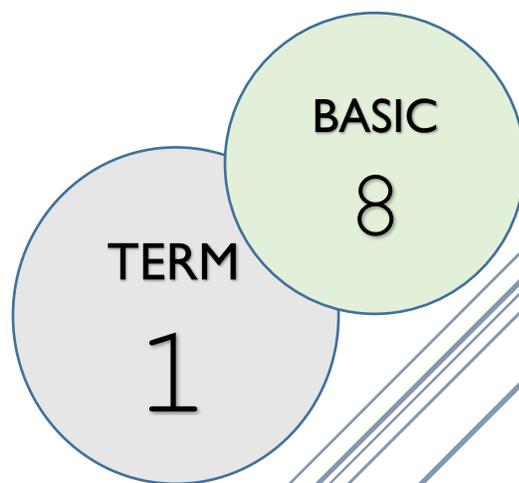


# LESSON PLANS FOR JUNIOR HIGH SCHOOLS

## GHANAIAN LANGUAGE



FAYOL INC  
0547824419

## SCHEME OF LEARNING – TERM I

WEEKS	TRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Customs & Institutions	Puberty Rites	B8.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Conversation	B8.2.1.1.1	
	Reading	Reading	B8.3.1.1.1	
2	Language & Usage	Abstract Nouns	B8.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Letter Writing	B8.5.1.1.1	
	Literature	Literature	B8.6.1.1.1	
3	Customs & Institutions	Puberty Rites	B8.1.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Conversation	B8.2.1.1.1	
	Reading	Reading	B8.3.1.1.1	
4	Language & Usage	Concrete Nouns	B8.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Letter Writing	B8.5.1.1.1	
	Literature	Literature	B8.6.1.1.1	
5	Customs & Institutions	Puberty Rites	B8.1.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Conversation	B8.2.1.1.1	
	Reading	Translation	B8.3.2.1.1	
6	Language & Usage	Countable & Uncountable Nouns	B8.4.2.1.1	Word cards, sentence cards, letter cards,

	Composition Writing	Argumentative Writing	B8.5.1.1.1	handwriting on a manila card and a class library
	Literature	Literature	B8.6.1.1.1	
7	Customs & Institutions	Clan System	B8.1.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Listening Comprehension	B8.2.2.1.1.	
	Reading	Translation	B8.3.2.1.1	
8	Language & Usage	Pronouns	B8.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Argumentative Writing	B8.5.1.1.1	
	Literature	Literature	B8.6.1.1.1	
9	Customs & Institutions	Clan System	B8.1.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Listening Comprehension	B8.2.2.1.1.	
	Reading	Reading	B8.3.1.1.1	
10	Language & Usage	Pronouns	B8.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Informative Writing	B8.5.1.1.1	
	Reading	Reading	B8.3.1.1.1	
11	REVISION			
12	END OF TERM ASSESSMENT AND VACATION			

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK I

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Puberty Rites	
<b>Content Standard:</b> B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana		<b>Indicator:</b> B8.1.1.1.1 Identify the processes involved in performing puberty rites in your culture	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the processes involved in performing puberty rites in your culture		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
<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>	Brainstorm learners to explain what puberty rites are.  Engage them to talk about the items needed for the performance of puberty rites among their people and their significance.  Guide learners to discuss the processes involved in performing puberty rites for boys/girls among their people.  Have learners read and discuss a two-hundred-word passage on puberty rites.  Guide learners to explain the significance of puberty rites.  Engage learners to role play a puberty rite activity.	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>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		<b>Indicator:</b> B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can identify and produce the basic tones in their language		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 17			
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>	Guide learners to discuss in groups what they do during the week,  Ask learners to describe how they spend their weekends.  Drill learners with the correct expressions and phrases to use in an oral narration.  Learners in groups talk about what they do on Saturdays.  <u>Assessment</u> Narrate what you do at home every Saturday.	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>	<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> B8.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can read and understand the main ideas in a text		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 21			
<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>	Engage learners to read a three-paragraph passage from different subject areas (Science, Social Studies, RME, ICT, etc.) and answer questions to identify specific information and details.	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.		

