explain their meanings briefly.</p>  |  |                          |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>   | <p>Provide examples of active and passive sentences and ask learners to identify each type.</p> <p>Discuss when it is appropriate to use passive forms in speech and writing.</p> <p>Present active sentences and guide learners in changing them to passive form.</p> <p>Discuss the changes in sentence structure and meaning when switching from active to passive voice.</p> <p>Provide opinion statements and ask learners to construct sentences using both active and passive forms to express their opinions.</p> <p>Encourage them to explain why they chose either active or passive voice for each statement.</p> <p>Have learners practice using passive forms appropriately in sentences related to a given topic.</p> <p>Encourage peer review and discussion on the effectiveness of using passive voice in specific contexts.</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>            |                          |

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| <b>PHASE 3:</b><br><b>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |
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| <b>Week Ending:</b>  | <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> Research Writing   |   |
| <b>Content Standard:</b><br>B9.4.3.1: Research to build and present knowledge  |   | <b>Indicator:</b><br>B9.4.3.1.1 Conduct short research projects based on focused questions, and present key findings in writing | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can conduct short research projects based on focused questions, present key findings in writing, record and organize findings for presentation |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership,                              |   |
| <b>Reference:</b> English Language Pg. 98  |   |   |   |
| <b>Keywords:</b> research projects, key findings, organization, presentation   |   |   |   |
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| <b>Phase/Duration</b>  | <b>Learners Activities</b>  |   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | <p>Introduce the concept of conducting short research projects and presenting key findings.</p> <p>Discuss the importance of research in understanding issues and making informed decisions.</p> <p>Introduce the four key words for the lesson (research projects, key findings, organization, presentation) and explain their meanings briefly.</p>   |   |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide examples of focused research questions (e.g., types of cocoa products, production methods, prices, advertising, marketing).</p> <p>Ask learners to choose a topic and brainstorm focused questions for their research.</p> <p>Guide learners in using research resources to gather information related to their chosen topic and questions.</p> <p>Encourage them to record and organize their findings systematically.</p> <p>Instruct learners to write a summary of their key findings based on their research.</p> <p>Emphasize the importance of clear and concise writing to communicate the results effectively.</p> <p>Explain the concept of plagiarism and the importance of citing sources to avoid it.</p> |   | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p> |

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|                                | Guide learners in creating a list of references for their research sources using a standardized format (e.g., APA, MLA).  |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |

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| <b>Week Ending:</b>  | <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> Drama   |                          |
| <b>Content Standard:</b><br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning |   | <b>Indicator:</b><br>B9.5.1.1.5. Analyse common themes in texts        | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read prose fluently and with understanding   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |                          |
| <b>References:</b> English Language Curriculum Pg. 100   |   |  |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |                          |
| <b>PHASE 1: STARTER</b>  | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson.  |  |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Learners take turns to read aloud parts of the prose.<br>Example: <b>A Minor Bird</b><br><br>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.<br><br>Ensure learners use correct stress and intonation in reading.<br><br>Learners read again, parts of the prose which were not well read.<br><br>Learners read the story silently and answer questions posed by teacher.<br><br><u>Assessment</u><br><br>1. This poem has two lines for each stanza or verse. It is therefore .....<br>2. The poet obviously appears to be ..... with the bird.<br>Read the following extract and answer the questions<br><i>The fault must partly have been in me</i><br><i>The bird was not to blame for his key</i><br>3. How did the poet know that he was at fault?<br>4. What do you understand by the words his keys as underlined in the extract?<br>5. What according to the poet was his own problem? | Word cards, sentence cards, letter cards, handwriting on a manila card |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |  |                          |

