

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 2

<b>Week Ending:</b> 19-01-2024	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems
<b>Content Standard:</b> B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names	<b>Indicator:</b> B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore the concept of circumstantial names and understand how circumstances or events can influence the naming of people, places, or things.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3
<b>Reference:</b> Ghanaian Language Curriculum Pg. 51		
<b>New words:</b> Circumstantial, Etymology, Lexicon, Nomenclature		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by sharing an interesting story about how someone or something got its name due to a specific circumstance.</p> <p>Ask learners to share any personal experiences or stories they know about names being influenced by circumstances.</p> <p>Facilitate a brief class discussion on the significance of names and the potential impact of circumstances on naming.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Define circumstantial names and provide examples from various contexts (literature, history, pop culture).</p> <p>Discuss the idea that names often carry stories or meanings related to specific events or situations.</p> <p>Introduce key vocabulary words related to the lesson.</p> <p>Divide learners into small groups.</p> <p>Provide each group with examples of circumstantial names and ask them to analyze the circumstances that led to those names.</p> <p>Encourage discussion on the cultural, historical, or personal significance of each name.</p> <p>Each group shares their findings with the class.</p>	Examples of circumstantial names from literature, history, or current events.

	<p>Facilitate a discussion on common themes or patterns observed in circumstantial names.</p> <p>Encourage learners to express their opinions on the impact of naming in different contexts.</p> <p>In pairs or small groups, learners create their own circumstantial names for fictional characters, places, or objects.</p> <p>Discuss the reasons behind their choices and the imagined circumstances that led to those names.</p> <p>Learners present their creations to the class, fostering creativity and critical thinking.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Can you identify a circumstantial name from the examples provided? Explain the circumstances behind it.</li> <li>2. How might circumstantial names contribute to preserving cultural or historical stories?</li> <li>3. In your opinion, why do some individuals or groups choose circumstantial names for themselves or their organizations?</li> <li>4. Share a circumstantial name you find intriguing and explain its significance.</li> </ol>	
<p><b>PHASE 3: 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> 19-01-2024	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation
<b>Content Standard:</b> B9.2.1.1 Demonstrate use of appropriate language orally in specific situations	<b>Indicator:</b> B9.2.1.1.4 Express opinions and advice on a range of everyday issues and situations clearly	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can identify and discuss a range of everyday issues, expressing their opinions and providing advice on how to address these issues.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 56		
<b>New words:</b> Everyday Issues, Opinion, Advice, Empathy		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a brief brainstorming session. Ask learners to identify everyday issues they are aware of or have encountered.</p> <p>Facilitate a class discussion on the importance of addressing such issues and the potential impact on individuals and communities.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce examples of everyday issues such as road accidents, domestic violence, and child abuse.</p> <p>Discuss the relevance of addressing these issues for the well-being of individuals and society.</p> <p>Divide learners into small groups. Assign each group one of the identified everyday issues.</p> <p>In their groups, learners discuss their opinions on the issue and brainstorm potential solutions or advice.</p> <p>Encourage empathy and perspective-taking during the discussions.</p> <p>Each group shares their opinions and advice with the class.</p> <p>Facilitate a class discussion on common themes, differences, and potential collaborative solutions.</p> <p>Encourage learners to consider the impact of their words and actions on others.</p>	Examples of everyday issues (road accidents, domestic violence, child abuse).

<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.	
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<b>Week Ending:</b> 19-01-2024		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Translation	
<b>Content Standard:</b> B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.		<b>Indicator:</b> B9.3.2.1.1 Decode the meaning of texts and translate from source to target language	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can practice translating texts from a source language to a target language, followed by reading and discussing the translated text.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>References :</b> Ghanaian Language Curriculum Pg. 61			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a brief discussion on the importance of translation in communication and understanding different languages and cultures.</p> <p>Ask learners if they've ever encountered translated texts, and if so, how the translations impacted their understanding.</p> <p>Share the performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain the purpose of the lesson: to translate a short text from a source language to a target language and discuss the translated text.</p> <p>Discuss key concepts related to translation, such as accuracy, cultural nuances, and the challenges of conveying meaning across languages.</p> <p>Provide learners with a short source text in the original language (e.g., a paragraph from a story, news article, or poem).</p> <p>Assign learners to work individually or in pairs to translate the text into the target language.</p> <p>Encourage them to focus on preserving the meaning and nuances of the original text.</p> <p>Display a translated version of the text in the target language.</p> <p>Discuss the translation choices made by learners, emphasizing differences in language structure, idioms, and cultural references.</p> <p>Facilitate a group discussion on the challenges and successes of the translation process.</p> <p>Encourage learners to share their insights on language choices and cultural considerations.</p>	<p>Word cards, sentence cards, letter cards, Learners Reading Books</p>	

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