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 2

<b>Week Ending:</b>	<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> Abstract Nouns	
<b>Content Standard:</b> B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		<b>Indicator:</b> B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore the use of nouns and pronouns		<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>	Write down nouns and pronouns in their language.  Classify nouns under the various types (abstract, concrete, countable and uncountable).  Construct compound sentences with nouns and pronouns in speech and in texts.  Replace nouns with the appropriate pronouns in a given text.	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>	<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> Letter 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> B8.5.1.1.1 Develop coherent essays using the features of given text types.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can develop coherent essays using the features of given text types		<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>	Discuss with learners what an informal letter is. Discuss with learners the process of writing a good informal letter.  Let them comprehend the process in writing good informal letters. Discuss features of informal letters.  Write an informal letter on the board and lead learners to discuss it.  Let learners read the letter as a group and then individually.  Using the letter on the board as a guide let learners write an informal letter.  Give learners a topic and let them write an informal letter on the topic in groups.  Let the groups present their essays to the class. Let learners write an informal letter on their own	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>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature	
<b>Content Standard:</b> B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		<b>Indicator:</b> B8.6.1.1.1 Discuss the features of proverbs and idioms	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss the features of proverbs and idioms		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 48			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners to describe the features of proverbs and idioms and give examples of each.</p> <p>Guide learners to identify and interpret proverbs and idioms in your language.</p> <p>Have learners state the occasions and situations in which the given proverbs and idioms are used.</p> <p>In groups, learners state the importance of proverbs and idioms.</p>		<p>Word cards, sentence cards, letter cards, Learners Reading Books</p>
<b>PHASE 3: REFLECTION</b>	<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>		

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 3

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Puberty Rites	
<b>Content Standard:</b> B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana		<b>Indicator:</b> B8.1.1.1.2 Compare and contrast the processes involved in performing puberty rites in their culture to other cultures of Ghana.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the processes involved in performing puberty rites in your culture		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21			
<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>	Guide learners to discuss the similarities in the performance of puberty rites among their people and those of other Ghanaian cultures.  Through a class discussion, guide learners to discuss the differences in the performance of puberty rites among their people and those of other Ghanaian cultures.  In groups, let learners write the summary of the similarities and differences.		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>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		<b>Indicator:</b> B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can identify and produce the basic tones in their language		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 17			
<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>	Guide learners to discuss in groups what they do during the week,  Ask learners to describe how they celebrated their vacation holidays.  Drill learners with the correct expressions and phrases to use in an oral narration.  Learners in groups talk about how they celebrated the Christmas holidays.  <u>Assessment</u> Narrate how you celebrated your vacation holidays.	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>	<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> B8.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can read and understand the main ideas in a text		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 21			
<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>	Learners are engaged in narrative texts to create mental pictures to aid understanding.  Have learners to read fluently to build confidence.  Learners are engaged in meaningful interaction with text and peers.  Monitor for understanding and self-correct where necessary.  Let learners make connections with what is read to own experiences.  <u>Assessment</u> Write a sample passage on the board. Let learners identify the main ideas and supporting points in the text.	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.		

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 4

<b>Week Ending:</b>	<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> Concrete Nouns	
<b>Content Standard:</b> B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		<b>Indicator:</b> B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore the use of concrete nouns in speech and writing		<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>	Start by asking learners to mention names of objects and items in the classroom and outside the classroom.  Paste a chart showing pictures of items that are common to learners. Let learners identify and relate to the items.  Brainstorm learners to mention the five senses of humans.  Guide learners to understand that objects and things that can be experienced through the five senses (feel, touch, smell, hear and see) are concrete nouns.  Have learners to mention and demonstrate more examples of concrete nouns. Example: I can see this bag, touch and feel it, so it is a concrete noun.  <u>Assessment</u> Write different words on the board. Learners read and decide whether it is concrete or abstract. They can also draw and color the word if it is a concrete noun.	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>	<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> Letter 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> B8.5.1.1.1 Develop coherent essays using the features of given text types.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can write good semi-formal letters		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1:</b> <b>STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2:</b> <b>NEW LEARNING</b>	Discuss letter writing and its structure with learners.  Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters.  Explain to learners the structure of semi-formal letters.  Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter.  Assist learners to understand the process in writing good semi-formal letters  Write a semi-formal letter on the board. Assist learners to write semi-formal letters using controlled composition.  Ask learners to point out the features and structure of the semi-formal letter written.  Read a semi-formal letter to learners. Guide learners to write good semi-formal letters	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.		

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50mins		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature	
<b>Content Standard:</b> B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		<b>Indicator:</b> B8.6.1.1.1 Discuss the features of proverbs and idioms	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss the features of proverbs and idioms		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 48			
<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>	Brainstorm learners to describe the features of proverbs and idioms and give examples of each.  Guide learners to identify and interpret proverbs and idioms in your language.  Have learners state the occasions and situations in which the given proverbs and idioms are used.  In groups, learners state the importance of proverbs and idioms.	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.		