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 7

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| <b>Week Ending:</b>   | <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> English Sounds   |                          |
| <b>Content Standard:</b><br>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking   |  | <b>Indicator:</b><br>B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can listen to and accurately produce mono and di-syllabic words in context, focusing on understanding and using these words in dialogues. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership           |                          |
| <b>Reference :</b> English Language Pg. 74  |  |   |                          |
| <b>New words:</b> Mono-syllabic, Di-syllabic, Dialogue, Pronunciation:  |  |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Begin by discussing what mono and di-syllabic words are. Explain that mono-syllabic words have one syllable (e.g., cat, dog), while di-syllabic words have two syllables (e.g., apple, banana).</p> <p>Show examples of mono and di-syllabic words on the whiteboard and ask learners to pronounce them aloud.</p>  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Play audio recordings of mono and di-syllabic words. Ask learners to listen carefully and repeat each word after the recording.</p> <p>Divide the class into pairs. Provide each pair with a printed dialogue sheet containing mono and di-syllabic words.</p> <p>Instruct learners to take turns reading the dialogues aloud to each other, focusing on clear pronunciation of the words.</p> <p>Walk around the class to observe and assist learners as needed. Encourage peer feedback and practice.</p> | <p>Printed dialogue sheets (one per student)</p> <p>Audio recordings of mono and di-syllabic words</p>      |                          |
| <b>PHASE 3: REFLECTION</b>  | <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>   |   |                          |

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| <b>Week Ending:</b>  | <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><br>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><br>B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can analyze a text critically, identify main and supporting ideas and provide an objective summary   |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership             |                          |
| <b>Reference:</b> English Language Pg. 81  |  |   |                          |
| <b>Keywords:</b> Prediction, relationships, patterns, peer edit, Summary   |  |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | <p>Begin by discussing what it means to analyze a text critically.</p> <p>Introduce the four key words for the lesson (e.g., analyze, identify, summarize, evaluate) and explain their meanings briefly.</p> <p>Engage learners in a short discussion about the importance of analyzing and summarizing texts accurately.</p>  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide learners with a text passage and ask them to read it carefully.</p> <p>Instruct them to identify the main idea and supporting ideas within the text.</p> <p>Explain the concept of an objective summary (focusing on key points without personal bias).</p> <p>Model how to write an objective summary of the text passage.</p> <p>Provide a set of summary questions related to the text.</p> <p>Encourage learners to use the four key words in their responses.</p> <p>Divide learners into pairs or small groups.</p> <p>Have them discuss their analyses, summaries, and answers to summary questions.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card  |                          |
| <b>PHASE 3: REFLECTION</b>   | <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>   |   |                          |



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| <b>Week Ending:</b>  | <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> Active and Passive sentences  |                          |
| <b>Content Standard:</b><br>B9.3.1.4: Demonstrate mastery of the use of active and passive voice.  |   | <b>Indicator:</b><br>B9.3.1.4.1 Use passive forms appropriately in speech and in writing | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can use passive forms appropriately, change active to passive sentences, and construct opinions using both active and passive sentences. |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                   |                          |
| <b>New words</b>   | appropriate use, change, construct, opinion   |  |                          |
| <b>References:</b> English Language Curriculum Pg. 85  |   |  |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |                          |
| <b>PHASE 1:<br/>STARTER</b>  | <p>Introduce the concept of active and passive sentences.</p> <p>Explain the difference between active sentences (subject performs the action) and passive sentences (subject receives the action).</p> <p>Introduce the four key words for the lesson (appropriate use, change, construct, opinion) and explain their meanings briefly.</p>  |  |                          |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>   | <p>Provide examples of active and passive sentences and ask learners to identify each type.</p> <p>Discuss when it is appropriate to use passive forms in speech and writing.</p> <p>Present active sentences and guide learners in changing them to passive form.</p> <p>Discuss the changes in sentence structure and meaning when switching from active to passive voice.</p> <p>Provide opinion statements and ask learners to construct sentences using both active and passive forms to express their opinions.</p> <p>Encourage them to explain why they chose either active or passive voice for each statement.</p> <p>Have learners practice using passive forms appropriately in sentences related to a given topic.</p> <p>Encourage peer review and discussion on the effectiveness of using passive voice in specific contexts.</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>            |                          |

