WEEK 5

|  |  |  |
| --- | --- | --- |
| **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 practice with more complex clusters and using them in sentences. | **Core Competencies:**Communication and Collaboration, Personal Development and Leadership |
| **Reference:** English Language Pg.73 |
| **New words: Consonant clusters, Connected speech, Pronunciation, Fluency** |
|  |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | reviewing the previous lesson's content on consonant clusters and their importance in clear speech.Introduce more complex consonant clusters such as scr, thr, spr, str, etc., and explain their pronunciation rules.Show pictures or flashcards of words with these complex clusters and have learners practice saying them aloud. |  |
| PHASE 2: **NEW LEARNING** | 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").Have learners listen and repeat each sentence, focusing on pronouncing the complex clusters accurately and smoothly.Write a list of words with complex consonant clusters on the board (e.g., scream, strength, scratch, thrill).Divide learners into pairs or small groups and ask them to create sentences using these words with complex clustersEncourage learners to practice saying their sentences aloud, paying attention to the pronunciation of the clusters.Provide a longer passage or story with multiple instances of complex consonant clusters.Have learners read the passage aloud individually or in pairs, focusing on producing the clusters accurately and fluently in connected speechOffer feedback and guidance on pronunciation as needed. | Audio recordings of sentences with complex consonant clustersPictures or flashcards of words with complex consonant clusters |
| 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:** 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. Analyse critically a given text in entirety and provide an objective summary | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can analyze a text critically, identify main and supporting ideas and provide an objective summary | **Core Competencies:**Communication and Collaboration, Personal Development and Leadership |
| **Reference:** English Language Pg. **81** |
| **Keywords:** Prediction, relationships, patterns, peer edit, Summary |
|  |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Begin by discussing what it means to analyze a text critically.Introduce the four key words for the lesson (e.g., analyze, identify, summarize, evaluate) and explain their meanings briefly.Engage learners in a short discussion about the importance of analyzing and summarizing texts accurately. |  |
| PHASE 2: **NEW LEARNING** | Provide learners with a text passage and ask them to read it carefully.Instruct them to identify the main idea and supporting ideas within the text.Explain the concept of an objective summary (focusing on key points without personal bias).Model how to write an objective summary of the text passage.Provide a set of summary questions related to the text.Encourage learners to use the four key words in their responses.Divide learners into pairs or small groups.Have them discuss their analyses, summaries, and answers to summary questions. | 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.  |  |

|  |  |  |
| --- | --- | --- |
| **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. 88 |
|  |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Introduce the concept of interpreting vocabulary in context and using it appropriately in writing.Discuss the importance of using precise and varied vocabulary to enhance communication.Introduce the four key words for the lesson (interpret, demonstrate, appropriate use, context) and explain their meanings briefly. |   |
| PHASE 2: **NEW LEARNING** | Provide grade-appropriate complex texts with challenging vocabulary.Instruct learners to identify unfamiliar words/phrases and look up their meanings.Guide learners in interpreting the meaning of unfamiliar words/phrases based on context clues in the text.Discuss strategies for understanding and inferring the meanings of complex vocabulary.Have learners write sentences or short paragraphs using the newly learned vocabulary in context.Encourage them to demonstrate the appropriate use of vocabulary to convey precise meaning.Pair learners up to review and discuss each other's sentences/paragraphs for accuracy and appropriateness of vocabulary use.Facilitate a brief class discussion on effective vocabulary use in context. | 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.  |  |

|  |  |  |
| --- | --- | --- |
| **Week Ending:**  | **DAY:**  | **Subject:** English Language  |
| **Duration:** 50MINS | **Strand:** Literature  |
| **Class:** B8 | **Class Size:**  | **Sub Strand:** Prose |
| **Content Standard:** B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | **Indicator:** B9.5.1.1.2 Create monologues and dialogues narratives in play scripts | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can create monologues and dialogues narratives in play scripts | **Core Competencies:**Communication and Collaboration, Personal |
| **References:** English Language Curriculum Pg. 67 |
|  |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Revise with learners on the previous lesson.Share performance indicators with learners and introduce the lesson. |  |
| PHASE 2: **NEW LEARNING** | Learners take turns to read aloud parts of the prose.Example:  Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.Ensure learners use correct stress and intonation in reading.  Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. | 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. |  |

|  |  |  |
| --- | --- | --- |
| **Week Ending:**  | **DAY:**  | **Subject:** English Language  |
| **Duration:** 50MINS | **Strand:** Literature  |
| **Class:** B9 | **Class Size:**  | **Sub Strand:** Prose |
| **Content Standard:** B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | **Indicator:** B9.5.1.1.1. Analyze the types of characters in texts | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can read prose fluently and with understanding | **Core Competencies:**Communication and Collaboration, Personal |
| **References:** English Language Curriculum Pg. 99 |
|  |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Revise with learners on the previous lesson.Share performance indicators with learners and introduce the lesson. |  |
| PHASE 2: **NEW LEARNING** | Learners take turns to read aloud parts of the prose.Example: **Mama is a Sunshine and****A Minor Bird** Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.Ensure learners use correct stress and intonation in reading.  Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. | 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. |  |