

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 1

<b>Week Ending:</b> 06-04-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Adjectives	
<b>Content Standard:</b> B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		<b>Indicator:</b> B8.4.2.1.2 Determine and categorize adjectives under size, color, shape, quantity, etc. in their language	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can determine and categorize adjectives under size, color, shape, quantity, etc. in their language.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 45			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Determine the role of an adjective in a variety of texts.  Identify and classify adjectives in a given text.  Let learners mention some adjectives and write them on the board.  Call learners in turns to use the adjectives written on the board to form sentences.  Write the sentences on the board and call a learner to read them aloud.  Give other sentences with adjectives on the board.  Call learners to come to the board and underline the adjectives in the sentences.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 06-04-2023		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Informative Writing
<b>Content Standard:</b> B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		<b>Indicator:</b> B8.5.1.1.1 Discuss the process of writing speeches, letter to the press and reports	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the process of writing speeches, letter to the press and reports		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 47			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Play a recorded speech to learners and discuss the speech. Teach learners how to write speeches and letters to the press.</p> <p>Assist learners to understand the process of writing speeches, letter to the press, and reports. Revise with learners the topic on how to write speeches, and letters.</p> <p>Show a sample speech written to press or report. Discuss the vocabularies and structure of the report.</p> <p>Guide learners to write speeches, letter to the press and reports using controlled composition</p> <p>Discuss various activities on which reports can be written. Select an activity and write a sample report on the board; involve learners.</p> <p>Guide learners to write good reports on various activities.</p>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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> 06-04-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.	<b>Indicator:</b> B8.6.1.1.1 Discuss how writers use language to create effect in prose.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss how writers use language to create effect in prose.		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 48		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Discuss how writers use language to create characters in prose, giving examples from the text.  Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of prose.  Discuss the ways writers use language to create settings for different effects in prose.  Discuss how writers use language to create mood and tone in prose.  Discuss the ways writer's structure texts in prose.	Word cards, sentence cards, letter cards, Learners Reading Books
<b>PHASE 3: REFLECTION</b>	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.	

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## WEEKLY LESSON NOTES – B8

### WEEK 2

<b>Week Ending:</b> 14-04-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems	
<b>Content Standard:</b> B8.1.2.1 Recognize and understand family names, kinship terms and proverbial and insinuation names		<b>Indicator:</b> B8.1.2.1.1 Discuss the sources of family names in your language and use them appropriately	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss the sources of family names in your language and use them appropriately		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 32			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Read a text on names and their sources.  Mention family names and their sources. E.g. clan, grand and great-grand parents, etc.  Guide learners to discuss the importance of family names.  Make a documentation on family names for male and female and indicate their sources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 14-04-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension
<b>Content Standard:</b> B8.2.2.1 Demonstrate the ability to listen to extended reading and identify key information	<b>Indicator:</b> B8.2.2.1.1. Listen to a level-appropriate dialogue attentively and identify key information	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can listen to a level-appropriate dialogue attentively and identify key information		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 17		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Have learners listen to an audio text or a teacher-read text.  Model Think-Aloud strategy to make meaning from the text. Have learners practise the Think-Aloud strategy to construct meaning.  Have learners listen to an audio drama or watch a video.  Guide learners to identify the sequence of events in the story, i.e. events at the beginning, middle and ending. Ask relevant questions to guide learners to relate the events in the drama to their lives  Listen to and note important issues in a dialogue e.g. message, mood, tone.  Listen and compare the issues noted in the dialogue with peers	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 14-04-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>	<b>Strand:</b> Reading	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Translation
<b>Content Standard:</b> B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	<b>Indicator:</b> B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read and understand the main ideas in a text		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 44		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to translate given words and simple phrases from the source language to a target language.  Guide learners to translate phrases simple sentences from the source language of study to a target language.  Guide learners to translate simple sentences from the source language to a target language.  <u>Assessment</u> Translate the following words into your own language. a. elephant b. house c. car d. accident	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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.	