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| <b>PHASE 3:</b><br><b>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |
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| <b>Week Ending:</b>  | <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> Research Writing  |
| <b>Content Standard:</b><br>B9.4.3.1: Research to build and present knowledge  | <b>Indicator:</b><br>B9.4.3.1.1 Conduct short research projects based on focused questions, and present key findings in writing  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can conduct short research projects based on focused questions, present key findings in writing, record and organize findings for presentation |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership, |
| <b>Reference:</b> English Language Pg. 98  |  |  |
| <b>Keywords:</b> research projects, key findings, organization, presentation   |  |  |
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| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Introduce the concept of conducting short research projects and presenting key findings.</p> <p>Discuss the importance of research in understanding issues and making informed decisions.</p> <p>Introduce the four key words for the lesson (research projects, key findings, organization, presentation) and explain their meanings briefly.</p>  |  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide examples of focused research questions (e.g., types of cocoa products, production methods, prices, advertising, marketing).</p> <p>Ask learners to choose a topic and brainstorm focused questions for their research.</p> <p>Guide learners in using research resources to gather information related to their chosen topic and questions.</p> <p>Encourage them to record and organize their findings systematically.</p> <p>Instruct learners to write a summary of their key findings based on their research.</p> <p>Emphasize the importance of clear and concise writing to communicate the results effectively.</p> <p>Explain the concept of plagiarism and the importance of citing sources to avoid it.</p> <p>Guide learners in creating a list of references for their</p> | Word cards, sentence cards, letter cards, handwriting on a manila card                             |

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|                                | research sources using a standardized format (e.g., APA, MLA).  |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |

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| <b>Week Ending:</b>  | <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> Drama  |                          |
| <b>Content Standard:</b><br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning |   | <b>Indicator:</b><br>B9.5.1.1.5. Analyse common themes in texts               | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read prose fluently and with understanding   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal        |                          |
| <b>References:</b> English Language Curriculum Pg. 100   |   |   |                          |
| <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>Learners take turns to read aloud parts of the prose.<br/>Example: <b>Desert Rivers</b></p> <p>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.</p> <p>Ensure learners use correct stress and intonation in reading.</p> <p>Learners read again, parts of the prose which were not well read.</p> <p>Learners read the story silently and answer questions posed by teacher.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What makes desert rivers invisible?</li> <li>2. What 2 reasons might make desert rivers to contain more water than surface river?<br/>Read the following extract and answer the questions<br/><i>“Roofed not by the sky, but rocks that do not always hold, these run their unwitnessed course, to their unwitnessed end. Without a sound, they gush into the bowels of the seas”.</i></li> <li>3. What one word in the extract shows that desert rivers flow forcefully?</li> <li>4. What expression in the extract personifies desert rivers?</li> <li>5. What is the final destination of desert river?</li> <li>6. <i>“if you cannot see our tears, it does not mean we do not cry”.</i><br/>In your own words say how this extract relates to desert rivers?</li> <li>7. Which of these expressions best describes the poem?</li> </ol> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p> |                          |

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|                                | (A) A bird in hand is worth two in the bush<br>(B) Not all that glitters is gold<br>(C) You cant judge a book by its cover<br>(D) Penny wise, pound foolish                   |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 8

