

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 8

<b>Week Ending:</b> 03-03-2023	<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> Pronouns
<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 pronouns 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		
Phase/Duration	Learners Activities	Resources
PHASE 1: <b>STARTER</b>	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as:  What did you eat this morning? Can you count them? Have you drank water today? Can you count them? How many pets do you have? Can you count them?	
PHASE 2: <b>NEW LEARNING</b>	Write down pronouns in their language.  Guide learners to construct compound sentences with nouns and pronouns in speech and in texts.  <u>Assessment</u> Have learners 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
PHASE 3: <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> 03-03-2023	<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> Argumentative 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 take a stand and write an argumentative essay for a given motion.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			
<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 how argumentation is done and the vocabularies used in argumentation.  Discuss with learners how to write an argumentative essay. Discuss the structure, content and features .of an argumentative essay.  Select a topic and discuss with learners how to take a stand and write on it. Assist learners to take a stand and write an argumentative essay for a given motion.  Select a topic and put learners into two groups. Make learners take a stand after discussions among themselves.  Let learners of each group write individually, for or against the motion of an argumentative essay on a given topic		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> 03-03-2023	<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.	