

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 10

Week Ending: 09-06-2023	Day:	Subject: Ghanaian Language																																												
Duration: 60MINS		Strand: Customs & Institutions																																												
Class: B8	Class Size:	Sub Strand: Naming Systems																																												
Content Standard: B8.1.2.1 Recognize and understand family names, kinship terms and proverbial and insinuation names		Indicator: B8.1.2.1.5 Explore and discuss appellations that go with names.																																												
		Lesson: 1 of 1																																												
Performance Indicator: Learners can explore and discuss appellations that go with names		Core Competencies: CC 7.3: CC 8.2: DL 5.3:																																												
Reference: Ghanaian Language Curriculum Pg. 33																																														
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>Brainstorm learners to explain appellation. <i>Appellation refers to a term or name used to identify or designate something or someone. It can be a title, label, or description given to a specific person, place, thing, or concept.</i></p> <p>Give examples of day names and their appellations</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th rowspan="2">People</th> <th colspan="2">Day name appellation</th> </tr> <tr> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Akan</td> <td>Kwadwo - Okoto,</td> <td>Adwoa - Badwo</td> </tr> <tr> <td>Nzema</td> <td>Kodwo - Asɛla,</td> <td>Adwoba - Mɔlɛsa</td> </tr> <tr> <td>Dangme</td> <td>Kueku, Aku - Nyumu</td> <td>Ajoyo - Ajo</td> </tr> <tr> <td>Ga</td> <td>Kojo - Okuɔtswa</td> <td>Ajoa - Ajo</td> </tr> <tr> <td>Ewe</td> <td>Kɔmla - Dzamfosu</td> <td>Akua - Sabia (Peki)</td> </tr> </tbody> </table> <p>Identify and discuss appellations that go with family and other names where applicable.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>People</th> <th>Name</th> <th>Appellation</th> </tr> </thead> <tbody> <tr> <td>Akan</td> <td>Asante</td> <td>Krobea</td> </tr> <tr> <td>Dangme</td> <td>Tete</td> <td>Ogbetee</td> </tr> <tr> <td>Ewe</td> <td>Xɔɔasi</td> <td>Menyeametɔo</td> </tr> <tr> <td>Gonja</td> <td>Awari</td> <td>Janjina</td> </tr> <tr> <td>Ga</td> <td>Lante</td> <td>Okuɔka</td> </tr> <tr> <td>Dagbani</td> <td>Andani</td> <td>Dandani</td> </tr> <tr> <td>Nzema</td> <td>Awɔkɛ</td> <td>ɛkyelebenle</td> </tr> </tbody> </table> <p>Engage learners to discuss the importance of appellations.</p>	People	Day name appellation		Male	Female	Akan	Kwadwo - Okoto,	Adwoa - Badwo	Nzema	Kodwo - Asɛla,	Adwoba - Mɔlɛsa	Dangme	Kueku, Aku - Nyumu	Ajoyo - Ajo	Ga	Kojo - Okuɔtswa	Ajoa - Ajo	Ewe	Kɔmla - Dzamfosu	Akua - Sabia (Peki)	People	Name	Appellation	Akan	Asante	Krobea	Dangme	Tete	Ogbetee	Ewe	Xɔɔasi	Menyeametɔo	Gonja	Awari	Janjina	Ga	Lante	Okuɔka	Dagbani	Andani	Dandani	Nzema	Awɔkɛ	ɛkyelebenle	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>
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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.	
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Week Ending: 09-06-2023	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B8	Class Size:	Sub Strand: Tone	
Content Standard: B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities	Lesson: 1 OF 1
Performance Indicator: Learners can narrate some selected daily activities		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 39			
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	Narrate what you do at home every Saturday. Describe what you saw on your last visit to a market. Draw and discuss a scenery on a given topic (e.g.: fishing, farming, weaving, etc.). Describe a visit to a hospital. Describe a scene at a lorry station.	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: 09-06-2023	DAY:	Subject: Ghanaian Language
Duration:		Strand: Reading
Class: B8	Class Size:	Sub Strand: Translation
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	Indicator: B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages	Lesson: 1 of 1
Performance Indicator: Learners can read and understand the main ideas in a text		Core Competencies: CC 8.3
References : Ghanaian Language Curriculum Pg. 44		
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	Guide learners to translate given words and simple phrases from the source language to a target language. Guide learners to translate phrases simple sentences from the source language of study to a target language. Guide learners to translate simple sentences from the source language to a target language. <u>Assessment</u> Translate the following words into your own language. a. elephant b. house c. car d. accident	Word cards, sentence cards, letter cards, handwriting on a manila card
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.	