

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 1

Week Ending: 06-10-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B9	Class Size:	Sub Strand: Marriage Rites
Content Standard: B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana		Indicator: B9.1.1.1.1 Discuss the processes involved in performing marriage rites in their culture
Performance Indicator: Learners can discuss the processes involved in performing marriage rites in their culture		Lesson: 1 of 1
Reference: Ghanaian Language Curriculum Pg. 49		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
New words : Marriage, Rite, Customary, Ceremony		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Present a slideshow of images showcasing various traditional Ghanaian wedding ceremonies.</p> <p>Ask learners to describe what they see and any experiences they might have had or heard about related to Ghanaian marriage ceremonies.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Initiate a class discussion on what marriage means, not just in the context of Ghanaian culture, but globally.</p> <p>Explore the various reasons people get married and the significance of marriage as a societal institution.</p> <p>Provide learners with a short text or passage detailing the processes and customs of a traditional Ghanaian marriage ceremony.</p> <p>After reading, engage in a group discussion, allowing learners to share their thoughts, reflections, and any related personal stories or experiences.</p> <p>Introduce learners to the different types of marriages in Ghana.</p> <p>Discuss the unique customs, rituals, and significance of each type. Use visuals or videos when available to provide learners with a vivid understanding.</p> <p><u>Assessment</u></p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<ol style="list-style-type: none"> 1. What is marriage, and why is it an important institution in many cultures around the world? 2. Name two types of marriages commonly practiced in Ghana. 3. How might a customary marriage in Ghana differ from a civil marriage? 	
<p>PHASE 3: REFLECTION</p>	<p>Sum up the lesson by emphasizing the cultural richness of Ghanaian marriage traditions and the importance of understanding and respecting diverse customs and practices</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: 06-10-2023		DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B9.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues.	Lesson: 1 OF 1
Performance Indicator: Learners can use appropriate register in everyday communication		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 55			
New words: Register, Slang, Jargon, Formality			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Play two short audio clips: one of a formal news broadcast and another of teenagers talking casually.</p> <p>Ask learners to identify the differences and discuss their first impressions of each.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Create a list of commonly used slang words and jargon (both local and international). Examples could include "LOL", "selfie", or "app" for slang and "RAM", "download", or "cache" for jargon.</p> <p>Discuss the meaning and context of each term. Highlight that while these terms are accepted in certain situations, they may not be understood or appropriate in all contexts.</p> <p>Provide learners with different everyday scenarios — some that require formal language and others where slang or jargon would be more fitting.</p> <p>Allow learners to role-play conversations for each scenario, emphasizing the use of appropriate register.</p> <p><u>Assessment</u> Give an example of a slang term and explain a situation where it might be inappropriate to use it.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
PHASE 3: REFLECTION	<p>Reinforce the idea that language is flexible and adapting one's language to suit different situations is key to effective communication. Emphasize the importance of being aware of one's audience and context when choosing words.</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: 06-10-2023	DAY:	Subject: Ghanaian Language
Duration:		Strand: Reading
Class: B9	Class Size:	Sub Strand: Reading
Content Standard: B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage	Indicator: B9.3.1.1.1 Locate the main and subsidiary points in a range of texts and rewrite logically with accuracy in their own words	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. 60		
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 and understand a passage of between 200-250 words from different subject areas silently. Identify the main ideas in the passage. Rewrite the ideas logically in their own words. Answer recall, meaning and inferential questions based on the passage	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.	