

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 3

Week Ending: 14-04-2023	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B8	Class Size:	Sub Strand: Adjectives	
Content Standard: B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		Indicator: B8.4.2.1.2 Determine and categorize adjectives under size, color, shape, quantity, etc. in their language	Lesson: 1 of 1
Performance Indicator: Learners can determine and categorize adjectives under size, color, shape, quantity, etc. in their language.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 45			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Determine the role of an adjective in a variety of texts.</p> <p>Identify and classify adjectives in a given text.</p> <p>Let learners mention some adjectives and write them on the board.</p> <p>Call learners in turns to use the adjectives written on the board to form sentences.</p> <p>Write the sentences on the board and call a learner to read them aloud.</p> <p>Give other sentences with adjectives on the board.</p> <p>Call learners to come to the board and underline the adjectives in the sentences.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
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>		

Week Ending: 14-04-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Composition Writing
Class: B8	Class Size:	Sub Strand: Letter Writing
Content Standard: B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types	Indicator: B8.5.1.1.1 Discuss the process of writing speeches, letter to the press and reports	Lesson: 1 OF 1
Performance Indicator: Learners can discuss the process of writing speeches, letter to the press and reports		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 47		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners	
PHASE 2: NEW LEARNING	Show types of letters to learners and discuss them. Talk about formal letters and their structure. Write a sample formal letter on the board. Discuss with the learners the processes of writing letters. Assist learners to understand the process in writing formal letters Read out the formal letter the board and ask learners to talk about it. Let learners write formal letters using controlled composition. Choose a place and discuss letters that can be written to that place by different categories of people	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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.	

Week Ending: 14-04-2023	DAY:	Subject: Ghanaian Language
Duration:		Strand: Literature
Class: B8	Class Size:	Sub Strand: Literature
Content Standard: B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.	Indicator: B8.6.1.1.1 Discuss how writers use language to create effect in drama.	Lesson: 1 of 1
Performance Indicator: Learners can discuss how writers use language to create effect in drama.		Core Competencies: CC 8.3
References : Ghanaian Language Curriculum Pg. 48		
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	Discuss how writers use language to create characters in drama, 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 drama. Discuss the ways writers use language to create settings for different effects in drama. Discuss how writers use language to create mood and tone in drama. Discuss the ways writer's structure texts in drama.	Word cards, sentence cards, letter cards, Learners Reading Books
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.	