

GRADE 9 RATIONALIZED ENGLISH LESSON PLANS- TERM 3

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Personal Grooming Listening and Speaking

Sub Strand: Listening to Respond: Expressing Feelings

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Identify words and expressions used to describe their feelings towards a poem.
- Express their feelings towards the subject matter of a poem.
- Value the importance of poem recitation for effective communication.

Key Inquiry Question:

- How can one express their feeling while reciting a poem?

Learning Resources:

- Skills in English Grade 9 Page 232

Organization of Learning:

Introduction (5 minutes)

- Review the previous lesson's main points about poetry and poetic devices.
- Engage learners in a brief discussion on their prior knowledge of poems, asking questions like, "What emotions can poems evoke?"
- Guide learners to read the relevant content from page 232, focusing on expressing feelings.

Lesson Development (30 minutes)

Step 1: Understanding Emotions in Poetry (10 minutes)

- Discuss with students how poetry can evoke different feelings.
- Provide examples of poetic lines and ask students to identify the feelings they evoke.
- Have students share their thoughts in small groups.

Step 2: Vocabulary for Expressing Feelings (10 minutes)

- Introduce vocabulary specific to expressing emotions (e.g., joy, sorrow, nostalgia).
- Create a word bank on the board with students suggesting emotional words.
- Invite learners to pick words from the board to describe feelings evoked by a selected poem.

Step 3: Personal Response to Poetry (5 minutes)

- Have students choose a favorite poem or one from the learning resource.
- Ask them to write down their personal feelings and thoughts about the subject matter in one or two sentences.

Step 4: Poem Recitation Practice (5 minutes)

- Discuss the importance of recitation and how tone and inflection can impact the expression of emotions.
- Pair students to practice reciting their chosen poem with an emphasis on conveying feelings.

Conclusion (5 minutes)

- Summarize the key points: the importance of feelings in poetry, vocabulary for expression, and the role of recitation.
- Conduct a quick interactive activity such as a "Feelings Charades," where students act out different emotions related to poetry, promoting engagement.
- Preview the next session's content by mentioning that they will focus on identifying themes in poetry.

Extended Activities:

1. Personal Poetry Creation: Have students write a short poem expressing their own feelings on a topic of their choice. Encourage them to use the vocabulary discussed.
2. Poetry Recital: Organize a class poetry recital where students select a poem they connect with and present it to the class.
3. Poetic Emotions Journal: Start a journal where students can record emotions they feel in response to different poems they read throughout the week.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading Comprehension

Specific Learning Outcomes:

By the end of the lesson, the learner 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.
- Develop a desire to read.

Key Inquiry Question(s):

- How can one draw conclusions from a text?

Learning Resources:

- Skills in English Grade 9, Page 234

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson on reading comprehension strategies and discuss students' experiences in using these strategies in their reading.
- Introduce the passage students will be working with from the learning resources, highlighting the importance of drawing conclusions from text.

Lesson Development (30 minutes)

Step 1: Identifying Clues (10 minutes)

- Read aloud the selected passage from Page 234.
- Ask students to underline or highlight clues in the text that hint at underlying messages or themes.
- Discuss as a class what clues they identified and how these clues can guide their understanding of the text.

Step 2: Drawing Conclusions (10 minutes)

- Guide students in a group activity where they create a list of potential conclusions based on the clues they identified.

- In pairs, have them share their conclusions and the reasoning behind them, encouraging supportive dialogue around differing interpretations.

Step 3: Inferring Meaning (5 minutes)

- Focus on specific words and expressions from the passage.
- Use a think-pair-share model to ask students to infer meanings based on context. What do they think these words express about the characters or themes?

Step 4: Engaging with the Text (5 minutes)

- Encourage students to express how the passage connects with their own experiences or current events, promoting a desire to explore more texts.
- Have them write a brief reflection on why they think reading is significant.

Conclusion (5 minutes)

- Recap the key points discussed: the importance of clues, drawing conclusions, and inferring meanings from texts.
- Conduct a brief interactive activity, such as a quick quiz or game, to reinforce the understanding of the concepts covered in class.
- Prepare learners for the next session by previewing the next topic or encouraging them to think about what they might read over the weekend.

Extended Activities:

- Reading Journal: Encourage students to keep a reading journal where they write about conclusions they draw from different texts they read independently.
- Inference Posters: Assign students to create visual posters that illustrate a passage and the conclusions they can draw from it, to display in the classroom.
- Peer Reading Groups: Have students form small groups to read different articles or short stories and present their findings to the class, emphasizing inference and conclusions in their presentations.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

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, learners should be able to:
- Identify phrasal verbs formed from break, hang, run, and turn in texts.
- Use the given phrasal verbs in sentences of their own.
- Value the importance of using phrasal verbs in spoken and written communication.

Key Inquiry Questions:

- How are phrasal verbs different from other verbs?

Learning Resources:

- Skills in English Grade 9, Page 238

Organisation of Learning:

Introduction (5 minutes)

- Begin the class by reviewing the previous lesson on verb forms and their functions.
- Introduce the concept of phrasal verbs, highlighting that they consist of a verb and one or more particles (prepositions or adverbs).
- Guide learners to read aloud the relevant content from Page 238, prompting a discussion on their initial thoughts about phrasal verbs and their examples.

Lesson Development (30 minutes)

- The development of this lesson will be split into the following steps:

Step 1: Identifying Phrasal Verbs (10 minutes)

- Work together as a class to locate examples of the phrasal verbs formed from “break,” “hang,” “run,” and “turn” in the text.
- Write these examples on the board and discuss their meanings in context as a class.

Step 2: Understanding Usage (10 minutes)

- Explain the different contexts in which phrasal verbs can be used (e.g., informal vs. formal communication).
- Provide examples of how the meaning of phrasal verbs can change based on context.

Step 3: Creating Own Sentences (5 minutes)

- In pairs or small groups, have students create their own sentences using each of the identified phrasal verbs from the previous step.
- Encourage them to be creative and consider how changing the sentence context might alter the meaning.

Step 4: Sharing and Feedback (5 minutes)

- Invite a few pairs to share their sentences with the class.
- Encourage constructive peer feedback and guide students to help one another refine their usage and understanding.

Conclusion (5 minutes)

- Summarize the lesson by revisiting the key points: the definition of phrasal verbs, the specific verbs discussed, and their importance in communication.
- Conduct a brief interactive activity, like a quick quiz, where students can match phrasal verbs to their meanings.
- Prepare learners for the next session by introducing the upcoming topic, such as exploring more complex verb forms or another grammar element.

Extended Activities:

- Assign students to choose a short piece of writing (such as a paragraph from a book or an article) and identify the phrasal verbs used within that text.
- Have students create a comic strip or a short skit that incorporates at least 5 different phrasal verbs, emphasizing their meanings through context.
- Encourage learners to keep a "phrasal verb diary" where they write down new phrasal verbs they encounter throughout the week along with their meanings and example sentences.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Play Characterisation (Class Reader)

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Outline the clues for identifying traits of different characters in a play.
- Use the clues to describe the characters in a play.
- Appreciate the role of characterization in determining virtues and vices in society.

Key Inquiry Question(s):

- Which words or expressions can you use to describe one's character?

Learning Resources:

- Skills in English Grade 9, Page 241

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson by asking students to recall the key points about plays and their significance.
- Guide learners to read and discuss content from the assigned learning resources, focusing on character traits and the clues that reveal them.

Lesson Development (30 minutes)

Step 1: Identifying Traits (10 minutes)

- Discuss various methods to identify character traits in a play. Introduce terms such as dialogue, actions, and interactions with other characters.
- Ask students to give examples of traits from characters in a play they have previously studied.

Step 2: Clue Hunt (10 minutes)

- Provide students with short excerpts from different plays.
- In pairs, have them identify clues in the text that reveal character traits. For instance, what does a character's dialogue suggest about their personality?
- Encourage them to underline or highlight these clues.

Step 3: Group Discussion (5 minutes)

- In small groups, have students share the clues they found and discuss what traits these clues reveal about the characters.

- Guide the discussion towards understanding how these traits reflect broader societal virtues or vices.

Step 4: Character Description (5 minutes)

- Ask each group to choose one character and use the clues they identified to write a brief character description.
- Each group will present their character description to the class, focusing on how the character exemplifies certain traits.

Conclusion (5 minutes)

- Summarize the key points learned about character traits and their significance in plays.
- Conduct an interactive activity where students describe a character from a known play using a set descriptor sheet to reinforce their understanding.
- Preview the next session by introducing the topic of character development and arcs, encouraging students to think about how characters can change throughout a play.

Extended Activities:

- Assign students to read a short play at home and choose one character to analyze. They should write a one-page report discussing how the character's traits reflect societal issues.
- Encourage students to create a character infographic summarizing key traits, relationships, and societal implications that could be displayed in class.

Teacher Self-Evaluation:

WEEK 1: 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, learners should be able to:

- Outline the different stages of the writing process.
- Apply the writing process in creating a dialogue on a relevant theme.
- Appreciate the importance of the writing process.

Key Inquiry Question:

- Why should you plan your writing?

Learning Resources:

- Skills in English, Grade 9, Page 247

Organisation of Learning:

Introduction (5 minutes)

- Begin by reviewing the main concepts from the previous lesson about the importance of writing.
- Engage learners in a brief discussion about their thoughts on planning and its relationship to effective communication.
- Introduce the lesson's focus on the different stages of the writing process.

Lesson Development (30 minutes)

Step 1: Understanding the Writing Process (10 minutes)

- Present the stages of the writing process:
 1. Prewriting (brainstorming and planning)
 2. Drafting (writing the initial version)
 3. Revising (making changes and improvements)
 4. Editing (checking for grammar and punctuation)
 5. Publishing (sharing the final piece)
- Facilitate a class discussion, asking students why each stage is important (linking this to the inquiry question).

Step 2: Prewriting Activity (5 minutes)

- Instruct students to choose a relevant theme (e.g., friendship, conflict, or cultural identity).
- Have them brainstorm ideas on their theme using a mind map or list. Encourage them to write down potential dialogue exchanges that could take place around this theme.

