

# THIRD TERM

## WEEKLY LESSON NOTES – B8

### WEEK 4

<b>Week Ending:</b> 21-07-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Adverbs	
<b>Content Standard:</b> B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions		<b>Indicator:</b> B8.4.3.1.2 Identify and use adverbs appropriately in sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and use adverbs appropriately in sentences.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 46			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by reviewing with learners what an adverb is. Remind them that an adverb is a word that modifies or describes a verb, an adjective, or another adverb.</p> <p>Write the sentence "She sings beautifully" on the board.</p> <p>Ask learners to identify the adverb in the sentence and explain what it modifies.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce sentence strips with examples of adverbs, such as "quickly, slowly, very, well, often."</p> <p>Read each sentence aloud and discuss the adverbs and what they modify in the sentence.</p> <p>Explain that adverbs add more information to verbs, adjectives, or other adverbs, such as how, when, where, or to what extent.</p> <p>Divide the class into small groups.</p> <p>Give each group a set of picture cards or objects representing different actions, situations, or qualities (e.g., running, a rainy day, a beautiful sunset).</p> <p>Instruct the groups to take turns creating sentences using adverbs to describe the actions, situations, or qualities depicted in their picture cards or objects.</p> <p>Encourage learners to use a range of adverbs to modify different aspects of their sentences</p> <p>Let them determine the functions of adverbs in sentences. Identify and classify adverbs in a given text.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Have learners construct compound sentences using adverbs.</p> <p><u>Assessment</u></p> <p>Read each sentence below. Identify the adverb in each sentence and write it on the line provided. Then, indicate what the adverb is modifying by writing "V" for verb, "Adj" for adjective, or "Adv" for adverb.</p> <p>1. The dog barked loudly. Adverb: <u>loudly</u> Modifying: <u>V</u></p> <p>2. She danced gracefully. Adverb: _____ Modifying: _____</p> <p>3. He speaks very softly. Adverb: _____ Modifying: _____</p> <p>4. They often visit their grandparents. Adverb: _____ Modifying: _____</p> <p>5. The car moved quickly. Adverb: _____ Modifying: _____</p> <p>6. The learners worked diligently. Adverb: _____ Modifying: _____</p>	
<p><b>PHASE 3: REFLECTION</b></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>	

<b>Week Ending:</b> 21-07-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Informative Writing
<b>Content Standard:</b> B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types	<b>Indicator:</b> B6.5.1.1.1 Write a persuasive essay on a given topic.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can Discuss the process of writing speeches, letter to the press and reports and write good reports on various activities		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Play a recorded speech to learners and discuss the speech. Teach learners how to write speeches and letters to the press.  Assist learners to understand the process of writing speeches, letter to the press, and reports.  Show a sample speech written to press or report. Discuss the vocabularies and structure of the report.  Guide learners to write speeches, letter to the press and reports using controlled composition.  Discuss various activities on which reports can be written.  Select an activity and write a sample report on the board; involve learners. Guide learners to write good reports on various activities.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 21-07-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Reading	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Reading	
<b>Content Standard:</b> B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.		<b>Indicator:</b> B8.3.1.1.2 Summarize long passages read	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can summarize long passages read		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 43			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	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	
<b>PHASE 3: REFLECTION</b>	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.		