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| <b>Week Ending:</b>   | <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> English Sounds   |                          |
| <b>Content Standard:</b><br>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking |   | <b>Indicator:</b><br>B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can listen to and write words containing di-syllabic words                              |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership           |                          |
| <b>Reference:</b> English Language Pg. 74   |   |   |                          |
| <b>New words:</b> Mono-syllabic, Di-syllabic, Pronunciation, Fluency  |   |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Begin by reviewing what di-syllabic words are (words with two syllables).</p> <p>Display a few di-syllabic words on the whiteboard and ask learners to pronounce them aloud.</p> <p>Discuss the importance of accurate spelling and understanding of di-syllabic words in written communication.</p>   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Present a list of di-syllabic words to the class (e.g., travel, visit, student, family).</p> <p>Read each word aloud and ask learners to write down the words as they hear them.</p> <p>Encourage them to pay attention to the syllables in each word.</p> <p>After writing down the words, have learners compare their lists with a partner to check for accuracy.</p> <p>Review the correct spelling of each word together as a class, emphasizing the syllable division in di-syllabic words.</p> | Audio-visual content (short video, podcast, or audio clip)  |                          |
| <b>PHASE 3: REFLECTION</b>  | <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>  |   |                          |

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| <b>Week Ending:</b>  | <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><br>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><br>B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can analyze a text critically, identify main and supporting ideas and provide an objective summary   |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership             |                          |
| <b>Reference:</b> English Language Pg. 81  |  |   |                          |
| <b>Keywords:</b> Prediction, relationships, patterns, peer edit, Summary   |  |   |                          |
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| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | <p>Begin by discussing what it means to analyze a text critically.</p> <p>Introduce the four key words for the lesson (e.g., analyze, identify, summarize, evaluate) and explain their meanings briefly.</p> <p>Engage learners in a short discussion about the importance of analyzing and summarizing texts accurately.</p>  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide learners with a text passage and ask them to read it carefully.</p> <p>Instruct them to identify the main idea and supporting ideas within the text.</p> <p>Explain the concept of an objective summary (focusing on key points without personal bias).</p> <p>Model how to write an objective summary of the text passage.</p> <p>Provide a set of summary questions related to the text.</p> <p>Encourage learners to use the four key words in their responses.</p> <p>Divide learners into pairs or small groups.</p> <p>Have them discuss their analyses, summaries, and answers to summary questions.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card  |                          |
| <b>PHASE 3: REFLECTION</b>   | <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>   |   |                          |

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| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject: English Language</b>  |                          |
| <b>Duration: 60mins</b>   |  | <b>Strand: Grammar</b>  |                          |
| <b>Class: B9</b>  | <b>Class Size:</b>   | <b>Sub Strand: Reported Speech</b>  |                          |
| <b>Content Standard:</b><br>B9.3.1.4: Demonstrate mastery of the use of active and passive voice  |  | <b>Indicator:</b><br>B9.3.1.4.2 Demonstrate command of the use of reported speech | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can demonstrate command of the use of reported speech, use reported speech in oral communication, and compose text using reported speech. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal            |                          |
| <b>New words</b>  | command, oral communication, compose, reported speech  |   |                          |
| <b>References: English Language Curriculum Pg. 85</b>   |  |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1:<br/>STARTER</b>   | <p>Introduce the concept of reported speech (indirect speech) and its purpose in communication.</p> <p>Explain the difference between direct speech (quoting exact words) and reported speech (paraphrasing or summarizing what someone said).</p> <p>Introduce the four key words for the lesson (command, oral communication, compose, reported speech) and explain their meanings briefly.</p>  |   |                          |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>  | <p>Provide examples of direct and reported speech and discuss the changes in sentence structure and pronoun usage.</p> <p>Explain the rules for shifting tenses and pronouns when using reported speech.</p> <p>Present scenarios or dialogues where learners have to convert direct speech into reported speech orally.</p> <p>Encourage learners to practice using appropriate reporting verbs and tense changes.</p> <p>Provide a short story or scenario and ask learners to compose a paragraph using reported speech to summarize dialogues or events.</p> <p>Encourage creativity and use of varied reporting verbs and tense shifts.</p> <p>Pair learners up to share and discuss their composed paragraphs using reported speech.</p> <p>Facilitate a class discussion on the effectiveness of reported</p> | Word cards, sentence cards, letter cards, handwriting on a manila card            |                          |

