

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 3

Week Ending: 27-01-2023	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Customs & Institutions	
Class: B8	Class Size:	Sub Strand: Puberty Rites	
Content Standard: B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana		Indicator: B8.1.1.2 Compare and contrast the processes involved in performing puberty rites in their culture to other cultures of Ghana.	Lesson: 1 of 1
Performance Indicator: Learners can identify the processes involved in performing puberty rites in your culture		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Guide learners to discuss the similarities in the performance of puberty rites among their people and those of other Ghanaian cultures. Through a class discussion, guide learners to discuss the differences in the performance of puberty rites among their people and those of other Ghanaian cultures. In groups, let learners write the summary of the similarities and differences.	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: 27-01-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking
Class: B8	Class Size:	Sub Strand: Conversation
Content Standard: B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas	Indicator: B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.	Lesson: 1 OF 1
Performance Indicator: Learners can identify and produce the basic tones in their language		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 17		

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	Guide learners to discuss in groups what they do during the week, Ask learners to describe how they celebrated their vacation holidays. Drill learners with the correct expressions and phrases to use in an oral narration. Learners in groups talk about how they celebrated the Christmas holidays. <u>Assessment</u> Narrate how you celebrated your vacation holidays.	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: 27-01-2023	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading	
Content Standard: B8.3.1.1 Understand the main ideas and supporting points in texts	Indicator: B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics	Lesson: 1 of 1	
Performance Indicator: Learners can read and understand the main ideas in a text		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 21			
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	Learners are engaged in narrative texts to create mental pictures to aid understanding. Have learners to read fluently to build confidence. Learners are engaged in meaningful interaction with text and peers. Monitor for understanding and self-correct where necessary. Let learners make connections with what is read to own experiences. <u>Assessment</u> Write a sample passage on the board. Let learners identify the main ideas and supporting points in the text.	Word cards, sentence cards, letter cards, handwriting on a manila card	
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.		