

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 7

<b>Week Ending:</b> 24-02-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> The Clan System
<b>Content Standard:</b> B8.1.3.1 Exhibit knowledge of the clan system in their locality by discussing the importance and threats to the clan systems		<b>Indicator:</b> B8.1.3.1.1 Discuss the importance and threats to the clan system.
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the processes involved in performing puberty rites in your culture		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Read and discuss a passage on clan system of their culture.</p> <p>Have learners understand that the clan system is an important aspect of traditional Ghanaian society and culture. In Ghana, a clan is a group of people who are believed to have descended from a common ancestor. Clans are typically organized around a set of shared beliefs, customs, and traditions.</p> <p>Discuss and write the importance of the clan system of their culture.</p> <p>1. Social organization: <i>Clans provide a sense of identity and belonging for their members. They serve as a social network and support system, providing a sense of community and shared values.</i></p> <p>2. Economic organization: <i>Clans often have a system of shared resources and responsibilities, such as land ownership and farming practices. This allows for collective action and cooperation in economic activities.</i></p> <p>3. Political organization: <i>In some traditional Ghanaian societies, clan leaders have a role in local governance and decision-making. They may act as mediators in disputes and serve as representatives of their clan to the wider community.</i></p>	Pictures and charts

	<p>4. Spiritual organization: <i>Clans often have their own set of spiritual beliefs and practices, which are passed down from generation to generation. This can include ancestor worship and other traditional religious practices.</i></p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Discuss the threats to the clan system.</li> <li>• How has the clan system in Ghana contributed to the preservation of traditional knowledge and cultural practices?</li> <li>• What are the similarities and differences between the clan system in Ghana and other traditional social systems around</li> </ul>	
<p>PHASE 3: <b>REFLECTION</b></p>	<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> 24-02-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension
<b>Content Standard:</b> B8.2.2.1 Demonstrate the ability to listen to extended reading and identify key information	<b>Indicator:</b> B8.2.2.1.1. Listen to a level-appropriate dialogue attentively and identify key information	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can listen to a level-appropriate dialogue attentively and identify key information		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 40		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise the lessons on identification of cause and effect using Think-Pair-Share.</p> <p>Select an interesting story to guide the learners do this exercise.</p> <p>Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions.</p> <p>Listen to and note important issues in a dialogue e.g. message, mood, tone.</p> <p>Listen and compare the issues noted in the dialogue with peers.</p> <p>Have learners listen to a story and identify the main ideas and key details.</p> <p>Use questions to guide learners to make generalizations based on the main ideas and key details</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> 24-02-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Translation
<b>Content Standard:</b> B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	<b>Indicator:</b> B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read and understand the main ideas in a text		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 44		
<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>	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
<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.	