

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 3

Week Ending: 20-10-2023	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: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
New words: Rite, Ceremony, Tradition, Significance		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display various images representing different marriage rites from the learners' culture.</p> <p>Ask learners to discuss what they see and share any personal stories or experiences they may have related to the rites depicted</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorming learners to identify and list various marriage rites from their culture, encouraging them to recall details from family events, stories, or community practices.</p> <p>After listing, each group should select one rite and describe it in detail.</p> <p>Have a class discussion, allowing each group to present the rite they chose and their description.</p> <p>Facilitate a discussion about how each rite is performed, the elements involved, and any particular customs or practices linked to that rite.</p> <p>Prompt learners to reflect on the importance and significance of the marriage rites. Why have these rites been maintained for so long? What values or beliefs are they rooted in?</p> <p>Allow learners to share their thoughts, emphasizing the cultural importance and the underlying meanings behind each rite.</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. Name two marriage rites commonly practiced in our culture.2. Why do you think marriage rites are so important in our culture?3. How does the community or family play a role in the performance of these rites?	
PHASE 3: REFLECTION	<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: 20-10-2023	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 apply their understanding by creating and acting out scenes that utilize both registers.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 55		
New words: Register, Formal, Informal, Communication		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display the keywords on the whiteboard or chart paper. Ask learners to discuss in pairs or small groups their understanding of each keyword and share examples.</p> <p>Lead a short class discussion, clarifying definitions and providing examples.</p> <p>Share the performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Ask learners to recall situations where they heard or used formal language (e.g., at a school assembly, during a presentation).</p> <p>Discuss instances where informal language is used (e.g., chatting with friends).</p> <p>Present example texts that use formal and informal registers. Discuss with learners the differences they observe.</p> <p>Ask;</p> <ul style="list-style-type: none"> • "Can you remember another example from a book or movie where characters switched between formal and informal speech?" • "Why do you think it's essential to switch between formal and informal registers in different situations?" • "How would you rewrite a formal sentence into an informal one and vice versa?" <p><u>Assessment</u> Divide learners into small groups. Each group should create a short scene on a provided topic/text/issue. Characters in their scenes should use both formal and informal registers, illustrating the difference between the two.</p> <p>Each group presents their scene to the class. After each presentation, have a short discussion pointing out the uses of</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	formal and informal registers and the appropriateness of each in the context of the scene.	
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.	

Week Ending: 20-10-2023	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: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References : Ghanaian Language Curriculum Pg. 60		
New words: Passage, Main Ideas, Inferential, Recall		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display the keywords on the whiteboard.</p> <p>Have learners discuss in pairs or small groups what they think each keyword might mean or how they relate to reading.</p> <p>Open the floor for a short class discussion.</p> <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Ask learners to recall a time they had to identify main ideas in a text.</p> <p>Discuss the importance of comprehension and understanding main ideas for better retention and application of information.</p> <p>Distribute the passage to each student. Allow them 5 minutes to read the passage silently.</p> <p>Ask ;</p> <ul style="list-style-type: none"> • "What do you think is the main idea of this passage?" • "How does this relate to something you've learned or experienced before?" • "If you were to explain this passage to someone younger, how would you do it?" <p>Encourage learners to highlight or underline main ideas. In pairs, let them rewrite these main ideas in their own words.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • What is the main idea of the passage in one sentence? • List two important details you found in the passage. • In your own words, describe the significance of the passage's topic. 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none">• What is an inferential question you could ask about this passage and provide your answer?	
PHASE 3: REFLECTION	<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>	