

# SECOND TERM

## WEEKLY LESSON NOTES – B9

### WEEK 3

<b>Week Ending:</b> 26-01-2024		<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> Verbs
<b>Content Standard:</b> B9.4.3.1. Exhibit knowledge and understanding of the use of auxiliary verbs		<b>Indicator:</b> B9.4.3.1.1 Discuss auxiliary verbs in sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify different types of verbs in a passage, specifically focusing on auxiliary verbs.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 63			
<b>New words :</b>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Present a short, engaging passage on the board or distribute copies to learners.</p> <p>Ask learners to identify and underline verbs as quickly as possible.</p> <p>Encourage peer discussion on the types of verbs they found.</p> <p>Discuss their findings as a class, focusing on the different types of verbs identified.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss the basic definition of verbs.</p> <p>Introduce the main types of verbs: action verbs, linking verbs, and helping (auxiliary) verbs.</p> <p>Provide examples of each type and discuss their functions in a sentence.</p> <p>Divide learners into small groups and provide each group with a different text passage.</p> <p>Ask each group to identify and categorize the verbs in the passage (action, linking, or helping).</p> <p>Each group creates a chart paper display showing examples of the identified verbs and their functions.</p> <p>Discuss auxiliary verbs (helping verbs) and their role in a sentence.</p>	Text passage with varied verbs.	

	<p>Provide examples of common auxiliary verbs (e.g., be, have, do) and explain how they support the main verb.</p> <p>Ask learners to share sentences where auxiliary verbs are used.</p> <p>Distribute individual or group copies of a worksheet with prompts requiring the use of auxiliary verbs.</p> <p>Learners construct sentences using the provided prompts and share their sentences with peers.</p> <p><u>Assessment</u> Read the following passage and identify the verbs present.</p> <p><i>"The sun shone brightly over the calm ocean. Seagulls flew gracefully in the clear sky. The waves crashed gently against the shore. As the day progressed, families built sandcastles, and friends played beach volleyball. At sunset, the sky painted itself in vibrant hues, creating a breathtaking view."</i></p>	
<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> 26-01-2024		<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> Academic 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 develop skills in writing articles for a journal and practice the editing process collaboratively.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			
<b>New words:</b>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by discussing what learners know about journals and the purpose of publishing articles.</p> <p>Show examples of journal articles and discuss the key features, such as structure, style, and audience.</p> <p>Facilitate a brief class discussion on the types of topics that could be suitable for a journal article.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce the elements of a well-written article, including a compelling introduction, clear body paragraphs, and a conclusion.</p> <p>Discuss the importance of considering the target audience and purpose when writing articles.</p> <p>Provide a writing prompt or allow learners to choose a topic of interest.</p> <p>Encourage learners to write a draft of a journal article, focusing on organizing their ideas and expressing them coherently.</p> <p>Emphasize the importance of incorporating evidence, examples, and a persuasive tone in their writing.</p> <p>Pair learners or organize small groups for a peer editing session.</p> <p>Provide a guide or checklist for editing that includes areas such as clarity, grammar, and supporting evidence.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Encourage constructive feedback and discussions on ways to improve each other's articles.</p> <p>Provide an overview of common editing symbols and techniques.</p>	
<p><b>PHASE 3:</b> <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> 26-01-2024		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature	
<b>Class:</b> B9	<b>Class Size:</b>		<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.		<b>Indicator:</b> B9.6.1.2.1. Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore the use of literary devices, including personification, alliteration, and assonance, in various types of texts (prose, poetry, and drama).		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References :</b> Ghanaian Language Curriculum Pg. 65			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Begin with a fun activity. Display short sentences on the board, and ask learners to identify any literary devices present.</p> <p>Discuss their findings as a class, encouraging them to share their reasoning.</p> <p>Introduce the lesson by defining the terms personification, alliteration, and assonance.</p> <p>Share the performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Provide handouts or visuals that explain personification, alliteration, and assonance.</p> <p>Discuss the impact of using these devices in literature and how they contribute to the overall meaning and tone.</p> <p>Connect the literary devices to real-world examples for better understanding.</p> <p>Distribute excerpts from prose, poetry, and drama that prominently feature personification, alliteration, or assonance.</p> <p>Ask learners to read the excerpts and highlight or underline instances of the specified literary devices.</p> <p>Facilitate small group discussions on how the devices enhance the text.</p> <p>Assign each group a specific literary device to focus on (personification, alliteration, or assonance).</p>	Excerpts from prose, poetry, and drama texts that exemplify literary devices.	

	<p>Ask them to brainstorm and create their own examples of the assigned device.</p> <p>Groups can present their examples to the class and explain the intended effect.</p>	
<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>	