Step 3: Drafting the Dialogue (10 minutes)

- Guide students to write a short dialogue (around 5-6 lines) using the ideas generated in the prewriting step. Encourage them to focus on character interaction and the emotions behind their dialogue.
- Remind them to think about how to convey their theme clearly through the dialogue.

Step 4: Pair Sharing and Feedback (5 minutes)

- Pair students up to share their dialogues with each other.
- Encourage them to give constructive feedback, focusing on clarity, engagement, and whether the theme is effectively conveyed.

Conclusion (5 minutes)

- Summarize the key points discussed about the writing process stages and their application in creating dialogue.
- Conduct a brief interactive activity, such as a “quick write” where students jot down one thing they learned about the writing process and one question they still have.
- Preview upcoming topics related to story development and character building.

Extended Activities:

- Homework: Have students choose a different theme and write a complete dialogue using all stages of the writing process. This should be submitted in a word-processed format.
- Creative Journals: Encourage students to maintain a creative journal where they can regularly practice short writing exercises related to the writing process and themes discussed in class.
- Peer Review Sessions: Organize peer review sessions where students can read and provide feedback to their classmates’ dialogues or other writing pieces.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: PERSONAL GROOMING

Sub Strand: Listening to Respond: Expressing Feelings

Specific Learning Outcomes:

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

- Identify words and expressions used to describe their feelings towards a poem.
- Express their feelings towards the subject matter of a poem.
- Value the importance of poem recitation for effective communication.

Key Inquiry Question(s):

- How can one express their feelings while reciting a poem?

Learning Resources:

- Skills in English Grade 9, Page 232

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson on poetry and its elements.
- Ask students to share their thoughts about what makes a poem impactful.
- Guide students to read and discuss the relevant section from the learning resources, focusing on understanding key expressions of feelings in poetry.

Lesson Development (30 minutes):

Step 1: Introduction to Feelings in Poetry (10 minutes)

- Discuss the types of feelings that poetry can evoke (e.g., joy, sadness, nostalgia).
- Ask students to list words or phrases that express these feelings.
- Facilitate a brief discussion on how different poems can invoke different feelings.

Step 2: Analyzing a Selected Poem (10 minutes)

- Choose a specific poem from the resources. Read it aloud to the class, emphasizing tone and emotion.
- Ask students to identify specific lines or words that triggered feelings for them.
- Encourage students to share their interpretations and how these relate to the poem's overall meaning.

Step 3: Expressing Feelings through Recitation (5 minutes)

- Discuss the importance of tone, inflection, and body language in recitation.
- Divide students into pairs and have them practice reciting selected lines from the poem, focusing on expressing their feelings through voice modulation and gestures.

Step 4: Group Reflection (5 minutes)

- Reconvene as a class, and allow pairs to share their recitations.
- Discuss the various feelings conveyed and how different expressions can alter the audience's perception of the poem.
- Encourage students to think about their own feelings and experience with poetry.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson: identifying feelings in poetry, the importance of effective recitation, and personal expression.
- Conduct an interactive activity where students write one word that sums up how they felt about the poem and share it with the class.
- Preview the next session by asking students to consider a poem they connect with and how they might express that connection.

Extended Activities:

- Have students select their favorite poem and write a short paragraph reflecting on their feelings about it.
- Organize a poetry reading event where students can recite chosen poems in pairs or small groups, showcasing their understanding of expression.
- Encourage students to write their own poems and focus on how they would like to express specific feelings when reciting them.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading Comprehension

Specific Learning Outcomes:

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

- Summarise ideas in a passage.
- Apply the skills of making inferences and drawing conclusions in independent reading.
- Develop a desire to read.

Key Inquiry Question(s):

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

Learning Resources:

- Skills in English Grade 9 (Page 234)

Organisation of Learning

Introduction (5 minutes)

- Briefly review the previous lesson on reading strategies.
- Guide learners to read and discuss the relevant content from the resource, focusing on summarising and inference-making.

Lesson Development (30 minutes)

Step 1: Understanding Summarisation (10 minutes)

- Discuss what summarisation is and why it is important.
- Use a short paragraph from Page 234 for a guided summarisation exercise.
- Ask students to identify the main ideas and supporting details together.

Step 2: Practicing Summarisation (10 minutes)

- Provide students with a different passage from the same resource.
- In pairs, have them summarise the passage in 3-4 sentences.
- Circulate the room, offering support and feedback as needed.

Step 3: Making Inferences (5 minutes)

- Explain the concept of making inferences and how it differs from summarising.
- Read a short story excerpt together, stopping to identify hints or clues that lead to conclusions about character motivations or themes.

Step 4: Applying Inferences (5 minutes)

- Have students independently read a brief passage.
- Instruct them to respond to specific questions that require them to infer meanings or draw conclusions based on the text.

Conclusion (5 minutes)

- Summarise the key points covered, reiterating the importance of summarising and making inferences.
- Conduct a brief interactive activity (e.g., "Two Truths and a Lie" based on what they inferred from texts).
- Preview the next session, which will focus on narrative techniques and story elements, encouraging students to think about the questions: "What makes a story engaging?"

Extended Activities

- Independent Reading Homework: Assign students to choose a book or article and write a brief summary (150-200 words), highlighting the main ideas and any inferences they made while reading.
- Reading Journal: Encourage students to maintain a reading journal where they summarise chapters or articles, practice making inferences, and reflect on their reading experiences.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

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 the meaning of phrasal verbs.
- Use phrasal verbs to construct sentences based on personal grooming and health education.
- Value the importance of using phrasal verbs in spoken and written communication.

Key Inquiry Question(s):

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

Learning Resources:

- Skills in English Grade 9, Page 238

Organisation of Learning:

Introduction (5 minutes)

- Briefly review the previous lesson on basic verbs and their forms.
- Introduce the topic of phrasal verbs and their significance in daily communication.
- Encourage learners to read and discuss relevant content from the learning resources (Page 238), focusing on phrasal verbs related to personal grooming and health.

Lesson Development (30 minutes)

Step 1: Introduction to Phrasal Verbs (10 minutes)

- Define phrasal verbs and provide examples (e.g., "wash up," "brush up").
- Discuss how phrasal verbs can change meaning based on context.
- Engage students in a brief discussion, asking them if they can share any phrasal verbs they know.

Step 2: Identifying Meanings (10 minutes)

- Distribute a list of common phrasal verbs related to personal grooming (e.g., "get ready," "clean up").
- In pairs, have students work to match each phrasal verb with its meaning.
- Review the answers as a class, emphasizing why it's important to know these meanings for effective communication.

Step 3: Sentence Construction (5 minutes)

- Ask students to create their own sentences using at least three different phrasal verbs from the previous exercise.
- Encourage them to relate the sentences to personal grooming and health education themes.
- Share some of the sentences aloud to foster peer learning.

Step 4: Practical Application (5 minutes)

- Conduct a quick role-play activity where students must use phrasal verbs in a conversational context related to health or grooming (e.g., preparing for a sports event, discussing hygiene).
- Have students act out dialogues in pairs, using at least three phrasal verbs.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson: definitions, meanings, and usage of phrasal verbs.
- Highlight the importance of using phrasal verbs in improving communication.
- Conduct a brief interactive activity, such as a quick quiz on phrasal verbs, to reinforce the concepts.
- Give a preview of the next session, which will focus on integrating phrasal verbs into writing exercises.

Extended Activities:

- Personal Grooming Diary: Students can keep a weekly diary where they write about their grooming habits using at least five different phrasal verbs each week.
- Create a Comic Strip: Have students illustrate a comic strip that includes dialogues featuring phrasal verbs related to health and grooming. This can be displayed in the classroom.
- Phrasal Verb Quiz Game: Organize a quiz bowl where students can answer questions related to the meanings and usage of phrasal verbs in teams.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Play Characterisation (Class Reader)

Specific Learning Outcomes:

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

- Read or watch video clips of a play and identify the clues used to describe character traits.
- Dramatise a section of a play to highlight the traits of some characters.
- Appreciate the role of characterization in determining virtues and vices in society.

Key Inquiry Question:

- Why is characterisation important?

Learning Resources:

- Skills in English Grade 9, Page 241

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on themes in literature.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding key concepts of characterization.

Lesson Development (30 minutes)

Step 1: Introduction to Characterisation (10 minutes)

- Define characterisation: Explain what characterisation is and its significance in plays. Discuss how authors provide clues about characters through dialogue, actions, and descriptions.
- Introduce key terms: protagonist, antagonist, traits, virtues, and vices.

Step 2: Reading/Watching Clips (10 minutes)

- Assign learners to read a selected excerpt from a play or watch a short video clip of a play.
- As they engage with the material, ask them to take notes on specific lines or actions that reveal the characters' traits.

Step 3: Class Discussion (5 minutes)

- Facilitate a discussion where students share their observations on the character traits they identified. Guide them to connect these traits to larger themes within the play, such as how these traits reflect societal virtues and vices.

Step 4: Dramatization (5 minutes)

- In small groups, have students choose a scene that shows distinct character traits and perform a short dramatization. Encourage them to emphasize vocal tone and body language to portray those traits effectively.

Conclusion (5 minutes)

- Summarize key points discussed during the lesson: the definition of characterisation, how it manifests in literature, and its importance in reflecting societal values.
- Conduct a brief interactive activity (e.g., a quick quiz or think-pair-share) to reinforce the main topics.
- Prepare students for the next session by previewing the upcoming topic: "Exploring Themes through Character Actions."

Extended Activities:

1. Character Journal: Have students maintain a journal where they track character developments across different plays they read (or watch). They can note changes in traits or motivations and relate them to the story's themes.
2. Create Your Character: Students can create their own character for a short play, detailing traits and background, and then write a brief scene that highlights these characteristics.
3. Character Debate: Organize a class debate where students take on the role of characters and defend their decisions based on their traits as depicted in the play.

