

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 2

<b>Week Ending:</b> 20-01-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Abstract Nouns
<b>Content Standard:</b> B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		<b>Indicator:</b> B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them
<b>Performance Indicator:</b> Learners can explore the use of nouns and pronouns		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:		
<b>Reference:</b> Ghanaian Language Curriculum Pg. 45		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Write down nouns and pronouns in their language.  Classify nouns under the various types (abstract, concrete, countable and uncountable).  Construct compound sentences with nouns and pronouns in speech and in texts.  Replace nouns with the appropriate pronouns in a given text.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: 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.	

<b>Week Ending:</b> 20-01-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		<b>Indicator:</b> B8.5.1.1.1 Develop coherent essays using the features of given text types.
		<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can develop coherent essays using the features of given text types		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Discuss with learners what an informal letter is. Discuss with learners the process of writing a good informal letter.  Let them comprehend the process in writing good informal letters. Discuss features of informal letters.  Write an informal letter on the board and lead learners to discuss it.  Let learners read the letter as a group and then individually.  Using the letter on the board as a guide let learners write an informal letter.  Give learners a topic and let them write an informal letter on the topic in groups.  Let the groups present their essays to the class. Let learners write an informal letter on their own	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: 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.	

<b>Week Ending:</b> 20-01-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature	
<b>Content Standard:</b> B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		<b>Indicator:</b> B8.6.1.1.1 Discuss the features of proverbs and idioms	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss the features of proverbs and idioms		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 48			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to describe the features of proverbs and idioms and give examples of each.  Guide learners to identify and interpret proverbs and idioms in your language.  Have learners state the occasions and situations in which the given proverbs and idioms are used.  In groups, learners state the importance of proverbs and idioms.	Word cards, sentence cards, letter cards, Learners Reading Books	
<b>PHASE 3: 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.		