

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 6

Week Ending:	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B9	Class Size:	Sub Strand: Naming Systems
Content Standard: B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names		Indicator: B9.1.2.1.2 Discuss reincarnation names and their meanings.
		Lesson: 1 of 1
Performance Indicator: Learners can identify reincarnation names and explore their meanings		Core Competencies: CC 7.3: CC 8.2: DL 5.3
Reference: Ghanaian Language Curriculum Pg. 51		
New words: Singular, Reincarnation, Cultural, Nuances, Linguistic, Symbolism		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a reflective activity. Ask learners to think about the stories or meanings behind their own names.</p> <p>In small groups, learners can share their reflections and discuss any cultural or family significance attached to their names.</p> <p>Share a few interesting name stories as a whole class.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Define reincarnation and explain the concept of names being passed down through generations.</p> <p>Introduce examples of reincarnation names from various cultures, briefly discussing the significance attached to such names.</p> <p>Divide the class into small groups and provide each group with a list of reincarnation names.</p> <p>Instruct groups to research and discuss the meanings and cultural contexts associated with the names.</p> <p>Encourage them to explore linguistic nuances and any symbolic significance.</p> <p>Each group presents their findings, discussing the meanings and cultural nuances of the selected reincarnation names.</p>	List of reincarnation names from different cultures.

	Use the whiteboard or chart paper to highlight key points and common themes across different cultures.	
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:	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B9	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B9.2.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B9.2.2.1.1 Listen to a more natural level-appropriate interactions with multiple speakers for example, TV shows, dramas, films, etc.	Lesson: 1 OF 1
Performance Indicator: Learners can develop the skills to discuss and write key information, such as message, theme, tone, and mood, from level-appropriate texts and speeches.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 57			
New words: Message, Theme, Tone, Mood, Speech, Text, Communication			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a short, engaging video clip or audio excerpt that includes a speech or reading from a text.</p> <p>Ask learners to share their initial impressions and thoughts about the content. Discuss what elements stood out to them, such as the tone, mood, or any messages conveyed.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Introduce key terms such as message, theme, tone, and mood.</p> <p>Discuss how these elements contribute to the overall impact and effectiveness of communication.</p> <p>Provide a short, level-appropriate text. Guide learners through a group analysis of the text, discussing the message, theme, tone, and mood.</p> <p>Divide the class into small groups. Provide each group with a level-appropriate speech.</p> <p>Instruct them to analyze the speech, focusing on the key elements discussed in the guided practice.</p> <p>Pair up learners and provide each pair with two different texts or speeches.</p> <p>Instruct them to discuss and compare the key information, noting similarities and differences.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Assign a writing task where learners individually write short paragraphs analyzing a text or speech of their choice.</p> <p>Encourage them to incorporate insights about the message, theme, tone, and mood.</p>	
<p>PHASE 3: REFLECTION</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>	

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins		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 enhance their reading comprehension skills by reading passages from different subject areas, identifying main ideas, and rewriting them in their own words.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
References : Ghanaian Language Curriculum Pg. 61			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with an intriguing question related to the importance of understanding information across subjects: "Why is it essential to be able to comprehend and rewrite information from different subject areas?"</p> <p>Discuss the various subjects learners study and how each contributes to their overall knowledge.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the importance of identifying main ideas and expressing them in one's own words.</p> <p>Introduce key terms such as reading comprehension, main ideas, and paraphrasing.</p> <p>Provide a model passage from a subject area (e.g., science, history, literature).</p> <p>Guide learners through a group analysis, identifying the main ideas and discussing strategies for rewriting them logically in their own words.</p> <p>Divide the class into small groups. Provide each group with a passage from a different subject area.</p> <p>Instruct them to read the passage silently, identify main ideas, and rewrite them in their own words.</p> <p>Pair up learners and provide each pair with recall, meaning, and inferential questions related to the passage.</p> <p>Instruct them to discuss and answer the questions based on their analysis.</p>	<p>Word cards, sentence cards, letter cards, Learners Reading Books</p>	

	<p>Assign a writing task where learners individually read and analyze a passage from a subject area of their choice.</p> <p>Instruct them to identify main ideas, rewrite them in their own words, and answer a set of questions related to the passage.</p>	
<p>PHASE 3: REFLECTION</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>	