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, the learner should be able to:

- Identify different topics related to personal grooming, respect, and life skills.
- Emphasize the importance of each stage in the writing process in crafting flawless dialogues.
- Appreciate the writing process.

Key Inquiry Question(s):

- Why is it important to learn dialogue writing?

Learning Resources:

- Skills in English Grade 9, Page 247

Organisation of Learning

Introduction (5 minutes)

- Begin by reviewing the previous lesson on descriptive writing.
- Engage learners in a discussion about their understanding of dialogue and its role in storytelling and communication.
- Guide learners to read and discuss relevant content from the learning resources, focusing on dialogue writing, personal grooming, respect, and life skills.

Lesson Development (30 minutes)

Step 1: Identifying Topics (10 minutes)

- Facilitate a brainstorming session where students share what they know about personal grooming, respect, and life skills.
- Write down their ideas on the board and group them into categories (e.g., physical grooming, self-respect, social skills).
- Ask students to consider how dialogue can express these themes in writing.

Step 2: Understanding the Writing Process (10 minutes)

- Introduce the stages of the writing process: Prewriting, Drafting, Revising, Editing, and Publishing.

- Discuss each stage in detail and highlight the importance of each in writing dialogue. Use examples from the learning resource to illustrate how each stage contributes to effective writing.
- Encourage students to think about how they would plan and develop a dialogue that incorporates the themes discussed.

Step 3: Practicing Dialogue Writing (5 minutes)

- Provide students with a prompt related to personal grooming or respect (e.g., A conversation between two friends discussing the importance of confidence and presentation).
- Allow students to draft a short dialogue based on the prompt. Encourage them to apply the writing process stages briefly as they compose their dialogues.

Step 4: Sharing and Feedback (5 minutes)

- Have students share their dialogues in pairs or small groups.
- Encourage them to give constructive feedback to one another based on the clarity and effectiveness of the dialogue. Discuss how the dialogue can be revised for impact and flow.

Conclusion (5 minutes)

- Summarize the key points learned about dialogue writing and the importance of each stage of the writing process.
- Conduct a brief interactive quiz or discussion for students to reflect on why dialogue is vital in their writing and everyday communication.
- Prepare learners for the next session by previewing future topics, such as character development or plot structure.

Extended Activities:

- Creative Writing Assignment: Students could write a short story that includes a dialogue between two characters exploring themes of personal grooming and respect.
- Peer Review Exercise: Organize a peer review session where students exchange their dialogue drafts and provide feedback. Encourage them to focus on whether the dialogues convey respect and understanding.
- Role-Playing Activity: Have students act out their dialogues in small groups, allowing them to experience how dialogue influences communication and relationships.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: SEA TRAVEL

Sub Strand: Extensive Listening: Speeches

Specific Learning Outcomes:

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

- Identify the issues addressed by different speeches listened to.
- Take notes on the points made by the different speakers regarding the issue.
- Acknowledge the importance of getting information from varied sources.

Key Inquiry Question:

- How can you ensure that you remember what you hear from a speech?

Learning Resources:

- Skills in English Grade 9 Page 251
- Selected speeches (audio clips) addressing sea travel issues

Organisation of Learning:

Introduction (5 minutes):

- Begin by briefly reviewing key points from the previous lesson to activate prior knowledge.
- Introduce the day's focus by guiding learners through the relevant content in the learning resources. Emphasize the importance of identifying key issues in speeches.

Lesson Development (30 minutes):

Step 1: Introduction to Speeches (10 minutes)

- Discuss the characteristics of effective speeches, including the speaker's purpose, audience engagement, and clarity of message.
- Listen to a short snippet of a selected speech addressing sea travel. Ask students to name the issue presented.

Step 2: Guided Note-Taking (10 minutes)

- While playing the second speech, model how to take effective notes. Focus on noting central ideas, supporting points, and any personal reflections.
- Encourage students to write down one significant point made by the speaker.

Step 3: Group Discussion (5 minutes)

- Divide students into small groups to discuss the speeches they heard.

- Each group will summarize the important issues identified in their notes and compare their findings with peers.

Step 4: Class Sharing (5 minutes)

- Regroup as a class and have each group share one key point from their discussion.
- Facilitate a conversation about the differences and similarities in issues presented in the speeches.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson and restate the learning objectives.
- Engage learners in a brief interactive activity where they reflect on their note-taking strategies and share tips with classmates.
- Preview the next lesson's topics by posing guiding questions about the importance of multiple perspectives in understanding complex issues.

Extended Activities:

- Assign students to watch a recorded speech online (e.g., TED Talks) and write a reflection summarizing the main issues addressed, the speaker's tone, and their personal reaction to its content.
- Encourage students to create their own speeches on a topic related to sea travel and present them to the class, practicing both speaking and listening skills.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Visualizing and Summarizing

Specific Learning Outcomes:

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

- Identify mental images created from a read passage.
- Summarize what a paragraph and the overall passage are about.
- Appreciate the role of visualizing and summarizing in enhancing understanding of a text.

Key Inquiry Question:

- Why is it important to make a relevant summary of a text?

Learning Resources:

- Skills in English Grade 9, Page 253

Organisation of Learning:

Introduction (5 minutes)

1. Review the Previous Lesson: Ask students to recall what they learned about reading comprehension strategies in the last class.
2. Discussion: Introduce the concept of visualizing and summarizing as key strategies in understanding texts. Guide learners to skim through the relevant content in the learning resource, focusing on examples of these strategies.

Lesson Development (30 minutes)

Step 1: Mental Imaging (10 minutes)

- Activity: Read a selected passage from Page 253 aloud to the class.
- Task: After reading, ask students to close their eyes and visualize the images that come to mind.
- Discussion: Invite students to share their mental images and how they relate to the text. Discuss how these images enhance their understanding of the passage.

Step 2: Summarizing a Paragraph (10 minutes)

- Activity: Choose a paragraph from the passage and review it together as a class.
- Task: Ask students to identify the main idea and supporting details.
- Outcome: Have students write a one-sentence summary of the paragraph and share it with a partner.

Step 3: Summarizing the Whole Passage (5 minutes)

- Activity: Together, identify the key points and themes discussed in the entire passage.
- Task: Guide students in forming a concise summary of the passage, focusing on the essential points and omitting unnecessary details.

Step 4: Discussion on Importance (5 minutes)

- Activity: Facilitate a discussion on the key inquiry question: "Why is it important to make a relevant summary of a text?"
- Task: Prompt students to reflect on how summarizing can help them in their reading and studying, making connections to personal experiences with texts.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, highlighting the importance of visualizing and summarizing.
- Interactive Activity: Conduct a quick round of "summarizing bingo" where students use their summaries to complete a bingo card with words or phrases from the passage.
- Preview the next lesson's topic, urging students to think about other texts they encounter and how they can visualize and summarize those effectively.

Extended Activities:

- Visualizing Through Art: Have students create a drawing or collage based on their mental images from the passage.
- Summary Writing Challenge: Assign students to select a text (a page from a book, an article, etc.) and practice summarizing it using the skills learned in class.
- Peer Teaching: In pairs, students can take turns summarizing a text to each other, discussing the visual images they created during their reading.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Complex Sentences

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:
- Identify subordinating conjunctions in sentences.
- Construct complex sentences using subordinating conjunctions learned.
- Appreciate the use of conjunctions in grammar.

Key Inquiry Question(s):

- What is the role of conjunctions in sentences?

Learning Resources:

- Skills in English, Grade 9, Page 257

Organisation of Learning:

Introduction (5 minutes)

- Start the class with a brief review of the previous lesson to activate prior knowledge about basic sentence structures.
- Encourage students to share what they remember about conjunctions, leading to a discussion about how they enhance sentences.
- Guide learners to read the relevant section from Page 257 of the learning resource, prompting them to look for examples of subordinating conjunctions.

Lesson Development (30 minutes)

- Step 1: Introduction to Subordinating Conjunctions (10 minutes)

- Define subordinating conjunctions and provide a list (e.g., although, because, since, unless, while).
- Highlight their function in creating complex sentences by linking an independent clause to a dependent clause.
- Discuss examples as a class, identifying the subordinating conjunction in each.

- Step 2: Guided Practice (10 minutes)

- Distribute a worksheet with sentences missing subordinating conjunctions.
- Work as a class to fill in blanks, encouraging volunteers to explain their choices.

- Focus on understanding how each conjunction changes the relationship between ideas within the sentences.

- **Step 3: Constructing Complex Sentences (5 minutes)**

- Ask students to create their own sentences using provided subordinating conjunctions.
- Encourage creativity, allowing them to develop sentences that relate to personal experiences or topics of interest.
- Share a few examples with the class for discussion.

- **Step 4: Peer Review (5 minutes)**

- In pairs, students exchange sentences and provide feedback on clarity and the effective use of subordinating conjunctions.
- Encourage them to discuss the impact of conjunctions on the meaning of each sentence.

Conclusion (5 minutes)

- Summarize the key points covered during the lesson, including the definition of subordinating conjunctions and their role in creating complex sentences.
- Conduct a quick interactive activity where students identify subordinating conjunctions in a new example sentence presented on the board.
- Preview the next session by introducing the concept of compound sentences and asking students to think about how they differ from complex sentences.

Extended Activities:

- Creative Writing Assignment: Have students write a short story or a narrative paragraph that includes at least five complex sentences.
- Conjunction Scavenger Hunt: Assign learners to find examples of complex sentences in books or articles at home and share them in the next class, identifying the subordinating conjunctions used.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Grade appropriate play: Style (class Reader)

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:
- Identify the styles of humour and monologue in a play.
- Dramatize instances of humour and monologue in a play.
- Acknowledge the role of humour and monologue in enriching a literary work.

Key Inquiry Question(s):

- What is the role of humour in a play?

Learning Resources:

- Skills in English Grade 9, Page 261

Organisation of Learning:

Introduction (5 minutes)

- Review the main concepts of the previous lesson, focusing on types of dramatic elements in plays.
- Engage students in a brief discussion about their understanding of humour and monologue, using examples they may already know.

