

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 1

<b>Week Ending:</b> 06-04-2023	<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> Adjectives	
<b>Content Standard:</b> B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		<b>Indicator:</b> B8.4.2.1.2 Determine and categorize adjectives under size, color, shape, quantity, etc. in their language	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can determine and categorize adjectives under size, color, shape, quantity, etc. in their language.		<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	
<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>	Determine the role of an adjective in a variety of texts.  Identify and classify adjectives in a given text.  Let learners mention some adjectives and write them on the board.  Call learners in turns to use the adjectives written on the board to form sentences.  Write the sentences on the board and call a learner to read them aloud.  Give other sentences with adjectives on the board.  Call learners to come to the board and underline the adjectives in the sentences.	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> 06-04-2023		<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> Informative 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 Discuss the process of writing speeches, letter to the press and reports	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the process of writing speeches, letter to the press and reports		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 47			
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 with learners		
<b>PHASE 2: NEW LEARNING</b>	Play a recorded speech to learners and discuss the speech. Teach learners how to write speeches and letters to the press.  Assist learners to understand the process of writing speeches, letter to the press, and reports. Revise with learners the topic on how to write speeches, and letters.  Show a sample speech written to press or report. Discuss the vocabularies and structure of the report.  Guide learners to write speeches, letter to the press and reports using controlled composition  Discuss various activities on which reports can be written. Select an activity and write a sample report on the board; involve learners.  Guide learners to write good reports on various activities.	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> 06-04-2023	<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 how writers use language to create effect in prose.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss how writers use language to create effect in prose.		<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>	Discuss how writers use language to create characters in prose, giving examples from the text.  Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of prose.  Discuss the ways writers use language to create settings for different effects in prose.  Discuss how writers use language to create mood and tone in prose.  Discuss the ways writer's structure texts in prose.	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.	