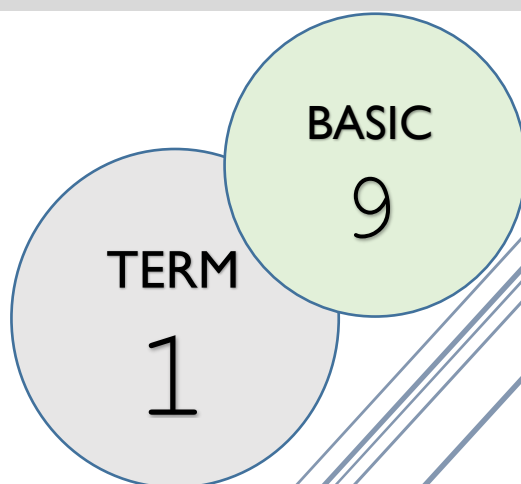


LESSON PLANS FOR JUNIOR HIGH SCHOOLS

ENGLISH LANGUAGE



- Weekly forecast
- Detailed lesson plans



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FIRST TERM ENGLISH LANGUAGE LESSON NOTES – BASIC 9

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Oral language	Conversation	B9.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
2	Oral language	Listening Comprehension	B9.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
3	Oral language	English Sounds	B9.1.3.1.2.	Word cards, sentence cards, letter cards, handwriting on a manila card
4	Reading	Comprehension	B9.2.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card
5	Reading	Summarizing	B9.2.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
6	Grammar Usage	Grammar	B9.3.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
7	Grammar Usage	Grammar	B9.3.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
8	Grammar Usage	Punctuation and Capitalisation	B9.3.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
9	Grammar Usage	Vocabulary	B9.3.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card



10	Writing	Production and Distribution of writing	B9.4.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
11	Writing	Text Types and Purposes	B9.4.1.1.1	
12	Writing	Text Types and Purposes	B9.4.1.1.1	



WEEK 1

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue	
		Lesson: 1 of 1	
Performance Indicator: Learners can use appropriate register in everyday communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Sing a song containing lyrics both formal and informal</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Identify some slang words and jargon accepted locally and internationally.</p> <p>Use these in conversation on grade-level topics/texts/issues, e.g. informal (talking about music, sports, hobbies, going out with friends, social media,) the cause of poor academic performance.</p> <p>Create and act scenes dialogues/skits on texts/issues/topics using both formal and informal register to distinguish characters.</p> <p>Use appropriate register accurately in spontaneous conversation</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>		



Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion	Lesson: 1 of 1
Performance Indicator: Learners can effectively link the ideas of multiple speakers in a discussion, demonstrating active listening and cohesive conversational skills.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Divide learners into small groups and give them a fun topic (e.g., "The best superhero power to have").</p> <p>Let each learner speak briefly. Afterward, ask another learner to summarize and link the ideas shared.</p> <p>Introduce the topic and share performance indicators with learners.</p>	0535870434	
PHASE 2: NEW LEARNING	<p>Discuss what open-ended questions are and why they're useful in a conversation to link ideas.</p> <p>Share examples of open-ended questions and contrast them with close-ended ones.</p> <p>Encourage learners to craft some open-ended questions based on sample statements.</p> <p>Have one learner read a short passage or express an opinion on a topic.</p> <p>Ask another learner to listen actively and then respond by linking to what the first learner said and adding their viewpoint or asking an open-ended question.</p> <p>Rotate roles and repeat with different topics/issues to give everyone a chance.</p> <p>Choose a more complex topic (e.g., "The impact of technology on education").</p> <p>Instruct other learners to listen attentively, and when they speak, they should try to link the ideas of at least two other speakers using open-ended questions.</p> <p><u>Assessment</u> Below are several statements related to the topic "The impact of technology on education?" Next to each</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	



	<p>statement, craft an open-ended question that could help link to or expand upon the statement.</p> <p>1. Statement: "Technology allows learners to learn at their own pace."</p> <p>Open-ended Question: <i>How does technology provide flexibility in learning styles and paces?</i></p> <p>2. Statement: "Some learners feel distracted by technology in the classroom."</p> <p>Open-ended Question: _____</p> <p>3. Statement: "Online learning can be challenging because learners miss out on face-to-face interactions."</p> <p>Open-ended Question: _____</p> <p>4. Statement: "Using technology in education prepares learners for the modern world."</p> <p>Open-ended Question: _____</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	