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|                                | speech in conveying information accurately.   |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |

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| <b>Week Ending:</b>  | <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> Research Writing   |                          |
| <b>Content Standard:</b><br>B9.4.3.1: Research to build and present knowledge  |   | <b>Indicator:</b><br>B9.4.3.1.1 Conduct short research projects based on focused questions, and present key findings in writing | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can conduct short research projects based on focused questions, present key findings in writing, record and organize findings for presentation |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership,                              |                          |
| <b>Reference:</b> English Language Pg. 98  |   |   |                          |
| <b>Keywords:</b> research projects, key findings, organization, presentation   |   |   |                          |
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| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | <p>Introduce the concept of conducting short research projects and presenting key findings.</p> <p>Discuss the importance of research in understanding issues and making informed decisions.</p> <p>Introduce the four key words for the lesson (research projects, key findings, organization, presentation) and explain their meanings briefly.</p>   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide examples of focused research questions (e.g., types of cocoa products, production methods, prices, advertising, marketing).</p> <p>Ask learners to choose a topic and brainstorm focused questions for their research.</p> <p>Guide learners in using research resources to gather information related to their chosen topic and questions.</p> <p>Encourage them to record and organize their findings systematically.</p> <p>Instruct learners to write a summary of their key findings based on their research.</p> <p>Emphasize the importance of clear and concise writing to communicate the results effectively.</p> <p>Explain the concept of plagiarism and the importance of citing sources to avoid it.</p> <p>Guide learners in creating a list of references for their research sources using a standardized format (e.g., APA, MLA).</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>   |                          |

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| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |
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| <b>Week Ending:</b>  | <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> Prose  |                          |
| <b>Content Standard:</b><br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning |   | <b>Indicator:</b><br>B9.5.1.1.1. Analyze the types of characters in texts     | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read prose fluently and with understanding   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal        |                          |
| <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>Learners take turns to read aloud parts of the prose.<br/>Example: <b>Home Sweet Home</b>.</p> <p>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.</p> <p>Ensure learners use correct stress and intonation in reading.</p> <p>Learners read again, parts of the prose which were not well read.</p> <p>Learners read the story silently and answer questions posed by teacher.</p> <p><u>Assessment</u><br/>Read the following extract and use it to answer the questions.<br/>“Progress spluttered lazily down the long, dirty road which stretched before us like the coated tongue of an ailing man.”</p> <ol style="list-style-type: none"> <li>Who/what is Progress?</li> <li>“Progress spluttered lazily,” is an example of what figure of speech?</li> <li>The figure of speech used in, “like the coated tongue of an ailing man” is ..<br/>Read the following extract and use it to answer the questions<br/>“And out of the bowels of the night came the rhythm of drums in the distance, the hooting of owls, the swooping and beeping of bats, the burping of toads”</li> <li>The figure used in the expression “bowels of the night” is .....</li> </ol> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p> |                          |

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|                                       | <ol style="list-style-type: none"> <li>5. The literary device used in, “the hooting of owls, the swooping and being of bats, the burping of toads,” is ....</li> <li>6. For what reason did the people of her home village decide to give the narrator a heroine’s welcome?</li> <li>7. What is the main setting of the story?</li> <li>8. For people who so much had belief in their home village and its natural endowments, we can say the people of Dunkana were a ..... people</li> </ol> |  |
| <p><b>PHASE 3:<br/>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>   |  |

