

FIRST TERM

WEEKLY LESSON NOTES

WEEK 6

Week Ending: 10-11-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage
Class: B9	Class Size:	Sub Strand: Adjectives
Content Standard: B9.4.2.2 Demonstrate knowledge of how adjectives are combined in a sentence.	Indicator: B9.4.2.2.1 Discuss how adjectives follow each other in a sentence	Lesson: 1 of 1
Performance Indicator: Learners can identify, classify, and correctly use singular and plural nouns from various texts in both speech and writing.		Core Competencies: CC 7.3: CC 8.2: DL 5.3
Reference: Ghanaian Language Curriculum Pg. 59		
New words: Modification, Descriptive words, Adjectives, Order of adjectives		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with an engaging activity. Show students an image or a small object and ask them to describe it using as many adjectives as they can.</p> <p>This can be done in pairs or small groups, followed by sharing their descriptions with the class.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Explain that adjectives are words used to describe or modify nouns.</p> <p>Discuss how the order in which adjectives are placed in a sentence can impact the meaning and clarity of the description. Introduce the concept of the natural order of adjectives.</p> <p>Provide students with short texts or sentences that contain adjectives. Ask them to identify and underline the adjectives.</p> <p>Discuss the role of adjectives in enhancing the reader's understanding of the text.</p> <p>Explain the natural order of adjectives in English, which is typically: opinion, size, age, shape, color, origin, material, and purpose (OSASCOMP).</p> <p>Provide examples and discuss how this order is followed in sentences.</p> <p>Encourage students to work in pairs or small groups to create sentences using two or three adjectives to describe a noun. For example, "She wore a beautiful, red dress."</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	Share these sentences with the class and discuss the adjective order.	
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: 10-11-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Composition Writing
Class: B9	Class Size:	Sub Strand: Descriptive Writing
Content Standard: B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types		Indicator: B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language
		Lesson: 1 OF 1
Performance Indicator: Learners can craft their own narrative essay on the given topic		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 63		
New words: Descriptive, Imagery, Sensory Details, Mood		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display two sentences side by side: "She sat on the bench in the park." and "She reclined gracefully on the sun-warmed bench amidst the fragrant rose garden."</p> <p>Ask learners: "Which sentence gives you a clearer picture? Why?"</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Discuss how incorporating sensory details can enhance descriptions.</p> <p>Ask learners to pick an object in the room and describe it using all five senses, even if they have to imagine some (like the taste of a book or the sound of a chair).</p> <p>Provide learners with a basic description of a character (e.g., "a man").</p> <p>Ask them to enhance this description using sensory details, physical traits, and indications of personality. Share and compare descriptions.</p> <p>Provide a basic setting (e.g., "a forest at night") and ask learners to write two descriptions: one that makes the forest seem scary and another that makes it seem magical.</p> <p>Discuss how word choice and sensory details can change the mood.</p> <p><u>Assessment</u> Describe a bustling city street during a rainy evening, focusing on the mood and setting.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

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.	
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Week Ending: 10-11-2023	DAY:	Subject: Ghanaian Language
Duration: 60mins		Strand: Literature
Class: B9	Class Size:	Sub Strand: Literature
Content Standard: B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs	Indicator: B9.6.1.1.1 Explore drum language/appellations and war songs respectively	Lesson: 1 of 1
Performance Indicator: Learners can explore drum language/appellations and war songs respectively		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
References : Ghanaian Language Curriculum Pg. 65		
New words: Rhythm, Message, Beat, Culture.		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by playing a brief drum sequence or war song. Ask learners, "What message or feeling does this convey to you?" Allow a few learners to share their thoughts.</p> <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>In small groups, learners discuss occasions or situations where drum language might be used, based on their experience.</p> <p>Each group shares their findings with the class. As a whole, discuss the importance of drum language, focusing on its cultural significance, historical roots, and its role in communication before modern technology.</p> <p>Learners break into pairs or small groups to discuss the role and significance of war songs in various cultures.</p> <p>Each group summarizes their discussion and shares with the class.</p> <p>Conclude with a discussion on how music and rhythm (like drum language and war songs) play a pivotal role in preserving history, culture, and identity.</p>	Word cards, sentence cards, letter cards, Learners Reading Books
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>	