WEEK 2

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B9.1.2.1.1 Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures	Lesson: 1 of 1
Performance Indicator: Learners can collaborate and discuss their interpretations of the audio-visuals		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 72			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Discuss with learners how they typically listen and watch media (TV, social media, music videos).</p> <p>Ask them what information they usually remember or how they interpret the content.</p> <p>Introduce the topic and share performance indicators with learners.</p>	Short audio-visual clips (music videos, movie trailers, documentaries, news excerpts) chosen based on age-appropriate content and diverse themes	
PHASE 2: NEW LEARNING	<p>Divide learners into small groups.</p> <p>Play a short audio-visual clip (2-3 minutes) without providing any prior information about its content.</p> <p>Instruct learners to listen actively and use the provided template to jot down notes about the message, theme, tone, mood, and any prominent characters.</p> <p>After the clip, give learners a few minutes to discuss their observations and fill out the templates in their groups.</p> <p>Each group presents their summarized information and interpretation of the audio-visual clip to the class.</p> <p>Encourage discussion and compare different perspectives.</p>		
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		



WEEK 3

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: English Sounds	
Content Standard: B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B9.1.3.1.1. Produce /r/ and // sounds in different positions in word	Lesson: 1 of 1
Performance Indicator: Learners can distinguish between the sounds /r/ and // and reproduce them accurately in speech, focusing on the beginning, middle, and end positions in words		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 72			
Phase/Duration			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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: NEW LEARNING	<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>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>Pictures or flashcards of words with /r/ and // sounds</p> <p>Audio recordings of words with /r/ and // sounds</p>	



	Encourage learners to create their own words with /r/ and // sounds and share them with the class.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	



Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: English Sounds	
Content Standard: B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B9.1.3.1.2. Produce consonant clusters in context	Lesson: 1 of 1
Performance Indicator: Learners can produce consonant clusters such as pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc., in connected speech accurately and fluently.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 72			
New words: Consonant clusters, Connected speech, Pronunciation, Fluency			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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 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>Audio recordings of sentences with consonant clusters Pictures or flashcards of words with consonant clusters</p>	



PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: English Sounds	
Content Standard: B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech	Lesson: 1 of 1
Performance Indicator: Learners can listen to and accurately produce mono and di-syllabic words in context, focusing on understanding and using these words in dialogues.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 73			
New words: Mono-syllabic, Di-syllabic, Dialogue, Pronunciation:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		



WEEK 4

Week Ending:	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B9	Class Size:	Sub Strand: Comprehension
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	Indicator: B9.2.1.1.1. Read a variety of grade level texts and demonstrate understanding	Lesson: 1 of 1
Performance Indicator: Learners can read a variety of grade-level texts, comprehend their content, and employ appropriate strategies to answer questions based on the readings.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 75		
Keywords: Comprehension, Strategies, Purpose, Context		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Invite learners to share some past experiences they will never forget with the whole class.	
	Introduce the topic and share performance indicators with learners	
PHASE 2: NEW LEARNING	Provide students with a selection of age-appropriate texts.	Word cards, sentence cards, letter cards, handwriting on a manila card
	Ask students to choose a text that interests them and spend some time reading it.	
	Discuss as a class why they chose their specific text and what they hope to gain from it (either enjoyment, knowledge, or both).	
	Discuss the importance of having a purpose when reading. Whether it's to gather information for a project, understand a story's plot, or simply for enjoyment.	
	Have students set a purpose for their chosen reading. They should write down what they hope to learn or understand by the end of the reading task.	
	Introduce students to various reading comprehension strategies such as summarizing, predicting, questioning, and connecting.	
	Have learners share their strategies and how they helped in understanding the text.	
<u>Assessment</u> (Based on the text they've read, students should answer the following)		
	1. Write a brief summary of your chosen text.	