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 9

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| <b>Week Ending:</b>   | <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> English Sounds   |                          |
| <b>Content Standard:</b><br>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking |  | <b>Indicator:</b><br>B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can produce mono and di-syllabic words accurately in speech                             |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership           |                          |
| <b>Reference:</b> English Language Pg. 74   |  |   |                          |
| <b>New words:</b> Mono-syllabic, Di-syllabic, Pronunciation, Fluency  |  |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Begin by reviewing what mono and di-syllabic words are (one syllable vs. two syllables).</p> <p>Display a few examples of each type on the whiteboard and ask learners to pronounce them aloud.</p> <p>Discuss the importance of clear pronunciation and fluency in speech.</p>   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Play audio recordings of mono and di-syllabic words for learners to listen and repeat after.</p> <p>Divide the class into pairs. Provide each pair with a list of mono and di-syllabic words.</p> <p>Instruct learners to take turns saying the words aloud to each other, focusing on accurate pronunciation and fluency.</p> <p>Walk around the class to observe and assist learners as needed. Encourage peer feedback and practice.</p> | Audio-visual content (short video, podcast, or audio clip)  |                          |
| <b>PHASE 3: REFLECTION</b>  | <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>   |   |                          |

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| <b>Week Ending:</b>  | <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> Comprehension  |
| <b>Content Standard:</b><br>B9.2.1.2: Read, comprehend, and analyze varieties of texts   | <b>Indicator:</b><br>B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context   | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can identify the use of different registers for specific texts, read texts that make distinctions in language use for a variety of purposes. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership |
| <b>Reference :</b> English Language Pg. 80   |  |   |
| <b>Keywords:</b> Critical Analysis, Objective Summary, Interpretation, Subjectivity, Objectivity   |  |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | <p>Introduce the concept of registers in language (different styles of writing and speaking for different contexts).</p> <p>Discuss the importance of using appropriate vocabulary for specific purposes and audiences.</p> <p>Introduce the four key words for the lesson (identify, analyze, apply, demonstrate) and explain their meanings briefly.</p>   |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide examples of text passages with different registers (academic, technical, informal).</p> <p>Ask learners to identify and categorize the registers used in each passage.</p> <p>Provide learners with a variety of text passages that make distinctions in language use (e.g., scientific report, informal letter, academic essay).</p> <p>Instruct them to read the passages and identify the purpose and audience for each.</p> <p>Guide learners in using the right vocabulary from each register in complex sentences or paragraphs related to the text passages they read.</p> <p>Encourage them to apply their understanding of registers to effectively convey meaning.</p> <p>Facilitate a class discussion on the challenges and benefits of using different registers in writing and speaking.</p> <p>Ask learners to share examples of how they used appropriate vocabulary in their sentences/paragraphs.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card                            |

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| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |
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| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject: English Language</b>  |                          |
| <b>Duration: 60mins</b>   |  | <b>Strand: Grammar</b>  |                          |
| <b>Class: B9</b>  | <b>Class Size:</b>   | <b>Sub Strand: Reported Speech</b>  |                          |
| <b>Content Standard:</b><br>B9.3.1.4: Demonstrate mastery of the use of active and passive voice  |  | <b>Indicator:</b><br>B9.3.1.4.2 Demonstrate command of the use of reported speech | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can demonstrate command of the use of reported speech, use reported speech in oral communication, and compose text using reported speech. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal            |                          |
| <b>New words</b>  | command, oral communication, compose, reported speech  |   |                          |
| <b>References: English Language Curriculum Pg. 85</b>   |  |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1:<br/>STARTER</b>   | <p>Introduce the concept of reported speech (indirect speech) and its purpose in communication.</p> <p>Explain the difference between direct speech (quoting exact words) and reported speech (paraphrasing or summarizing what someone said).</p> <p>Introduce the four key words for the lesson (command, oral communication, compose, reported speech) and explain their meanings briefly.</p>  |   |                          |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>  | <p>Provide examples of direct and reported speech and discuss the changes in sentence structure and pronoun usage.</p> <p>Explain the rules for shifting tenses and pronouns when using reported speech.</p> <p>Present scenarios or dialogues where learners have to convert direct speech into reported speech orally.</p> <p>Encourage learners to practice using appropriate reporting verbs and tense changes.</p> <p>Provide a short story or scenario and ask learners to compose a paragraph using reported speech to summarize dialogues or events.</p> <p>Encourage creativity and use of varied reporting verbs and tense shifts.</p> <p>Pair learners up to share and discuss their composed paragraphs using reported speech.</p> <p>Facilitate a class discussion on the effectiveness of reported</p> | Word cards, sentence cards, letter cards, handwriting on a manila card            |                          |