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## WEEKLY LESSON NOTES – B8

### WEEK 3

<b>Week Ending:</b> 14-04-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Adjectives	
<b>Content Standard:</b> B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		<b>Indicator:</b> B8.4.2.1.2 Determine and categorize adjectives under size, color, shape, quantity, etc. in their language	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can determine and categorize adjectives under size, color, shape, quantity, etc. in their language.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 45			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Determine the role of an adjective in a variety of texts.  Identify and classify adjectives in a given text.  Let learners mention some adjectives and write them on the board.  Call learners in turns to use the adjectives written on the board to form sentences.  Write the sentences on the board and call a learner to read them aloud.  Give other sentences with adjectives on the board.  Call learners to come to the board and underline the adjectives in the sentences.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 14-04-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types	<b>Indicator:</b> B8.5.1.1.1 Discuss the process of writing speeches, letter to the press and reports	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the process of writing speeches, letter to the press and reports		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Show types of letters to learners and discuss them.  Talk about formal letters and their structure.  Write a sample formal letter on the board.  Discuss with the learners the processes of writing letters.  Assist learners to understand the process in writing formal letters  Read out the formal letter the board and ask learners to talk about it.  Let learners write formal letters using controlled composition.  Choose a place and discuss letters that can be written to that place by different categories of people	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	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.	



<b>Week Ending:</b> 14-04-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.	<b>Indicator:</b> B8.6.1.1.1 Discuss how writers use language to create effect in drama.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss how writers use language to create effect in drama.		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 48		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Discuss how writers use language to create characters in drama, giving examples from the text.  Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of drama.  Discuss the ways writers use language to create settings for different effects in drama.  Discuss how writers use language to create mood and tone in drama.  Discuss the ways writer's structure texts in drama.	Word cards, sentence cards, letter cards, Learners Reading Books
<b>PHASE 3: REFLECTION</b>	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.	

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 4

<b>Week Ending:</b> 28-04-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems
<b>Content Standard:</b> B8.1.2.1 Recognize and understand family names, kinship terms and proverbial and insinuation names		<b>Indicator:</b> B8.1.2.1.2 Examine kinship terms in their community
<b>Performance Indicator:</b> Learners can examine kinship terms in their community		<b>Lesson:</b> 1 of 1
<b>Reference:</b> Ghanaian Language Curriculum Pg. 32		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Read a passage (200 words) on kinship terms.</p> <p>Cite the kinship terms that are used to address your family members.</p> <p>E. g.</p> <ul style="list-style-type: none"> <li>• Mother - female parent</li> <li>• Father - male parent</li> <li>• Sister - female sibling</li> <li>• Brother - male sibling</li> <li>• Aunt - sister of one's parent</li> <li>• Uncle - brother of one's parent</li> <li>• Grandmother - mother of one's parent</li> <li>• Grandfather - father of one's parent</li> <li>• Cousin - child of one's aunt or uncle</li> <li>• Niece - daughter of one's sibling or sibling-in-law</li> <li>• Nephew - son of one's sibling or sibling-in-law</li> <li>• Daughter - female child</li> <li>• Son - male child</li> <li>• Spouse - husband or wife</li> <li>• In-law - a family member through marriage, such as mother-in-law or brother-in-law</li> </ul> <p>Discuss and document the importance of kinship terms.</p> <ul style="list-style-type: none"> <li>• <i>Kinship terms are important because they help people to identify and understand the relationships between family members</i></li> <li>• <i>Kinship terms can help to strengthen family bonds and facilitate communication within families.</i></li> </ul>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<ul style="list-style-type: none"><li>• <i>Kinship terms also play an important role in wider social and cultural contexts</i></li></ul>	
<b>PHASE 3: REFLECTION</b>	<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> 28-04-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension	
<b>Content Standard:</b> B8.2.2.1 Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B8.2.2.1.2. Listen to and discuss the ideas and share opinions from a level-appropriate text	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can listen to and discuss the ideas and share opinions from a level-appropriate text		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 17			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.  Put learners into groups to express personal opinions about details of texts.  Listen and write down key information from texts/talk shows/news.  Discuss the key information from texts and add opinions	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 28-04-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Reading	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Reading	
<b>Content Standard:</b> B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.		<b>Indicator:</b> B8.3.1.1.2 Summarize long passages read	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can summarize long passages read		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 43			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Read longer texts and summarize main and supporting ideas.  Give learners longer passages that are interesting to read.  Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs  Allow learners to read and discuss the ideas in the passage.  Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph.  Give learners longer passages that are interesting to read.  Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	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.		

