

THIRD TERM

WEEKLY LESSON NOTES – B9

WEEK 2

Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:	Sub Strand: Nouns	
Content Standard: B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages		Indicator: B9.4.2.1.1 Discuss nouns under singular and plural forms in an increasing and abstract range of texts	Lesson: 1 of 1
Performance Indicator: Learners can construct simple and compound sentences with the singular and plural nouns in speech and in writing		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
Reference: Ghanaian Language Curriculum Pg.62			
New words:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Review the definition of nouns as words that name people, places, things, or ideas.</p> <p>Provide examples of singular and plural nouns and discuss their forms.</p>		
PHASE 2: NEW LEARNING	<p>Explain the concept of singular and plural nouns and their forms in languages.</p> <p>Provide a passage containing nouns and ask learners to identify and classify them as singular or plural.</p> <p>Teach learners how to construct simple and compound sentences using singular and plural nouns.</p> <p>Provide sentences with nouns and ask learners to classify them as singular or plural.</p> <p>Encourage them to identify the plural forms correctly.</p> <p>Have learners construct simple sentences using singular nouns and compound sentences using plural nouns.</p>	Text passage with varied verbs.	

	<p>They can also practice orally and then write their sentences.</p> <p><u>Assessment</u> Identify and Classify Nouns:</p> <p>1. The dog chased the cat. Singular Noun: _____ Plural Noun: _____</p> <p>2. The birds sang sweetly in the trees. Singular Noun: _____ Plural Noun: _____</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: Composition Writing	
Class: B9	Class Size:	Sub Strand: Argumentative Writing	
Content Standard: 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		Indicator: 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.	Lesson: 1 OF 1
Performance Indicator: Learners can write argumentative essays to present a claim or argument and support it with evidence		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 55			
New words:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Brainstorm learners to discuss the purpose of argumentative writing and its importance in expressing opinions and persuading readers. Show examples of argumentative essays and discuss their structure.		
PHASE 2: NEW LEARNING	Explain that argumentative essays present a claim or argument and support it with evidence. Discuss the structure, including an introduction with a clear thesis, body paragraphs with supporting arguments, and a conclusion. Select a topic relevant to grade 9 learners, such as "Should Learners Have Homework Every Day?" or "Is Social Media Beneficial or Harmful?" Guide learners in brainstorming arguments for and against the chosen topic.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Have learners create an outline for their argumentative essay, including the introduction with a strong thesis statement, body paragraphs with arguments and evidence, and a conclusion that reinforces the thesis.</p> <p>Ask learners to write a draft of their argumentative essay based on the outline.</p> <p>Emphasize the use of persuasive language and evidence to support their claims.</p> <p>Divide learners into pairs or small groups for a debate session where they present their arguments orally and respond to counterarguments.</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:				Strand: Literature	
Class: B9		Class Size:		Sub Strand: Literature	
Content Standard: B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.		Indicator: B9.6.1.2.1. Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.		Lesson: 1 of 1	
Performance Indicator: Learners can discuss characterization in relation to prose, poetry and drama texts and give examples from texts.				Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 65					
Phase/Duration		Learners Activities		Resources	
PHASE 1: STARTER		<p>Brainstorm learners to discuss what characterization means and its role in literature.</p> <p>Ask learners to think about their favorite characters from books, poems, or plays and what makes those characters memorable.</p>			
PHASE 2: NEW LEARNING		<p>Explain that characterization is the process of creating and developing characters in a story.</p> <p>Discuss how authors use various techniques to portray characters' traits, motivations, and actions.</p> <p>Introduce direct characterization (when the author directly describes a character's traits) and indirect characterization (when a character's traits are revealed through their actions, thoughts, and dialogue).</p> <p>Provide examples of characterization from different texts:</p> <ul style="list-style-type: none"> • Prose: Describe a character's appearance, personality, and motivations directly in a story. • Poetry: Use imagery, metaphor, and symbolism to convey a character's emotions and inner thoughts. 		<p>Excerpts from prose, poetry, and drama texts that exemplify literary devices.</p>	

	<ul style="list-style-type: none"> • Drama: Show characters' traits through dialogue, stage directions, and interactions with other characters. <p>Provide a worksheet with excerpts from prose, poetry, and drama texts.</p> <p>Ask learners to identify examples of direct and indirect characterization and analyze how these techniques help develop the characters.</p> <p>Divide learners into small groups and assign each group a different text (prose, poetry, or drama).</p> <p>Have them discuss the characterization techniques used and present their findings to the class.</p> <p><u>Assessment</u></p> <p>Ask learners to write a short paragraph or poem describing a character using both direct and indirect characterization techniques. Encourage them to be descriptive and use literary devices.</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>	