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 5

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Puberty Rites	
<b>Content Standard:</b> B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana		<b>Indicator:</b> B8.1.1.3 Discuss the changes that has occurred in puberty rites performance over time	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the processes involved in performing puberty rites in your culture		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21			
<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>	Learners in groups assess the current ways puberty rites are performed among his/her people and write a brief about it.  Learners present their ideas in groups.  Have learners compare the contemporary ways to the traditional ways by which your people were performing puberty rites. E.g. i. It is now done by the church. ii. Duration for the rites has changed. iii. Done for all ages.  Learners identify the threats to puberty rites in contemporary times. E.g.: technology, migration, education and religion	Pictures and charts	
<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>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		<b>Indicator:</b> B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can identify and produce the basic tones in their language		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 17			

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>	Guide learners to discuss in groups what they do during the week,  Ask learners to describe how they celebrated their vacation holidays.  Drill learners with the correct expressions and phrases to use in an oral narration.  Learners in groups talk about how they celebrated the Christmas holidays.  <u>Assessment</u> Narrate how you celebrated your vacation holidays.	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>	<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> Translation	
<b>Content Standard:</b> B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	<b>Indicator:</b> B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can read and understand the main ideas in a text		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 44			
<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>	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	
<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.		

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 6

<b>Week Ending:</b>	<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> Concrete Nouns
<b>Content Standard:</b> B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives	<b>Indicator:</b> B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore the use of concrete nouns in speech and writing		<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>	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as:  What did you eat this morning? Can you count them? Have you drank water today? Can you count them? How many pets do you have? Can you count them?	
<b>PHASE 2: NEW LEARNING</b>	Introduce the topic through a short story.  Learners read the story aloud in pairs/groups, taking turns, a sentence each.  Let learners identify and underline the nouns in the story.  Guide learners to Identify noun types (countable and uncountable) from passages.  Let learners construct sentences using noun types.  Guide learners to scan passages e.g. those already read in class to identify and classify nouns into countable and uncountable nouns  Engage learners in groups to put countable and uncountable nouns into the different categories: people, places, time, major land forms etc.  <u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.	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>Week Ending:</b>	<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> Letter 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> B8.5.1.1.1 Develop coherent essays using the features of given text types.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can write good semi-formal letters		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			

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>	Discuss letter writing and its structure with learners.  Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters.  Explain to learners the structure of semi-formal letters.  Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter.  Assist learners to understand the process in writing good semi-formal letters  Write a semi-formal letter on the board. Assist learners to write semi-formal letters using controlled composition.  Ask learners to point out the features and structure of the semi-formal letter written.  Read a semi-formal letter to learners. Guide learners to write good semi-formal letters	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>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50mins		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature	
<b>Content Standard:</b> B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		<b>Indicator:</b> B8.6.1.1.1 Discuss the features of proverbs and idioms	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss the features of proverbs and idioms		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 48			
<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>	Brainstorm learners to describe the features of proverbs and idioms and give examples of each.  Guide learners to identify and interpret proverbs and idioms in your language.  Have learners state the occasions and situations in which the given proverbs and idioms are used.  In groups, learners state the importance of proverbs and idioms.	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.		

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 7

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> The Clan System	
<b>Content Standard:</b> B8.1.3.1 Exhibit knowledge of the clan system in their locality by discussing the importance and threats to the clan systems		<b>Indicator:</b> B8.1.3.1.1 Discuss the importance and threats to the clan system.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the processes involved in performing puberty rites in your culture		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 36			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Read and discuss a passage on clan system of their culture.</p> <p>Have learners understand that the clan system is an important aspect of traditional Ghanaian society and culture. In Ghana, a clan is a group of people who are believed to have descended from a common ancestor. Clans are typically organized around a set of shared beliefs, customs, and traditions.</p> <p>Discuss and write the importance of the clan system of their culture.</p> <p>1. Social organization: <i>Clans provide a sense of identity and belonging for their members. They serve as a social network and support system, providing a sense of community and shared values.</i></p> <p>2. Economic organization: <i>Clans often have a system of shared resources and responsibilities, such as land ownership and farming practices. This allows for collective action and cooperation in economic activities.</i></p> <p>3. Political organization: <i>In some traditional Ghanaian societies, clan leaders have a role in local governance and decision-making. They may act as mediators in disputes and serve as representatives of their clan to the wider community.</i></p>	Pictures and charts	

