

# FIRST TERM

## WEEKLY LESSON NOTES – B9

### WEEK 4

<b>Week Ending:</b> 27-10-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Nouns	
<b>Content Standard:</b> B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages		<b>Indicator:</b> B9.4.2.1.1 Discuss nouns under singular and plural forms in an increasing and abstract range of texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify, classify, and correctly use singular and plural nouns from various texts in both speech and writing.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 59			
<b>New words:</b> Singular, Plural, Compound Sentence, Text			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Display two images: one of a singular item (like one apple) and another of a plural set (like many apples).</p> <p>Ask learners: "How would you describe each image using one key word?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Provide learners with a short passage.</p> <p>Have learners individually identify nouns in the passage and classify them as singular or plural.</p> <p>Divide learners 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	
<b>PHASE 3: REFLECTION</b>	<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>		

<b>Week Ending:</b> 27-10-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Narrative Writing
<b>Content Standard:</b> 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		<b>Indicator:</b> 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
		<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can craft their own narrative essay on the given topic		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 63		
<b>New words:</b> Narrative, Structure, Plot, Setting		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Share a short and exciting excerpt from a popular adventure story or novel.</p> <p>Ask learners, "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>	
<b>PHASE 2: NEW LEARNING</b>	<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 learners 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>Learners jot down key events, characters, and settings they might include in their narrative essay.</p> <p>Encourage learners 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, learners 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

<b>PHASE 3:</b> <b>REFLECTION</b>	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.	
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<b>Week Ending:</b> 27-10-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60mins		<b>Strand:</b> Literature
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs	<b>Indicator:</b> B9.6.1.1.1 Explore drum language/appellations and war songs respectively	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore drum language/appellations and war songs respectively		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>References :</b> Ghanaian Language Curriculum Pg. 65		
<b>New words:</b> Rhythm, Message, Beat, Culture.		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin by playing a brief drum sequence or war song. Ask learners, "What message or feeling does this convey to you?" Allow a few learners to share their thoughts.</p> <p>Share the performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>In small groups, learners discuss occasions or situations where drum language might be used, based on their experience.</p> <p>Each group shares their findings with the class. As a whole, discuss the importance of drum language, focusing on its cultural significance, historical roots, and its role in communication before modern technology.</p> <p>Learners break into pairs or small groups to discuss the role and significance of war songs in various cultures.</p> <p>Each group summarizes their discussion and shares with the class. Conclude with a discussion on how music and rhythm (like drum language and war songs) play a pivotal role in preserving history, culture, and identity.</p>	Word cards, sentence cards, letter cards, Learners Reading Books
<b>PHASE 3: REFLECTION</b>	<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>	