

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 8

<b>Week Ending:</b> 24-11-2023		<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Adjectives	
<b>Content Standard:</b> B9.4.2.2 Demonstrate knowledge of how adjectives are combined in a sentence.		<b>Indicator:</b> B9.4.2.2.1 Discuss how adjectives follow each other in a sentence	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify, classify, and correctly use singular and plural nouns from various texts in both speech and writing.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 62			
<b>New words:</b> Modification, Descriptive words, Adjectives, Order of adjectives <sup>2</sup>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin with a brief review of what adjectives are and how they enhance descriptions in writing. Show a simple sentence with one adjective and discuss its impact.</p> <p>Ask learners how they think adding more adjectives can improve the description.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss how the placement of adjectives in a sentence can affect the overall impact.</p> <p>Provide examples of sentences with multiple adjectives. Analyze how adjectives are placed in relation to each other and the noun they modify.</p> <p>Discuss how the order of adjectives can influence the meaning.</p> <p>Guide learners through constructing sentences with multiple adjectives.</p> <p>Encourage them to experiment with different adjective orders to see how it changes the description.</p> <p>Have learners exchange sentences within small groups for peer review.</p> <p>Discuss as a class the different approaches to adjective placement and their impact on the sentences.</p> <p>Assign a creative writing task where learners write a descriptive paragraph about a chosen topic using multiple adjectives.</p>	Examples of sentences with adjectives	

	Encourage creativity and the use of vivid language.	
<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> 24-11-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Descriptive Writing
<b>Content Standard:</b> 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		<b>Indicator:</b> 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
		<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can plan and structure extended descriptive texts using paragraphs and cohesive language.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 63		
<b>New words:</b> Descriptive, Imagery, Sensory Details, Mood		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a short, vivid descriptive passage from a text. Ask learners to identify the key elements that make the writing effective.</p> <p>Discuss as a class what they appreciate about the descriptive language.</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Define key terms such as paragraphs, cohesion, and structure.</p> <p>Provide samples of descriptive texts. Analyze how paragraphs are used to organize ideas and create a flow.</p> <p>Identify cohesive language that links paragraphs.</p> <p>Guide learners through the process of structuring a descriptive paragraph. Emphasize the use of vivid details, sensory language, and clear organization.</p> <p>Divide learners into small groups and assign each group a topic for a descriptive writing task.</p> <p>Have groups plan and structure an extended descriptive text using paragraphs.</p> <p>Groups exchange their plans and provide feedback to each other. Discuss as a class the different approaches to structuring extended descriptive texts.</p>	Samples of descriptive texts

	Assign learners to write an extended descriptive text individually, following the principles discussed.  Emphasize the use of cohesive language to link paragraphs.	
<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> 24-11-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60mins		<b>Strand:</b> Literature
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs	<b>Indicator:</b> B9.6.1.1.1 Explore drum language/appellations and war songs respectively	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore drum language/appellations and war songs respectively		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>References :</b> Ghanaian Language Curriculum Pg. 65		
<b>New words:</b> Drum language, appellations, war songs, Cultural significance		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a short video or audio clip showcasing traditional drumming, appellations, or war songs from a specific culture.</p> <p>Ask learners to share their initial thoughts and feelings about the sounds and rhythms.</p> <p>Share the performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Play an audio or video clip showcasing drum language. Discuss the role of drum language in traditional societies.</p> <p>Encourage learners to identify patterns and meanings in drumming.</p> <p>Discuss the concept of appellations and their significance. Explore how appellations express cultural identity and convey respect.</p> <p>Ask learners to create their own appellations based on personal qualities.</p> <p>Introduce war songs as a form of storytelling during conflicts. Analyze the themes and emotions conveyed through war songs.</p> <p>Encourage learners to reflect on the historical context of war songs.</p> <p>Divide learners into small groups to discuss their impressions of drum language, appellations, and war songs.</p> <p>Facilitate a class discussion where groups share their reflections.</p>	Audio or video clips of drum language, appellations, and war songs

	Have learners choose one aspect (drum language, appellations, or war songs) to create a short creative piece (poem, story, or drawing) inspired by the cultural expressions discussed.	
<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.	