	<p>4. Spiritual organization: <i>Clans often have their own set of spiritual beliefs and practices, which are passed down from generation to generation. This can include ancestor worship and other traditional religious practices.</i></p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Discuss the threats to the clan system.</li> <li>• How has the clan system in Ghana contributed to the preservation of traditional knowledge and cultural practices?</li> <li>• What are the similarities and differences between the clan system in Ghana and other traditional social systems around</li> </ul>	
<p>PHASE 3: <b>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>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension	
<b>Content Standard:</b> B8.2.2.1 Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B8.2.2.1.1. Listen to a level-appropriate dialogue attentively and identify key information	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can listen to a level-appropriate dialogue attentively and identify key information		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 40			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise the lessons on identification of cause and effect using Think-Pair-Share.</p> <p>Select an interesting story to guide the learners do this exercise.</p> <p>Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions.</p> <p>Listen to and note important issues in a dialogue e.g. message, mood, tone.</p> <p>Listen and compare the issues noted in the dialogue with peers.</p> <p>Have learners listen to a story and identify the main ideas and key details.</p> <p>Use questions to guide learners to make generalizations based on the main ideas and key details</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
<b>PHASE 3: REFLECTION</b>	<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>	<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> Translation	
<b>Content Standard:</b> B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	<b>Indicator:</b> B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can read and understand the main ideas in a text		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 44			
<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>	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	
<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.		

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 8

<b>Week Ending:</b>	<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> Pronouns	
<b>Content Standard:</b> B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		<b>Indicator:</b> B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore the use of pronouns in speech and writing		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 45			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as:  What did you eat this morning? Can you count them? Have you drank water today? Can you count them? How many pets do you have? Can you count them?		
PHASE 2: <b>NEW LEARNING</b>	Write down pronouns in their language.  Guide learners to construct compound sentences with nouns and pronouns in speech and in texts.  <u>Assessment</u> Have learners replace nouns with the appropriate pronouns in a given text	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
PHASE 3: <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.		

<b>Week Ending:</b>	<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> Argumentative 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> B8.5.1.1.1 Develop coherent essays using the features of given text types.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can take a stand and write an argumentative essay for a given motion.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			
<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>	Discuss with learners how argumentation is done and the vocabularies used in argumentation.  Discuss with learners how to write an argumentative essay. Discuss the structure, content and features .of an argumentative essay.  Select a topic and discuss with learners how to take a stand and write on it. Assist learners to take a stand and write an argumentative essay for a given motion.  Select a topic and put learners into two groups. Make learners take a stand after discussions among themselves.  Let learners of each group write individually, for or against the motion of an argumentative essay on a given topic		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>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50mins		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature	
<b>Content Standard:</b> B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		<b>Indicator:</b> B8.6.1.1.1 Discuss the features of proverbs and idioms	
		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can discuss the features of proverbs and idioms		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 48			
<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>	Brainstorm learners to describe the features of proverbs and idioms and give examples of each.  Guide learners to identify and interpret proverbs and idioms in your language.  Have learners state the occasions and situations in which the given proverbs and idioms are used.  In groups, learners state the importance of proverbs and idioms.	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.		

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 9

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> The Clan System	
<b>Content Standard:</b> B8.1.3.1 Exhibit knowledge of the clan system in their locality by discussing the importance and threats to the clan systems		<b>Indicator:</b> B8.1.3.1.1 Discuss the importance and threats to the clan system.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the processes involved in performing puberty rites in your culture		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 36			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Read and discuss a passage on clan system of their culture.</p> <p>Have learners understand that the clan system is an important aspect of traditional Ghanaian society and culture. In Ghana, a clan is a group of people who are believed to have descended from a common ancestor. Clans are typically organized around a set of shared beliefs, customs, and traditions.</p> <p>Discuss and write the importance of the clan system of their culture.</p> <p>1. Social organization: <i>Clans provide a sense of identity and belonging for their members. They serve as a social network and support system, providing a sense of community and shared values.</i></p> <p>2. Economic organization: <i>Clans often have a system of shared resources and responsibilities, such as land ownership and farming practices. This allows for collective action and cooperation in economic activities.</i></p> <p>3. Political organization: <i>In some traditional Ghanaian societies, clan leaders have a role in local governance and decision-making. They may act as mediators in disputes and serve as representatives of their clan to the wider community.</i></p>	Pictures and charts	