	<ol style="list-style-type: none"> 2. What was the primary purpose of your reading, and do you feel you achieved it? 3. List down any three questions that arose in your mind while reading the text. 4. Choose one strategy (summarizing, predicting, questioning, connecting) and explain how you applied it during your reading and how it aided in your comprehension. 	
<p>PHASE 3: REFLECTION</p>	<p>Emphasize the value of reading a range of texts for a well-rounded understanding and appreciation of literature and information.</p> <p>Highlight the importance of setting purposes and using strategies to enhance comprehension.</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending	Day:	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension	
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.		Indicator: B9.2.1.1.2. Reflect on how reading impacts self and others see the world	Lesson: 1 of 1
Performance Indicator: Learners can understand the impact of reading on self-awareness and perceptions of others.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 75			
Keywords: Self-awareness, Perceptions, Viewpoints, Reflection.			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by asking, "Think of a book or story that changed how you see yourself or the world. Why did it have this impact?"</p> <p>Allow a few learners to share their experiences to spark interest.</p> <p>Introduce the topic and share performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Provide learners with a variety of texts. Allow them some time to read, ensuring they sample multiple genres and viewpoints.</p> <p>Initiate a discussion, asking learners to share any immediate reactions or new perspectives they gained.</p> <p>In pairs or small groups, learners discuss the texts and how they impact their views of themselves and their place in the world.</p> <p>Ask learners to identify and list varying views on topics such as love, family, success, or friendship from their chosen texts.</p> <p>Groups share their findings, discussing how different authors approach the same topic.</p> <p>In groups, learners list and compare these views.</p> <ul style="list-style-type: none"> • What does success look like to different authors or characters? • How does culture, background, or circumstance influence this view? <p>Share findings with the class, noting similarities and differences.</p>	A variety of texts (short stories, autobiographies, opinion pieces, poems)	



	Using a peer editing checklist, learners exchange their reflections and provide feedback on clarity, understanding, and depth of thought.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	



Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension	
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.		Indicator: B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types	Lesson: 1 of 1
Performance Indicator: Learners can evaluate the effectiveness of these text types in disseminating information.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 75			
Keywords: Media, Disseminate, Text Types, Audience			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display short examples of different text types (e.g., a newspaper headline, a tweet, a blog intro, and a book blurb) and ask learners: "What do these texts have in common? How might their messages reach different audiences?"</p> <p>Introduce the topic and share performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Provide groups of learners with a variety of media samples (magazine articles, social media posts, news reports, advertisements, etc.).</p> <p>Each group categorizes the samples based on their text types and discusses the primary purpose and target audience for each type.</p> <p>Groups present their categorizations and reasonings to the class.</p> <p>Individually, learners choose one media sample and analyze its effectiveness in disseminating information, considering the clarity, audience engagement, and comprehensibility of the text.</p> <p>Learners then pair up to share and compare their evaluations, discussing any differences in their analyses.</p> <p>Each learner or pair is given a piece of information or a story.</p> <p>They will then present that information in two different text types, considering how the message might change based on the medium (e.g., a news report vs. a tweet).</p> <p>Learners share their creations, and the class discusses the nuances of each representation.</p>	A variety of texts (magazine articles, social media posts, news reports, advertisements)	



PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension	
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading		Indicator: B9.2.1.1.4. Expand various ideas and perspectives in texts	Lesson: 1 of 1
Performance Indicator: Learners can expand various ideas and perspectives in texts through reading and discussion		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 74			
Keywords: Point of view, Comparison, Perspective, Main ideas			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by displaying a thought-provoking quote or short passage on the board.</p> <p>Ask learners to share their initial thoughts and reactions to the text. Encourage a brief discussion about the diversity of perspectives.</p> <p>Introduce the topic and share performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Provide learners with a level-appropriate text. In pairs or individually, have learners read the text and identify the main ideas presented by the author.</p> <p>After identifying main ideas, instruct learners to compare their own ideas with those expressed by the author.</p> <p>Discuss the differences and similarities in perspectives.</p> <p>Assign pairs or small groups for peer review. Each group discusses the text, sharing their interpretations and perspectives.</p> <p>Encourage learners to actively listen and consider different viewpoints.</p> <p>Facilitate a class discussion where learners collectively expand on various perspectives found in the text.</p> <p>Ask guiding questions to prompt learners to think critically and consider alternative viewpoints.</p>	A variety of texts (magazine articles, social media posts, news reports, advertisements)	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		



