

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

2025 RATIONALIZED WEEK 1: LESSON 1

Strand: Natural Resources: Marine Life

Sub Strand: Listening Comprehension: Listening for Detail

Specific Learning Outcomes:

By the end of the lesson, learners will be able to:

- Identify signals that highlight the main idea in a listening passage.
- Select the main idea from listening passages.
- Develop a positive attitude towards listening actively and attentively to enhance comprehension.

Key Inquiry Question:

- Why should we distinguish between relevant and irrelevant information during a presentation?

Learning Resources:

- Skills in English, pages 135-136
- Grade 9 English Curriculum Design
- Teacher's Guide
- Lesson notes

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson's content focusing on listening strategies.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts related to listening for main ideas.

Lesson Development (30 minutes)

Step 1: Group Discussion (10 minutes)

- In small groups, learners discuss examples of identifying main ideas in different types of passages (e.g., articles, presentations).
- Each group shares their findings with the class to promote collaborative learning.

Step 2: Listening Exercise (10 minutes)

- Play a recorded text related to marine life.
- Instruct students to listen for main ideas and take notes on details that support those ideas.

- After listening, ask them to share what they identified with their group.

Step 3: Information Extraction (5 minutes)

- Guide learners in picking out relevant details from the recorded text.
- Discuss why certain details are important for understanding the main idea and how to differentiate them from irrelevant information.

Step 4: Rewrite and Reflect (5 minutes)

- Have students rewrite the main ideas and details in their own words.
- Initiate a class discussion where students share new learnings from the passage and reflect on their listening skills.

Conclusion (5 minutes)

- Summarize key points and learning objectives achieved during the lesson, emphasizing the importance of recognizing main ideas.
- Conduct a brief interactive quiz or activity (e.g., Kahoot!) to reinforce the main topics.
- Prepare learners for the next session by providing a preview of upcoming topics or posing questions for them to consider.

Extended Activities:

- Activity 1: Assign students to listen to a podcast episode about marine life and prepare a summary highlighting the main ideas and supporting details.
- Activity 2: Encourage learners to create a 'main idea gallery' where they can display the main ideas from various listening passages studied throughout the unit.
- Activity 3: Organize a debate on a marine life topic, requiring students to gather information from listening and differentiate between supportive and unrelated information.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Listening Comprehension: Listening for Detail

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Respond to questions based on the listening passage.
- Use digital devices to search for information on protecting marine life.
- Acknowledge the importance of attentive listening.

Key Inquiry Question:

- Why is it important to listen keenly?

Learning Resources:

- Skills in English pg 136-137
- Digital devices (tablets, laptops, or smartphones)
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on listening skills and their application in real-world scenarios.
- Guide learners through relevant content from the learning resources, focusing on concepts related to listening for detail and marine life conservation. Facilitate a brief discussion on any prior knowledge they have of marine ecosystems.

Lesson Development (30 minutes)

Step 1: Listening Activity (10 minutes)

- Play a recorded passage about marine life and its conservation. Make sure the passage contains key details that learners will need to listen for.
- Ask students to pay careful attention, reminding them that keen listening is essential for understanding and retaining information.

Step 2: Question and Discussion (10 minutes)

- After listening, divide learners into small groups. Provide them with specific questions based on the listening passage.
- Encourage groups to discuss their answers and refer back to the passage for support, helping them refine their recall abilities.

Step 3: Digital Research (5 minutes)

- Instruct learners to use their digital devices to research information on how to protect marine life.
- They should take notes on specific measures or initiatives that can be taken to safeguard marine ecosystems.

Step 4: Group Sharing (5 minutes)

- Reconvene as a class and have each group share one key fact or initiative they found during their research. Encourage them to explain why the information is significant for marine life conservation.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson: the importance of attentive listening, details learned from the passage, and insights gained from digital research.
- Conduct an interactive activity, such as a quick quiz or a round of questions about what they learned, to reinforce the main topics.
- Prepare learners for the next session by previewing topics related to how communications shape our understanding of global issues or discussing the role of technology in environmental conservation.

Extended Activities:

- Assign students to create a digital presentation or poster on a specific marine species and the conservation efforts being undertaken to protect it.
- Encourage learners to conduct interviews with family or community members on their views regarding marine conservation and present their findings to the class.
- Organize a debate on the importance of listening and communication in addressing global issues, including climate change and marine preservation.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub-Strand: Intensive Reading; Interpretation and Evaluation

Specific Learning Outcomes:

- Distinguish between reading for interpretation and reading for evaluation of information.
- Interpret a reading text for lifelong learning.
- Appreciate the role of correct interpretation and evaluation of a text in learning.

Key Inquiry Questions:

- What is the difference between reading for interpretation and evaluation?
- How can you interpret a text correctly?

Learning Resources:

- Skills in English pp. 137-140
- Teacher's Guide

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson by asking students to recall key concepts related to reading strategies.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts of interpretation and evaluation.

Lesson Development (30 minutes)

Step 1: Brainstorming (10 minutes)

- In small groups, students brainstorm the differences between reading for interpretation and reading for evaluation. They should write down their ideas and examples of situations where each reading approach might be necessary.

Step 2: Pair Activity - Text Interpretation (10 minutes)

- Provide a short text related to the theme (e.g., a poem or a short article).
- In pairs, students read the text and interpret its meaning, discussing their interpretations within their pairs.

Step 3: Understanding and Questioning (5 minutes)

- Distribute another text that includes comprehension questions.

- Students read the text independently and answer the questions based on their understanding of the content.

Step 4: Summarizing and Sharing (5 minutes)

- Ask each group to summarize one of the texts they read.
- Encourage them to share their summaries with the class, highlighting their interpretations and any evaluations they conducted.

Conclusion (5 minutes)

- Summarize key points from the lesson, focusing on the distinctions between reading for interpretation and evaluation.
- Conduct a brief interactive activity, like a "ticket out the door," where students write one thing they learned about interpretation or evaluation to share before leaving.
- Preview the next session by introducing upcoming topics related to text analysis or critical thinking questions.

Extended Activities:

1. Text Analysis Project: Have students choose a short story or an article next week to analyze. They are to present their interpretation and evaluation of the text in a five-minute presentation.
2. Journaling: Encourage students to keep a journal where they practice interpreting various texts they encounter throughout their weekly readings, whether they be articles, poems, or news stories.
3. Group Debate: Organize a debate in class where students take on different interpretations of the same text, encouraging them to substantiate their viewpoints with textual evidence.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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Strand: Reading

Sub Strand: Intensive Reading: Interpretation and Evaluation

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Read texts related to the theme.
- Summarise information from reading texts.
- Acknowledge the need for understanding reading texts.

Key Inquiry Question:

- Why should you give the correct interpretation of a text?

Learning Resources:

- Skills in English pg 140-141
- Grade 9 English Curriculum Design
- Teacher's Guide

Organisation of Learning:

Introduction (5 Minutes)

- Review the previous lesson by asking students what they learned about interpreting texts.
- Guide students to read and discuss relevant content from the learning resources, focusing on why understanding themes and concepts in texts is important.

Lesson Development (30 Minutes)

Step 1: Video Clip Viewing (10 minutes)

- Show a video clip related to the theme of the lesson.
- Have students focus on key elements they observe in the video. Encourage them to think critically about the messages conveyed.

Step 2: Group Discussion & Interpretation (10 minutes)

- In small groups, have students discuss their interpretations of the video clip.
- Each group should identify key issues presented and share different viewpoints on the text's meaning.

Step 3: Text Analysis (5 minutes)

- Give learners a selection of print texts related to the theme.

- Ask them to read and identify key visuals and texts that support their interpretation from the video.

Step 4: Note-taking & Summarization (5 minutes)

- Guide students to make detailed notes on the texts they have read, focusing on summarizing essential information.
- Encourage them to pay attention to how visuals contribute to the text's message.

Conclusion (5 Minutes)

- Summarize key points from the lesson, highlighting the importance of interpretation and how each activity contributed to understanding the text.
- Conduct a brief interactive activity, such as a quick quiz or a discussion, to reinforce the concepts covered.
- Prepare learners for the next session by sharing topics that will be explored and questions they should consider.

Extended Activities:

- Assign students to choose a short story related to the theme, read it, and then create a visual interpretation (like a poster or infographic) that summarizes the key themes and ideas.
- Encourage students to interview a family member or friend about their interpretation of a book or article and report back to the class, fostering a discussion about diverse viewpoints.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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Strand: Grammar in Use

Sub Strand: Relative Pronouns

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Identify relative pronouns from a text.
- Use relative pronouns in sentences.
- Acknowledge the value of relative pronouns in communication.

Key Inquiry Questions:

- What are relative pronouns?
- How are relative pronouns used in sentences?

Learning Resources:

- Skills in English pg 142 & 144
- Teacher's Guide
- Lesson notes

Organisation of Learning

Introduction (5 minutes):

- Review the previous lesson on sentence structure.
- Guide learners to read and discuss relevant content from the learning resources, particularly focusing on identifying and understanding relative pronouns (who, whom, whose, which, that).

Lesson Development (30 minutes):

Step 1: Explanation of Relative Pronouns (10 minutes)

- Explain the definition and purpose of relative pronouns. Highlight their role in connecting clauses and providing additional information about nouns.
- Example: "The teacher who teaches us is very knowledgeable."

Step 2: Identify Relative Pronouns in a Passage (10 minutes)

- In groups, learners will read a provided passage and underline all relative pronouns.
- Discussion will follow where each group shares examples and explains their function in the sentences.

Step 3: Roleplay Using Relative Pronouns (5 minutes)

- Students will create short dialogues that incorporate relative pronouns. They will perform these dialogues in pairs or small groups, showcasing their understanding of how relative pronouns enhance communication.

Step 4: Construct Sentences Using Relative Pronouns (5 minutes)

- Learners will independently write three sentences using different relative pronouns. Encourage creativity by asking them to think of interesting or unique subjects for their sentences.

Conclusion (5 minutes):

- Summarize key points: the definition of relative pronouns, their usage in sentences, and why they are important in enhancing clarity.
- Conduct a brief interactive quiz or group discussion to reinforce concepts.
- Prepare learners for the next session: preview upcoming topics such as complex sentences and the role of clauses.

Extended Activities:

1. Relative Pronouns Creative Writing: Assign students to write a short story or a paragraph that includes at least five uses of different relative pronouns, encouraging them to be imaginative.
2. Create a Relative Pronoun Poster: Encourage students to create a visual poster that defines relative pronouns, gives examples, and shows how they connect ideas in writing.
3. Relative Pronoun Bingo: Create bingo cards with different relative pronouns. As you read sentences aloud, students can mark off the pronouns they hear.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Interrogative Pronouns

Specific Learning Outcomes:

- Identify interrogative pronouns in text.
- Use interrogative pronouns in sentences.
- Acknowledge the value of interrogative pronouns in communication.

Key Inquiry Questions:

- How do you obtain information from people?
- What are interrogative pronouns?

Learning Resources:

- Skills in English pg 143-145
- Teacher's Guide
- Lesson notes

Organization of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson's content to activate prior knowledge.
- Ask students to share examples of questions they asked recently, guiding them to recognize that questions often contain specific words.
- Introduce the day's focus on interrogative pronouns by discussing their role in questioning.

Lesson Development (30 minutes):

Step 1: Understanding Interrogative Pronouns (10 minutes)

- Define interrogative pronouns (who, whom, whose, what, which).
- Provide examples of each in a sentence.
- Encourage students to brainstorm additional examples as a class.

Step 2: Identifying Interrogative Pronouns in Text (10 minutes)

- Distribute a short passage or use a passage from the learning resources.
- In pairs, ask students to read the passage and highlight or underline all interrogative pronouns they find.
- Discuss their findings as a class, ensuring clarity on each pronoun identified.

Step 3: Using Interrogative Pronouns to Ask Questions (5 minutes)

- Show a few visuals (e.g., images of people, places, or objects).
- In small groups, students will create questions using interrogative pronouns based on the visuals provided.
- Share their questions with the class for feedback.

Step 4: Constructing Sentences & Crossword Puzzle (5 minutes)

- Challenge students to create their own sentences using at least three different interrogative pronouns.
- Present a crossword puzzle that includes both relative and interrogative pronouns to consolidate knowledge and provide a fun activity.

Conclusion (5 minutes):

- Summarize the key points covered during the lesson, including definitions and uses of interrogative pronouns.
- Engage the class in a quick interactive activity, such as a “Question Relay” where students take turns asking questions using interrogative pronouns.
- Prepare students for the next session by introducing the upcoming topic of relative pronouns, prompting them to think about how they differ from interrogative pronouns.

Extended Activities:

- Classroom Interviews: Assign students to interview classmates or family members using a set of questions they create with interrogative pronouns. Have them report back on their findings.
- Writing Assignments: Ask students to write a short story or dialogue that includes at least 5 interrogative pronouns. This promotes creative use of language.
- Online Quiz: Utilize an educational platform to create a quiz about interrogative pronouns, allowing students to practice their skills interactively.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Play

Specific Learning Outcomes:

- Identify characters in a play for deeper understanding.
- Read and answer questions based on a play.
- Value the role of literary appreciation in developing critical thinking.

Key Inquiry Questions:

- What are the features of a play?
- What is the difference between main and minor characters?

Learning Resources:

- Skills in English pg 146-148
- Excerpts of Plays
- Teacher's Guide

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on types of literature and their structures.
- Ask students if they recall key terms related to plays, encouraging group discussion.
- Introduce the concept of characters in a play, emphasizing why they are crucial for understanding the story.

Lesson Development (30 minutes)

Step 1: Understanding Plays and Characters (10 minutes)

- Briefly define what a play is, including its purpose and structure (acts, scenes, dialogue).
- Discuss the concept of characters, distinguishing between main and minor characters.
- Use the excerpts from the textbook to illustrate how characters contribute to the plot.

Step 2: Group Activity - Character Identification (10 minutes)

- Divide students into small groups and provide them with an excerpt from a play.
- Instruct each group to read the excerpt and identify the characters present.
- Ask them to categorize them as main or minor characters and explain their reasoning.

Step 3: Reading Comprehension (5 minutes)

- After identification, pose questions related to the excerpt regarding the actions and motivations of the characters.
- Have each group present their answers and insights to the class, encouraging peer feedback.

Step 4: Role Play and Diagram Activity (5 minutes)

- Select one character from each group's excerpt. Have groups conduct a quick role play of a key scene, simulating the actions and dialogue.
- Finally, instruct students to create a diagram, listing each character's traits, role in the play, and their relationships with other characters.

Conclusion (5 minutes)

- Summarize the key points discussed about the nature of plays and character identification.
- Conduct a brief interactive quiz or discussion to reinforce understanding (e.g., "Who was the most influential character in your excerpt and why?").
- Preview upcoming topics about themes and conflicts in plays, encouraging students to think of examples they might encounter.

Extended Activities

- Character Journals: Encourage students to maintain a journal for one character from a play they choose, detailing the character's development and changes throughout the story.
- Play Review: Assign students a play to read outside of class, asking them to write a short review focusing on character development and plot structure.
- Creative Writing: Have students write an alternate ending for a play they have studied, highlighting character decisions and growth.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Play

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Identify the conflicts between characters in a play.
2. Analyze the characters in a play and their relationships.
3. Acknowledge how characters in a play relate to real life.

