

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 8

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 explore cultural, religious, and historical aspects related to reincarnation names.		Core Competencies: CC 7.3: CC 8.2: DL 5.3	
Reference: Ghanaian Language Curriculum Pg. 51			
New words: Reincarnation, Naming Systems, Beliefs, Culture, Religion, Tradition			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with an engaging and thought-provoking question: "Have you ever wondered why some cultures or religions have specific naming traditions, especially those related to reincarnation?"</p> <p>Allow learners to share their initial thoughts and experiences related to names, and if they have any knowledge about naming traditions connected to reincarnation.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Introduce the concept of reincarnation names, explaining that in some societies, individuals may be given names that reflect a belief in the cyclical nature of life and rebirth.</p> <p>Discuss the potential significance of these names and why they hold importance in certain cultures.</p> <p>Present case studies or examples of different cultures or religions that have specific naming traditions related to reincarnation.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Guide learners through analyzing the significance of these names and how they are linked to cultural or religious beliefs.</p> <p>Divide the class into small groups. Assign each group a specific culture or religion known for reincarnation naming traditions.</p> <p>Instruct them to research and create a short presentation highlighting the significance of reincarnation names in that particular culture or religion.</p> <p>Pair up learners and provide each pair with a set of reflective questions.</p> <p>Instruct them to discuss and reflect on the similarities and differences they discovered in the naming traditions of different cultures or religions.</p> <p>Assign a writing task where learners individually write a short essay or reflection on the significance of reincarnation names, drawing from the case studies and group presentations.</p> <p>Encourage them to express their opinions and insights based on the information learned.</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: 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: B9.2.2.1.2 Initiate and participate in meaningful and collaborative discussions on texts and related materials building on others' ideas and expressing their own clearly and persuasively.	Lesson: 1 OF 1
Performance Indicator: Learners can initiate discussions on ideas and share opinions based on the identified key issues.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 57		
New words: Critical Listening, Key Issues, Discussion Initiation, Persuasive Expression		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief interactive activity. Play a short excerpt from a level-appropriate speech or presentation that raises a debatable issue.</p> <p>Ask learners to jot down key issues or points they identify during the listening exercise. Afterward, encourage a quick class discussion where learners share their observations.</p> <p>Share the performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Discuss how identifying key issues lays the foundation for meaningful discussions and conferences.</p> <p>Introduce key terms such as critical listening, discussion initiation, and persuasive expression.</p> <p>Provide a model speech or dialogue related to a current issue.</p> <p>Guide learners through the process of critical listening, identifying key issues.</p> <p>Divide the class into small groups. Assign each group a different level-appropriate text, speech, or dialogue.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>Instruct them to critically listen, identify key issues, and initiate a group discussion.</p> <p>Pair up learners and provide each pair with a set of debatable questions related to the texts or speeches.</p> <p>Instruct them to engage in a mini-conference, expressing their opinions persuasively.</p> <p>Assign a writing task where learners individually reflect on the key issues identified, their opinions, and how they would express them persuasively.</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: B9.3.1.1.2 Summarize passages read in given number of sentences.	Lesson: 1 of 1
Performance Indicator: Learners can		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
References : Ghanaian Language Curriculum Pg. 61			
New words: Summarization, Paraphrasing, Communication, Clarity, Relevance			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Provide a thought-provoking question or a brief engaging activity related to organizing ideas.</p> <p>For example, present a set of jumbled sentences and ask learners to arrange them in a coherent paragraph.</p> <p>Discuss the importance of organizing thoughts for effective communication.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Define main ideas and supporting details.</p> <p>Discuss the significance of organizing ideas logically for clear communication.</p> <p>Provide examples and non-examples of well-organized passages</p> <p>Provide learners with a mix of main ideas and supporting details.</p> <p>In pairs, ask them to categorize and arrange the ideas logically.</p> <p>Introduce the concept of summarization.</p>	<p>Word cards, sentence cards, letter cards, Learners Reading Books</p>	

	Teach strategies such as identifying key points, eliminating irrelevant information, and paraphrasing.	
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.	