WEEK 5

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Summarizing	
Content Standard: B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary		Indicator: B9.2.2.1.1. Analyze critically a given text in entirety and provide an objective summary	Lesson: 1 of 1
Performance Indicator: Learners can identify main and supporting ideas, and provide an objective summary for given text		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 75			
Keywords: Critical Analysis, Main Ideas, Supporting Ideas, Objective Summary			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Display a popular advertisement or a short excerpt from a widely-known story.		
	Ask learners, "What is this trying to convey?" Followed by, "How do you know?" This exercise will get learners thinking critically about texts from the start. Introduce the topic and share performance indicators with learners		
PHASE 2: NEW LEARNING	Provide learners with a chosen text.	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Have learners read the text once without making any notes to grasp its overall meaning.		
	On a second reading, encourage learners to underline or highlight parts they find significant or confusing.		
	After reading, have a class discussion to identify the main idea of the text. What is the primary message or theme?		
	Ask learners to share what they've underlined or highlighted and discuss why. This will help in identifying the supporting ideas/details in the text.		
In small groups or individually, learners should now write a brief, objective summary of the text, incorporating the main idea and the supporting details they've identified.			
Encourage learners to avoid adding personal opinions in their summaries.			



	<p><u>Assessment</u> <u>The Modern Library</u></p> <p><i>Far from becoming obsolete in the digital age, libraries have transformed. They've shifted from merely housing books to being vibrant community centers. Besides lending books, many now offer digital resources, hold events, and provide collaborative spaces. Their evolution demonstrates adaptability and the sustained value they bring to communities.</i></p> <p>Identify main and supporting ideas, and provide a summary for the passage.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



WEEK 6

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



	<p>Instruct learners to read the sentences or texts and identify the noun phrases.</p> <p>Encourage learners to discuss the functions of the identified noun phrases and write them down.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar Usage	
Class: B9	Class Size:	Sub Strand: Grammar	
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing	
		Lesson: 1 of 1	
Performance Indicator: Learners can identify the correct usage of the hyphen in various contexts. Learners can apply hyphens appropriately in their writing.		Core Competencies: Communication and Collaboration, Personal	
New words	Adjective phrases, Participants, Settings, Materials, Quantifiers		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin with a "Descriptive Challenge" activity. Present learners with a variety of pictures (participants, settings, materials, and objects) and ask them to describe what they see using adjectives. Encourage them to be as vivid and detailed as possible.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Explain the concept of adjective phrases, which are groups of words that describe or modify nouns.</p> <p>Provide examples of adjective phrases used to describe participants, settings, materials, and objects.</p> <p>Divide the class into groups and provide each group with pictures or visual prompts representing participants, settings, materials, and objects.</p> <p>In their groups, learners will describe what they see in the pictures using adjective phrases. Encourage vivid and detailed descriptions. Example:</p> <ul style="list-style-type: none"> • <i>Participants - The dazzlingly beautiful winner walked down the aisle. The man covered with mud crawled his way out of the mudslide.</i> • <i>Settings – The journey begun on a rainy Monday morning.</i> • <i>Materials - Amma is wearing a bright coloured African print.</i> • <i>Objects - The old rickety bus stopped in the middle of the road.</i> <p>Introduce the concept of quantifiers, which are words that express the quantity or amount of a noun.</p> <p>Provide examples of quantifiers and explain how they can be used effectively in descriptions.</p> <p>Ask learners to individually write short descriptive paragraphs or sentences using adjective phrases and quantifiers.</p> <p>Provide a list of nouns and have learners create vivid descriptions for each noun, focusing on participants, settings, materials, and objects.</p>		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.		



