

# SECOND TERM

## WEEKLY LESSON NOTES – B9

### WEEK 10

<b>Week Ending:</b>	<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> B9.1.2.1.3 Identify and discuss deity names.
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore the cultural circumstances behind giving deity names to newborns and discuss the significance of these names in various African cultures.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3
<b>Reference:</b> Ghanaian Language Curriculum Pg. 52		
<b>New words:</b> Ethnic groups, Rituals, Heritage, Identity, Significance		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a map activity where learners locate and mark the regions associated with the listed ethnic groups (Akan, Dagaare, Dagbani, Dangme, Ewe, Ga, Gonja, Nzema, Kasem).</p> <p>Discuss the diversity of cultures within Ghana and introduce the concept of deity names.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss the significance of deity names.</p> <p>Define deity names and provide examples from different Ghanaian cultures.</p> <p>E.g. • Akan: Tutu, Antoa, etc</p> <ul style="list-style-type: none"> <li>• Dagaare: Gyebuni, Kala</li> <li>• Dagbani: Yabdo, Tidoo</li> <li>• Dangme: Agbee, Nadu</li> <li>• Ewe: Afram, Klu</li> <li>• Ga: Nai, Dzan</li> <li>• Gonja: Kipo, Lansa</li> <li>• Nzema: Tanoε, Botokule</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<ul style="list-style-type: none"> <li>• Kasem: Kukula</li> </ul> <p>Discuss the cultural practices surrounding the naming of newborns in these ethnic groups.</p> <p>Show images or videos that highlight naming ceremonies.</p> <p>Divide learners into small groups, assigning each group one ethnic group from the list.</p> <p>Ask them to research and create a short presentation on the circumstances and rituals related to giving deity names in that culture.</p> <p>Each group presents its findings.</p> <p>Facilitate a discussion on the commonalities and differences in the naming practices across cultures.</p> <p>Highlight the cultural significance of deity names in fostering a connection between individuals and their heritage.</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>	

<b>Week Ending:</b>	<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> Listening Comprehension	
<b>Content Standard:</b> B9.2.2.1: Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> 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.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can initiate discussions on ideas and share opinions based on the identified key issues.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 57			
<b>New words:</b> Critical Listening, Key Issues, Discussion Initiation, Persuasive Expression			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<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>		
<b>PHASE 2: NEW LEARNING</b>	<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>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<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><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>	<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 develop skills in decoding the meaning of texts and translating them from the source to the target language.		<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 with a short, intriguing text in a foreign language. Encourage learners to decipher the meaning using context clues, images, and their prior knowledge.</p> <p>Discuss the challenges they faced and introduce the concept of decoding and translation.</p> <p>Share the performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Define decoding as the process of understanding meaning from a text.</p> <p>Discuss strategies like context clues, word roots, and inference.</p> <p>Provide examples and practice exercises in the target language.</p> <p>Introduce basic translation techniques such as literal translation, paraphrasing, and cultural adaptation.</p> <p>Emphasize the importance of understanding the context and nuances of the source text.</p> <p>Conduct small group activities where learners practice translating short passages.</p> <p>Provide a moderately challenging text in the target language.</p>	<p>Word cards, sentence cards, letter cards, Learners Reading Books</p>	

	<p>In pairs or small groups, learners decode the text and discuss their interpretations.</p> <p>Encourage learners to share their decoding strategies with the class.</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>	