Key Inquiry Question:

- Why is it important to understand the relationships between different characters in a play?

Learning Resources:

- Skills in English (pg 144-150)
- Excerpts of Play
- Teacher's Guide
- Lesson notes

Organisation of Learning:

Introduction (5 minutes)

- Briefly review the previous lesson on the elements of drama.
- Introduce the topic of character conflicts and relationships, guiding learners to read and discuss relevant content from the learning resources. Emphasize the importance of understanding characters in a play.

Lesson Development (30 minutes)

Step 1: Discuss the Meaning of Conflict in a Play (7 minutes)

- Facilitate a discussion on what conflict means in the context of a play.
- Questions to prompt discussion: What are some types of conflicts? How do conflicts drive the story forward?

Step 2: Identify Conflicts Between Characters (8 minutes)

- In small groups, learners will read an excerpt from the play and identify conflicts between characters.
- Guide groups to consider the nature of these conflicts (e.g., man vs. man, man vs. self).

Step 3: Analyze Characters and Their Relationships (7 minutes)

- Groups will analyze the chosen characters, focusing on their traits and how they relate to one another.
- Prompt them to discuss questions like: How do their relationships influence the conflicts? What motivates each character?

Step 4: Relate Characters to Real Life (8 minutes)

- Learners will share insights on how the conflicts and characters in the play relate to real-life situations.
- Encourage them to reflect on their own experiences or current events that mirror these themes.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson regarding conflict and character relationships.
- Conduct a brief interactive activity (e.g., a quick quiz or a pair-share) to reinforce main concepts.
- Preview the next session's topic on character development and arcs, encouraging learners to think about the characters' growth.

Extended Activities:

- Character Diary: Assign learners to write a diary entry from the perspective of a character in the play, exploring their thoughts and feelings in relation to the conflicts.
- Compare and Contrast: Have learners choose a real-life person and a character from the play and create a Venn diagram to explore similarities and differences.
- Research Assignment: Learners can research a past event or conflict in history that parallels the play's themes and prepare a short presentation.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: The Writing Process

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Outline the stages of the writing process.
- Discuss the stages of the writing process.
- Acknowledge the stages involved in the writing process.

Key Inquiry Question:

- What are the stages of the writing process?

Learning Resources:

- Skills in English pg 150-151
- Teacher's Guide
- Samples of Writings

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief recap of the previous lesson to refresh students' memories.
- Introduce the key inquiry question: "What are the stages of the writing process?"
- Guide learners to read the relevant content from "Skills in English," pages 150-151, highlighting the main stages of the writing process.

Lesson Development (30 minutes):

Step 1: Outline the Writing Process (10 minutes)

- In pairs, learners will collaborate to outline the five stages of the writing process: prewriting, drafting, revising, editing, and publishing.
- Each pair will create a list on paper summarizing each stage in one or two sentences.

Step 2: Group Discussion (10 minutes)

- Groups will share their outlines with the class. Facilitate a discussion by asking:
- What did you learn about each stage?
- Why do you think each stage is important?
- Encourage questions and input from all students.

Step 3: Analyze Written Samples (5 minutes)

- Provide selected writing samples. In their groups, students will identify sections of the samples corresponding to:
 - Introduction
 - Main body
 - Conclusion
- Have them note how the writing follows the structured process discussed.

Step 4: Reflection and Summarization (5 minutes)

- Ask students to individually write a few sentences reflecting on the importance of each stage of the writing process.
- Prompt them to consider how they might apply this knowledge to their own writing.

Conclusion (5 minutes):

- Summarize the key points discussed regarding the writing process stages.
- Conduct a brief interactive activity (e.g., a "writing process" quiz or a true/false game) to reinforce concepts covered.
- Provide a preview of the next lesson where students will begin applying the writing process to their own writing projects.

Extended Activities:

- Creative Writing Assignment: Ask students to select a topic and create a structured outline using the stages of the writing process. They can then draft a short piece based on their outline.
- Peer Review Exercise: After completing their writing assignments, students could exchange their drafts with peers for feedback, focusing on how well the writing follows the stages of the writing process.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: The Writing Process

Specific Learning Outcomes:

By the end of the lesson, students should be able to:

- Select a topic for writing a factual composition.
- Create a composition, poem, or story following the steps of the writing process.
- Advocate the need for creativity in life.

Key Inquiry Question:

- How does writing help us improve the quality of our writing?

Learning Resources:

- Skills in English pg 151-152
- Writing Books
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Briefly review what was covered in the previous lesson.
- Lead a discussion based on the reading from the learning resources that highlights the importance of the writing process. Ask students how these concepts can improve their writing skills.

Lesson Development (30 minutes)

Step 1: Brainstorming Topics (10 minutes)

- In groups or pairs, have learners brainstorm various topics they could write about, focusing on themes such as natural resources, marine life, respect, and life skills. Encourage them to think creatively and make a list of potential topics.

Step 2: Topic Selection (5 minutes)

- Each group selects one topic from their brainstormed list that they will develop into a factual composition. Provide guidance and support as needed, ensuring each group chooses a topic they feel passionate about.

Step 3: Writing the Factual Composition (10 minutes)

- Using the writing process steps (prewriting, drafting, revising, editing, and publishing), each group works collaboratively to write their composition. Encourage them to follow these steps carefully and to express their ideas clearly.

Step 4: Peer Assessment (5 minutes)

- Groups will share their factual compositions with other groups for peer assessment. As they read each other's work, they can provide constructive feedback and suggestions for improvement using a simple rubric provided beforehand.

Conclusion (5 minutes)

- Summarize the key points learned in the lesson, emphasizing the steps of the writing process and the importance of creativity in writing.
- Conduct a quick interactive activity where students share one new insight they gained from the peer assessment process.
- Prepare students for the next session by giving them a preview of upcoming topics related to story writing and creative expression.

Extended Activities:

- Creative Writing Prompt: Ask students to write a creative story or poem based on their chosen topic, encouraging them to incorporate elements of their factual composition into a narrative format.
- Exploration Project: Students can choose a specific aspect of their topic of interest (e.g., marine conservation) and create a visual or multimedia presentation to share with the class next lesson.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Tourism: International

Sub Strand: Oral Poetry

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

1. Identify clues that help in the interpretation of poems.
2. Interpret oral poems on varied issues.
3. Acknowledge the need for interpreting oral poems.

Key Inquiry Question:

- Why should we interpret an oral poem correctly?

Learning Resources:

- Skills in English, pages 154-156
- Audio recordings of oral poems
- Digital devices
- Teacher's Guide

Organisation of Learning

Introduction (5 minutes)

1. Begin the lesson by reviewing the previous topic covered in class, linking it to the theme of oral poetry.
2. Guide learners through a brief reading and discussion of relevant content from the learning resources, emphasizing the key concepts of oral poetry and its significance in tourism.

Lesson Development (30 minutes)

Step 1: Understanding Interpretation (10 minutes)

- In small groups, learners will discuss what interpreting oral poems involves. They will brainstorm and list their initial thoughts on the elements they believe contribute to understanding a poem's meaning.

Step 2: Identifying Clues (10 minutes)

- Each group will compile a list of clues or hints that help interpret poems accurately. These may include figurative language, tone, cultural references, and themes. Groups will present their ideas to the class for discussion.

Step 3: Listening Activity (5 minutes)

- Play selected audio recordings of oral poems that address diverse issues. Encourage students to focus on how the tone and delivery can influence understanding.

Step 4: Collaborative Interpretation (5 minutes)

- Using the poems they listened to, groups will now work together to interpret the meaning behind the poems using provided guiding questions:
- What themes do you identify?
- What emotions do the words evoke?
- Can you spot any figurative language?
- Groups will share their interpretations with the class.

Conclusion (5 minutes)

1. Summarize the key points discussed during the lesson, emphasizing the importance of accurately interpreting oral poems.
2. Conduct a brief interactive activity, such as a quiz or one-word summary of what they learned about oral poetry.
3. Preview the next lesson by introducing the concept of "The Role of Storytelling in Oral Traditions" and encourage students to think about their favorite oral poems or stories.

Extended Activities:

1. Creative Poem Assignment:

- Students can create their own oral poem based on a selected topic. They will present the poem to the class, using elements discussed in the lesson.

2. Cultural Research Project:

- Learners will select an oral tradition from a culture of their choice and research its significance, then present their findings through a digital presentation or poster.

3. Peer Review:

- Form a peer partnership where students exchange their orally presented poems and provide constructive feedback on clarity, emotion, and interpretation.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Oral Poetry

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Identify verbal and non-verbal techniques used in the oral performance of poems.
- Perform oral poems using the verbal and non-verbal techniques.
- Acknowledge the role of oral poetry in the preservation of our cultural heritage.

Key Inquiry Question(s):

- How can you make the performance of an oral poem interesting?

Learning Resources:

- Skills in English pg 156
- Digital devices
- Teacher's Guide
- Lesson notes

Organisation of Learning

Introduction (5 minutes):

- Briefly review the previous lesson's key points.
- Guide learners to read together from Skills in English on page 156, discussing important concepts related to oral poetry and performance.

Lesson Development (30 minutes):

Step 1: Discussion on Techniques (10 minutes)

- In small groups, learners will discuss various verbal techniques (e.g., rhythm, rhyme, intonation) and non-verbal techniques (e.g., gestures, facial expressions, body language) that can enhance an oral poetry performance.
- Each group will present one verbal and one non-verbal technique to the class.

Step 2: Collaborative Practice (10 minutes)

- Groups will choose a short poem or a few lines they would like to perform.
- Using the techniques discussed, they will rehearse while focusing on how to convey emotion and meaning through their delivery.

Step 3: Composition of Oral Poems (5 minutes)

- Have groups create their own short oral poems centered around a common theme such as "nature," "friendship," or "cultural heritage." They should incorporate at least one verbal and one non-verbal technique in their poem.

Step 4: Class Performances (5 minutes)

- Each group will present their original oral poem to the class.
- After each performance, the class and teacher will provide constructive feedback based on the use of techniques.

Conclusion (5 minutes):

- Summarize the key points about verbal and non-verbal techniques in the performance of oral poetry, emphasizing their significance in cultural expression.
- Conduct a quick interactive activity such as a “poet’s circle”, where students take turns sharing one idea about how oral poetry helps preserve cultural heritage.
- Briefly preview the next session’s focus on analyzing a famous oral poem and preparing for performance assessment.

Extended Activities:

1. Poetry Slams: Organize a class poetry slam where students can showcase their poems and invite other classes to attend. This will deepen their engagement with performance.
2. Cultural Research Project: Assign students to research a specific culture's oral poetry traditions and present their findings to the class, illustrating how oral poetry serves as a cultural repository.
3. Peer Review: Implement a peer review session where students evaluate each other's performances, focusing on the techniques discussed in class.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Reading for Interpretation

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Identify the point of view in poems.
- Read poems and answer questions based on their content.
- Acknowledge the importance of the point of view in understanding a poem.

Key Inquiry Question(s):

- How do you identify the point of view in a poem?

Learning Resources:

- Skills in English (pg 157-159)
- Teacher's Guide
- Lesson notes
- Selected poems
- Dictionary
- Digital devices (optional)

Organisation of Learning

Introduction (5 minutes)

1. Review the previous lesson to refresh learners' memories about identifying literary elements.
2. Guiding questions: What do we remember about poetry? How can understanding a poem's perspective help us?
3. Introduce the concept of point of view in poetry and its significance in interpretation.

Lesson Development (30 minutes)

Step 1: Understanding Point of View (10 minutes)

- Activity: In pairs, learners will discuss what "point of view" means in literature.
- Discussion Prompts: Ask learners to brainstorm types of point of view (first person, second person, third person) using examples from their favorite books or poems.

Step 2: Identifying Point of View in Poetry (10 minutes)

- Activity: Provide learners with a specific poem to read.

- Instructions: As they read, they should underline any words or phrases that hint at the speaker's perspective.
- Pair Share: After reading, learners will share their findings with another pair.

Step 3: Group Analysis (10 minutes)

- Activity: In small groups, learners will discuss the same poem's point of view by analyzing their underlined notes. They should also consider how the point of view influences the meaning of the poem.
- Questions for Discussion: How does the speaker's perspective affect your understanding of the poem? What emotions or themes are conveyed through this point of view?

Step 4: Answering Questions (10 minutes)

- Activity: Each group will answer specific comprehension questions related to the poem, focusing on the identified point of view and its importance.
- Wrap Up: Groups will present their answers to the class, allowing for feedback and further analysis.

Conclusion (5 minutes)

1. Summarize key points discussed in the lesson regarding the point of view and its importance in poetry.
2. Conduct a brief interactive activity, such as a "point of view" matching game where students align different poems with their respective perspectives.
3. Preview the next lesson on analyzing themes in poetry and encourage students to think about how point of view may lead to different interpretations of a poem's theme.

Extended Activities

- Poem Creation: Ask learners to write their own short poem from a specific point of view (first, second, or third) and share it with the class.
- Research Assignment: Explore different poets and their unique points of view in their works. Present findings in a small group.
- Reflection Journal: Have learners keep a journal where they reflect on how point of view affects their understanding of different poems they read throughout the term.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Reading for Interpretation

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Use digital or print resources to search for poems written from different points of view.
- Analyze the points of view in poems.
- Acknowledge the importance of the point of view in the understanding of poems.

Key Inquiry Question:

- Why is it important to understand the point of view in poems?

Learning Resources:

- Skills in English pg 159
- Digital devices (laptops/tablets/smartphones)
- Selected poems (print/digital)

Organisation of Learning

Introduction (5 minutes)

- Briefly review the previous lesson, focusing on the basics of poetry and how point of view can shape meaning.
- Engage the class in a short discussion, prompting them to think about any poems they've read and their perspectives on them.

Lesson Development (30 minutes)

Step 1: Group Formation and Resource Search (10 minutes)

- Divide the class into small groups of 3-4 students.
- Assign each group the task of using digital devices and textbooks to find at least two poems written from different points of view (first-person, second-person, third-person).
- Each group should record the titles, authors, and any digital links to online poems.

Step 2: Identification of Points of View (5 minutes)

- In their groups, students will read the poems collected.
- They will discuss and note the point of view used in each poem (first-person, second-person, third-person).
- Encourage students to think critically about why the author might have chosen that perspective.

Step 3: Analysis of Points of View (10 minutes)

- Have each group analyze the wording and structure of their selected poems, paying particular attention to any language that indicates the point of view.
- Guide them to consider how the point of view affects the interpretation of the poem's themes and messages.
- Prepare students to share their findings.

Step 4: Class Sharing and Listening Activity (5 minutes)

- Reconvene as a class and invite each group to present one poem and discuss the point of view they identified, along with their analyses.
- As a shared experience, the teacher will read a poem aloud, and students will discuss its point of view and how it relates to their own experiences or current events.

Conclusion (5 minutes)

- Summarize the key points discussed in class, emphasizing the influence of point of view in poetry.
- Conduct a brief interactive activity, such as a "Point of View Poll," where students can vote on which point of view they believe creates the strongest emotional impact in poetry.
- Preview the next lesson, encouraging students to think about how point of view might change in narrative writing.