	Take feedback from learners and summarize the lesson.	
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WEEK 7

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar Usage	
Class: B9	Class Size:	Sub Strand: Grammar	
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.3 Use more complex phrasal verbs accurately in speech and writing	Lesson: 1 of 1
Performance Indicator: Learners can complex phrasal verbs accurately in speech and writing			Core Competencies: Communication and Collaboration, Personal
New words	Phrasal Verb, Context, Literal Meaning, Figurative Meaning		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with an engaging starter to introduce the concept of phrasal verbs.</p> <p>Display a sentence on the board with a phrasal verb, such as "I need to come along to the meeting."</p> <p>Ask learners to share their initial thoughts on what "come along" might mean in this context.</p> <p>Discuss as a class, encouraging learners to consider the potential meanings based on their prior knowledge.</p>		
PHASE 2: NEW LEARNING	<p>Identify phrasal verbs in texts and determine what they mean in context (come after, come along, blow up, make up, etc.).</p> <p>Use phrasal verbs in developing meaningful paragraphs.</p> <p>Choose a text that contains several examples of phrasal verbs. Read the text together as a class.</p> <p>Identify and underline the phrasal verbs in the text.</p> <p>Discuss their literal meanings and potential figurative meanings based on the context.</p> <p>Create a chart on the board or chart paper with columns for each identified phrasal verb, its literal meaning, and its possible figurative meanings.</p> <p>Break learners into small groups and assign each group a set of phrasal verbs to analyze. Have them add to the chart with their findings.</p> <p>Distribute a different text to each student and ask them to</p> <p>Identify and underline the phrasal verbs. Learners should then write down the literal and potential figurative meanings based on the context of the text.</p>	Texts with examples of phrasal verbs (chosen beforehand)	



	<p><u>Assessment</u> <i>Read the following short text. Identify and underline the phrasal verbs. For each phrasal verb, write down its literal meaning and suggest a figurative meaning based on the context.</i></p> <p>Emily was feeling down because she had to come along to the event alone. However, her friend Mia convinced her to come along with her. As they walked in, the atmosphere lit up, and Emily's mood came along with it.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the importance of understanding various punctuation marks, like the dash, in written language.</p> <p>Reinforce the idea that the right punctuation can add clarity and depth to their writing.</p>	



WEEK 8

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Punctuation and Capitalisation	
Content Standard: B9.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B9.3.2.1.1. Identify and use dash in context.	Lesson: 1 of 1
Performance Indicator: Learners can recognize the dash in written text and understand its purpose. Learners can accurately use dashes in written context to enhance clarity and emphasis.		Core Competencies: Communication and Collaboration, Personal	
New words	Dash, Emphasis, Parenthetical, Break		
References: English Language Curriculum Pg. 50			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display sentences on the board, some using dashes and others using commas or other punctuation.</p> <p>Ask learners to identify any patterns or differences in how sentences are constructed. This will lead into the discussion on the use of dashes.</p>		
PHASE 2: NEW LEARNING	<p>Define the dash and explain its two primary uses:</p> <p>a) Emphasizing or defining additional information (like parentheses).</p> <p>b) Indicating an abrupt break or pause in thought.</p> <p>Showcase examples for each use.</p> <p>Engage learners in a discussion about when they might use dashes instead of other punctuation like commas or parentheses.</p> <p>Provide learners with a paragraph or short story that requires dashes but has them omitted.</p> <p>Ask learners to work in pairs or small groups to insert dashes where they feel they are appropriate.</p> <p>Review the paragraph/story as a class and discuss the placement of dashes.</p> <p><u>Assessment</u> (Fill in the blanks with dashes where appropriate.) Use dashes to combine the information in the two sentences.</p> <p>a. The cake is delicious. By the way, I made it. Answer: _____</p> <p>b. I love the book. Especially the last chapter.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	



	<p>Answer: _____</p> <p>c. She has one fear. Clowns.</p> <p>Answer: _____</p>	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the importance of understanding various punctuation marks, like the dash, in written language.</p> <p>Reinforce the idea that the right punctuation can add clarity and depth to their writing.</p>	



