

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 4

<b>Week Ending:</b> 03-02-2023	<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> Concrete 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>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore the use of concrete nouns in speech and writing		<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>	Start by asking learners to mention names of objects and items in the classroom and outside the classroom.  Paste a chart showing pictures of items that are common to learners. Let learners identify and relate to the items.  Brainstorm learners to mention the five senses of humans.  Guide learners to understand that objects and things that can be experienced through the five senses (feel, touch, smell, hear and see) are concrete nouns.  Have learners to mention and demonstrate more examples of concrete nouns. Example: I can see this bag, touch and feel it, so it is a concrete noun.  <u>Assessment</u> Write different words on the board. Learners read and decide whether it is concrete or abstract. They can also draw and color the word if it is a concrete noun.	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> 03-02-2023	<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 write good semi-formal letters		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1:</b> <b>STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2:</b> <b>NEW LEARNING</b>	Discuss letter writing and its structure with learners.  Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters.  Explain to learners the structure of semi-formal letters.  Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter.  Assist learners to understand the process in writing good semi-formal letters  Write a semi-formal letter on the board. Assist learners to write semi-formal letters using controlled composition.  Ask learners to point out the features and structure of the semi-formal letter written.  Read a semi-formal letter to learners. Guide learners to write good semi-formal letters	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.		

<b>Week Ending:</b> 03-02-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50mins		<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		
<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 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.	