Extended Activities

- Poetry Writing: Have students write their own short poem from a specific point of view and then share it with the class.
- Point of View Comparison: Assign students to select two poems with contrasting points of view and write a comparative analysis discussing how the different perspectives influence meaning and reader reaction.
- Create a Multimedia Project: Students can create a presentation using digital tools to explore a poet's body of work, focusing on how their point of view impacts their themes and styles.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Complex Prepositions

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Identify complex prepositions in texts.
- Search the internet and books for examples of complex prepositions.
- Appreciate the role of prepositions in oral and written communication.

Key Inquiry Question:

- What is the difference between simple and complex prepositions?

Learning Resources:

- Skills in English pg 160-161
- Teacher's Guide
- Lesson notes
- Digital devices
- Charts showing complex prepositions

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson by briefly discussing prepositions and their basic functions.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing complex prepositions.

Lesson Development (30 minutes)

Step 1:

- Explain Complex Prepositions:
- Introduce the concept of complex prepositions by defining them (a preposition made up of more than one word) and providing examples (e.g., "in front of," "in spite of").
- Discuss how they differ from simple prepositions (e.g., "in," "on," "at").
- Have learners brainstorm additional examples.

Step 2:

- Group Research Activity:

- Divide students into small groups and assign them the task of using digital devices or print resources to find at least five examples of complex prepositions.
- Each group will write their examples on a shared document or a whiteboard for later discussion.

Step 3:

- Reading Passage Identification:
- Provide a selected passage from the learning resources.
- Guide students to read the passage and underline all the complex prepositions they can find.
- Discuss the identified prepositions as a class, ensuring understanding of their use in context.

Step 4:

- Text Exploration Activity:
- Hand out various excerpts from books or articles and have students read and underline complex prepositions as they encounter them.
- Encourage discussion about how these prepositions influence the meaning and flow of the text.

Conclusion (5 minutes)

- Summarize key points discussed during the lesson, reinforcing the definition, examples, and importance of complex prepositions.
- Conduct a brief interactive quiz using an online platform (like Kahoot) to reinforce the main topics covered, focusing on identifying complex prepositions.
- Prepare learners for the next session by hinting at a discussion on how prepositions can change meaning in sentences, encouraging them to think about examples.

Extended Activities

1. Creative Writing Assignment: Have students write a short paragraph or story incorporating at least five complex prepositions and share it with the class.
2. Preposition Hunt: Assign students a homework activity where they find a piece of writing (from a book, article, or online) and list all complex prepositions found, discussing their effect on the text's meaning.
3. Peer Teaching: After the lesson, pair students and have them teach each other about complex prepositions using examples from their own writing or research.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Complex Prepositions

Specific Learning Outcomes

By the end of the lesson, learners should be able to:

- Use complex prepositions in sentences.
- Embrace the use of complex prepositions in oral and written communication.

Key Inquiry Question(s)

- How do you describe where something is located?

Learning Resources

- Skills in English, Pg 161-162.
- Teacher's Guide.

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on basic prepositions.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts of complex prepositions. Encourage students to provide examples as they come across complex prepositions in the text.

Lesson Development (30 minutes)

Step 1: Introduction to Complex Prepositions (10 minutes)

- Explain what complex prepositions are and provide examples (e.g., "in front of," "next to," "due to").
- Discuss the function of each complex preposition and how it differs from simple prepositions.

Step 2: Group Activity - Sentence Formation (10 minutes)

- In small groups, learners brainstorm and create sentences using a selection of complex prepositions.
- Each group should come up with at least three sentences each and be prepared to share them with the class.

Step 3: Fill in the Blanks Exercise (5 minutes)

- Hand out a worksheet with sentences containing blanks where complex prepositions should be.

- Learners will fill in the blanks individually, then review their answers with a partner to promote collaborative correction and learning.

Step 4: Peer Sharing and Feedback (5 minutes)

- Select a few groups to share their created sentences and the filled-in sentence examples.
- Encourage classmates to provide constructive feedback on the use of complex prepositions in the sentences.

Conclusion (5 minutes)

- Summarize the key points discussed, reinforcing the definition and examples of complex prepositions.
- Conduct a brief interactive activity, such as a quick quiz or a "preposition race" where learners must identify and place their examples of complex prepositions on the board.
- Prepare learners for the next session by previewing upcoming topics related to descriptive language or linking words.

Extended Activities

- Writing Assignment: Ask learners to write a short paragraph about their favorite place using at least five different complex prepositions.
- Preposition Hunt: Assign students to find examples of complex prepositions in their favorite books or articles and present their findings in the next lesson.
- Creative Group Project: Have students create a visual slideshow or poster illustrating complex prepositions in a real-world context (e.g., a map or a scene description).

Teacher Self-Evaluation

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Poetry: Characters

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Define the term "persona" in poems.
- Identify the persona and other characters in poems.
- Acknowledge the importance of characters in literary appreciation.

Key Inquiry Question:

- How do you identify the persona in a poem?

Learning Resources:

- Skills in English, pg. 162-164
- Lesson notes
- Grade-appropriate poems
- Digital devices

Organisation of Learning:

Introduction (5 minutes)

- Engage students with a quick review of the previous lesson on poetic elements and their significance.
- Introduce the concept of "persona" in poetry, guiding learners to read and discuss relevant sections from the provided learning resources. Focus on understanding key concepts.

Lesson Development (30 minutes)

Step 1: Define Persona (10 minutes)

- Facilitate a discussion to define "persona" in poetry. Ask guiding questions such as:
- What do you think a persona in a poem represents?
- How can the persona differ from the poet?
- Write down their responses on the board to build a collective definition.

Step 2: Brainstorming Session (10 minutes)

- In pairs, students brainstorm examples of personas they might have encountered in previous readings or songs.

- Each pair presents their examples to the class. Facilitate discussion by asking how they identified the personas.

Step 3: Identify Characters (5 minutes)

- Read aloud a grade-appropriate poem.
- Ask students to work individually to identify the persona and any other characters present in the poem. Provide specific lines for reference, highlighting characteristics or emotions.

Step 4: Group Discussion (5 minutes)

- Put students into small groups to discuss their findings. They should answer questions such as:
- Who is the persona?
- What role do the other characters play in the poem?
- Groups will share key insights with the larger class.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson:
- Understanding the meaning of "persona"
- Importance of identifying personas and characters in poems.
- Conduct a brief interactive activity, such as a quick quiz or "define it in your own words" exercise to reinforce the main topics.
- Preview upcoming topics: discussing themes and emotions conveyed by the persona in poetry.

Extended Activities:

- Poem Creation: Have students write their own short poems, creating a distinct persona they want to express. They should identify the persona and additional characters used in their poems.
- Character Analysis Assignment: Assign students to analyze a poem of their choice, identifying the persona and characters, and then reflecting on their significance in a written response.
- Group Presentation: In groups, students can prepare a presentation analyzing a specific poem by addressing the persona and characters, focusing on their role in the poem's message and themes.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Poetry: Characters

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Identify the behavior of characters in poems.
2. Describe the behavior and character traits of the persona and other characters in poems.
3. Acknowledge the importance of characters in literary appreciation.

Key Inquiry Question(s):

- How do you tell the behavior of the characters in poems?

Learning Resources:

- Skills in English pg 164-165
- Teacher's Guide
- Grade Appropriate Poems

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson by asking students to recall key concepts previously discussed about poetry.
- Introduce today's focus on characters in poems through a brief discussion about what they think character behavior means in poetry.

Lesson Development (30 minutes)

Step 1: Understanding Character Behavior (10 minutes)

- Discuss with the class what behavior means and how it can manifest in a poem.
- Introduce the concept of adjectives to describe character traits. Provide examples (e.g., "brave," "fearful," "thoughtful").
- Read a selected poem together as a class, focusing on identifying the persona and other characters.

Step 2: Group Discussion (10 minutes)

- Divide the class into small groups.
- Each group will discuss the poem read, focusing specifically on identifying character behavior and traits.
- Guide them to look for lines in the poem that showcase character actions or emotions.

Step 3: Character Trait Table Activity (5 minutes)

- Provide groups with a blank table template where they can fill in the character's behavior and traits based on the poem.
- Encourage students to use suitable adjectives from their previous discussions to articulate their findings.

Step 4: Sharing Insights (5 minutes)

- Each group shares their completed tables with the class.
- Open the floor to a brief discussion about the importance of these characters and their traits in enhancing the understanding of the poem.

Conclusion (5 minutes)

- Summarize the key points discussed: the ways to identify character behavior, traits observed, and their importance.
- Reinforce the lesson's concepts through a quick interactive activity: Ask each student to think of one character from a poem they know and describe them using one adjective.
- Prepare learners for the next session by previewing upcoming topics such as analyzing themes in poetry and asking them to consider how themes relate to character behavior.

Extended Activities:

- Poetry Character Map: Assign students to create a character map of their favorite poem, detailing the traits and behavior of characters, along with textual evidence to support their descriptions.
- Character Perspective Writing: Ask students to write a short monologue from the perspective of one of the characters in a poem, reflecting on their feelings and behaviors.
- Poem Creation: Encourage students to write a short poem with defined characters based on specific traits they choose, incorporating the language learned in class about character behavior.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Assessing Writing

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:
 1. Identify the qualities of a well-written composition.
 2. Discuss how the qualities should be presented in a well-written composition.
 3. Acknowledge the qualities of a well-written composition.

Key Inquiry Question:

- What are the qualities of a good composition?

Learning Resources:

- Skills in English, pp. 165-168
- Teacher's Guide
- Lesson notes
- Samples of well-written compositions

Organization of Learning

Introduction (5 minutes)

- Review the previous lesson on the writing process.
- Guide learners to read and discuss relevant content from the learning resources, with a focus on understanding the key concepts regarding the qualities of a good composition.

Lesson Development (30 minutes)

***Step 1:** Explain the Meaning of Assessing Writing (5 minutes)*

- Introduce the concept of assessing writing.
- Discuss why assessing writing is important (e.g., improving writing skills, understanding audience, etc.).
- Encourage students to share any previous experiences with assessing writing in peer reviews or feedback sessions.

***Step 2:** Identify Qualities of Good Composition (10 minutes)*

- Distribute a passage outlining the qualities of good composition (e.g., clarity, coherence, creativity, grammar).
- In groups, have students read the passage and identify the specific qualities mentioned.
- Each group will share their findings with the class.

Step 3: Discuss Criteria for Assessment (10 minutes)

- Have students brainstorm criteria they believe should be used to assess the quality of a composition (e.g., organization, language use, punctuation).
- Guide a conversation on how these criteria impact the overall effectiveness of a piece of writing.

Step 4: Assess Sample Compositions (5 minutes)

- Provide students with samples of well-written compositions from the coursebook.
- In their groups, have students assess the samples based on the identified qualities and criteria.
- Each group will present one aspect of their assessment to the class.

Conclusion (5 minutes)

- Summarize the key points about the qualities of a well-written composition and the process of assessing writing.
- Conduct a brief interactive activity, such as a "think-pair-share," where students can discuss one quality they believe is most important and why.
- Prepare learners for the next session by previewing a related topic, such as "Writing Techniques."

Extended Activities:

- Compose and Assess: Assign students to write a short composition on a given topic. After writing, they should exchange their work with a peer for feedback based on the discussed criteria.
- Quality Standards Chart: Have students create a visual chart of the qualities of good writing and examples of pieces that exemplify those qualities. They can use this chart as a reflective tool for their future writing assignments.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Assessing Writing

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
 1. Write a composition related to the theme.
 2. Assess a composition against predesigned criteria.
 3. Value the need for clarity and cohesion in writing communication.

Key Inquiry Question(s):

- How can you make your composition interesting?

Learning Resources:

- Skills in English pg 168-169.
- Teacher's Guide.

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson, focused on composition writing.
- Discuss the importance of clarity and cohesion in written communication.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.

Lesson Development (30 minutes):

Step 1:

- Group Activity: In small groups, learners will brainstorm attributes of an effective composition. They will create a checklist with at least 5 criteria, such as clarity, organization, creativity, grammar, and adherence to the theme.

Step 2:

- Individual Writing: Each learner will choose a topic related to the assigned theme and compose a short piece (1-2 paragraphs) based on their criteria checklist.

Step 3:

- Peer Assessment: Learners will exchange compositions with a partner. Using the checklist, they will assess each other's work and provide constructive feedback, focusing on how well the composition meets the outlined criteria.

Step 4:

- Revision and Display: After receiving feedback, learners will revise their compositions to improve clarity and cohesion. Selected compositions can be displayed in the classroom for peer review and discussion.

Conclusion (5 minutes):

- Summarize the key points about writing clear and cohesive compositions and the importance of self and peer assessment.
- Conduct a brief interactive activity, such as a 'pop quiz' where learners state one thing they will improve in their writings based on what they learned today.
- Preview the next session, introducing the topic of literary devices and how they enhance writing.

Extended Activities:

- Writing Journal: Maintain a writing journal where students reflect on their writing process and apply the criteria they created. They can write weekly entries about different composition techniques, themes, or assessments they have experienced.
- Creative Writing Group: Form a creative writing club where students can share their compositions and collaborate on joint writing projects outside of class time.
- Research Assignment: Have learners choose a famous author and research their writing style. They will present their findings, focusing on how clarity and cohesion are used in that author's works.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Heroes and Heroines: World. Listening and Speaking

Sub Strand: Diphthongs

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Identify words with the diphthongs /au/ and /ua/ in a text.
- Use online and print dictionaries to search for words with diphthongs.
- Advocate the need for accurate pronunciation in oral communication.

Key Inquiry Question:

- Why is it important to pronounce words correctly?

Learning Resources:

- Skills in English, pages 170-173
- Flashcards with words featuring targeted diphthongs
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson focused on vowel sounds and their impact on pronunciation and comprehension.
- Guide learners to read the relevant content from the learning resources, emphasizing understanding of diphthongs and their importance in oral communication.

Lesson Development (30 minutes)

Step 1: Introduction to Diphthongs (10 minutes)

- Begin with a brief explanation of what diphthongs are, using a simple definition.
- Write the diphthongs /au/ and /ua/ on the board.
- Provide examples of words that contain these diphthongs (e.g., "out," "house," "aura," "quota").
- Facilitate a group discussion on their characteristics and how they differ from single vowel sounds.

Step 2: Word Identification (10 minutes)

- Distribute flashcards featuring various words containing the diphthongs /au/ and /ua/.
- In groups, learners will sort the words into categories based on the diphthong they contain.

- Students will then discuss the meanings of words in their groups, using dictionaries as necessary to assist in their understanding.

Step 3: Reading Practice (5 minutes)

- Provide a short passage that includes multiple instances of the /au/ and /ua/ diphthongs.
- Read the passage aloud as a class, modeling good pronunciation of the diphthongs.
- Have learners read the passage in pairs, focusing on accurately pronouncing the diphthongs, while monitoring each other's pronunciation.

Step 4: Reflection on Importance (5 minutes)

- Engage learners in a discussion based on the key inquiry question: "Why is it important to pronounce words correctly?"
- Invite students to share experiences or examples of how mispronunciation can change meaning or hinder communication.
- Emphasize the importance of clear pronunciation in everyday communication as part of understanding and being understood.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson regarding diphthongs /au/ and /ua/, and their relevance in effective communication.
- Conduct a quick interactive quiz where students shout out words containing the diphthongs when prompted.
- Preview the next session's topic, which will cover complex vowel combinations and their effects on word meaning.

