

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 5

| Week Ending: 10-02-2023 | Day: | Subject: Ghanaian Language | |
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| 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: B8.1.1.3 Discuss the changes that has occurred in puberty rites performance over time | 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 | | | |
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| 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 | Learners in groups assess the current ways puberty rites are performed among his/her people and write a brief about it. Learners present their ideas in groups. Have learners compare the contemporary ways to the traditional ways by which your people were performing puberty rites. E.g. i. It is now done by the church. ii. Duration for the rites has changed. iii. Done for all ages. Learners identify the threats to puberty rites in contemporary times. E.g.: technology, migration, education and religion | Pictures and charts | |
| 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. | | |

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| Week Ending: 10-02-2023 | 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 |
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| PHASE 1: STARTER | <p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p> | |
| PHASE 2: NEW LEARNING | <p>Guide learners to discuss in groups what they do during the week,</p> <p>Ask learners to describe how they celebrated their vacation holidays.</p> <p>Drill learners with the correct expressions and phrases to use in an oral narration.</p> <p>Learners in groups talk about how they celebrated the Christmas holidays.</p> <p><u>Assessment</u> Narrate how you celebrated your vacation holidays.</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> | |

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| Week Ending: 10-02-2023 | DAY: | Subject: Ghanaian Language |
| Duration: | | Strand: Reading |
| Class: B8 | Class Size: | Sub Strand: Translation |
| Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences. | Indicator: B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages | 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. 44 | | |
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| 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 | Guide learners to translate given words and simple phrases from the source language to a target language. Guide learners to translate phrases simple sentences from the source language of study to a target language. Guide learners to translate simple sentences from the source language to a target language. <u>Assessment</u> Translate the following words into your own language. a. elephant b. house c. car d. accident | 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. | |