Lesson Development (30 minutes)

Step 1: Identifying Styles of Humour in a Play (10 minutes)

- Read an excerpt from a play that demonstrates different styles of humour (e.g., slapstick, situational, verbal).
- In pairs, students will identify at least two types of humour present in the excerpt and discuss how they contribute to the overall tone and message of the play.

Step 2: Exploring Monologues (10 minutes)

- Introduce the concept of a monologue and its purpose in drama.
- Read a selected monologue from the same or different play.
- As a class, analyze the content of the monologue, focusing on its emotional impact and how it reveals character.

Step 3: Dramatizing Humour (5 minutes)

- In groups of three or four, students will select a humorous passage from the text and prepare a short dramatization.
- Emphasize using body language and facial expressions to enhance the humour in their performance.

Step 4: Sharing Performances (5 minutes)

- Each group presents their dramatization to the class.
- After each performance, peers provide constructive feedback on the use of humour and the effectiveness of the delivery.

Conclusion (5 minutes)

- Summarize the key points about the role of humour and monologue in a play.
- Reinforce learning objectives by asking questions like, "How does humour affect our experience as an audience?" and "What did you learn from the dramatization activity?"
- Provide a preview of the next lesson, which will explore character development within plays.

Extended Activities:

- Creative Writing Assignment: Write a short comedic scene that incorporates at least two styles of humour and a monologue. Students can present their scenes to the class.
- Research Project: Students can research a famous playwright known for their use of humour (e.g., Shakespeare, Molière) and explain how humour plays a role in their works.
- Theatre Visit: If possible, arrange for students to attend a local theatre performance and observe the use of humour and monologue in practice.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Creative Writing: Idioms

Specific Learning Outcomes:

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

- Explain the meaning of given idioms in different contexts.
- Use a variety of idioms in writing narrative compositions.
- Desire to use idioms appropriately.

Key Inquiry Question:

- What are idioms?

Learning Resources:

- Skills in English Grade 9, Page 264

Organisation of Learning:

Introduction (5 minutes)

1. Begin with a quick review of idioms discussed in the previous lesson. Ask students to share any idioms they remember and their meanings.
2. Guide learners to read and discuss the relevant content from Page 264 of their textbook, focusing on the definition and examples of idioms.

Lesson Development (30 minutes)

Step 1: Understanding Idioms (10 minutes)

- Explain what idioms are: phrases that have meanings that are not directly linked to the literal meanings of the individual words.
- Use examples (e.g., "kick the bucket", "spill the beans") and ask students to guess their meanings and the contexts they might be used in.

Step 2: Discussing Context (10 minutes)

- Break students into pairs and provide a list of idioms.
- Ask each pair to discuss the meaning of their assigned idiom and come up with a context where it might be used (e.g., in a conversation, a story, etc.).
- Have pairs share their findings with the class.

Step 3: Writing Practice (5 minutes)

- Guide students to select at least three idioms from the discussion and incorporate them into a short narrative composition. Encourage creativity in their stories.
- Provide prompts or themes (e.g., “A Day at the Beach” or “The Biggest Surprise”) to help inspire their writing.

Step 4: Sharing and Feedback (5 minutes)

- Invite a few students to share their narratives with the class.
- Provide constructive feedback and encourage peers to suggest idioms that could enhance each other’s stories.

Conclusion (5 minutes)

1. Summarize key points, including what idioms are and why they are useful in writing.
2. Conduct a quick interactive activity where students "act out" idioms to illustrate their meanings, helping reinforce their understanding.
3. Preview the next lesson's topic on integrating idioms into poetry, encouraging students to think about how they can use idioms in different forms of writing.

Extended Activities:

- Idioms Art Project: Students can create an illustrated poster for an idiom of their choice, depicting its meaning both literally and figuratively.
- Idioms Quiz: Create a fun quiz where students match idioms with their meanings or create sentences using idioms in context. This can also be done as a game with quiz apps or platforms.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: SEA TRAVEL Listening and Speaking

Sub Strand: Extensive Listening: Speeches

Specific Learning Outcomes:

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

- Search online for varied speeches on an issue of interest and listen to them for enjoyment and general information.
- Outline benefits of listening to different speeches on the same subject.
- Acknowledge the importance of getting information from varied sources.

Key Inquiry Question(s):

- What is the importance of listening to different speeches on the same subject?

Learning Resources:

- Skills in English Grade 9, Page 251
- Access to the internet for speech research (e.g., TED Talks, public speeches)

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on effective listening and the role of speeches in communication.
- Guide learners to read and discuss relevant content from Page 251 of their textbook, focusing on the importance of diverse perspectives in speeches.

Lesson Development (30 minutes)

Step 1: Introduce Speech Types (10 minutes)

- Discuss different types of speeches (e.g., informative, persuasive, commemorative, etc.).
- Ask students to think of speeches they've heard recently and how the type influenced their understanding.

Step 2: Research and Listening Activity (10 minutes)

- Instruct students to use their devices to search for 2-3 speeches on a specific topic of interest (e.g., climate change, technology, social justice).
- Allow them to listen to excerpts from each of the speeches, encouraging them to take notes on the viewpoints presented.

Step 3: Group Discussion (5 minutes)

- Have students form small groups to discuss their findings.
- Encourage them to share the different perspectives they encountered and how each speech approached the topic uniquely.

Step 4: Outline Benefits (5 minutes)

- Guide students to write a brief outline on the benefits of listening to speeches from various sources.
- Facilitate a class discussion where groups share their outlines and collaborate to list the key benefits on the board.

Conclusion (5 minutes)

- Summarize the importance of listening to multiple perspectives through speeches, highlighting key points discussed during the lesson.
- Conduct a brief interactive activity, such as a quick quiz or a handshake forum, where students share one new idea they learned from the speeches.
- Preview the next session's topic on analyzing speech techniques and ask students to think of a speaker they admire.

Extended Activities:

- Speech Analysis Assignment: Students could choose a speech they found interesting and write a short analysis of it, focusing on rhetorical devices and effectiveness.
- Create Your Own Speech: Learners can prepare and present their own speech on a topic of their choice, incorporating knowledge gained from this lesson on the importance of diverse perspectives.
- Peer Review Activity: Pair students up to give feedback on each other's speeches, focusing on clarity and persuasive techniques.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Visualising and Summarising

Specific Learning Outcomes:

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

- Identify how visualizing and summarizing aids in comprehension of a passage.
- Read a passage on an interesting issue and pick out sensory words or expressions, and the mental images they create in a reader.
- Acknowledge the importance of obtaining information from varied sources.

Key Inquiry Question(s):

- Which words or expressions appeal to the five senses?

Learning Resources:

- Skills in English Grade 9, Page 253

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson: briefly discuss any previous visualizing and summarizing techniques learned.
- Introduce today's topic by asking students what they think sensory words are. Guide them to read and discuss relevant content from the learning resources, emphasizing visualizing and summarizing.

Lesson Development (30 minutes)

Step 1: Introduction to Sensory Words (10 minutes)

- Define sensory words and their importance in reading comprehension. Discuss the five senses (sight, sound, taste, touch, smell) and provide examples of sensory words.
- Ask for examples of sensory words from students' experiences.

Step 2: Reading Passage (10 minutes)

- Provide the class with a selected passage from the learning resources (Skills in English, Page 253) that contains rich sensory details.

- Have students read the passage quietly, focusing on how it makes them feel and what images it evokes in their minds.

Step 3: Identification Activity (5 minutes)

- In pairs, students will identify and highlight sensory words or expressions from the passage.
- They will write down the mental images that these words create as a group discussion in class on how these contribute to understanding the text better.

Step 4: Summarizing the Passage (5 minutes)

- Have students summarize the main idea of the passage using the sensory words they identified.
- Encourage students to share their summaries and how sensory words helped them remember or visualize the passage better.

Conclusion (5 minutes)

- Summarize key points discussed in the lesson, including the significance of sensory words in visualization and summarization processes.
- Conduct a brief interactive activity where students share their favorite sensory word from the passage and explain why it appeals to them.
- Prepare learners for the next session by previewing upcoming topics, such as exploring different styles of summarizing and how visuals can further aid comprehension.

Extended Activities:

- Sensory Journal: Students can maintain a sensory journal for a week where they write down their daily experiences using sensory words.
- Creative Writing: Encourage students to write a short descriptive paragraph about a personal experience, deliberately incorporating at least five sensory words.
- Group Presentation: In groups, students can choose a topic of interest, find information from various sources, and present their findings using effective visualization techniques (e.g., posters, slides).

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in use

Sub Strand: Sentences Complex Sentences

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Correct disjointed sentences using the rule of subordinating conjunctions.
- Punctuate complex sentences on current issues such as global sea travel.
- Appreciate the use of conjunctions in grammar.

Key Inquiry Question(s):

- How can one differentiate between a simple and a complex sentence?

Learning Resources:

- Skills in English, Grade 9, Page 257

Organisation of Learning

Introduction (5 minutes)

- Begin by reviewing the previous lesson on simple sentences.
- Ask students to recall the definition and examples of a simple sentence.
- Guide learners to read and discuss the relevant content from page 257, highlighting the structure of complex sentences, including subordinating conjunctions.

Lesson Development (30 minutes)

Step 1: Identifying Complex Sentences (10 minutes)

- Explain the differences between simple and complex sentences, emphasizing the role of subordinating conjunctions (e.g., because, although, while).
- Provide examples of simple and complex sentences.
- Activity: In pairs, have students identify and list sentences from the learning resource that exemplify complex sentence structures.

Step 2: Correcting Disjointed Sentences (10 minutes)

- Present sentences that are disjointed and need restructuring (e.g., "I love to travel. The ocean is beautiful.").
- Guide students through the process of connecting these sentences using subordinating conjunctions.

- Activity: Students will correct a set of disjointed sentences individually, sharing their revised sentences with the class.