Extended Activities:

- Diphthong Scavenger Hunt: Learners can search through their favorite books or articles (online or print) and find at least five words with diphthongs /au/ and /ua/.
- Pronunciation Recordings: Students can create audio recordings of themselves reading words and sentences with the diphthongs. They can listen to these recordings to self-assess and improve their pronunciation.
- Creative Writing: Have learners write a short story or dialogue that incorporates a set number of words with diphthongs, emphasizing their use in context.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Sentence Stress

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Identify stressed and unstressed words in sentences.
- Use emphatic stress in words to convey meanings.
- Acknowledge the need for using stress in oral communication.

Key Inquiry Question:

- How does stress help us to convey different meanings?

Learning Resources:

- Skills in English, pages 173-174
- Teacher's Guide

Organisation of Learning

Introduction (5 minutes)

- Briefly review the previous lesson on the basics of oral communication.
- Guide learners to read and discuss relevant content from the provided learning resources, focusing on the understanding of the key concepts related to sentence stress.

Lesson Development (30 minutes)

Step 1: Introduction to Stressed and Unstressed Words (10 minutes)

- Introduce the concept of stressed and unstressed words. Explain how stress can change the meaning of a sentence ("I never said she stole my money" - emphasis on different words changes the meaning).
- Provide examples and ask students to identify stressed words together as a group.

Step 2: Group Practice in Identifying Stress (10 minutes)

- Divide the class into small groups. Provide each group with a set of sentences from the textbook.
- Instruct groups to underline the stressed words in each sentence and discuss their reasoning for the choices. Circulate among groups to offer assistance and clarify concepts.

Step 3: Reading with Emphasis (5 minutes)

- Each group will read their sentences aloud, placing stress on the underlined words. Encourage them to experiment with different sentences to see how stress can alter the meaning.
- Call on a few groups to present their sentences to the class, reinforcing the learning through peer teaching.

Step 4: Poetry and Stress Application (5 minutes)

- Hand out a poem that includes diverse word choices. Instruct groups to read the poem aloud, identifying which words should be stressed for emphasis and mood.
- Have a few groups perform their readings for the class, allowing for feedback from peers on the effectiveness of their emphatic stress.

Conclusion (5 minutes)

- Summarize key points learned about stressed and unstressed words and their importance in communication.
- Conduct a brief interactive activity: Ask students to pair up and create two sentences that convey different meanings through stress, then share with the class.
- Prepare learners for the next session by previewing the upcoming topic regarding intonation in speech.

Extended Activities:

- Activity 1: Create a short skit in pairs where stress on certain words alters the meaning of their dialogue.
- Activity 2: Students can write a reflective paragraph about how proper sentence stress could change the way they communicate in everyday conversations.
- Activity 3: Assign students to find a song or a poem that uses emphatic stress and present it to the class, explaining which words are stressed and why.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Extensive Reading: Grade Appropriate Fiction

Specific Learning Outcomes

By the end of the lesson, the learner should be able to:

1. Select reading texts from a collection of books or library.
2. Use digital devices to search and watch a video clip on how to select appropriate reading materials.
3. Acknowledge the factors to consider when choosing reading texts.

Key Inquiry Question

- What should one consider when choosing a reading text?

Learning Resources

- Skills in English, pages 175-177
- Teacher's Guide
- Lesson notes
- Digital devices for video viewing

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson by asking students to recall key points about reading comprehension.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts such as interests, readability, and themes.

Lesson Development (30 minutes)

Step 1: Watch Video (10 minutes)

- In groups, learners watch a short video clip that explains how to select a good reading text. After watching, groups discuss what factors were mentioned in the video.

Step 2: Skim and Identify (5 minutes)

- Each group skims through a passage in their books that includes various reading texts. They identify the main idea and discuss how it relates to selecting reading materials.

Step 3: Read and Analyze (10 minutes)

- Read a designated passage that outlines strategies for selecting appropriate texts. Each group reviews the text and highlights important information regarding the selection process.

Step 4: Selection Activity (5 minutes)

- Use a selection of books (or a virtual library) to choose a reading text. Discuss the factors considered in their choice, such as genre, author, and personal interest.

Conclusion (5 minutes)

- Summarize key points discussed in the lesson, including the factors important when choosing a reading text.
- Conduct a brief interactive quiz, asking students to share one factor they believe is important when selecting a book to read.
- Preview the next session's topic on genres of fiction and encourage students to think about their favorite genres for the discussion.

Extended Activities

1. Reading Journal: Encourage students to keep a reading journal where they can write about the books they choose, reflecting on why they selected them and what they liked or didn't like about them.
2. Book Review: Assign students to read a book of their choice and write a short review based on the factors discussed in class, sharing it with their peers.
3. Group Presentation: Groups can create a presentation on a specific genre of fiction, including examples of authors and books, discussing why someone might choose or avoid that genre.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Extensive Reading: Grade Appropriate Fiction

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:
 1. Read texts for information and enjoyment.
 2. Write a review of the book read.
 3. Appreciate the role of extensive reading in lifelong learning.

Key Inquiry Question(s):

- How does reading widely help us learn better?

Learning Resources:

- Skills in English, pg 177-179
- Dictionary

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on the importance of fiction in understanding diverse perspectives.
- Introduce today's lesson by discussing how reading widely can enhance our learning and enjoyment. Ask students to share any recent books they have read and their impressions.

Lesson Development (30 minutes)

Step 1: Independent Reading (10 minutes)

- Have students choose a chapter or a section of a fiction text from the learning resources and read silently.
- Encourage students to select something they haven't read before to expand their horizons.

Step 2: Vocabulary Exploration (5 minutes)

- Once they finish reading, students will use a dictionary to find the meanings of at least three unfamiliar words from the text they read.
- They will write down these words and their definitions in their notebooks.

Step 3: Discussion and Interpretation (10 minutes)

- In small groups, students will share their thoughts on what they found interesting in their reading and discuss the subjects addressed in the text.

- Each student will explain their choice of text and what made it engaging or valuable to them.

Step 4: Writing a Review (5 minutes)

- Students will individually write a brief review of their favorite fictional text, including details about the plot, characters, and the themes they found compelling.
- Remind them to include why they recommend this book to others.

Conclusion (5 minutes)

- Summarize key points discussed in the lesson, including the benefits of extensive reading and the skills developed while reading for enjoyment.
- Conduct an interactive review: Ask students to share one new word they learned today and how it can enhance their understanding when reading.
- Prepare learners for the next session by previewing the next focus on comparing different fictional genres and their impacts on readers.

Extended Activities

- Book Club: Organize a monthly book club where students can discuss a selected text in detail, sharing insights and encouraging a dialogue about different interpretations.
- Reading Log: Encourage students to keep a reading log of all the books they read throughout the school year, noting down their thoughts, favorite chapters, and new vocabulary.
- Creative Project: Students could create a visual or multimedia project based on their favorite book, summarizing the theme, characters, and plot in a creative way, such as a video presentation or poster.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Conjunctions: Correlative Conjunctions

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Identify correlative conjunctions in texts.
- Use digital or print resources to find and understand correlative conjunctions and their functions.
- Acknowledge the functions of correlative conjunctions in texts.

Key Inquiry Questions:

1. What are correlative conjunctions?
2. What are the functions of the different correlative conjunctions?

Learning Resources:

- Skills in English, pages 180-181
- Digital devices (for Internet research)
- Charts with correlative conjunctions
- Lesson notes
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on conjunctions.
- Engage learners in a brief discussion: Ask them what they know about conjunctions and lead them to the definition of correlative conjunctions.
- Highlight some common examples of correlative conjunctions (e.g., either/or, neither/nor, both/and).

Lesson Development (30 minutes)

Step 1: Definition and Explanation (10 minutes)

- In groups of 3, learners define correlative conjunctions.
- Provide each group with charts that list common pairs of correlative conjunctions.
- Encourage learners to discuss how these conjunctions function to connect ideas in a sentence.

Step 2: Finding Examples in Texts (10 minutes)

- Assign groups to read selected passages from "Skills in English."
- Each group identifies and lists correlative conjunctions within their passage.
- Groups should also note how these conjunctions connect the ideas in the sentences.

Step 3: Digital Resource Exploration (5 minutes)

- Using digital devices, guide each group to explore the Internet or electronic resources for additional examples of correlative conjunctions in use.
- Learners should find at least two sentences that utilize correlative conjunctions, noting the context of their usage.

Step 4: Sharing Findings (5 minutes)

- Groups will present their identified sentences and explain how the correlative conjunctions function in those sentences to the class.
- Facilitate a discussion on the variety of contexts where correlative conjunctions can be used.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson, emphasizing the definition, examples, and functions of correlative conjunctions.
- Conduct a brief interactive activity, such as a 'find-the-conjunctions' game where students look for correlative conjunctions in a text projected on the board.
- Preview the next session's topic (e.g., moving to subordinating conjunctions) and encourage learners to think about connections they notice in their reading materials.

Extended Activities:

1. Creative Writing Challenge: Have students write a short paragraph or poem that includes at least five pairs of correlative conjunctions.
2. Presentation: Learners could create a poster or digital presentation demonstrating the use of various correlative conjunctions, complete with examples and illustrations.
3. Peer Review: In pairs, students exchange their written work and identify the correlative conjunctions used in each other's texts, providing feedback on their function.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Conjunctions: Correlative Conjunctions

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Use correlative conjunctions in sentences correctly.
- Appreciate the use of correlative conjunctions for effective communication.

Key Inquiry Question(s):

- How do we join sentences?

Learning Resources:

- Skills in English, pg 181-182
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on conjunctions, briefly highlighting what was covered.
- Guide learners in reading and discussing the relevant content from the learning resources, ensuring a focus on understanding correlative conjunctions.

Lesson Development (30 minutes)

- **Step 1:** Introduction to Correlative Conjunctions (10 minutes)
 - Introduce the concept of correlative conjunctions (e.g., neither/nor, either/or, both/and, not only/but also).
 - Provide examples and have students identify the pairs in sentences. Engage them with questions to ensure understanding.
- **Step 2:** Group Activity - Sentence Rewriting (10 minutes)
 - Divide students into small groups.
 - Provide groups with sentences that use separate clauses.
 - Task: Rewrite the sentences as one using the appropriate correlative conjunction from the brackets given. For example: "She will go to the store. She will also go to the park." (both/and)
- **Step 3:** Create Original Sentences (5 minutes)

- Still in their groups, ask students to create their own sentences using specific correlative conjunctions. Encourage creativity by having them link different ideas or components from their interests, hobbies, etc.

- Step 4: Sharing and Feedback (5 minutes)

- Have groups share their sentences with the class.
- Provide constructive feedback on the usage of correlative conjunctions. Encourage peers to give feedback on sentence clarity and effectiveness.

Conclusion (5 minutes)

- Summarize the key points discussed: the definition and function of correlative conjunctions.
- Conduct a brief interactive activity such as a quiz or a matching game with correlative conjunctions to reinforce the main topics.
- Prepare learners for the next session by providing a preview of future topics, such as complex sentences, and questions to consider (e.g., "What happens when we use correlative conjunctions incorrectly?").

Extended Activities:

- Assign students to create a short story (150-200 words) that includes at least five pairs of correlative conjunctions. They can then present their stories in small groups, focusing on the conjoining of ideas.
- Encourage learners to keep a 'conjunction diary' for a week, where they note down sentences they hear in conversations or read in their texts that use correlative conjunctions, along with their meanings or contexts.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Play: Style

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Explain the meaning of flashbacks, flash-forwards, and personification in a play.
- Read and identify features of style: flashbacks, flash-forwards, and personification used in a play.
- Acknowledge the importance of stylistic features in literary appreciation.

Key Inquiry Question(s):

- Why do authors use flashbacks, flash-forwards, and personification in plays?

Learning Resources:

- Skills in English (pg 183-188)
- Excerpts of Play
- Lesson notes
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson by asking students to recall key elements discussed in terms of play structure.
- Guide learners to read and discuss relevant content (pg 183-188) from the Skills in English textbook, focusing on the understanding of flashbacks, flash-forwards, and personification.

Lesson Development (30 minutes)

Step 1: Introduction to Concepts (10 minutes)

- Introduce the concepts of flashbacks, flash-forwards, and personification.
- Use simple definitions and examples from popular plays or films that students may know.
- *Flashback:* A scene set in a time earlier than the main story.
- *Flash-Forward:* A scene that takes the narrative forward in time.
- *Personification:* Giving human qualities to non-human entities.
- Encourage students to take notes and highlight key points in their textbooks.

Step 2: Group Discussion (10 minutes)

- Divide the class into small groups and provide each group with excerpts from a play that includes instances of the defined stylistic features.
- In their groups, learners will:
- Discuss the meanings of flashbacks, flash-forwards, and personification in the context of the excerpts.
- Identify specific examples of each stylistic feature in the text.

Step 3: Highlighting Features (5 minutes)

- Have each group share one instance of each stylistic feature they identified.
- As a class, compile a list on the board of examples represented in the excerpts, discussing the significance of each and how they contribute to the overall narrative.

Step 4: Questions and Answers (5 minutes)

- Engage the class in a Q&A session based on their reading and analysis.
- Pose guiding questions:
- "How do flashbacks enhance our understanding of characters?"
- "What role does personification play in conveying emotion in a scene?"
- Allow students to express their thoughts, encouraging them to think critically about the use of these features.

Conclusion (5 minutes)

- Summarize key points covered in the lesson, reinforcing the definitions and importance of stylistic features in plays.
- Conduct a brief interactive activity, such as a matching game where students match definitions to the correct terms (flashback, flash-forward, personification).
- Preview the next lesson by introducing the concept of character development and its relation to the stylistic elements learned today.

Extended Activities:

- Creative Assignment: Ask students to write a short scene for a play using at least one flashback, one flash-forward, and one instance of personification.
- Research Task: Encourage students to find examples of their favorite plays or movies that use similar stylistic features and share their findings in the next class.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Play: Style

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Relate features of style to the meaning of a Play.
- Role-play specific parts where flashbacks, personification, and flash-forwards have been used in the excerpt.
- Acknowledge the importance of features of style in Plays.

Key Inquiry Question(s):

- What is the role of memories, dreams, and story within a story in a flashback?

Learning Resources:

- Skills in English pgs 188-189 (Excerpts of Play)
- Digital devices (for research and presentation)

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson, focusing on narrative techniques in plays.
- Guide learners to read and discuss relevant content from the learning resources while emphasizing understanding the key inquiry question.

Lesson Development (30 minutes)

Step 1: Group Discussion (10 minutes)

- In small groups, learners discuss the role of memories, dreams, and story within a story in relation to flashback techniques.
- Each group shares their insights with the class, reinforcing the concept of how these elements affect narrative understanding.

Step 2: Features of Style Analysis (10 minutes)

- Guided by the teacher, learners will analyze excerpts from the play to identify features of style, discussing how these elements contribute to the overall meaning and tone of the play.
- Focus on identification of flashbacks, flash-forwards, and techniques like personification.

Step 3: Role-Playing (5 minutes)

- Groups will select specific scenes incorporating the identified style features (flashbacks, flash-forwards, and personification) and prepare a brief role-play.
- Each group performs their scene, highlighting the emotional and thematic importance of these techniques.

Step 4: Class Reflection (5 minutes)

- After role-playing, conduct a reflection session where students express their thoughts on how the different techniques influenced their understanding of the play's themes and characters.

