

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 07-07-2023	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B8	Class Size:	Sub Strand: Adverbs	
Content Standard: B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions		Indicator: B8.4.3.1.2 Identify and use adverbs appropriately in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can identify and use adverbs appropriately in sentences.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 46			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by reviewing with learners what an adverb is. Remind them that an adverb is a word that modifies or describes a verb, an adjective, or another adverb.</p> <p>Write the sentence "She sings beautifully" on the board.</p> <p>Ask learners to identify the adverb in the sentence and explain what it modifies.</p>		
PHASE 2: NEW LEARNING	<p>Introduce sentence strips with examples of adverbs, such as "quickly, slowly, very, well, often."</p> <p>Read each sentence aloud and discuss the adverbs and what they modify in the sentence.</p> <p>Explain that adverbs add more information to verbs, adjectives, or other adverbs, such as how, when, where, or to what extent.</p> <p>Divide the class into small groups.</p> <p>Give each group a set of picture cards or objects representing different actions, situations, or qualities (e.g., running, a rainy day, a beautiful sunset).</p> <p>Instruct the groups to take turns creating sentences using adverbs to describe the actions, situations, or qualities depicted in their picture cards or objects.</p> <p>Encourage learners to use a range of adverbs to modify different aspects of their sentences</p> <p>Let them determine the functions of adverbs in sentences. Identify and classify adverbs in a given text.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Have learners construct compound sentences using adverbs.</p> <p><u>Assessment</u></p> <p>Read each sentence below. Identify the adverb in each sentence and write it on the line provided. Then, indicate what the adverb is modifying by writing "V" for verb, "Adj" for adjective, or "Adv" for adverb.</p> <p>1. The dog barked loudly. Adverb: <u>loudly</u> Modifying: <u>V</u></p> <p>2. She danced gracefully. Adverb: _____ Modifying: _____</p> <p>3. He speaks very softly. Adverb: _____ Modifying: _____</p> <p>4. They often visit their grandparents. Adverb: _____ Modifying: _____</p> <p>5. The car moved quickly. Adverb: _____ Modifying: _____</p> <p>6. The learners worked diligently. Adverb: _____ Modifying: _____</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 07-07-2023	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Composition Writing	
Class: B8	Class Size:	Sub Strand: Argumentative Writing	
Content Standard: B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		Indicator: B6.5.1.1.1 Write a persuasive essay on a given topic.	Lesson: 1 OF 1
Performance Indicator: Learners can discuss the process of writing speeches, letter to the press and reports		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 47			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Discuss ways that persuasion can be achieved. Discuss some vocabularies that are used in persuasion and write some on the board. Discuss with learners how to write persuasive essays by looking at structure and content. Let learners write a persuasive essay on a given topics. Discuss with learners situations that can occur in the home or school or community. Let learners describe any of the situations in groups and say to the class. Discuss with learners how to write descriptive composition. Lead learners to compose a descriptive essay about a situation	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

Week Ending: 07-07-2023	DAY:	Subject: Ghanaian Language
Duration:		Strand: Literature
Class: B8	Class Size:	Sub Strand: Literature
Content Standard: B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.	Indicator: B8.6.1.2.1 Discuss how writers use language to create effect in drama.	Lesson: 1 of 1
Performance Indicator: Learners can discuss how writers use language to create effect in drama.		Core Competencies: CC 8.3
References : Ghanaian Language Curriculum Pg. 48		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Discuss how writers use language to create characters in drama, giving examples from the text. Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of drama. Discuss the ways writers use language to create settings for different effects in drama. Discuss how writers use language to create mood and tone in drama. Discuss the ways writer's structure texts in drama.	Word cards, sentence cards, letter cards, Learners Reading Books
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	