Step 3: Punctuating Complex Sentences (5 minutes)

- Introduce the rules of punctuation for complex sentences (e.g., when to use a comma before the subordinating clause).
- Provide examples related to global sea travel (e.g., "Although the ocean travels far and wide, many are still unaware of its depths.").
- Have students practice punctuating provided complex sentences regarding current issues.

Step 4: Appreciating Conjunctions in Grammar (5 minutes)

- Discuss why subordinating conjunctions are important in writing.
- Engage students in an activity where they create their own complex sentences about global sea travel using given subordinating conjunctions.

Conclusion (5 minutes)

- Summarize the key concepts covered: definitions, structure, and punctuation of complex sentences.
- Conduct a brief interactive quiz, asking students to identify complex sentences among a few options.
- Preview the next session's topic, encouraging students to think about the role of different types of sentences in their writing.

Extended Activities:

- Encourage students to write a short paragraph about global sea travel, ensuring they use at least three complex sentences.
- Assign a homework task where students find a current news article about sea travel, identifying and rewriting any simple sentences they find into complex sentences.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Grade Appropriate Play: Style (Class Reader)

Specific Learning Outcomes:

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

- Describe how humour and monologue make a play interesting and effectively convey a message.
- Read or watch an episode of a grade-appropriate play that includes humour and monologue.
- Acknowledge the role of humour and monologue in enriching a literary work.

Key Inquiry Question(s):

- Which programmes on radio or television do you find amusing?

Learning Resources:

- Skills in English Grade 9, Page 261

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson on narrative techniques in plays.
- Introduce the key concepts of humour and monologue.
- Engage students in a discussion about their favourite comedic programmes or plays and highlight how these elements enhance entertainment and storytelling.

Lesson Development (30 minutes):

Step 1: Understanding Humour (10 minutes)

- Define humour and its different types (e.g., situational, verbal).
- Discuss specific examples from familiar plays or shows that use humour.
- Ask students to share their thoughts on why humour is enjoyable and how it can make serious themes more approachable.

Step 2: Exploring Monologue (10 minutes)

- Introduce the concept of monologue and its role in character development.
- After reading an excerpt from a play featuring a monologue, discuss how the character's thoughts and feelings are expressed.

- Facilitate a group activity where students identify the purpose of a monologue in conveying emotions or perspectives.

Step 3: Watching a Scene (10 minutes)

- Watch a 5-minute clip from a grade-appropriate play that contains both humour and a monologue. (Ensure it is pre-approved and appropriate for classroom viewing.)
- As a class, analyze how humour is used to increase engagement and how the monologue contributes to the narrative.
- Have students note their observations for discussion.

Step 4: Class Discussion and Reflection (5 minutes)

- Open the floor for a discussion on students' observations from the video.
- Encourage them to connect back to the initial inquiry question and reflect on how personal experiences influence their perceptions of humour in media.

Conclusion (5 minutes):

- Summarize key points discussed: the roles of humour and monologue in a play.
- Conduct a brief interactive activity where students create their own short humorous monologue sharing an amusing experience, either in pairs or small groups.
- Provide a preview of the next lesson, highlighting the upcoming topic on analyzing character development within literary works.

Extended Activities:

- Write a short comedic scene or monologue that uses at least one element of humour discussed in class.
- Create a visual or digital project that contrasts two plays: one using humour effectively and one that does not.
- Conduct a "comedy night" where students can act out selected humorous monologues or skits for peers.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Creative Writing: Idioms

Specific Learning Outcomes:

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

1. Fill in sentence gaps with the most appropriate idioms.
2. Write a narrative composition using the given idioms.
3. Express a desire to use idioms appropriately in their writing.

Key Inquiry Question(s):

- Which idioms are you familiar with?

Learning Resources:

- Skills in English Grade 9 Page 264

Organisation of Learning:

Introduction (5 minutes)

- Review: Begin with a quick recap of the previous lesson. Ask students to share any new idioms they learned or encountered since the last class.
- Discussion: Guide learners to read and discuss relevant content from the learning resources, focusing on idioms and their meanings, ensuring that students understand their usage in context.

Lesson Development (30 minutes)

- **Step 1:** Introduce Idioms (10 minutes)
 - Present the idioms: "peace of mind," "bury the hatchet," "sit on the fence," "monkey business," "adding insult to injury."
 - Discuss the meanings and contexts of these idioms, providing examples and asking students to give their own examples.
- **Step 2:** Sentence Gap-Filling Exercise (10 minutes)
 - Distribute sentence gap worksheets where students fill in the blanks with the most appropriate idioms provided.
 - Example: "After the argument, they decided to _____ and move on." (correct answer: bury the hatchet)
 - Circulate around the room to assist students and encourage discussion about their choices.

- **Step 3:** Narrative Composition Preparation (5 minutes)

- Explain how students will write a short narrative using at least three of the given idioms.
- Prompt them to brainstorm ideas related to themes where idioms naturally fit (e.g., friendship, conflict resolution, or adventure).

- **Step 4:** Writing the Narrative (5 minutes)

- Allow students time to begin writing their narratives.
- Emphasize using the idioms correctly based on context. Encourage creativity while maintaining clarity in their stories.

Conclusion (5 minutes)

- Summary: Recap the key points discussed during the lesson, including the meanings of the idioms and the importance of using them in writing.
- Interactive Activity: Conduct a quick “Idiom Matching Game” where students match idioms with their meanings, reinforcing their understanding.
- Preview Next Session: Discuss what students can expect in the next lesson about using idioms in dialogues and poetic writing.

Extended Activities:

1. Idiom Diary: Encourage students to keep a diary where they write a new idiom each day, along with its meaning and an example sentence. This will help reinforce their learning and application of idioms over time.
2. Group Storytelling: In small groups, have students create a story using the idioms as prompts, then share their stories with the class.
3. Idiom Posters: Have students create posters for each idiom, illustrating its meaning and providing an example in a creative way, which can be displayed in the classroom.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: SPORTS - World Cup (Football) Listening and Speaking

Sub Strand: Intonation in Sentences - Question Tags

Specific Learning Outcomes:

- Write the correct form of question tags in sentences.
- Apply question tags appropriately in communication.
- Appreciate the importance of question tags and correct intonation in communication.

Key Inquiry Question(s):

- How can we improve our speaking skills?

Learning Resources:

- Skills in English Grade 9 Page 269

Organisation of Learning

Introduction (5 minutes)

- Review key concepts from the previous lesson, possibly focusing on sentence structure or communication.
- Guide learners to read and discuss relevant content from Page 269, highlighting the role of question tags in conversation.

Lesson Development (30 minutes)

Step 1: Introduction to Question Tags (10 minutes)

- Explain what question tags are, providing examples (e.g., "It's a nice day, isn't it?").
- Discuss the structure of question tags, including positive and negative forms.
- Provide some sentences, asking students to predict the question tag that fits.

Step 2: Writing Question Tags (10 minutes)

- Have students work individually or in pairs to complete exercises on page 269, where they create question tags for a series of statements.
- Circulate the room to provide assistance and feedback as they work.

Step 3: Practicing Intonation (5 minutes)

- Demonstrate the proper intonation when using question tags in a sentence.

- Have students listen to your examples and repeat them, focusing on the rising and falling tone at the end of tagged questions.

Step 4: Role-play Activity (5 minutes)

- In pairs, students will create a short dialogue incorporating several question tags, and they will practice speaking with the correct intonation.
- Invite a few pairs to present their dialogues to the class.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson regarding the structure and usage of question tags.
- Conduct a fun quiz or rapid-fire round where students must provide question tags for given statements.
- Prepare learners for the next session: mention the upcoming topic on effective communication strategies and encourage students to think about how question tags can enhance their engagement in discussions.

Extended Activities

- Writing Exercise: Ask students to write a short paragraph about a recent football match, including at least five question tags related to their opinions.
- Listening Activity: Assign students to listen to a recorded dialogue or conversation and identify question tags used, noting how intonation affects meaning.
- Peer Teaching: Have students create a mini-lesson for younger students on question tags, reinforcing their understanding by teaching others.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Summarizing argumentative texts (grade appropriate text)

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Pick out the main points discussed in a text
- Organize an outline of points into a coherent whole
- Realize the importance of good summary writing skills in writing

Key Inquiry Question(s):

- How do we write summaries?

Learning Resources:

- Skills in English Grade 9, Page 272

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on identifying argument structure in texts.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of recognizing key concepts and main ideas in argumentative writing.

Lesson Development (30 minutes):

Step 1: Understanding Main Points (10 minutes)

- Read an excerpt from a selected argumentative text together as a class.
- Discuss as a group what the main argument of the text is and what supporting points are presented.
- Ask guiding questions such as: "What is the author's main message?" and "What evidence supports this message?"

Step 2: Noting Key Details (10 minutes)

- Have students work in pairs to underline or highlight key details and examples in the text that support the main argument.
- Instruct them to discuss why these details are important and how they relate to the overall argument.

Step 3: Organizing an Outline (5 minutes)

- Teach students how to create a simple outline based on the main points and supporting details they identified.
- Show them how to format an outline with headings (main argument) and bullet points (supporting details).

Step 4: Writing a Summary (5 minutes)

- Instruct students to use their outlines to write a brief summary of the text, ensuring they include the main argument and key points.
- Remind them to write in their own words and keep the summary brief and focused.

Conclusion (5 minutes):

- Summarize the key points discussed in class: the importance of identifying main arguments and supporting details when summarizing texts.
- Conduct a brief interactive activity, such as a "summary relay," where pairs of students share their summaries with another pair, providing feedback to each other.
- Prepare learners for the next session by previewing the concept of different styles of argumentative writing.

Extended Activities:

1. Group Debate: Organize a class debate on a relevant topic, where students must identify main points and counterarguments, further practicing their summarizing skills.
2. Research Assignment: Have students select a current event article and write a summary, identifying the main arguments and supporting details to share with the class.
3. Peer Review: Exchange summaries with a classmate to provide constructive feedback focused on clarity, conciseness, and coherence.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in use

Sub Strand: Sentences - Direct and indirect speech

Specific Learning Outcomes:

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

- Differentiate between direct and indirect speech.
- Convert direct speech into indirect speech.
- Appreciate the use of direct and indirect speech.