Week Ending:	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Punctuation and Capitalisation
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.2.1.1. Identify and use punctuation marks (hyphen) in context
		Lesson: 1 of 1
Performance Indicator: Learners can identify the correct usage of the hyphen in various contexts. Learners can apply hyphens appropriately in their writing.		Core Competencies: Communication and Collaboration, Personal
New words	Hyphen, Compound Adjectives, Punctuation, Modifier	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Write a sentence on the board that can change its meaning based on the placement of a hyphen, e.g., "I saw a man eating tiger" vs. "I saw a man-eating tiger." Ask learners, "How does the hyphen change the meaning of the sentence?" Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Explain the functions of a hyphen, including creating compound adjectives, joining prefixes to certain words, and avoiding ambiguity. Use visual examples to clarify each function, ensuring learners understand the various roles of hyphens in sentences. Provide learners with a passage or a set of sentences containing various uses of hyphens. Ask learners to identify and underline the hyphenated words and phrases. In pairs or small groups, have learners discuss why each hyphen is used. Prompt learners to write a short paragraph or story that must include at least 5 hyphenated words or phrases. Allow learners to share their stories with the class, emphasizing the hyphenated components. <u>Assessment</u> 1. Why is the hyphen important in the sentence, "She had a two-year-old son"? 2. What is the purpose of a hyphen in the phrase "well-known artist"? 3. Is the hyphen correctly used in the phrase "mother-in-law"? 4. What difference in meaning can a hyphen make in the pair "re-sign" and "resign"?	Word cards, sentence cards, letter cards, handwriting on a manila card



PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Punctuation and Capitalisation	
Content Standard: B9.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B9.3.2.1.1. Identify and use brackets in context.	Lesson: 1 of 1
Performance Indicator: Learners can understand the different functions of the dash in context and engage in creative writing activities to explore the expressive potential of dashes			Core Competencies: Communication and Collaboration, Personal
New words	Bracket, Parentheses, Non-essential, clarity		
References: English Language Curriculum Pg. 86			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a thought-provoking starter to engage learners.</p> <p>Display a sentence on the board with missing information or an extra detail, such as "The treasure is hidden in [] Forest."</p> <p>Ask learners to suggest what word or information could be placed inside the brackets.</p> <p>Discuss how brackets are used to include additional, non-essential information in a sentence.</p> <p>Ask them to identify the marks and discuss their different functions</p>	
PHASE 2: NEW LEARNING	<p>Write several sentences on the board, each containing information that could be enclosed in brackets.</p> <p>Discuss as a class which information is essential and which is non-essential.</p> <p>Model how to use brackets to enclose non-essential information.</p> <p>Discuss the impact on the clarity of the sentence.</p> <p>Provide examples of sentences with parentheses and ask learners to identify the non-essential information. Discuss their findings as a class.</p> <p>Guide learners in pairs to create sentences where they can use brackets to include additional details without disrupting the main message.</p> <p>Distribute writing prompts or sentences to learners and ask them to incorporate brackets to add non-essential information.</p> <p>Encourage creativity and ensure they understand the concept of clarity in writing.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card



	<p><u>Assessment</u> <i>Read each sentence carefully.</i> <i>Identify the non-essential information that could be enclosed in brackets.</i></p> <ol style="list-style-type: none"> 1. The school, established in 1850, is one of the oldest in the city. 2. My best friend, a talented artist, is creating a mural for the school. 3. We visited the Grand Canyon, a breathtaking natural wonder, last summer. 4. The new library, constructed last year, is a modern and welcoming space. 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



WEEK 9

Week Ending:	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B9	Class Size:	Sub Strand: Vocabulary
Content Standard: B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication		Indicator: B9.3.3.1.1 Interpret vocabulary appropriately in more complex texts
		Lesson: 1 of 1
Performance Indicator: Learners can interpret vocabulary appropriately in complex texts and demonstrate the appropriate use of vocabulary in context.		Core Competencies: Communication and Collaboration, Personal
New words	interpret, demonstrate, appropriate use, context	
References: English Language Curriculum Pg. 86		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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>	
PHASE 2: NEW LEARNING	<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> <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>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	



	Take feedback from learners and summarize the lesson.	
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WEEK 10