Conclusion (5 minutes)

- Summarize key points discussed throughout the lesson, highlighting the relationship between stylistic features and play comprehension.
- Conclude with an interactive quiz or thumbs-up/thumbs-down activity to reinforce the main topics.
- Preview the next lesson that will delve deeper into character development and dialogue in plays, encouraging students to think about how characters convey themes.

Extended Activities:

- Creative Assignment: Write a short scene for a play that utilizes at least two of the identified stylistic features (flashback, flash-forward, personification). Students can then act out their scenes in small groups.
- Research Assignment: Investigate a famous play and create a presentation focused on how the playwright's use of style contributes to the overall meaning and themes.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Narrative Compositions

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Identify the elements of a narrative composition.
- Read samples of narrative composition for identification of introduction, body, and conclusion.
- Acknowledge the elements of narrative compositions.

Key Inquiry Question(s):

- How should we organize our compositions?

Learning Resources:

- Skills in English pg 190-191
- Teacher's Guide
- Samples of Narrative Compositions

Organisation of Learning

Introduction (5 minutes)

- Begin with a brief review of the previous lesson to activate prior knowledge.
- Introduce the key inquiry question.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of narrative components: introduction, body, and conclusion.

Lesson Development (30 minutes)

Step 1: Identifying Components (10 minutes)

- In pairs, have students read a selected narrative composition from their textbooks.
- Ask them to highlight or underline the introduction, body, and conclusion in the text.
- Circulate and assist groups as needed.

Step 2: Group Discussion (10 minutes)

- Bring the class back together and facilitate a discussion where each pair shares their findings.
- Create a KWL (Know, Want to know, Learned) chart on the board that outlines what students know about narrative compositions and what they want to find out more about.

Step 3: Element Analysis (5 minutes)

- Provide a brief explanation of the key elements of narrative compositions (characters, setting, plot, conflict, resolution).
- In structured groups, students analyze another sample composition for these narrative elements, which they will mark in their texts.

Step 4: Peer Review (5 minutes)

- Ask groups to exchange their compositions with another group.
- Each group provides feedback on each narration using a simple checklist based on the elements discussed (introduction, body, conclusion, and narrative elements).

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, touching on how the parts of a narrative fit together.
- Conduct a brief interactive activity, such as a quick quiz or a shared class feedback session where students can ask one question they still have.
- Preview topics for the next lesson, hinting at how to develop their narratives further through character development.

Extended Activities:

- Creative Writing Task: Ask students to write a short narrative composition based on a prompt of your choice, using the elements discussed in class. They can share their compositions in groups for peer feedback.
- Competition: Organize a "Best Narrative" competition where students can submit their narratives for fun prizes.
- Reading Reflection: Assign students to read a short story and write a reflective paragraph identifying the key elements of narrative structure present in the story.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Narrative Compositions

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
 1. Plan a narrative composition based on a chosen theme.
 2. Write narrative compositions using the elements of narrative composition.
 3. Appreciate the role of background information in creating credible stories.

Key Inquiry Question:

- How should we organise our compositions?

Learning Resources:

- Skills in English pg 191-192
- Writing books
- Teacher's Guide

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on narrative elements (setting, character, plot, theme, and conflict).
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of planning and organization for narrative writing.

Lesson Development (30 minutes)

Step 1: Brainstorming Topics (10 minutes)

- In small groups, learners brainstorm possible topics for narrative compositions based on a specified theme (e.g., "Overcoming Challenges").
- Each group lists their ideas on paper and prepares to share their favorites with the class.

Step 2: Planning the Composition (10 minutes)

- Using one of the brainstormed topics, each group creates an outline for their narrative composition.
- They should identify key elements: introduction, rising action, climax, falling action, and resolution, ensuring they have a clear structure.

Step 3: Writing the Composition (5 minutes)

- Learners write a draft of their narrative composition based on the outline they created in Step 2.
- Encourage the use of descriptive language and dialogue to bring their stories to life.

Step 4: Peer Review and Revisions (5 minutes)

- Once drafts are completed, learners exchange their compositions with a peer for feedback.
- They should focus on clarity, organization, and adherence to narrative elements.
- After receiving feedback, learners make revisions to improve their narratives.

Conclusion (5 minutes)

- Summarize the key points discussed: the importance of planning, the elements of a narrative, and the relevance of background information.
- Conduct a brief interactive quiz or discussion to reinforce these main topics.
- Preview the next session's focus on crafting effective dialogue within narratives, encouraging learners to think about how dialogue can enhance storytelling.

Extended Activities:

- Have students read a short story or excerpt from a novel and identify the elements of narrative within it, sharing their findings through a short presentation.
- Assign a creative writing task where learners must write an alternate ending to a well-known story, applying their understanding of narrative structure and character development.
- Encourage students to maintain a writing journal throughout the school year, where they can practice narrative writing regularly, focusing on different themes each month.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Social and Mass Media: Listening and Speaking

Sub Strand: Impromptu Speeches

Specific Learning Outcomes:

By the end of the lesson, learners will be able to:

- State the meaning of an impromptu speech.
- Discuss the steps used to prepare an impromptu speech.
- Acknowledge the importance of each step in the preparation process.

Key Inquiry Questions:

- What is an impromptu speech?
- In what instances might someone be called upon to make a speech without prior notice?

Learning Resources:

- Skills in English, pages 194-196
- Lesson notes
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

1. Review Previous Lesson: Start the class with a quick recap of the previous lesson, discussing any key concepts or skills learned.
2. Discussion of Key Concepts: Direct learners to read the relevant sections in the learning resources. Facilitate a brief discussion to clarify the meaning of "impromptu speech" and its relevance in real-life situations.

Lesson Development (30 minutes)

Step 1: Define Impromptu Speech (10 minutes)

- In small groups, have students search for the meaning of an "impromptu speech" using dictionaries or online resources.
- Class discussion: Have groups share their definitions and compare them with the information in the resources.

Step 2: Listening Activity (10 minutes)

- Teacher presents a short impromptu speech on a relevant topic (e.g., the impact of social media on teens).

- After the speech, students answer guided questions about the speech's structure, main ideas, and effectiveness.

Step 3: Brainstorming Session (5 minutes)

- Engage learners in a brainstorming session on the occasions where one might need to give an impromptu speech (e.g., class presentations, family gatherings, unexpected meetings).
- Write down responses on the board to visualize different scenarios.

Step 4: Steps for Preparation (5 minutes)

- Outline and discuss the steps for preparing an impromptu speech:
 1. Stay Calm: Take a moment to collect your thoughts.
 2. Listen Carefully: Understand the topic or prompt you must speak on.
 3. Organize Your Points: Quickly outline the main points you want to cover.
 4. Practice Delivery: Speak confidently and clearly, ensuring your main ideas are communicated.

Conclusion (5 minutes)

- Summary: Recap the key learnings regarding the definition and preparation steps for impromptu speeches.
- Interactive Activity: Facilitate a mini round of practice speeches where volunteers can showcase their spontaneous speaking skills. Provide positive feedback to encourage participation.
- Preview Next Session: Briefly introduce topics for the next lesson and assign students to think about a personal experience where they had to speak without preparation.

Extended Activities:

- Speech Practice: Have students practice impromptu speeches at home on various topics and be prepared to share in the following class.
- Speech Evaluation: Students can watch and evaluate impromptu speeches online (e.g., TED talks) and identify techniques used by the speakers.
- Peer Feedback: Organize pair activities where students can give each other feedback on their impromptu speaking skills based on a simple prompt provided by the teacher.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Impromptu Speeches

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
 1. Prepare an outline of an impromptu speech based on a theme.
 2. Make an impromptu speech on a selected topic.
 3. Acknowledge the importance of excellent presentation skills in speech delivery.

Key Inquiry Question:

- What makes an impromptu speech effective?

Learning Resources:

- Skills in English pg 196
- Teacher's Guide
- Digital devices (for recording speeches)

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on speech writing techniques.
- Facilitate a class discussion around the key concepts of effective speech delivery, referencing the content from the learning resources.

Lesson Development (30 minutes)

Step 1: Introduction to Impromptu Speeches (10 minutes)

- Briefly explain the characteristics of effective impromptu speeches (clarity, confidence, engagement).
- Discuss the structure of a speech: introduction, body, and conclusion, using examples to illustrate each part.

Step 2: Group Activity – Outline Preparation (10 minutes)

- Divide students into small groups.
- Assign each group a different theme (e.g., friendship, perseverance, technology).
- Instruct each group to collaboratively create an outline for their impromptu speech based on the assigned theme, incorporating the speech structure discussed earlier.

Step 3: Speech Drafting and Recording (5 minutes)

- Each group drafts their impromptu speech using their outlines. Remind them to focus on the elements of delivery (tone, pace, body language).
- Use digital devices to record their speeches as they present to the class, ensuring that every group member has a chance to speak.

Step 4: Peer Feedback and Reflection (5 minutes)

- After each presentation, facilitate a class discussion where peers provide constructive feedback on the strengths and weaknesses of each speech.
- Encourage groups to suggest specific areas for improvement, focusing on presentation skills.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, including the importance of speech structure and delivery techniques.
- Conduct a quick interactive quiz or activity (e.g., “Two Truths and a Lie” related to speeches) as a fun recap of what was learned.
- Preview the next session's topic on preparing for formal speaking engagements, encouraging students to think about their personal experiences with public speaking.

Extended Activities:

- Impromptu Speech Challenge: Organize a class competition where students randomly select topics and give a one-minute speech on the spot.
- Reflection Journal: Have students write a reflection on their experiences with impromptu speaking, focusing on what they learned about their speaking style and areas for improvement.
- Video Analysis: Ask students to find a public speaker they admire, watch a speech, and analyze the techniques used that made the speech effective.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Note Making

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Read argumentative passages on the themes.
- Identify the main ideas in passages based on the theme.
- Acknowledge the importance of main ideas in passages.

Key Inquiry Question(s):

- How do you identify the main points in a passage?

Learning Resources:

- Skills in English pg 196-198
- Lesson notes
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on reading comprehension and themes.
- Guide learners to skim relevant content from the learning resources, focusing on the concept of main ideas and how they support the overall argument of a passage.

Lesson Development (30 minutes)

Step 1: Introduction to Note Making (10 minutes)

- Explain the concept of note making and why it is important in understanding passages.
- Discuss key elements of effective note making (e.g., abbreviations, bullet points, main ideas).

Step 2: Group Reading Activity (10 minutes)

- Divide students into small groups and assign each group a different argumentative passage related to the theme.
- Instruct students to read the passage together and encourage dialogue on the main arguments presented.

Step 3: Identifying Main Ideas (5 minutes)

- Each group collaboratively identifies and lists the main ideas from their assigned passage.
- Encourage groups to highlight supporting details that reflect these main ideas.

Step 4: Group Presentation and Discussion (5 minutes)

- Have each group present their identified main ideas to the class.
- Facilitate a class discussion, prompting students to consider the significance of these ideas in understanding the author's argument.

Conclusion (5 minutes)

- Summarize key points discussed, such as what note making entails and the process of identifying main ideas.
- Conduct a quick interactive quiz or game (e.g., Kahoot) to reinforce key topics and concepts learned.
- Preview the next session which will focus on writing argumentative essays, encouraging students to think of positions they might want to argue.

Extended Activities:

1. Note Making Practice: Provide students with a selection of articles or passages to practice note making at home; they can focus on summarizing the main arguments and notes using bullet points.
2. Class Debate Preparation: Ask students to prepare for a debate on a contentious issue, encouraging them to gather arguments and main ideas as part of their preparation.
3. Peer Teaching: Let students work in pairs to teach each other how to make notes from a passage, fostering collaborative learning.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Note Making

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Outline the note-making procedures.
2. Make notes from an argumentative passage.
3. Value the importance of note-making while reading for pleasure or academic purposes.

Key Inquiry Questions:

- Why is it important to make notes?
- When is it important to make notes?

Learning Resources:

- Skills in English pg 198-200
- Digital devices
- Lesson notes

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson by discussing what note-making is and its significance.
- Guide learners to read and discuss relevant sections on note-making from the learning resources, focusing on the key concepts.

Lesson Development (30 minutes)

Step 1: Introduction to the SQ4R Method (5 minutes)

- Explain the SQ4R method (Survey, Question, Read, Recite, Review, and Reflect).
- Highlight each step's importance in effective note-making.

Step 2: Group Activity – Applying SQ4R (10 minutes)

- Divide the class into small groups and assign each a different argumentative passage on a health or media issue.
- Instruct groups to apply the SQ4R method to their assigned passage, taking notes as they go along.

Step 3: Creating Visual Aids (10 minutes)

- Guide each group to create a chart summarizing their notes.
- Encourage creativity in presenting the material while ensuring clarity and relevance.

Step 4: Peer Review (5 minutes)

- Once completed, groups exchange their charts with another group for peer review.
- Encourage constructive feedback focusing on clarity, content, and adherence to the SQ4R method.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, reiterating the significance of effective note-making.
- Conduct a brief interactive activity such as a quick quiz or group discussion to reinforce the main topics.
- Prepare learners for the next session by previewing upcoming topics focused on effective reading strategies.

Extended Activities:

- Encourage students to choose a book of their interest and practice the SQ4R method on one chapter, then present their findings in a creative format (e.g., infographic, presentation).
- Assign research on a current health issue where they summarize their findings using the note-making techniques learned.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Determiners: Numerals and Ordinals

Specific Learning Outcomes:

- Differentiate between numerals and ordinals in texts.
- Identify numerals and ordinals used as determiners in a text.
- Acknowledge the usage of numerals and ordinals in texts.

Key Inquiry Question:

- Which words do we use to show quantities of nouns?

Learning Resources:

- Skills in English pg 202-203
- Teacher's Guide
- Lesson notes

Organisation of Learning:

Introduction (5 minutes)

- Briefly review the previous lesson on determiners.
- Pose the key inquiry question to stimulate discussion.
- Guide learners to read specific content from the learning resources, focusing on understanding numerals and ordinals as determiners.

Lesson Development (30 minutes)

Step 1: Explain the Meaning of Numerals and Ordinals (10 minutes)

- In groups, learners discuss the definitions of numerals and ordinals.
- Provide examples (e.g., "one", "two", "first", "second") and ask groups to come up with their own examples.
- Share and discuss findings as a class.

Step 2: Search for Ordinals and Numerals (10 minutes)

- Using digital devices or print materials, learners hunt for sentences that contain numerals and ordinals.
- Encourage them to write down the sentences and identify the context.

Step 3: Reciting Poems (5 minutes)

- Provide learners with a selection of poems or limericks that feature numerals and ordinals.

- Allow groups to choose a poem, practice reciting it, and present it to the class, highlighting the numerals and ordinals during their reading.

Step 4: Reading and Annotating (5 minutes)

- Provide a short passage for learners to read.
- Instruct them to underline all the numerals and ordinals they can find that serve as determiners.
- Utilize this as a quick assessment to check their understanding of the learning objectives.

Conclusion (5 minutes)

- Summarize the key points learned about numerals and ordinals.
- Conduct a brief interactive activity, such as a quiz game, where students identify numerals and ordinals from flashcards.
- Preview the next lesson which will delve into different types of determiners beyond numerals and ordinals, suggesting students think about examples they encounter in their everyday reading.