Key Inquiry Question(s):

- What is the difference between direct and indirect speech?

Learning Resources:

- Skills in English Grade 9, Page 275

Organisation of Learning:

Introduction (5 minutes)

- Start by reviewing the previous lesson on sentence structure. Ask students to recall any examples of direct or indirect speech from their homework or everyday conversations.
- Guide learners through a brief reading from the specified resource (Page 275) and facilitate a discussion on the key concepts surrounding direct and indirect speech. Highlight how these forms are used in writing and conversation.

Lesson Development (30 minutes)

Step 1: Explanation and Definition (10 minutes)

- Define Direct Speech: Speech that reports the exact words spoken. Example: Sarah said, "I am going to the mall."
- Define Indirect Speech: Speech that reports what someone said without quoting their exact words. Example: Sarah said that she was going to the mall.
- Ask students to give examples of both forms based on their own experiences.

Step 2: Identifying Differences (5 minutes)

- Guide learners to work in pairs to create a chart on the board comparing direct and indirect speech. Focus on aspects such as punctuation, verb tenses, and how pronouns may change.
- Discuss common mistakes when switching forms, such as not changing tenses correctly.

Step 3: Conversion Practice (10 minutes)

- Provide students with sentences in direct speech and instruct them to convert them to indirect speech. Example: Convert “He said, ‘I will finish my homework’” to “He said that he would finish his homework.”
- Walk around the classroom to provide support and feedback as they work on the conversions.

Step 4: Application Activity (5 minutes)

- Have students work in small groups to create a short dialogue in direct speech, and then convert it all into indirect speech. They can act out the dialogue first, then write down their converted examples.
- Invite groups to share their dialogues with the class, highlighting the nuances in speech conversion.

Conclusion (5 minutes)

- Summarize the key points from the day’s lesson: Differences between direct and indirect speech, methods of conversion, and the importance of understanding these concepts in communication.
- Conduct a quick interactive quiz in the form of a game or Kahoot to reinforce what was learned.
- Preview the next lesson on the influence of tone in direct and indirect speech, asking students to think about how the meaning might change based on the speaker's intent.

Extended Activities:

- Creative Writing Prompt: Ask students to write a short story or dialogue that includes both direct and indirect speech. They should highlight the use of each form and exchange stories with a partner for peer review.
- Speech Analysis: Have students find quotes from their favorite books or movies that represent direct speech. Then, ask them to rewrite those quotes in indirect speech, encouraging them to analyze the emotional or contextual shifts that may occur.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Play - Relating to Real Life (Class Reader)

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Identify the characters in a play
- Describe various themes in a play
- Appreciate the beauty of performances based on literary texts

Key Inquiry Question(s):

- What makes plays interesting?

Learning Resources:

- Skills in English Grade 9 Page 279

Organisation of Learning:

Introduction (5 minutes)

1. Begin with a brief review of the previous lesson, asking learners to share one key takeaway.
2. Introduce the topic of plays, pointing out their relevance in everyday life and literature.
3. Read aloud excerpts from the class reader and encourage students to share their thoughts on these insights.

Lesson Development (30 minutes)

Step 1: Identifying Characters (10 minutes)

- Provide a brief summary of the selected play (from the class reader).
- Ask students to list the main characters and discuss their roles in small groups.
- Encourage learners to think about how the characters relate to each other and the overall plot.

Step 2: Discussing Themes (10 minutes)

- Introduce the concept of themes in a play (e.g., love, conflict, identity).
- In groups, have learners choose one theme from the play and discuss how it is represented through the characters' actions and dialogues.
- Share group findings with the class.

Step 3: Appreciating Performance (5 minutes)

- Discuss what makes a performance engaging (e.g., acting, set design, script).

- Show a short clip of a play (if possible), prompting students to observe aspects that contribute to its beauty.

Step 4: Reflection and Connections (5 minutes)

- Have learners reflect on how the themes and characters of the play relate to real-life situations.
- Encourage a brief discussion on personal experiences that connect to the themes identified earlier.

Conclusion (5 minutes)

- Summarize key points: characters, themes, and elements of performance that make plays interesting.
- Conduct a quick interactive activity: Ask learners to think of one theme and one character they find intriguing and share why in pairs.
- Prepare learners for the next session by informing them about the upcoming exploration of dramatic devices in plays.

Extended Activities:

1. Character Diary: Have students create a diary entry from the perspective of one of the characters, exploring their thoughts and feelings in a pivotal moment of the play.
2. Theme Presentation: Assign each student a theme and have them create a visual poster or digital presentation that illustrates that theme through examples from the play and their own life experiences.
3. Group Skit: In small groups, students can prepare a short skit that captures a scene from the play, emphasizing character relationships and themes discussed in the lesson.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Descriptive Writing (280-320 words)

Specific Learning Outcomes:

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

- Use the correct writing process to write a composition.
- Spell words correctly in composition writing.
- Recognize the importance of creativity in writing.

Key Inquiry Question(s):

- What makes a story creative?

Learning Resources:

- Skills in English Grade 9, Page 284

Organisation of Learning

Introduction (5 minutes)

1. Review Previous Lesson:

- Ask students to summarize what they learned about narrative elements.

2. Discussion:

- Guide learners to read and discuss key concepts from the learning resource, focusing on how descriptive language can enhance storytelling.

Lesson Development (30 minutes)

Step 1: Brainstorming (10 minutes)

- Activity: Introduce a descriptive writing prompt related to an outdoor scene (e.g., a busy marketplace).
- Have students brainstorm sensory details they could include (sights, sounds, smells, feelings). This encourages creative thinking and sets the stage for detail-rich descriptions.

Step 2: Organizing Ideas (10 minutes)

- Activity: Teach students how to outline their descriptive piece based on their brainstorming.
- Emphasize the importance of structure: opening with a strong hook, developing the scene with detailed descriptions, and closing with a powerful ending that evokes emotion or reflections.

- Have students create a graphic organizer to plan their paragraphs, ensuring they list creative phrases and correct spelling for important words.

Step 3: Writing a Draft (10 minutes)

- Activity: Students write the first draft of their composition using their outline. Encourage them to focus on using vivid language and applying the spelling strategies discussed.
- Remind them to write within the word limit of 280-320 words.

Step 4: Peer Review (5 minutes)

- Activity: Students exchange drafts and provide constructive feedback on creativity, detail, and spelling. Emphasize the importance of positive feedback and suggestions for improvement.

Conclusion (5 minutes)

1. Summarize Key Points:

- Recap the writing process, importance of creativity, and spelling accuracy discussed in the lesson.

2. Interactive Activity:

- Conduct a quick round where students share one creative detail from their writing drafts.

3. Preview Next Session:

- Inform students that the next lesson will focus on editing techniques and the finalizing of their compositions.

Extended Activities

- Creative Writing Journal: Encourage students to keep a journal where they write daily descriptive passages based on different prompts. This will help them practice creativity and vocabulary.
- Art and Words: Task students with creating a visual representation (drawing, painting, or digital art) of their scene and then writing a descriptive piece that matches it. Explore how visuals can enhance descriptive writing.
- Word Games: Organize spelling bees or vocabulary challenges with focus words from their drafts to strengthen their spelling skills.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: SPORTS - World Cup (Football) Listening and Speaking

Sub Strand: Intonation in Sentences - Question Tags

Specific Learning Outcomes:

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

- Construct sentences using question tags correctly.
- Fill in gaps with the correct question tags.
- Appreciate the importance of question tags and correct intonation in communication.

Key Inquiry Question(s):

- Why do we use question tags in speech?

Learning Resources:

- Skills in English, Grade 9, Page 269

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on basic sentence structures and their usage in everyday communication.
- Guide learners to read and discuss relevant content from the learning resources, focusing on question tags and their role in conversations. Highlight examples from the text that illustrate the use of intonation with question tags.

Lesson Development (30 minutes)

Step 1: Understanding Question Tags (7 minutes)

- Explain what question tags are and their purpose in conversation (e.g., checking information or seeking agreement).
- Provide examples, e.g., "You're coming to the game, aren't you?" Discuss how the tone can change the meaning of the question tag.

Step 2: Identifying Question Tags (8 minutes)

- Distribute a worksheet with sentences that require question tags.
- Have students work in pairs to identify the main clauses and suggest appropriate question tags for each sentence.

- Encourage discussion about why certain tags fit specific sentences (e.g., positive clauses require negative tags and vice versa).

Step 3: Filling in the Gaps (8 minutes)

- Present sentences with missing question tags on the board (e.g., "She loves football, _____?").
- As a class, fill in the blanks while emphasizing the correct use of intonation in reading the sentences aloud.
- Invite individual students to read a sentence aloud, focusing on punctuation and intonation.

Step 4: Constructing Sentences (7 minutes)

- Ask students to create their own sentences using question tags. They can work in small groups to foster collaboration.
- Encourage them to focus on intonation as they practice reading their sentences to the group or pair.

Conclusion (5 minutes)

- Summarize the key points discussed: the definition and purpose of question tags, their correct usage, and the importance of intonation.
- Conduct a quick interactive activity such as a "Question Tag Challenge," where students take turns creating sentences with tags and others guess the sentence structure.
- Preview the upcoming topic on effective communication and summarizing skills in the next session.

Extended Activities:

- Journal Entry: Write a short dialogue using at least five question tags. This can be based on a football match scenario or a casual conversation.
- Role-Play Exercise: Create small groups where students enact a conversation about a sports event, incorporating question tags naturally. Allow groups to perform before the class.
- Intonation Practice: Listen to recorded conversations or interviews and identify the use of question tags and intonation. Discuss how these elements impact the understanding of the dialogue.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Summarizing Argumentative Texts

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:
- Read argumentative texts based on the World Cup from a book or a digital device
- Summarize a text appropriately in their own words
- Realize the importance of good summary writing skills in writing

Key Inquiry Question:

- Why should we learn good summary writing skills?