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|                                | speech in conveying information accurately.   |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |

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| <b>Week Ending:</b>   | <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> Formal Writing   |                          |
| <b>Content Standard:</b><br>B9.4.2.2: Apply writing skills to specific life situations  |   | <b>Indicator:</b><br>B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can compose formal writing such as business letters, emails, minutes, programme agendas, and reports on given topics. |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership,  |                          |
| <b>Reference :</b> English Language Pg. 95  |   |   |                          |
| <b>Keywords:</b> Invitation Cards, Design Principles, Visual Elements, Layout, Typography, Visual Hierarchy   |   |   |                          |
|   |   |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Introduce the concept of formal writing and its importance in professional communication.</p> <p>Discuss the key elements of formal writing, including format, text features, language, and editing/proofreading.</p> <p>Introduce the four key words for the lesson (formal writing, format, language, editing) and explain their meanings briefly.</p>   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Present examples of different types of formal writing (business letters, emails, minutes, programme agendas, reports) and discuss their formats and purposes.</p> <p>Explain the importance of using appropriate salutations, subject lines, headings, and signatures.</p> <p>Provide writing prompts for each type of formal writing and ask learners to compose their own pieces.</p> <p>Encourage them to use appropriate text features such as section headings, main and sub-headings, bullets/numbering, and formal language.</p> <p>Instruct learners to edit and proofread their writing for sense, meaning, and effect.</p> <p>Emphasize the importance of clarity, coherence, and correctness in formal writing.</p> <p>Introduce various media for publishing formal writing, such as email platforms, document editing software, and online publishing tools.</p> <p>Guide learners in publishing their writing using ICT and sharing it with peers or the teacher for feedback.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card  |                          |

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| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |
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| <b>Week Ending:</b>  | <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> Prose  |                          |
| <b>Content Standard:</b><br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning |   | <b>Indicator:</b><br>B9.5.1.1.1. Analyze the types of characters in texts     | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read prose fluently and with understanding   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal        |                          |
| <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>Learners take turns to read aloud parts of the prose.<br/>Example: <b>Makola</b>.</p> <p>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.</p> <p>Ensure learners use correct stress and intonation in reading.</p> <p>Learners read again, parts of the prose which were not well read.</p> <p>Learners read the story silently and answer questions posed by teacher.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>Who are the principal characters in the poem?</li> <li>What two qualities do all of them have in common?</li> <li>What did the first character expect her husband to know?</li> <li>One of these must be the character trait of the husband. <ol style="list-style-type: none"> <li>Greedy</li> <li>Brutal</li> <li>Inconsiderate</li> <li>Partial</li> </ol> </li> <li>The second character described must most likely have ... body. <ol style="list-style-type: none"> <li>A muscular</li> <li>A lean</li> <li>A fat</li> <li>An elegant</li> </ol> </li> <li>The third character obviously looks ...</li> </ol> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p> |                          |

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|  | <p>a) Crazy<br/> b) Malnourished<br/> c) Stubborn<br/> d) Adamant</p> <p>7. What evidence in the poem supports your answer to question 6?<br/> <u>Read the following extract and answer the questions</u><br/> <i>The runny-nose baby at her back is supported with a faded<br/> ATL cloth. He holds in his whimpers; she tries to soothe him<br/> by patting his leg.</i></p> <p>8. What two reasons show that the baby is not well cared for?</p> <p>9. <i>What at least shows that the mother is concerned about the fate of the child?</i></p> <p>10. <i>Describe the setting of the poem?</i></p> |  |
| <p>PHASE 3:<br/> <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>   |  |