Extended Activities:

1. Create a Numeral and Ordinal Scavenger Hunt: Learners can create a scavenger hunt list of items using specific numerals and ordinals, either in a real or digital environment.
2. Write a Short Story or Poem: Encourage students to write a story or poem that includes at least five numerals and five ordinals, integrating them in meaningful ways.
3. Present Findings: Have students form groups to present their findings on the use of numerals and ordinals across different genres (e.g., advertisements, newspapers, stories).

Teacher Self-Evaluation:

WEEK 9: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Determiners: Numerals and Ordinals

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- State the names of objects and events in the school that can be described using numerals and ordinals.
- Use numerals and ordinals as determiners in sentences.
- Appreciate the need for well-formed sentences in communication.

Key Inquiry Question:

- Why is it important to quantify nouns?

Learning Resources:

- Skills in English, pg. 204
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on determiners, focusing on their role in sentences.
- Guide learners to read and discuss relevant content from the learning resources, highlighting numerals and ordinals and their applications.

Lesson Development (30 minutes):

Step 1: Identifying Objects (10 minutes)

- Activity: In groups of 3-4, learners will identify objects and events in the school (e.g., classrooms, sports events, library books) that can be described using numerals and ordinals.
- Outcome: Each group will create a list of at least 5 items.

Step 2: Constructing Sentences (10 minutes)

- Activity: Using the identified objects and events, learners will construct sentences that use numerals and ordinals as determiners (e.g., "There are three classrooms on the first floor.").
- Outcome: Each group presents 1-2 sentences to the class.

Step 3: Sentence Transformation (5 minutes)

- Activity: Learners will exchange sentences with another group and rewrite them, swapping numerals with ordinals and vice versa (e.g., changing “Third place was won by John.” to “John came in 3rd position.”).
- Outcome: Groups will display their transformed sentences on the board.

Step 4: Class Discussion (5 minutes)

- Activity: Conduct a class discussion on how the meaning of sentences changes with the use of numerals and ordinals.
- Outcome: Facilitate dialogue on proper usage and the significance of clarity in communication.

Conclusion (5 minutes):

- Summarize the key points, emphasizing the importance of numerals and ordinals in forming clear and effective sentences.
- Conduct a brief interactive activity: Ask students to raise their hands for different ordinal positions (e.g., "Who's in 1st place?", "2nd place?").
- Preview the next session: Discuss upcoming topics, such as the use of adjectives with quantifiers.

Extended Activities:

- Homework Assignment: Write a short descriptive paragraph about a recent school event, using at least five nouns with appropriate numerals and ordinals.
- Group Project: Create a poster that illustrates the use of numerals and ordinals in the context of school activities (e.g., sports, clubs) to present to the class in the next lesson.

Teacher Self-Evaluation:

WEEK 9: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Play: Project

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Differentiate between costumes and props.
- Identify simple props and costumes that create mood and atmosphere.
- Acknowledge the importance of simple props and costumes in a play.

Key Inquiry Question(s):

- How does an acted play differ from a written one?

Learning Resources:

- Skills in English pg 205-207
- Excerpt of Plays
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on elements of drama.
- Guide learners through relevant content from the learning resources, emphasizing the key concepts of costumes and props and their roles in play production.

Lesson Development (30 minutes)

Step 1: Introduction to Props and Costumes (10 minutes)

- Engage students in a class discussion to define what props and costumes are, providing examples.
- Discuss how each contributes to the overall mood and atmosphere of a play.

Step 2: Analyzing Video Clips (10 minutes)

- In small groups, watch selected video clips of a dramatized excerpt from a play.
- After watching, focus on identifying specific props and costumes used in the clips, discussing how they enhance the overall performance and atmosphere.

Step 3: Reading Excerpts (5 minutes)

- Distribute excerpts of a play and have students read them independently or in pairs.

- Ask them to underline or highlight props and costumes mentioned in the text that create mood and atmosphere.

Step 4: Chart Creation and Group Discussion (5 minutes)

- Each group creates a chart that outlines the plot of the play, mapping out key events, the climax, and the ending.
- Include how props and costumes featured in each scene help convey the story visually and emotionally.

Conclusion (5 minutes)

- Summarize key points covered during the lesson: the differentiation between props and costumes, their significance in a play, and how they create mood.
- Conduct an interactive quiz (e.g., "Props vs. Costumes") to reinforce these main topics.
- Preview the next lesson that will cover character development and its relationship to the use of props and costumes.

Extended Activities:

- Creative Project: Have students design a simple costume or prop for a character in a play. They can sketch their ideas and write a brief description of how it contributes to the character's mood.
- Field Trip Idea: Arrange a visit to a local theater to see a live play, focusing students on observing the use of props and costumes in real-time performances.
- Role Play: In groups, students can create a short scene from a play using simple props and costumes sourced from home or the classroom.

Teacher Self-Evaluation:

WEEK 9: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Play: Project.

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Discuss how to use role play and mime effectively in performance.
- Present dramatized parts of a play to an audience.
- Acknowledge the effectiveness of the performance in delivering the play's message.

Key Inquiry Question(s):

- What makes a performance successful?

Learning Resources:

- Skills in English pg 208
- Costumes and Props
- Digital devices

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson: Discuss any key learnings or techniques about performance from the last class.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of role play and mime in theater.

Lesson Development (30 minutes)

Step 1: Discussion on Role Play and Mime (10 minutes)

- Introduce the concepts of role play and mime. Highlight key aspects such as expression, clarity of movement, and emotional conveyance in performance.
- Hold a class discussion on what makes a performance successful, eliciting responses from students regarding their experiences with drama.

Step 2: Group Formation and Rehearsal (10 minutes)

- Organize students into small groups.
- Each group selects a short scene from a play to rehearse, utilizing props and costumes. Encourage creativity and collaboration as they prepare.
- Circulate the room to provide guidance and support on the use of role play and mime.

Step 3: Performance of Dramatized Scenes (5 minutes)

- Each group presents their scene to the class.
- Remind them to focus on voice projection, use of gestures, and movements that best convey the emotions of their characters.
- Encourage students to engage as an audience and observe their peers critically.

Step 4: Feedback and Recording (5 minutes)

- After each performance, facilitate a quick feedback session where groups can discuss what worked well and areas for improvement.
- Each group then records their performance on a digital device for sharing. Explain how they can share their recordings on social media as a way to celebrate their work and gain wider feedback.

Conclusion (5 minutes)

- Summarize key points learned from the lesson, including the importance of role play, mime, and the qualities of a successful performance.
- Conduct a brief interactive activity, such as a quick recall quiz on the concepts discussed, or a "gesture charades" where students mimic emotions and have the class guess.
- Prepare learners for the next session by giving a preview of upcoming topics, like analyzing character motivations or exploring more complex scenes from a selected play.

Extended Activities:

- Encourage students to create their own short scenes incorporating role play and mime and to share them via video on a class platform.
- Suggest that students read a full play and prepare a recommended scene for dramatization in the next session. Additionally, students could write a reflection on what they learned about performance and their personal experiences in drama.
- Organize a class play competition where students act out scenes from different plays to develop their teamwork and acting skills further.

Teacher Self-Evaluation:

WEEK 9: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Filling Forms: Application Forms

Specific Learning Outcomes:

By the end of the lesson, students will be able to:

- Recognize bursary and scholarship application forms from a list of forms.
- Search the internet for samples of bursary and scholarship application forms.
- Acknowledge the common features in bursary and scholarship application forms.

Key Inquiry Question(s):

- What are the common features in application forms?

Learning Resources:

- Skills in English (pages 209-211)
- Digital Devices (laptops, tablets, or smartphones)
- Samples of bursary and scholarship application forms

Organisation of Learning

Introduction (5 minutes)

- Start by reviewing the previous lesson on formal writing practices.
- Ask students why they think application forms are important.
- Guide students to read and discuss relevant content from the learning resources, emphasizing the terms and concepts associated with application forms (e.g., sections, data required).

Lesson Development (30 minutes)

- **Step 1:** Group Formation (5 minutes)
 - Divide students into small groups of 4-5. Assign roles within each group (e.g., recorder, presenter, researcher).
- **Step 2:** Researching Forms (10 minutes)
 - Using digital devices, have students search for examples of bursary and scholarship application forms.
 - Encourage them to look for various types of application forms from reputable sources (e.g., educational institutions' websites).
- **Step 3:** Identifying Common Features (10 minutes)

- After collecting examples, guide students to analyze their findings.
- Instruct them to note the common features (e.g., personal information, academic background, essays, deadlines) present in these forms.

- Step 4: Present Findings (5 minutes)

- Allow each group to share their findings with the class.
- Facilitate a discussion about the significance of the features they identified. How do these elements help in the application process?

Conclusion (5 minutes)

- Recap the key points discussed during the lesson, particularly focusing on the common features of application forms.
- Conduct a brief interactive activity—such as a quick quiz or a "Form Features Match" game—to reinforce the main topics.
- Preview the upcoming lesson on writing personal statements for applications, and suggest students think about what experiences they might want to highlight.

Extended Activities:

- Research Project: Have students create a comprehensive guide to bursary and scholarship application forms, compiling various samples and tips for successful applications.
- Peer Review: Organize a workshop where students can draft their own application forms and exchange them for peer feedback.
- Interview Preparation: Prepare students to interview someone who has successfully filled out an application, fostering dialogue about effective practices and advice.

Teacher Self-Evaluation:

WEEK 9: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Filling Forms: Application Forms

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Select bursary and scholarship application forms.
- Fill in bursary and scholarship application forms while adhering to conventions.
- Value the importance of providing accurate and sufficient information in forms.

Key Inquiry Question(s):

- Why is it important to fill in all parts of a form?
- Why is it important to give accurate and sufficient information in forms?

Learning Resources:

- Skills in English, pg 211-212.
- Blank bursary and scholarship forms.
- Digital devices.

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson by discussing what application forms are and their purpose.
- Guide learners to read and discuss relevant content from the learning resources, highlighting key concepts about the structure and significance of application forms.

Lesson Development (30 minutes)

Step 1: Understanding Application Forms (10 minutes)

- In groups, learners will analyze sample bursary and scholarship application forms from the textbook.
- Discuss the parts of the forms: personal information, educational background, and reasons for application.
- Focus on identifying sections where accurate and sufficient information is crucial.

Step 2: Filling in the Forms (10 minutes)

- Each group is given different blank bursary and scholarship forms to fill out based on hypothetical or real-life scenarios.
- Emphasize the importance of honesty and clarity while filling out the forms.

- Encourage peer discussion on what information is relevant and why it matters.

Step 3: Peer Observation and Feedback (5 minutes)

- Groups will share their filled-in forms with another group, allowing for cross-feedback.
- Provide guiding questions for peer observation: Are there parts that lack detail? Is the information clear and understandable?

Step 4: Group Discussion on Best Practices (5 minutes)

- Reconvene as a whole class to discuss what they learned from their group activities.
- Facilitate a plenary discussion on the consequences of providing inaccurate information and the importance of each form section.

Conclusion (5 minutes)

- Summarize key points discussed during the lesson:
- Understanding the structure of application forms.
- The significance of providing accurate information.
- Conduct a brief interactive activity (e.g., a quick quiz or group discussion) to reinforce the importance of accuracy in filling out forms.
- Preview the next session: "Tips for Writing Personal Statements for Scholarships."

Extended Activities:

1. Research Assignment: Have students research different bursaries and scholarships available in their community or online, and create a presentation to share with the class.
2. Simulation: Organize a mock scholarship fair where students can fill in forms and participate in interviews, simulating the application process.
3. Reflection Journal: Ask students to keep a reflection journal where they document their thoughts on the significance of honesty in applications and their own experiences with filling out forms.

Teacher Self-Evaluation:

WEEK 10: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Income Generating Activities - Listening and Speaking

Sub Strand: Conversation Skills: Job Interviews

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Explain the meaning of a job interview.
2. Discuss the preparations made by an interviewer and interviewee prior to a job interview.
3. Identify ways to prepare for a job interview.

Key Inquiry Question:

- Why is it important to prepare for a job interview?

Learning Resources:

- Skills in English pgs 214-216
- Digital devices (for research)
- Teacher's Guide
- Lesson notes

Organisation of Learning:

Introduction (5 minutes)

- Begin with a brief review of the previous lesson on income generating activities.
- Introduce the topic of job interviews by guiding learners to read and discuss relevant content from the learning resources, emphasizing the importance of understanding job interviews.

Lesson Development (30 minutes)

Step 1: What is a Job Interview? (10 minutes)

- In groups, learners discuss and define what a job interview is, its purpose, and who is involved.
- Encourage learners to consider the perspective of both the interviewer and the interviewee.

Step 2: Watching a Job Interview (10 minutes)

- Show a short video of a job interview that focuses on skills relevant to income generating activities.
- After the video, facilitate a discussion about the key elements observed in the interview.

Step 3: Preparations for a Job Interview (5 minutes)

- Guide a brainstorming session where learners outline and discuss preparations that interviewers and interviewees should undertake before a job interview (e.g., researching the company, dressing appropriately, practicing answers).

Step 4: Common Interview Questions (5 minutes)

- In groups, learners search online or utilize print resources to find common questions asked during job interviews.
- Each group writes down the questions and prepares to share them with the class.

Conclusion (5 minutes)

- Summarize key points discussed during the lesson, including the importance of preparation for a job interview.
- Conduct a brief interactive quiz or game where students can match questions to their respective categories (interviewer or interviewee preparations).
- Preview the next session's topic, which will focus on practicing interview skills through role-playing.

Extended Activities:

1. Mock Interviews: Organize a mock interview day where learners can practice as both interviewers and interviewees, applying the skills and knowledge they gained in class.
2. Reflection Journals: Ask students to keep a reflection journal where they can write about what they learned, any new questions they have, and their personal experiences or fears about job interviews.
3. Research Assignment: Have students research different types of job interviews (e.g., phone, video, panel) and prepare a presentation on effective strategies for each type.

Teacher Self-Evaluation:

WEEK 10: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Conversation Skills: Job Interviews

Specific Learning Outcomes:

- Prepare a list of questions to use as an interviewer when interviewing an interviewee.
- Role play asking and answering questions in a mock job interview.
- Acknowledge excellent interview skills as a positive step towards getting a job.

Key Inquiry Question:

- How can you succeed in a job interview?

Learning Resources:

- Skills in English, pages 216-217
- Digital devices

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson.
- Briefly discuss the importance of job interviews and successful communication.
- Guide learners to read and discuss relevant content from the learning resources (pages 216-217), highlighting key concepts like common interview questions and tips for success.

Lesson Development (30 minutes)

Step 1: Brainstorming (10 minutes)

- In pairs, learners will brainstorm and create a list of potential interview questions that an interviewer might ask, including both general questions (e.g., "Tell me about yourself.") and specific skills-related questions (e.g., "What can you bring to this position?").

Step 2: Role-playing Preparation (10 minutes)

- After brainstorming, each pair will decide who will be the interviewer and who will be the interviewee.
- Each role player will review the questions and prepare their answers, focusing on clear communication and confidence.

Step 3: Mock Interviews (10 minutes)

- Conduct the mock interviews in pairs. One student plays the role of the interviewer while the other acts as the interviewee.
- Encourage students to take notes on each other's performance to provide constructive feedback later.