	<p>4. Spiritual organization: <i>Clans often have their own set of spiritual beliefs and practices, which are passed down from generation to generation. This can include ancestor worship and other traditional religious practices.</i></p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Discuss the threats to the clan system.</li> <li>• How has the clan system in Ghana contributed to the preservation of traditional knowledge and cultural practices?</li> <li>• What are the similarities and differences between the clan system in Ghana and other traditional social systems around</li> </ul>	
<p>PHASE 3: <b>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>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension	
<b>Content Standard:</b> B8.2.2.1 Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B8.2.2.1.1. Listen to a level-appropriate dialogue attentively and identify key information	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can listen to a level-appropriate dialogue attentively and identify key information		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 40			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise the lessons on identification of cause and effect using Think-Pair-Share.</p> <p>Select an interesting story to guide the learners do this exercise.</p> <p>Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions.</p> <p>Listen to and note important issues in a dialogue e.g. message, mood, tone.</p> <p>Listen and compare the issues noted in the dialogue with peers.</p> <p>Have learners listen to a story and identify the main ideas and key details.</p> <p>Use questions to guide learners to make generalizations based on the main ideas and key details</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
<b>PHASE 3: REFLECTION</b>	<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>	<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> B8.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can read and understand the main ideas in a text		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 37			
<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>	Learners are engaged in narrative texts to create mental pictures to aid understanding.  Have learners to read fluently to build confidence.  Learners are engaged in meaningful interaction with text and peers.  Monitor for understanding and self-correct where necessary.  Let learners make connections with what is read to own experiences.  <u>Assessment</u> Write a sample passage on the board. Let learners identify the main ideas and supporting points in the text.	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.		

**FIRST TERM**  
**WEEKLY LESSON NOTES – B8**  
**WEEK 10**  
**REVISION AND END OF TERM ASSESSMENT**

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<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. 36			
<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>	Read and discuss a passage on clan system of their culture.  Have learners understand that the clan system is an important aspect of traditional Ghanaian society and culture. In Ghana, a clan is a group of people who are believed to have descended from a common ancestor. Clans are typically organized around a set of shared beliefs, customs, and traditions.  Discuss and write the importance of the clan system of their culture. 1. Social organization: <i>Clans provide a sense of identity and belonging for their members. They serve as a social network and support system, providing a sense of community and shared values.</i>  2. Economic organization: <i>Clans often have a system of shared resources and responsibilities, such as land ownership and farming practices. This allows for collective action and cooperation in economic activities.</i>  3. Political organization: <i>In some traditional Ghanaian societies, clan leaders have a role in local governance and decision-making. They may act as mediators in disputes and serve as representatives of their clan to the wider community.</i>	Pictures and charts	

	<p>4. Spiritual organization: <i>Clans often have their own set of spiritual beliefs and practices, which are passed down from generation to generation. This can include ancestor worship and other traditional religious practices.</i></p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Discuss the threats to the clan system.</li> <li>• How has the clan system in Ghana contributed to the preservation of traditional knowledge and cultural practices?</li> <li>• What are the similarities and differences between the clan system in Ghana and other traditional social systems around</li> </ul>	
<p>PHASE 3: <b>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>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<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> I OF I
<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. 40			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise the lessons on identification of cause and effect using Think-Pair-Share.</p> <p>Select an interesting story to guide the learners do this exercise.</p> <p>Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions.</p> <p>Listen to and note important issues in a dialogue e.g. message, mood, tone.</p> <p>Listen and compare the issues noted in the dialogue with peers.</p> <p>Have learners listen to a story and identify the main ideas and key details.</p> <p>Use questions to guide learners to make generalizations based on the main ideas and key details</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>
<b>PHASE 3: REFLECTION</b>	<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>	<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> 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 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 37			
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>	Learners are engaged in narrative texts to create mental pictures to aid understanding.  Have learners to read fluently to build confidence.  Learners are engaged in meaningful interaction with text and peers.  Monitor for understanding and self-correct where necessary.  Let learners make connections with what is read to own experiences.  <u>Assessment</u> Write a sample passage on the board. Let learners identify the main ideas and supporting points in the text.	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.		

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Strands treated 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> Preparation towards vacation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can answer all end of term assessment questions in their exercise books.		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:	
<b>References :</b> Ghanaian Language Curriculum Pg. 37			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Ask learners to bring and display all the materials needed for the assessment.</p> <p>Educate them on the consequences of examination mal practice.</p>	<p>Exercise books, pen, pencils, erasers, Answer sheets.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Engage learners to arrange themselves properly to sit for the assessment test.</p> <p>Mark learners answer sheets or exercise books.</p> <p>Fill in learner's SBA books and report cards.</p> <p>Distribute learners answer sheets or exercise books for feedback.</p>	<p>SBA, Assessment Questions and exercise books.</p>	