Learning Resources:

- Skills in English Grade 9, Page 272
- Argumentative texts about the World Cup (books or digital devices)

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on identifying arguments and claims in texts.
- Introduce the lesson by guiding learners to explore the content from the learning resources, emphasizing the significance of understanding how to summarize effectively.

Lesson Development (30 minutes)

Step 1: Reading and Comprehension (10 minutes)

- Have students read an argumentative text about the World Cup. This may include topics like the economic impact of the tournament or discussions about its international significance.
- Encourage students to highlight key arguments and any supporting evidence as they read.

Step 2: Identifying Main Ideas (10 minutes)

- After reading, lead a discussion about the key points of the text. Ask students to differentiate between the main argument and supporting details.
- Write these points on the board to visualize the structure of the arguments presented in the text.

Step 3: Summarizing Practice (5 minutes)

- In pairs, students will create a brief summary of the text using their own words. Emphasize the importance of paraphrasing to convey the original meaning.
- Circulate the room to provide support and feedback on their summaries.

Step 4: Sharing and Feedback (5 minutes)

- Have pairs share their summaries with the class.
- Discuss the variety of summaries and what elements were effectively captured in each one. Focus on clarity and conciseness.

Conclusion (5 minutes)

- Summarize key points covered in the lesson, highlighting the importance of good summary writing skills.
- Conduct a brief interactive activity where students pass a ball around the classroom; whoever catches the ball must state one key reason why summary skills are important.
- Prepare learners for the next session by previewing the upcoming topic on persuasive language in argumentative texts.

Extended Activities:

- Writing Assignment: Have students find another argumentative article related to a different sport or event. They will summarize that text and identify how the arguments are constructed.
- Group Project: In groups, students can research and present different perspectives on a controversial topic related to the World Cup (e.g., should the World Cup be hosted in every country?), summarizing each perspective for class discussion.
- Vocabulary Development: Create flashcards of key terms from the texts (e.g., argument, claim, evidence) and have students quiz each other to reinforce understanding.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in Use

Sub Strand: Sentences - Direct and Indirect Speech

Specific Learning Outcomes:

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

- Use the correct punctuation marks in direct speech.
- Apply direct and indirect speech correctly in communication.
- Appreciate the use of direct and indirect speech.

Key Inquiry Question(s):

- Which marks do we use in direct speech?

Learning Resources:

- Skills in English Grade 9, Page 275

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on sentence structure, focusing on the elements of direct and indirect speech.
- Guide learners to read and discuss relevant content from Page 275 of the learning resource, encouraging them to identify key concepts about punctuation and speech.

Lesson Development (30 minutes)

Step 1: Understanding Direct Speech (10 minutes)

- Explain what direct speech is and provide examples. Highlight how direct speech is used to quote someone's exact words.
- Discuss the necessary punctuation: quotation marks, commas, and periods.
- Activity: Have students write a sentence using direct speech and sharing it with a partner for feedback.

Step 2: Identifying Punctuation (10 minutes)

- Focus on the specific punctuation marks used in direct speech. Explain how punctuation can change the meaning or clarity of the sentence.
- Present various examples on the board.

For instance:

- Correct: She said, "I will go to the market."
- Incorrect: She said "I will go to the market".
- Activity: Provide students with mixed sentences (some with correct punctuation, some without). Ask them to identify and correct the sentences.

Step 3: Introduction to Indirect Speech (5 minutes)

- Define indirect speech and clarify how it differs from direct speech. Provide examples showing how the meaning stays the same but the structure changes.
- Discuss the changes in pronouns and verb tenses when converting direct to indirect speech.

Step 4: Practicing Direct and Indirect Speech (5 minutes)

- Combine both forms in a simple exercise:
- Have students convert a few direct speech sentences into indirect speech and vice versa.
- Activity: Pair students to share their sentences with each other and correct any mistakes collaboratively.

Conclusion (5 minutes)

- Summarize the key points about direct and indirect speech, emphasizing the correct usage of punctuation.
- Conduct a brief interactive quiz or game to reinforce what they learned (e.g., a quick "punctuation relay" where students take turns fixing sentences).
- Prepare students for the next session by introducing the idea of reported speech or dialogue formatting in narratives.

Extended Activities:

- Creative Writing: Ask students to write a short dialogue between two characters using both direct and indirect speech. Encourage them to focus on punctuation accuracy.
- Peer Review: Organize a peer review session where students provide feedback on each other's writing with a focus on the use of direct and indirect speech.
- Research Activity: Assign learners to find examples of direct and indirect speech in songs, movies, or books, then present their findings to the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Play - Relating to real life (Class Reader)

Specific Learning Outcomes:

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

- Use digital devices to find out the qualities of a good actor.
- Relate the characters and themes to real life.
- Appreciate the beauty of performance of a literary text.

Key Inquiry Question(s):

- What are three qualities of a good actor?

Learning Resources:

- Skills in English Grade 9, Page 279

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to recall key themes discussed.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the qualities of characters in plays and the role of actors.

Lesson Development (30 minutes):

Step 1: Brainstorming Qualities (10 minutes)

- Divide students into small groups and ask them to discuss what they perceive as qualities of a good actor.
- Each group will list these qualities on a digital device (tablet or laptops) and share them with the class.

Step 2: Research (10 minutes)

- Using digital devices, students will research the top three qualities of a good actor based on credible sources (e.g., theater websites, articles).
- Encourage students to take notes on their findings for future discussions.

Step 3: Relating Characters and Themes (5 minutes)

- Bring the class back together and discuss how the qualities of a good actor enhance a character's portrayal in a play.
- Ask students to think of a character from a play they've read and explain how the actor's qualities would affect that character's performance.

Step 4: Appreciating Performance (5 minutes)

- Watch a short clip of a theatrical performance that demonstrates strong acting skills while focusing on the discussed qualities.
- After viewing, engage the class in a discussion about how the actor's performance showcased the qualities they previously identified.

Conclusion (5 minutes):

- Summarize key points such as the discussed qualities of a good actor and how they relate to both character portrayal and themes within plays.
- Conduct a brief interactive activity: ask students to pair up and share one quality they believe enhances a performance before reporting back to the class.
- Prepare students for the next session by previewing upcoming content related to analyzing specific plays and the importance of performance context.

Extended Activities:

- Actor Analysis Project: Students can choose a favorite actor and conduct research on their career and acting techniques, then present their findings to the class, linking them to qualities discussed during the lesson.
- Play Performance Assignment: In small groups, students can pick a short scene from a play and act it out, focusing on showcasing the qualities of a good actor they learned about. They will receive feedback from peers and the teacher.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Descriptive Writing

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Apply the five senses in writing descriptive compositions
- Display creativity and imagination in composition writing
- Recognize the importance of creativity in writing

Key Inquiry Question:

- What is the importance of creativity in writing?

Learning Resources:

- Skills in English, Grade 9, Page 284

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on narrative writing and its key components.
- Guide learners to read and discuss relevant content from the learning resource, emphasizing the five senses in descriptive writing and the role of creativity.

Lesson Development (30 minutes)

Step 1: Understanding the Five Senses (10 minutes)

- Discuss the five senses: sight, sound, smell, taste, and touch.
- Provide examples of how each sense can enhance descriptive writing.
- Encourage students to think of their own experiences related to each sense, preparing them for the next step.

Step 2: Brainstorming Ideas (5 minutes)

- In pairs, have students brainstorm topics or scenes they would like to describe (e.g., a favorite place, a memorable event).
- Prompt them to use the five senses to describe these topics, writing down keywords and phrases that come to mind.

Step 3: Writing a Descriptive Paragraph (10 minutes)

- Instruct students to write a descriptive paragraph (280-320 words) based on the topic they chose.

- Remind them to incorporate the five senses and focus on using vivid language that engages the reader's imagination.

Step 4: Sharing and Feedback (5 minutes)

- Allow students to share their paragraphs with a partner or small group.
- Encourage peer feedback, focusing on creativity and the use of sensory details.

Conclusion (5 minutes)

- Summarize the key points about the five senses and the importance of creativity in writing.
- Conduct a brief interactive activity, such as a "Sensory Word Challenge," where students list adjectives and verbs related to the senses for different scenarios.
- Preview the next session, which will focus on editing and refining descriptive writing.

Extended Activities:

- Assign students to create a sensory-rich descriptive piece based on a nature walk or a visit to a local park. They should write about what they see, hear, smell, and feel, incorporating feedback from the lesson.
- Encourage students to keep a descriptive writing journal, where they observe and describe everyday scenes or experiences throughout the week.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: TOURIST ATTRACTION SITES - WORLD

Sub Strand: Oral Reports - News (Role Play)

Specific Learning Outcomes:

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

- Read a short report within a specified number of minutes.
- Apply the features of oral presentation for effective communication.
- Appreciate the importance of fluency in news reporting.

Key Inquiry Question(s):

- Who is your favourite news presenter and why?

Learning Resources:

- Skills in English Grade 9, Page 289

Organisation of Learning:

Introduction (5 minutes)

1. Review the Previous Lesson:

- Briefly recap what was learned in the last lesson regarding oral presentations and news articles.
- Engage students by asking about any new news articles they read or found interesting.

2. Discussion:

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts related to oral presentations, including clarity, engagement, and fluency.

Lesson Development (30 minutes)

Step 1: Understanding the Structure of a News Report (10 minutes)

- Present the typical structure of a news report (headline, lead, body, conclusion).
- Use examples from the learning resources and encourage students to identify these components.

Step 2: Fluency and Presentation Techniques (10 minutes)

- Demonstrate the importance of fluency when delivering a news report.
- Teach key techniques such as varying tone, pacing, and body language.
- Have students practice reading a short paragraph aloud in pairs, focusing on fluency.

Step 3: Role Play Preparation (5 minutes)

- Assign students into small groups and have each group select a famous news presenter or create their own.
- Instruct them to prepare a short report that includes the proper structure and applies presentation techniques discussed.