Step 4: Recording and Sharing (5 minutes)

- Using digital devices, students will record their mock interviews.
- Once completed, they will share their recordings with the class for peer review, promoting discussion and feedback on what went well and areas for improvement.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, including effective interview techniques and the importance of preparation.
- Conduct a brief interactive activity, such as a quick quiz or a reflection session where students share one thing they learned about succeeding in job interviews.
- Prepare students for the next session by introducing the upcoming topic, which could be related to different types of interviews or how to handle difficult questions.

Extended Activities:

- Have students research different types of job interviews (e.g., panel interviews, video interviews) and write a reflective piece on how those formats may change their approach.
- Encourage students to conduct informational interviews with family members or community members about their job experiences, then present their findings to the class.
- Suggest students create a "Job Interview Tips" brochure to share with younger students, summarizing the best practices covered in class.

Teacher Self-Evaluation:

WEEK 10: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Extensive Reading: Fiction

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Distinguish between fiction and non-fiction reading materials.
- Search from digital or printed reference materials for the differences between fiction and non-fiction writing.
- Acknowledge the difference between fiction and non-fiction writing.

Key Inquiry Question(s):

- What is the difference between fiction and non-fiction reading materials?
- Which storybooks or plays have you read?

Learning Resources:

- Skills in English (Pg 217-219)
- Fiction and non-fiction books
- Digital devices
- Lesson notes

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on reading comprehension strategies.
- Introduce the topic of fiction and non-fiction, guiding learners to read and discuss appropriate content from the learning resources. Highlight the importance of understanding different types of texts.

Lesson Development (30 minutes)

Step 1: Definition and Explanation (10 minutes)

- Provide clear definitions of fiction (stories that come from the imagination) and non-fiction (factual information about real events and people).
- Ask students to share examples of each from their experience. Record these on the board.

Step 2: Group Research Activity (10 minutes)

- Organize learners into small groups of 4-5.

- Assign groups to research and find additional characteristics of fiction and non-fiction using digital devices or reference materials.
- Each group should list their findings, including specific examples of both genres.

Step 3: Reading Passages (5 minutes)

- Distribute short passages that include both fiction and non-fiction excerpts (ensure they are appropriate for Grade 9).
- In their groups, students read the passages together, discussing which are fiction and which are non-fiction, using the criteria identified earlier.

Step 4: Group Presentation and Discussion (5 minutes)

- Each group presents one example of fiction and one of non-fiction to the class.
- Facilitate a class discussion, encouraging peers to ask questions or provide additional examples. Emphasize comparing features.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson regarding the characteristics of fiction and non-fiction.
- Conduct a brief interactive quiz (e.g., true or false) to reinforce understanding of the concepts.
- Provide a preview of the next session, focusing on how these genres influence storytelling and information presentation.

Extended Activities:

- Reading Journal: Encourage learners to keep a reading journal where they note down titles of fiction and non-fiction books they read throughout the term, along with a brief summary and their thoughts on how the genres differ.
- Creative Writing Assignment: Learners can write a short story (fiction) based on a real-life event they've experienced, applying elements of both genres and reflecting on the creative process.

Teacher Self-Evaluation:

WEEK 10: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Extensive Reading: Fiction

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Select and read grade-appropriate fiction materials.
- Keep a portfolio of the subject matter.
- Appreciate the importance of reading fiction for exposure.

Key Inquiry Question(s):

- Why is reading fiction materials important?

Learning Resources:

- *Skills in English* (pg 219-220)
- A variety of fiction materials
- Teacher's Guide
- Digital devices (tablets/laptops for research)

Organisation of Learning

Introduction (5 minutes)

- Review: Begin by recapping the main concepts covered in the previous lesson about the elements of fiction.
- Discussion: Pose the key inquiry question, “Why is reading fiction materials important?” Facilitate a brief discussion to engage students and encourage them to share their thoughts.

Lesson Development (30 minutes)

Step 1: Selecting Fiction Materials (10 minutes)

- In groups, instruct learners to choose a fiction book or story from the provided resources or their own selections.
- Encourage them to consider different genres and authors to diversify their reading.

Step 2: Reading and Summarizing (10 minutes)

- While reading, students will use a graphic organizer to write a brief summary of the narrative, focusing on major themes, characters, and the plot.
- Encourage students to think critically about the text and make connections to their lives.

Step 3: Portfolio Documentation (5 minutes)

- Have students take a photo of their graphic organizer and any visuals they created during their discussion.
- Instruct them to keep both soft (digital) and hard (printed) copies in their portfolios along with a card that includes the title of the material and its subject matter.

Step 4: Group Discussion and Reflection (5 minutes)

- Allow each group to share their summaries and thoughts with the class.
- Facilitate a reflective discussion on what they found interesting about the stories chosen and how fiction can help them understand different perspectives.

Conclusion (5 minutes)

- Summarization: Recap the key points about the importance of reading fiction and the skills practiced during the lesson.
- Interactive Activity: Conduct a quick quiz or poll regarding their favorite fiction genres or authors they explored during the lesson.
- Preview: Inform learners about the next session, focusing on character development in fiction and questions to think about: "How do characters evolve through a story?"

Extended Activities

- Creative Writing: Encourage students to write a short story or alternate ending to a book they read. This taps into their creative skills and enhances their understanding of narrative structure.
- Book Reviews: Have students create book reviews for the fiction they read and share them on a class blog or forum, fostering a community of readers.
- Literary Circles: Form literary circles where students can regularly meet to discuss books they are reading, allowing for deeper exploration of themes and character development.

Teacher Self-Evaluation:

WEEK 10: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub-Strand: Word Classes: Nouns

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Identify nouns formed from verbs and other nouns from a text.
- Search online for suffixes used in forming nouns from verbs and other nouns.
- Acknowledge how nouns are formed from verbs and other nouns.

Key Inquiry Question(s):

- How are nouns formed from verbs and other nouns?

Learning Resources:

- Skills in English pg 221-223
- Digital devices (tablets/laptops)
- Flashcards
- Teacher's Guide
- Lesson notes

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on word classes, focusing on verbs and adjectives.
- Guide learners to read and discuss relevant content from pages 221-223 of the Skills in English resource, emphasizing the definition and examples of nouns formed from other words.

Lesson Development (30 minutes)

Step 1: Group Discussion (10 minutes)

- Divide the class into small groups. Each group discusses how nouns can be derived from verbs and other nouns.
- Provide examples such as "decide" to "decision" and "happy" to "happiness."
- Encourage students to generate their own examples and share them with the class.

Step 2: Text Exploration (10 minutes)

- Distribute a print or digital text passage containing various nouns.
- Instruct students to read the text and underline all nouns formed from verbs and other nouns.

- Share findings in groups and compile a collective list on the board, categorizing them by their base words.

Step 3: Online Research (5 minutes)

- Guide students to use their digital devices for online research to find common suffixes used to form nouns from verbs (e.g., -ion, -ment) and other nouns (e.g., -ity, -ness).
- Each student or group compiles a list of at least five suffixes with examples.

Step 4: Application Activity (5 minutes)

- In pairs, learners use the identified suffixes to create several new nouns from sample verbs and other nouns.
- Each pair prepares a printed or digital table displaying their new noun forms and presents this to the class.

Conclusion (5 minutes)

- Summarize the key points:
- Definition of nouns formed from verbs/nouns.
- The importance of suffixes in this formation process.
- Conduct a brief interactive activity, such as a fun quiz, to reinforce the main topics.
- Preview the next session: "Exploring Adjectives" and encourage learners to think about how adjectives can transform the meaning of nouns.

Extended Activities:

- Creative Writing: Assign students to write a short story or paragraph using at least ten nouns derived from verbs and other nouns.
- Suffix Word Wall: Encourage students to create a visual word wall in the classroom displaying different suffixes and examples, which will serve as a study reference for future lessons.
- Noun Collage: Have students create a collage that illustrates nouns formed from verbs and nouns, using printed images, words, and creative design.

Teacher Self-Evaluation:

WEEK 11: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word Classes: Nouns

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to use nouns formed from verbs and other nouns in sentences.

- Acknowledge the necessity of forming words from other word classes in the process of communication.

Key Inquiry Question(s):

- Why is the knowledge of changing other words into nouns helpful in communication?

Learning Resources:

- Skills in English p. 223
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson focusing on the importance of different word classes in communication.
- Engage the learners in a brief discussion about their understanding of nouns and their functions, guiding them to read and discuss relevant content from the learning resources to reinforce key concepts.

Lesson Development (30 minutes)

- Step 1: Identifying Nouns

- In small groups, learners will be provided with a selection of sentences that contain both base verbs and other nouns.
- Instructions: Underline all the nouns formed from verbs and other nouns.
- Teacher will circulate to guide and ensure understanding.

- Step 2: Group Discussion

- Each group discusses their findings and the significance of these nouns in creating meaningful sentences.
- Prompt groups to consider how understanding these nouns can aid in effective communication.

- Step 3: Sentence Construction

- Using the nouns identified in Step 1, learners construct five sentences each based on two themes: income-generating activities and environmental preservation.
- Teacher should offer examples (e.g., "The production of solar panels promotes energy conservation.") to help guide student thought.

- Step 4: Sharing Sentences

- Groups share their sentences with the class.
- As groups present their work, facilitate a discussion on the variety of nouns used and their impact on communication clarity. Encourage students to ask questions about the sentences presented.

Conclusion (5 minutes)

- Summarize key points about nouns formed from verbs and how they contribute to effective communication.
- Conduct a brief interactive game (e.g., noun charades) to reinforce the importance of nouns in language.
- Provide a preview of the next session, indicating that students will explore adjectives and their role in enhancing noun phrases.

Extended Activities:

- Noun Hunt: Assign students to find and bring examples of nouns formed from verbs/concepts in their daily lives (e.g., "development," "celebration").
- Creative Writing Workshop: Have learners write a short story or poem that uses at least ten nouns formed from verbs or other nouns, focusing on the chosen themes.
- Due Diligence Project: Research project focusing on an income-generating activity or environmental issue, emphasizing the use of nouns throughout the presentation.

Teacher Self-Evaluation:

WEEK 11: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Grade Appropriate Play - Lessons Learnt

Specific Learning Outcomes:

By the end of the lesson, the learner will be able to:

- Identify the lessons learnt from a Play.
- Illustrate the lessons learnt from the Play.
- Perceive plays as sources of life lessons and entertainment.

Key Inquiry Question(s):

- How do you identify lessons in a Play?
- What lessons can you learn from a Play?

Learning Resources:

- Skills in English, pg 223-226
- Excerpts of a Play
- Teacher's Guide
- Lesson notes

Organisation of Learning:

Introduction (5 minutes)

- Begin with a review of the previous lesson on plot and character development in plays.
- Discuss the importance of not just understanding characters but also the lessons they impart.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing lessons learned from characters' actions and dialogues.

Lesson Development (30 minutes)

Step 1: Group Discussion (10 minutes)

- Divide students into small groups.
- Assign each group to brainstorm ways to identify lessons from characters' words and actions.
- Each group shares their ideas with the class, fostering a discussion on common themes and varied perceptions.

Step 2: Reading Excerpts (10 minutes)

- Provide different excerpts from a selected play for each group.
- Groups read their assigned excerpts, focusing on character interactions and key dialogues.

- Encourage notes on potential life lessons depicted within the excerpts.

Step 3: Identification of Lessons (5 minutes)

- Groups discuss amongst themselves the lessons they identified from the excerpts.
- Ask each group to list at least two lessons they derived, citing specific lines or actions from the text.

Step 4: Illustration of Lessons (5 minutes)

- Each group prepares to illustrate their lessons by sharing one lesson with the class along with a brief explanation of its relevance to real-life situations.
- Facilitate a class discussion to deepen understanding and connect lessons to students' lives.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, reinforcing the lessons identified and their significance.
- Conduct a brief interactive activity, such as a quick quiz or a talk-show format where students role-play characters discussing their lessons.
- Prepare learners for the next session by previewing the next topic, which will involve how settings influence character decisions.

Extended Activities:

- Personal Reflection Essay: Have learners write a short essay about a lesson they have learned from a play or story they've read, detailing how it applies to their own life.
- Creative Project: Students can create a visual representation (e.g., poster or digital presentation) of lessons gathered from various plays, highlighting their relevance in today's world.
- Role Play: In groups, learners can perform short scenes they create based on the lessons learned, demonstrating real-life applications.

Teacher Self-Evaluation:

WEEK 11: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Grade Appropriate Play: Lessons Learnt

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to relate the lessons learnt from a play to real-life experiences and acknowledge how these lessons connect to their own lives.

Key Inquiry Question(s):

- How do lessons learnt from plays relate to real-life experiences?

Learning Resources:

- Skills in English pg 226
- Charts
- Excerpts from selected plays
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson's key points.
- Introduce the today's focus on lessons from plays.
- Guide learners to read specific excerpts from the learning resources, highlighting the key concepts related to lessons learnt.

Lesson Development (30 minutes):

Step 1: Group Reading and Discussion (10 minutes)

- Divide students into small groups.
- Assign each group an excerpt from a play that contains clear lessons.
- Encourage each group to read together and discuss the main lessons they identify.

Step 2: Summary Writing (10 minutes)

- In their groups, have students write a concise summary of the lessons learnt from their assigned excerpt.
- Ensure that each group focuses on understanding the essence of the statements and moral lessons presented in the play.

Step 3: Real-Life Connection (5 minutes)

- Each group discusses how the identified lessons relate to real-life situations.
- Prompt them with questions like, "Have you ever experienced a situation where this lesson was relevant?"

Step 4: Presentation and Peer Review (5 minutes)

- Groups will summarize their findings and use graphic organizers to visually represent the lessons identified.
- Each group will present their charts on the wall for peer review, allowing for class questions and discussions about the different interpretations of the lessons.

Conclusion (5 minutes):

- Summarize the key points and learning objectives achieved during the lesson, emphasizing the connection between plays and real life.
- Conduct a brief interactive activity, such as a "lessons learned" roundtable where students share an example from their lives that connects to a lesson from the plays.
- Prepare learners for the next session by previewing upcoming topics or discussion questions related to other forms of literature.

Extended Activities:

1. Playwriting Exercise: Have students create a short skit based on a lesson learnt from a play. They can perform this for their peers.
2. Reflection Journal: Students keep a reflection journal where they write about personal experiences that relate to the lessons discussed in class.
3. Research Assignment: Assign students to research a playwright known for moral lessons in their plays and prepare a brief presentation on how those lessons relate to society today.

Teacher Self-Evaluation:

WEEK 11: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Mechanics of Writing - Spelling

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Spell words for effective communication.
- Search the internet for clips on the rules of abbreviations for titles, time references, company or organization names, and technical words.
- Acknowledge the rules of abbreviation for titles, time references, company or organization names, and technical words.

Key Inquiry Question:

- What should you consider when splitting words at the end of a line?

Learning Resources:

- Skills in English (pages 227-230)
- Digital devices (computers/tablets)
- Charts
- Teacher's Guide
- Lesson notes

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson focusing on key concepts.
- Facilitate a discussion around abbreviations, prompting students to think about what they may already know on the topic.

Lesson Development (30 minutes)

Step 1: Understanding Abbreviations (10 minutes)

- In groups, learners will discuss and explain what abbreviations are, providing examples (e.g., Dr. for Doctor, etc.).
- Each group will be given time to present their findings to the class.

Step 2: Watching Demonstration Clips (10 minutes)

- Students will search the internet to find clips demonstrating the rules of abbreviation, particularly for titles, time references, company names, and technical words.
- Each student will take notes on important points from the clips.

Step 3: Group Discussion (5 minutes)

- After viewing the clips, groups will come together to discuss the rules they learned.
- Each group will create a chart that summarizes the rules of abbreviation and includes examples.

Step 4: Writing Practice (5 minutes)

- Students will write sentences based on a prompt, ensuring they include various abbreviations correctly spelled.
- They will check each other's work for accuracy in terms of spelling and the use of abbreviations.

Conclusion (5 minutes)

- Summarize the key points discussed regarding spelling, abbreviations, and their importance in effective communication.
- Conduct a brief interactive activity where students share their sentences with the class.
- Prepare learners for the next session by previewing upcoming topics related to more advanced spelling techniques or punctuation rules.

Extended Activities:

- Create a "Abbreviation Awareness" poster that highlights different common abbreviations used in various contexts (e.g., scientific, business, everyday language).
- Have students conduct interviews with family members or peers about their use of abbreviations and create a report on their findings.
- Organize a spelling bee with a focus on common abbreviations and their meanings.

Teacher Self-Evaluation:

WEEK 11: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Mechanics of Writing - Spelling

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Write common abbreviations in full.
- Write a paragraph based on the theme containing words to be abbreviated.
- Appreciate the importance of abbreviations in writing.

Key Inquiry Questions:

- Which words do we normally abbreviate?

Learning Resources:

- Skills in English Bk 230
- Digital devices (e.g., laptops/tablets)
- Teacher's Guide
- Lesson notes

Organisation of Learning:

Introduction (5 minutes)

- Review the Previous Lesson: Begin with a quick recap of what students learned in the last class, focusing on general writing mechanics.
- Discussion: Prompt students to share what they know about abbreviations. Engage them in a discussion about why we use abbreviations and ask them to mention a few examples. This will lead to the key inquiry question.

Lesson Development (30 minutes)

Step 1: Identify Abbreviations (10 minutes)

- In groups, learners will access Skills in English Bk 230 or online resources to find lists of common abbreviations (e.g., "e.g.," "i.e.," "Mr.," "Dr."). They should write down at least ten common abbreviations in their notebooks.

Step 2: Understanding Context (10 minutes)

- Each group will pick five abbreviations from their lists and pair them with their full forms (e.g., "Mr." - "Mister"). Encourage students to discuss the contexts in which these abbreviations are commonly used.

Step 3: Writing Activity (5 minutes)

- Using the theme of savings and income-generating activities, students will individually write a short paragraph that includes at least three of the abbreviations they researched. They should aim for clarity and coherence.

Step 4: Peer Review (5 minutes)

- Students will exchange their paragraphs with a partner or within their groups. Each student will assess the correctness of the use of abbreviations and provide constructive feedback.

Conclusion (5 minutes)

- Summarize Key Points: Recap the purpose of abbreviations, the common ones discussed, and their appropriate usage in writing.
- Interactive Activity: Conduct a quick quiz or game where students recognize abbreviations based on definitions or full forms provided.
- Preview Next Session: Briefly outline what the next class will cover, possibly exploring more complex writing mechanics or a different aspect of writing.

Extended Activities:

- Activity 1: Have students create a social media post or advertisement using at least five abbreviations, encouraging them to be creative while maintaining clarity.
- Activity 2: Assign students to identify and research abbreviations commonly used in a specific field (e.g., science, business, technology) to present in the next class.
- Activity 3: Encourage students to keep a 'word journal' where they note down unfamiliar abbreviations they encounter in their daily reading and research, along with their meanings.

Teacher Self-Evaluation:

WEEK 12: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Personal Grooming - Listening and Speaking

Sub Strand: Listening to Respond: Expression Feelings

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Identify words and expressions used to describe their feelings towards a poem.
- Search online or from print materials for various words and expressions used to describe one's feelings towards a poem.
- Acknowledge the words and expressions used to describe feelings in poems.

Key Inquiry Question:

- How does the poem make you feel?

Learning Resources:

- Skills in English; pages 232-233
- Digital devices (tablets/laptops)
- Teacher's Guide
- Lesson notes

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on the importance of emotions in poetry and how they can impact the reader's understanding.
- Guide learners to read selected content from the learning resources, emphasizing the key concepts of emotional expression in poetry.

Lesson Development (30 minutes)

- Step 1: Group Work and Research (10 minutes)

- Students will be divided into small groups. Each group will use digital devices to search for words and phrases that describe feelings in poetry. They can use online databases, poetry websites, or e-books.

- Step 2: Poem Selection and Reading (5 minutes)

- Each group selects one poem and reads it aloud together, taking note of any words and expressions that evoke feelings. They should focus on how the subject matter, main character, and overall tone of the poem contribute to emotions.

- Step 3: Identification and Discussion (10 minutes)

- Groups will share their findings with the class. They will discuss the words and phrases they identified that express feelings, how those words connect to the poem's themes, and if possible, relate it to personal experiences or contemporary issues.

- Step 4: Recitation and Recording (5 minutes)

- Groups will choose key lines from the poem that illustrate strong emotions and practice reciting these lines, emphasizing tone and expression. If time allows, they can record their recitations using digital devices to hear their emotional delivery.

Conclusion (5 minutes)

- Summarize the key points learned about identifying and expressing feelings in poetry, reinforcing the learning objectives achieved.
- Conduct a quick interactive activity: ask students to write a single word that describes how they felt about the poem they explored, then share with the class for a brief discussion.
- Provide a preview of the next session by prompting students with questions to consider, such as "How can personal experiences influence our interpretation of a poem?"

Extended Activities:

- Poetic Reflection Homework: Students can choose a poem of their choice from a collection or online and write a short paragraph explaining how it makes them feel, using at least five descriptive words.
- Create Your Poem: Encourage students to write a poem reflecting their personal feelings on a topic of their choice, focusing on the use of descriptive language.
- Poetry Slam Preparation: Start preparing for a class poetry slam where students can perform their chosen or original poems in a supportive environment, further fostering expression and confidence.

Teacher Self-Evaluation:

WEEK 12: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Listening to Respond: Expression Feelings

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- State the importance of expressing feelings when reciting poems.
- Express their feelings towards the subject matter of a poem.
- Value the importance of poem recitation for effective communication.

Key Inquiry Questions:

- How can you express feelings while reciting poems?
- How does the poem make you feel about the subject it addresses?

Learning Resources:

- Skills in English (pg 233-234).
- Digital devices for video access.
- Video clip of a live or recorded poem performance.

Organisation of Learning:

Introduction (5 minutes)

1. Review Previous Lesson:

- Briefly recap what was learned in the last session about poetic devices and themes.
- Ask students to share any reflections or thoughts about poems they have read.

2. Discussion of Learning Resources:

- Guide learners to read the relevant content from Skills in English on expressing feelings through poetry.
- Highlight key concepts that will be important for today's lesson.

Lesson Development (30 minutes)

Step 1: Watch and Observe (10 minutes)

- Activity:
- Play a video clip of a live or recorded poem performance.
- Instruct students to pay close attention to how the performer expresses feelings through their voice, body language, and facial expressions.

Step 2: Group Discussion (10 minutes)

- Activity:
- In small groups, students discuss their feelings about the poem watched.
- Each group identifies specific moments in the poem that resonated with them emotionally and why. Encourage them to use descriptive language.

Step 3: Recitation Practice (5 minutes)

- Activity:
- Each group selects a different poem to recite. They practice reciting the poem together, focusing on how to convey emotion through their recitation (tone, pace, and inflection).

Step 4: Group Presentations (5 minutes)

- Activity:
- Groups take turns presenting their recited poem to the class.
- After each recitation, other students share their observations on how the group expressed their feelings and what impact it had on their understanding of the subject matter.

Conclusion (5 minutes)

- Summarize Key Points:
- Recap the importance of expressing feelings when reciting poems and how it enhances communication.
- Highlight examples from group presentations to illustrate successful emotional expression in recitation.
- Interactive Activity:
- Conduct a quick “Feelings Spectrum” activity where students place themselves along a line according to how they felt about different poems just discussed.
- Preview Next Session:
- Briefly inform students that next class will explore the elements of storytelling and how emotions play a role in narrative poetry.

Extended Activities:**1. Poem Journal:**

- Encourage students to keep a poetry journal where they can read and reflect on different poems, noting their feelings and reactions to each piece.

2. Creative Recitation Video:

- As a project, students can choose a poem and create their own video recitation, incorporating visual elements and acting to express the poem’s feelings effectively.

3. Peer Review Workshop:

- Organize a peer review of poems written by students. They could provide feedback on how well feelings are expressed in the writing and suggest improvements.

Teacher Self-Evaluation:

WEEK 12: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Comprehension Strategies

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Identify clues in the passage from which conclusions can be drawn.
- Infer information and meaning of words and expressions from a passage.
- Apply the skills of making inferences and drawing conclusions in independent reading.

Key Inquiry Questions:

1. What do you need to consider when making conclusions from a text?
2. How can one draw conclusions from a text?

Learning Resources:

- Skills in English pg 234-237
- Teacher's Guide

Organisation of Learning:

Introduction (5 minutes)

- Begin the lesson by reviewing key concepts from the previous lesson, focusing on comprehension strategies.
- Ask students if they remember any specific strategies for drawing conclusions from texts to activate prior knowledge.
- Highlight the importance of identifying clues in texts to draw conclusions effectively.

Lesson Development (30 minutes)

Step 1: Group Formation and Text Selection (10 minutes)

- Divide students into small groups (4-5 learners each).
- Provide each group with a selection of print (articles, stories) and non-print texts (videos, advertisements) related to personal grooming.
- Allow groups 5 minutes to choose one text to focus on.

Step 2: Reading and Clue Identification (10 minutes)

- Instruct groups to read their selected text.
- Ask learners to underline or highlight key words, phrases, or sentences that provide clues for making inferences.

- Encourage them to discuss within their groups what these clues suggest and their potential meanings.

Step 3: Making Inferences (5 minutes)

- Guide groups to use the identified clues to make inferences about the text.
- Prompt them with questions such as: What can you infer about the author's perspective? What does the language suggest about the topic?
- Allow groups to prepare a short presentation of their findings, focusing on the inferences they made.

Step 4: Group Presentations (5 minutes)

- Have each group present to the class, sharing their text, identified clues, and conclusions drawn.
- Facilitate a class discussion after each presentation, encouraging classmates to ask questions and share additional insights.

Conclusion (5 minutes)

- Summarize the key points covered during the lesson, emphasizing the importance of identifying clues and making inferences.
- Conduct a quick interactive quiz using questions related to the texts discussed to reinforce main topics.
- Prepare students for the next session by previewing upcoming topics or posing questions for further thought, such as how context influences meaning.

Extended Activities:

- Assign students to write a short story or personal narrative that includes at least three clues in the text that lead readers to an unexpected conclusion.
- Encourage students to create visual representations (e.g., mind maps or infographics) of the connections between clues and conclusions in their independent reading texts.
- Provide a list of articles or short stories for independent reading, and ask students to keep a reading journal where they will note down clues and their inferred meanings.

Teacher Self-Evaluation:

WEEK 12: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Comprehension Strategies

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Read a passage based on the theme.
- Summarize the ideas in the passage.
- Enjoy summarizing ideas in passages.

Key Inquiry Question:

- Why is it important to summarize information from a text?

Learning Resources:

- Skills in English pg 237-238
- Passages related to the theme (e.g., grooming)
- Teacher's Guide

Organization of Learning

Introduction (5 minutes)

- Begin by reviewing the previous lesson, asking students to recall key concepts discussed.
- Introduce today's theme by sharing a brief overview of the importance of summarizing and its relevance to effective reading comprehension.

Lesson Development (30 minutes)

Step 1: Group Reading (10 minutes)

- Divide the class into small groups and distribute the passage on grooming.
- Instruct students to read the passage together, encouraging them to highlight or note any key ideas, themes, and concepts during their reading.

Step 2: Note-taking (5 minutes)

- After reading, each group should discuss the passages and compile a list of the main ideas they found significant.
- Encourage students to think critically about which points are most important for understanding the overall message of the text.

Step 3: Writing Summaries (10 minutes)

- Groups will take their notes and create a concise summary of the passage, trying to capture the essence of the ideas presented.
- Emphasize the importance of being clear and concise in their writing.

Step 4: Presentation and Peer Review (5 minutes)

- Groups will present their summaries on chart paper and post them on the classroom noticeboard.
- Allow time for students to walk around and read each other's summaries, providing opportunities for feedback and discussion.

Conclusion (5 minutes)

- Recap the key points learned during the lesson, emphasizing why summarizing is a valuable skill.
- Conduct a brief interactive activity where students share one thing they enjoyed about summarizing today.
- Preview the next session by introducing upcoming topics, such as more advanced comprehension strategies or estimation skills in summarizing.

Extended Activities:

- Reading Journals: Encourage students to keep a reading journal where they can summarize different texts they read outside of class. This can help reinforce their skills and provide ongoing practice.
- Summarization Posters: Have students create visual posters summarizing different themes from various texts. This allows them to use creativity while deepening their understanding.
- Peer Teaching: Organize a "summary exchange" where students can take turns teaching each other the main ideas from different texts they've encountered, fostering collaboration and communication skills.

Teacher Self-Evaluation:

WEEK 12: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Phrasal Verbs

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Identify phrasal verbs formed from "break," "hang," "run," and "turn" in texts.
- Use digital devices to search for phrasal verbs formed from "break," "hang," "run," and "turn," along with their meanings.
- Acknowledge the various phrasal verbs formed from "hang," "run," "turn," and "break."

Key Inquiry Questions:

- Why is it important to learn the meanings of phrasal verbs?

Learning Resources:

- Skills in English, pages 238-240
- Charts
- Teacher's Guide
- Digital devices (tablets/laptops)

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on verbs and their functions in sentences.
- Guide learners to read and discuss relevant content from the learning resources focusing on phrasal verbs, emphasizing their meanings and uses.

Lesson Development (30 minutes)

Step 1:

Explore Definitions

- In pairs, learners will discuss what a phrasal verb is and share any examples they know.
- The teacher will facilitate the discussion by highlighting important aspects of phrasal verbs.

Step 2:

Contextual Identification

- Using the provided texts from Skills in English, learners will search for phrasal verbs that use the words "break," "hang," "run," and "turn."

- Each pair will underline or highlight the identified phrasal verbs and prepare to share their findings.

Step 3:

Digital Exploration

- Learners will be tasked with using digital devices to research additional phrasal verbs formed from "break," "hang," "run," and "turn."
- They will compile a word list and their meanings in a shared document or notepad.

Step 4:

Application Activity

- Using the word list created, learners will complete sentences using the correct phrasal verb forms in tables and broken passages provided by the teacher.
- This will reinforce their understanding through practical application.

Conclusion (5 minutes)

- Summarize the key points regarding the definition and importance of phrasal verbs discussed during the lesson.
- Conduct a brief interactive quiz or game (such as Kahoot) to reinforce the main topics and ensure comprehension.
- Prepare learners for the next session by introducing the next topic on idioms as related expressions.

Extended Activities:

- Encourage learners to create a short story or dialogue using at least five different phrasal verbs they learned during the lesson.
- Suggest groups of students present a role-play scenario that includes phrasal verbs, demonstrating their meanings in context.

Teacher Self-Evaluation: