

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 3

Week Ending: 14-07-2023	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: B8.1.4.1.2 Discuss the processes involved in the destoolment/ deskinment of a chief or a queenmother.	Lesson: 1 of 1
Performance Indicator: Learners can discuss the processes involved in the destoolment/ deskinment of a chief or a queenmother.		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	<p>Ask learners what they know about the roles of chiefs and queenmothers in Ghana.</p> <p>Discuss the significance of chieftaincy in Ghanaian culture and how chiefs and queenmothers play important roles in their communities.</p> <p>Share performance indicators with learners, stating that they will explore the processes of destoolment/ deskinment and the advantages and disadvantages associated with it.</p>	
PHASE 2: NEW LEARNING	<p>Explain that destoolment/deskinment refers to the removal of a chief or queenmother from their position of authority.</p> <p>Discuss the processes involved in destoolment/ deskinment, including the following steps:</p> <ul style="list-style-type: none"> • <i>Accusation: Someone or a group raises allegations against the chief or queenmother, such as abuse of power, misconduct, or failure to fulfill their responsibilities.</i> • <i>Investigation: A traditional council or relevant authorities conduct an investigation to assess the validity of the accusations.</i> • <i>Trial: If the investigation finds the chief or queenmother guilty, a trial is held to allow both parties to present their cases and evidence.</i> • <i>Judgment: The traditional council or relevant authorities make a decision on whether to destool/deskin the chief or queenmother based on the evidence and trial proceedings.</i> 	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>Divide the class into small groups and provide each group with a set of advantages and disadvantages related to destoolment/deskinment.</p> <p>Learners in their groups discuss and evaluate the advantages and disadvantages, considering the impact on the community and the individuals involved.</p> <p>Have each group share their findings with the class, and discuss to explore different perspectives and opinions.</p> <p>Show pictures or illustrations representing Ghanaian chieftaincy to help learners visualize the cultural context.</p> <p>Discuss the importance of chiefs and queenmothers in Ghanaian society, including their roles in governance, conflict resolution, and cultural preservation.</p> <p><u>Assessment</u> Learners in groups role play destoolment/deskinment of a chief among their people.</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: 14-07-2023	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 learners.</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: 14-07-2023	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	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Read longer texts and summarize main and supporting ideas. Give learners longer passages that are interesting to read. 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 Allow learners to read and discuss the ideas in the passage. Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph. Give learners longer passages that are interesting to read. 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	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.	