Step 4: Role Play Presentations (5 minutes)

- Have each group present their news report to the class.
- Encourage students to provide constructive feedback focusing on presentation skills and fluency.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson regarding report structure and presentation techniques.
- Conduct a brief interactive activity, such as a round-robin discussion where each student shares their favourite news presenter and one reason why.
- Prepare learners for the next session by previewing topics regarding advanced reporting styles or different types of news media.

Extended Activities:

- Research Assignment: Students can research a news story of their choice and write their own report, incorporating the features discussed in class.
- Interview Activity: Pair students and have them interview each other about a current event, encouraging them to practice their oral presentation skills in a conversational format.
- Video Review: Watch a segment from a news broadcast and have students analyze the presenter's techniques and how they engage their audience.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Reading Fluency

Specific Learning Outcomes:

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

- Preview a text while ignoring unknown words.
- Make predictions about the characters, events, and the message in a given text.
- Advocate the role of reading fluency in communication.

Key Inquiry Question(s):

- Why should one read a text fluently?

Learning Resources:

- Skills in English Grade 9, Page 292

Organisation of Learning:

Introduction (5 minutes)

- Begin with a quick review of the previous lesson.
- Discuss why reading fluency is important. Use a few engaging questions to prompt discussion, such as, "How does reading fluently change the way we understand a text?"
- Introduce today's focus on making predictions and previewing texts found in the chosen reading material.

Lesson Development (30 minutes)

Step 1: Previewing the Text (10 minutes)

- Provide students with a short passage from Skills in English (Page 292).
- Instruct learners to look at titles, headings, images, and any bold or italicized text.
- As a class, discuss what they predict the text might be about and write their predictions on the board.

Step 2: Ignoring Unknown Words (10 minutes)

- Introduce the concept of ignoring unknown words while reading, emphasizing comprehension over individual word recognition.
- Have students re-read their passage, this time focusing on overall meaning, shading out unknown words with a pencil or finger.

- Facilitate a group discussion on how their understanding of the text changed when they ignored the unknown words.

Step 3: Making Predictions (5 minutes)

- Ask students to formulate predictions about the characters and events based on their preview of the text.
- Share predictions in pairs and encourage students to justify their thoughts.

Step 4: Advocating for Reading Fluency (5 minutes)

- Discuss how fluency relates to communication. Engage students in the importance of understanding the overall message of a text in comparison to getting stuck on specific words.
- Ask students to share how they feel about reading when they do so fluently and how this impacts their understanding.

Conclusion (5 minutes)

- Summarize the key points: previewing texts, the importance of ignoring unknown words, making predictions, and the role of fluency in effective communication.
- Conduct a brief interactive activity where students shout out their predictions or summarizations for a quick review of the lesson.
- Prepare learners for the next session by previewing the topic of "Analyzing Characters".

Extended Activities:

- Have students choose a short story and create a flowchart of events they predict based on the title and illustrations, followed by reading the text and comparing predictions to the actual content.
- Organize a "reading fluency" contest where students read short excerpts aloud and are judged on their fluency, expression, and comprehension to reinforce the importance of these skills in communication.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Grammar in use

Sub Strand: Sentences - Imperative & Exclamatory Sentences

Specific Learning Outcomes:

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

1. Identify instances where imperative and exclamatory sentences are used correctly in printed handouts or online texts.
2. Punctuate given texts using appropriate punctuation marks.
3. Appreciate the use of exclamatory and imperative sentences in spoken language.

Key Inquiry Question:

- When do you use an exclamatory or an imperative sentence in school?

Learning Resources:

- Skills in English, Grade 9, Page 297

Organisation of Learning

Introduction (5 minutes):

- Review the previous lesson on types of sentences.
- Engage students in a brief discussion about what they learned, emphasizing imperative and exclamatory sentences.
- Instruct learners to read a relevant excerpt from the provided learning resources to orient them towards today's topic.

Lesson Development (30 minutes):

Step 1: Understanding Imperative Sentences (10 minutes)

- Explain what imperative sentences are and their functions (commands or requests).
- Provide examples and invite students to share their own.
- Activity: In pairs, students will find examples of imperative sentences from their textbooks or class materials.

Step 2: Recognizing Exclamatory Sentences (10 minutes)

- Discuss the purpose of exclamatory sentences and their emotional impact.
- Share examples of exclamatory sentences and compare their tone to declarative sentences.

- Activity: Ask students to rewrite declarative sentences from a text into exclamatory sentences, emphasizing punctuation.

Step 3: Punctuating Sentences (5 minutes)

- Review rules for punctuating imperative and exclamatory sentences.
- Present a short text with missing punctuation.
- Activity: In groups, students will punctuate the text using imperative and exclamatory sentences correctly.

Step 4: Application in Spoken Language (5 minutes)

- Discuss how these types of sentences are used in everyday spoken language (e.g., giving commands in sports or expressing excitement).
- Activity: Role-play where students take turns using imperative and exclamatory sentences in context.

Conclusion (5 minutes):

- Summarize key points discussed during the lesson, reinforcing the characteristics and uses of imperative and exclamatory sentences.
- Conduct a quick interactive review game, such as a sentence identification game where students categorize example sentences.
- Prepare learners for the next lesson by previewing the topic of declarative sentences and their differences from the types discussed today.

Extended Activities:

- Creative Writing Task: Students write a short story or dialogue that incorporates at least five imperative and five exclamatory sentences, illustrating their understanding of both forms.
- Sentence Scavenger Hunt: Have students find examples of imperative and exclamatory sentences in flyers, advertisements, or online articles for display in class.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Poems

Specific Learning Outcomes:

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

- Explain why it is important to relate ideas learned in poems to real life.
- Relate ideas in poems about tourist attraction sites to real life.
- Acknowledge the need to relate ideas in poems to real life.

Key Inquiry Question(s):

- What is the role of poems in society?

Learning Resources:

- Skills in English Grade 9, Page 300

Organisation of Learning

Introduction (5 minutes)

1. Review the previous lesson on the elements of poetry and their significance in literature.
2. Guide learners to read an excerpt from the learning resources, focusing on the connection between poetry and real-life experiences.

Lesson Development (30 minutes)

Step 1: Read for Understanding (10 minutes)

- Select a grade-appropriate poem from the textbook that focuses on a tourist attraction site.
- Read the poem aloud while encouraging students to follow along.
- Discuss the main themes of the poem in pairs, examining how they relate to the beauty, history, and significance of the attraction.

Step 2: Group Discussion (10 minutes)

- Divide the class into small groups. Each group will identify specific lines or sections of the poem that evoke vivid images of the tourist attraction.
- Each group should discuss how these images can relate to their own experiences or perceptions of visiting similar places.
- Groups will share their thoughts with the class, fostering a collective understanding.

Step 3: Real-Life Connections (5 minutes)

- Lead a guided discussion asking students to think about how poems can inspire actions or beliefs about tourism, conservation, or cultural appreciation.
- Pose reflective questions: "How can a poem influence your view of a place?" and "What emotions do you feel when you think about visiting a beautiful site?"

Step 4: Creative Response (5 minutes)

- Have students write a short poem reflecting their personal experiences or thoughts about a tourist attraction they've visited or wish to visit.
- Encourage them to incorporate sensory details and emotions, drawing from the lesson's focus.

Conclusion (5 minutes)

1. Summarize the key points discussed during the lesson, reinforcing the importance of connecting poetry to real life.
2. Conduct a brief interactive activity where students can share their personal poems in small groups or volunteer to read aloud.
3. Preview the next session by introducing the topic of poetry's impact on culture, asking students to think about how poetry shapes societal views.

Extended Activities

1. Poetry Analysis Project: Assign students to choose their favorite poem related to a tourist site and write a one-page analysis discussing its themes and real-life connections.
2. Creative Reflection: Students can create a visual display (drawing, collage, or digital presentation) that represents the themes of their poem and reflects personal experiences related to tourism.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	ENGLISH			

Strand: Writing

Sub Strand: Emails

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Identify the key elements of an email.
- Apply the elements in writing an email.
- Appreciate the importance of writing emails.

Key Inquiry Question(s):

- What is the difference between emails and letters?

Learning Resources:

- Skills in English Grade 9, Page 304

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson briefly, asking students what they remember about the composition and purpose of letters.
- Introduce the topic of emails. Guide learners to read and discuss the relevant content on page 304, ensuring they grasp the key concepts regarding emails, such as structure and purpose.

Lesson Development (30 minutes)

Step 1: Introduction to Key Elements of Emails (10 minutes)

- Discuss the key elements of an email, which include the Subject line, Greeting, Body, Closing, and Signature. Use a visual aid (like a chart) to illustrate these components.
- Engage students in a discussion about each part—what it is and why it is important.

Step 2: Analyzing Examples (10 minutes)

- Provide students with examples of effective and ineffective emails. Work as a class to identify what elements work well and what could be improved.
- Discuss the differences between emails and letters with students, emphasizing format, tone, and immediacy.

Step 3: Writing Practice (5 minutes)

- Instruct students to write a short email to a friend inviting them to a school event. Remind them to incorporate all key elements discussed in the lesson.

Step 4: Sharing and Displaying (5 minutes)

- Ask for volunteers to share their emails with the class. Display select emails on the board or a digital platform as examples. Encourage classmates to offer constructive feedback on the use of email elements.

Conclusion (5 minutes)

- Summarize the key points of the lesson, revisiting the elements of an email and their importance in communication.
- Conduct a brief interactive activity, such as quizzing students on what to include in an email or asking for examples of situations in which emails are used.
- Preview the next topic on digital communication etiquette to prepare students for the upcoming lesson.

Extended Activities:

- Email Pen Pal Program: Pair students with a class from another school to exchange emails. This will provide real-world practice of email etiquette and the opportunity to apply their writing skills.
- Create a Guide: Have students create a visual poster or digital presentation summarizing the key elements of effective email writing. Display these in the classroom or share them on a school platform.
- Email Etiquette Role Play: Organize a role-play session where students must respond to various email scenarios (formal requests, complaints, casual invites) to practice tone and appropriateness.

Teacher Self-Evaluation: