

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 9

Week Ending: 02-06-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage
Class: B8	Class Size:	Sub Strand: Verbs
Content Standard: B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions	Indicator: B8.4.3.1.1 Recognize and use the tense and aspectual (habitual, progressive, future) forms of verbs in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can recognize and use the tense and aspectual		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>Begin by introducing learners to simple present tense forms of basic verbs, such as "eat," "drink," "sleep," "work," etc. Use pictures or flashcards to help learners associate the verb with the action.</p> <p>Teach the present tense of the "to be" verb (am, is, are) which is essential for constructing sentences in the present tense.</p> <p>Learners in their groups' construct sentences with the present tense form of verb.</p> <p>Engage learners in a conversation that involves the use of the past tense form of verb. <i>Yesterday, I woke up early and went for a run around my neighborhood. It was a beautiful morning, and the sun was just starting to rise as I began my jog.</i></p> <p>Guide learners to identify and use the past tense form of verb in sentences and in speech.</p> <p>Have learners understand that there are several aspectual forms of the verb that convey additional information about the action, including:</p> <p>I. Simple aspect: It refers to a single, completed action without indicating any duration or continuity. For example, "I ate breakfast."</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>2. Progressive aspect: It indicates that the action is ongoing or in progress at a specific point in time. For example, "I am eating breakfast."</p> <p>3. Perfect aspect: It indicates that the action is completed at the time of speaking or a specific point in the past. For example, "I have eaten breakfast."</p> <p>4. Perfect progressive aspect: It indicates that the action started in the past and continued up until a specific point in the past, or is ongoing and has continued up until the present. For example, "I have been eating breakfast for an hour."</p>	
<p>PHASE 3: REFLECTION</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> <p><u>Assessment</u> Identify the verbs in the following sentences</p> <ol style="list-style-type: none"> 1. She reads a book every night before going to bed. 2. He is watching TV while eating dinner. 3. They have finished their homework for the day. 4. I have been studying for my exam for three hours straight. 5. He jumps over the puddle on his way to work every day. 	

Week Ending: 02-06-2023	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	<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 clearly define the purpose of the speech, letter, or report.</p> <ul style="list-style-type: none"> • What is the main message that needs to be conveyed? • Who is the intended audience? • What is the desired outcome of the communication? <p>Show samples of the types of letters to learners and discuss them.</p> <p>Talk about formal letters and their structure. Write a sample formal letter on the board. Read out the formal letter the board and ask learners to talk about it.</p> <p>Guide learners to begin writing the draft, using clear and concise language. Use active voice and avoid unnecessary jargon or technical language that may be difficult for the intended audience to understand. Use transitions to create a smooth flow between ideas.</p> <p>Learners after writing the draft, revise and edit the content. Pay attention to grammar, punctuation, and spelling errors. Ensure that the tone and style of the writing are appropriate for the intended audience and purpose.</p> <p>Let learners write formal letters using controlled composition.</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: 02-06-2023	DAY:	Subject: Ghanaian Language
Duration:		Strand: Literature
Class: B8	Class Size:	Sub Strand: Literature
Content Standard: B8.6.1.2 Demonstrate knowledge and understanding of proverbs and idioms.	Indicator: B8.6.1.2.1 Discuss how writers use language to create effect in poetry.	Lesson: 1 of 1
Performance Indicator: Learners can discuss how writers use language to create effect in poetry.		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 poetry, 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 poetry. Discuss the ways writers use language to create settings for different effects in poetry. Discuss how writers use language to create mood and tone in poetry. Discuss the ways writer's structure texts in poetry.	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.	