

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 13-10-2023	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:	Sub Strand: Nouns	
Content Standard: B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages		Indicator: B9.4.2.1.1 Discuss nouns under singular and plural forms in an increasing and abstract range of texts	Lesson: 1 of 1
Performance Indicator: Learners can identify, classify, and correctly use singular and plural nouns from various texts in both speech and writing.		Core Competencies: CC 7.3: CC 8.2: DL 5.3	
Reference: Ghanaian Language Curriculum Pg. 59			
New words: Singular, Plural, Compound Sentence, Text			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display two images: one of a singular item (like one apple) and another of a plural set (like many apples).</p> <p>Ask students: "How would you describe each image using one key word?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Provide students with a short passage.</p> <p>Have students individually identify nouns in the passage and classify them as singular or plural.</p> <p>Divide students into small groups. Each group is given a set of singular and plural nouns. The groups must construct both simple and compound sentences using their given nouns.</p> <p>Encourage groups to come up with creative, unique sentences.</p> <p>Groups share their sentences with the class. As they present, write some of their sentences on the board and discuss with the class the correct usage of singular and plural forms, especially in compound sentences.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Week Ending: 13-10-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Composition Writing
Class: B9	Class Size:	Sub Strand: Narrative Writing
Content Standard: B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types		Indicator: B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language
		Lesson: 1 OF 1
Performance Indicator: Learners can craft their own narrative essay on the given topic		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 63		
New words: Narrative, Structure, Plot, Setting		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Share a short and exciting excerpt from a popular adventure story or novel.</p> <p>Ask students, "If this was part of a personal narrative essay, what real-life experience could it be describing?"</p> <p>Share the performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Discuss what makes narrative essays unique: telling a story, often from personal experience.</p> <p>Explain the basic structure of a narrative essay: introduction, setting, characters, plot, climax, and conclusion.</p> <p>Prompt students to think about a real or imagined adventure during summer vacation. It could be discovering a hidden cave, meeting someone interesting, or even a day where everything went hilariously wrong.</p> <p>Students jot down key events, characters, and settings they might include in their narrative essay.</p> <p>Encourage students to start drafting their essays. They should focus on a clear beginning, middle, and end, ensuring their narrative flows well and includes descriptive details to engage readers.</p> <p>In pairs, students swap essays and provide feedback, focusing on the clarity of the story, inclusion of key narrative elements, and any areas of improvement.</p>	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: 13-10-2023	DAY:	Subject: Ghanaian Language
Duration: 60mins		Strand: Literature
Class: B9	Class Size:	Sub Strand: Literature
Content Standard: B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs	Indicator: B9.6.1.1.1 Explore drum language/appellations and war songs respectively	Lesson: 1 of 1
Performance Indicator: Learners can explore drum language/appellations and war songs respectively		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
References : Ghanaian Language Curriculum Pg. 65		
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	Describe the features of drum language/appellation. Discuss drum language/appellation. Discuss the occasions/situations on/in which drum language/appellation is used. State the importance of drum language/appellation. Appreciate war songs in your language. Discuss the importance of war songs.	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.	