

# THIRD TERM

## WEEKLY LESSON NOTES – B8

### WEEK 11

#### REVISION AND END OF TERM ASSESSMENT

<b>Week Ending:</b> 08-09-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Strands for the term
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.	<b>Indicator:</b> Recall and summarize all what they have learnt within the term	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 45		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Play a clip from a talk show where there's a debate or discussion on a particular topic.  Learners should identify the topic, the main arguments presented, and any interesting or surprising information.  Discuss as a class: Did they agree with the opinions presented? Why or why not?  Play a short news clip. Learners should jot down key events, facts, or statements.  Discuss the news: What happened? Why is it important? Share opinions on the event.  Divide learners into small groups. Each group is given a different audio clip to listen to and then discuss.  They should identify the main points, any supporting details, and form an opinion on the content.  Each group will then share their findings and opinions with the class.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

<b>PHASE 3:</b> <b>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.	
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<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 47			
Phase/Duration	Learners Activities	Resources	
<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>	Present facts about the current state of deforestation in Ghana.  Discuss the implications on the environment and the people.  Share a short case study of a specific area in Ghana affected by deforestation.  Begin with a question: "How does culture and law impact same-sex marriages in different countries?"  Discuss the current legal status of same-sex marriage in Ghana.  Explore cultural attitudes towards the LGBTQ+ community in Ghana.  Share a personal story (if available) or discuss global implications.  Divide learners into small groups. Each group will discuss one of the topics and think about potential solutions or ways to raise awareness about the issue.	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.		

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<b>References :</b> Ghanaian Language Curriculum Pg. 48		
Phase/Duration	Learners Activities	Resources
<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>	Engage learners with a question: "Why do we need to summarize?"  Break down the summarization process into steps: reading, identifying main ideas, key details, and creating a concise summary.  Discuss the difference between summarizing and paraphrasing.  Provide a long passage related to a relevant topic. Instruct learners to read the passage carefully and mark or underline key points, main ideas, and supporting details.  Discuss what main ideas and key details are. Guide learners on how to differentiate between main ideas and supporting details.  <u>Assessment</u> Divide learners into small groups.  Distribute a different passage to each group. Instruct each group to read their passage, identify main ideas, key details, and collaboratively create a summary.	Word cards, sentence cards, letter cards, Learners Reading Books
<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.	