

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 1

Week Ending: 30-06-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: Chieftaincy
Content Standard: B8.1.4.1 Discuss the processes involved in the destooling/ deskinning of a chief or queen mother	Indicator: B8.1.4.1.1 Examine some behaviors that can lead to the destoolment/ deskinment of chiefs and queen mothers.	Lesson: 1 of 1
Performance Indicator: Learners can discuss some behaviors that can lead to the destoolment/ deskinment of chiefs and queen mothers.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 37		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Brainstorm learners to explain destoolment/deskinment. <i>It refers to the removal of a chief or king from their position of authority and leadership. The destoolment process is carried out when a chief is found to have violated traditional customs, failed to uphold their responsibilities, or engaged in actions deemed detrimental to the community.</i> Read and discuss a text on destoolment/deskinment in their traditional area. <u>Example:</u> <i>1. Allegation and Investigation:</i> <i>When allegations of misconduct or misbehavior arise against a chief, concerned individuals within the community bring their concerns to the attention of the kingmakers, elders, or other relevant authorities. A formal investigation is then initiated to gather evidence and establish the veracity of the allegations.</i> <i>2. Traditional Council or Tribunal:</i> <i>The traditional council, comprising elders, kingmakers, and respected members of the community, convenes to review the findings of the investigation. They assess the evidence presented, hear testimonies from witnesses, and deliberate on the matter.</i> <i>3. Due Process and Fair Hearing:</i> <i>It is crucial for the destoolment process to adhere to principles of fairness and justice. The chief facing destoolment is provided an opportunity to present their defense and respond to the allegations against them. This may involve a formal hearing during which the chief can provide witnesses or evidence in their defense.</i>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>4. Decision-Making and Consultation: <i>The traditional council or tribunal carefully weighs the evidence and deliberates on whether the allegations against the chief are substantiated. Consultations may be held with other chiefs, traditional authorities, or spiritual leaders for guidance and consensus-building.</i></p> <p>5. Public Announcement: <i>Once a decision is reached, the outcome is publicly announced. This includes informing the community about the destoolment and the reasons behind it. The announcement is often made by the traditional authorities or spokespersons representing the traditional council.</i></p> <p>6. Rituals and Ceremonies: <i>In some cases, destoolment may involve specific rituals or ceremonies to symbolize the removal of the chief's authority and severance of their connection to the ancestral spirits or gods. These rituals may vary depending on the specific customs and traditions of the Akan traditional area.</i></p> <p>Examine and write behaviors that lead to the destoolment/deskinment of a chief or queenmother among their people. E.g. i. Misuse of property of the people. ii. Disrespect for kingmakers and subjects. iii. Neglect/abuse of tradition.</p> <p><u>Assessment</u> Describe the destoolment/deskinment in a named traditional area.</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>	

Week Ending: 30-06-2023	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B8	Class Size:	Sub Strand: Tone	
Content Standard: B8.2.4.1 Recognize changes in meaning due to tone contrast		Indicator: B8.2.4.1.1 Establish the meaning of words when the tone on the syllables in a word changes	Lesson: 1 OF 1
Performance Indicator: Learners can make meaning of words when the tone on the syllables in a word changes.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 41			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by asking learners if they are familiar with the concept of tone in language. Discuss their prior knowledge and understanding of tone.</p> <p>Explain that tone refers to the pitch, stress, or emphasis placed on syllables within words, and it can alter the meaning or intention of a word.</p> <p>Share examples of words with varying tones, such as "content" (when pronounced with a rising tone) and "content" (when pronounced with a falling tone).</p>		
PHASE 2: NEW LEARNING	<p>Display a list of words with different tones on the board.</p> <p>Pronounce each word with different tones, emphasizing the syllables with changes in pitch, stress, or emphasis.</p> <p>Ask learners to identify the differences in meaning that result from changes in tone. Discuss their observations as a class.</p> <p>Provide learners with a new set of words and ask them to work in pairs or small groups.</p> <p>Instruct each group to analyze the words and identify how changes in tone on syllables can affect the meaning.</p> <p>Encourage learners to discuss and compare their findings, focusing on the specific syllables and the resulting shifts in meaning.</p> <p>Distribute index cards or small pieces of paper to each student.</p> <p>Write down a word on the board and ask learners to identify and write the different tones they can produce for that word.</p> <p>Have learners exchange their cards with a partner and attempt to pronounce the word with the identified tones.</p> <p><u>Assessment</u></p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Read each word below and identify the different tones that can be applied to the word to change its meaning.</p> <p>"ɔkra", "tɛne", "fa", "nna", "bo",</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>	

Week Ending: 30-06-2023	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading	
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.		Indicator: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 43			
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 and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Read longer texts and summarize main and supporting ideas.</p> <p>Give learners longer passages that are interesting to read.</p> <p>Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs</p> <p>Allow learners to read and discuss the ideas in the passage.</p> <p>Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph.</p> <p>Give learners longer passages that are interesting to read.</p> <p>Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</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>		