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Production and Distribution of writing	
Content Standard: B9.4.1.1: Develop, organize and express ideas coherently and cohesively in writing		Indicator: B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices	
		Lesson: 1 of 1	
Performance Indicator: Learners can compose paragraphs to show unity, completeness and coherence using appropriate cohesive devices		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 89			
Keywords: Coordinating Conjunction, Subordinating Conjunction, Cohesion, Coherence			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display a set of fragmented sentences on the board.</p> <p>Ask students to discuss in pairs how they might connect these sentences to create a logical and complete thought. This will introduce them to the need for cohesive devices in writing.</p> <p>Share performance indicators and introduce the lesson.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 2: NEW LEARNING	<p>Define and introduce coordinating conjunctions: and, but, nor, or, so, then, yet.</p> <p>Showcase examples of sentences using these conjunctions to demonstrate their use.</p> <p>In groups, provide students with sets of sentences.</p> <p>Have them practice connecting these using appropriate coordinating conjunctions to form compound sentences.</p> <p>Define and introduce subordinating conjunctions and explain how they introduce dependent clauses.</p> <p>Display examples to illustrate their use.</p> <p>Provide students with sets of main clauses and dependent clauses. Ask them to match and connect these using appropriate subordinating conjunctions to form complex sentences.</p> <p>Assessment (Connect the sentences using appropriate cohesive devices.)</p> <ol style="list-style-type: none"> 1. It started raining. We continued our football match. 2. I love reading novels. I especially enjoy mystery genres. 		



	<p>3. She wanted to go to the concert. She didn't have enough money.</p> <p>4. They studied hard. They still found the exam challenging.</p>	
PHASE 3: REFLECTION	<p>Summarize the lesson by highlighting the significance of cohesive devices in crafting coherent and complete paragraphs.</p> <p>Emphasize that while these devices might seem small, they play a crucial role in shaping the narrative and ensuring clarity.</p>	



WEEK 11

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Text Types and Purposes	
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts		Indicator: B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood	Lesson: 1 of 1
Performance Indicator: Learners can craft vivid and effective descriptive sentences about characters, settings, or mood.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 90			
Keywords: Descriptive, Imagery, Sensory Details, Mood			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display two sentences side by side: "She sat on the bench in the park." and "She reclined gracefully on the sun-warmed bench amidst the fragrant rose garden."</p> <p>Ask learners: "Which sentence gives you a clearer picture? Why?"</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Discuss how incorporating sensory details can enhance descriptions.</p> <p>Ask learners to pick an object in the room and describe it using all five senses, even if they have to imagine some (like the taste of a book or the sound of a chair).</p> <p>Provide learners with a basic description of a character (e.g., "a man").</p> <p>Ask them to enhance this description using sensory details, physical traits, and indications of personality. Share and compare descriptions.</p> <p>Provide a basic setting (e.g., "a forest at night") and ask learners to write two descriptions: one that makes the forest seem scary and another that makes it seem magical.</p> <p>Discuss how word choice and sensory details can change the mood.</p> <p><u>Oral Assessment</u></p> <ul style="list-style-type: none"> • How do sensory details enhance descriptive writing? • Why is it important to provide detailed descriptions of characters in a story? • How can the description of a setting influence the mood of a passage? 	Word cards	



	<ul style="list-style-type: none">• Describe a bustling city street during a rainy evening, focusing on the mood and setting.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	



WEEK 12

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Text Types and Purposes	
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts		Indicator: B9.4.2.1.2: Use different narrative techniques to manipulate time in a story.	Lesson: 1 of 1
Performance Indicator: Learners can use different narrative techniques to manipulate time in a story.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 92			
Keywords: Backstory, Manipulating time, Flashback, flash forward, Foreshadowing			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion about storytelling and how authors can play with time to create interesting narratives.</p> <p>Share a short excerpt from a story that uses time manipulation, and ask learners to reflect on how it affects the storytelling.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Provide learners with examples of narrative texts that use each time manipulation technique.</p> <p>In small groups, have learners analyze how each technique contributes to the overall narrative.</p> <p>Facilitate group discussions where learners share their observations about how time manipulation enhances storytelling.</p> <p>Encourage learners to discuss their preferences and the impact of each technique on the reader.</p> <p>Assign the task of composing narrative essays to learners. Each essay should incorporate at least one time manipulation technique (backstory, flashback, flash forward, or foreshadowing).</p> <p>Encourage learners to express feelings and thoughts using emotive and sensory details.</p> <p>Have learners exchange essays within their groups for peer review.</p> <p>Ask learners to provide constructive feedback on the use of time manipulation and the overall impact on the narrative.</p>	Word cards	



PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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