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 5

<b>Week Ending:</b> 05-05-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Verbs
<b>Content Standard:</b> B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions	<b>Indicator:</b> B8.4.3.1.1 Recognize and use the tense and aspectual (habitual, progressive, future) forms of verbs in sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize and use the tense and aspectual		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 45		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Begin by introducing learners to simple present tense forms of basic verbs, such as "eat," "drink," "sleep," "work," etc. Use pictures or flashcards to help learners associate the verb with the action.</p> <p>Teach the present tense of the "to be" verb (am, is, are) which is essential for constructing sentences in the present tense.</p> <p>Learners in their groups' construct sentences with the present tense form of verb.</p> <p>Engage learners in a conversation that involves the use of the past tense form of verb. <i>Yesterday, I woke up early and went for a run around my neighborhood. It was a beautiful morning, and the sun was just starting to rise as I began my jog.</i></p> <p>Guide learners to identify and use the past tense form of verb in sentences and in speech.</p> <p>Have learners understand that there are several aspectual forms of the verb that convey additional information about the action, including:</p> <p>I. Simple aspect: It refers to a single, completed action without indicating any duration or continuity. For example, "I ate breakfast."</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>2. Progressive aspect: It indicates that the action is ongoing or in progress at a specific point in time. For example, "I am eating breakfast."</p> <p>3. Perfect aspect: It indicates that the action is completed at the time of speaking or a specific point in the past. For example, "I have eaten breakfast."</p> <p>4. Perfect progressive aspect: It indicates that the action started in the past and continued up until a specific point in the past, or is ongoing and has continued up until the present. For example, "I have been eating breakfast for an hour."</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> <p><u>Assessment</u> Identify the verbs in the following sentences</p> <ol style="list-style-type: none"> <li>1. She reads a book every night before going to bed.</li> <li>2. He is watching TV while eating dinner.</li> <li>3. They have finished their homework for the day.</li> <li>4. I have been studying for my exam for three hours straight.</li> <li>5. He jumps over the puddle on his way to work every day.</li> </ol>	

<b>Week Ending:</b> 05-05-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types	<b>Indicator:</b> B8.5.1.1.1 Discuss the process of writing speeches, letter to the press and reports	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the process of writing speeches, letter to the press and reports		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Guide learners clearly define the purpose of the speech, letter, or report. <ul style="list-style-type: none"> <li>• What is the main message that needs to be conveyed?</li> <li>• Who is the intended audience?</li> <li>• What is the desired outcome of the communication?</li> </ul> Show samples of the types of letters to learners and discuss them.  Talk about formal letters and their structure. Write a sample formal letter on the board. Read out the formal letter the board and ask learners to talk about it.  Guide learners to begin writing the draft, using clear and concise language. Use active voice and avoid unnecessary jargon or technical language that may be difficult for the intended audience to understand. Use transitions to create a smooth flow between ideas.  Learners after writing the draft, revise and edit the content. Pay attention to grammar, punctuation, and spelling errors. Ensure that the tone and style of the writing are appropriate for the intended audience and purpose.  Let learners write formal letters using controlled composition.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	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.	



<b>Week Ending:</b> 05-05-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B8.6.1.2 Demonstrate knowledge and understanding of proverbs and idioms.	<b>Indicator:</b> B8.6.1.2.1 Discuss how writers use language to create effect in poetry.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss how writers use language to create effect in poetry.		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 48		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Discuss how writers use language to create characters in poetry, giving examples from the text.  Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of poetry.  Discuss the ways writers use language to create settings for different effects in poetry.  Discuss how writers use language to create mood and tone in poetry.  Discuss the ways writer's structure texts in poetry.	Word cards, sentence cards, letter cards, Learners Reading Books
<b>PHASE 3: REFLECTION</b>	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.	

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 6

<b>Week Ending:</b> 12-05-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems
<b>Content Standard:</b> B8.1.2.1 Recognize and understand family names, kinship terms and proverbial and insinuation names	<b>Indicator:</b> B8.1.2.1.3 State and discuss the effects of the modern trends of naming on family names and kinship terms.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can state and discuss the effects of the modern trends of naming on family names and kinship terms		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 33		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to identify and talk about modern ways of naming babies among your people. E..g.</p> <ul style="list-style-type: none"> <li>• Naming is done after anybody instead of from the family line/ lineage.</li> <li>• Naming from other cultures.</li> <li>• Giving Christian/Muslim names instead of names from the family lineage, etc.</li> <li>• Unisex names: Names that can be used for both boys and girls are becoming more popular.</li> <li>• Gender-neutral names: These names do not have a specifically masculine or feminine connotation, making them a popular choice for parents who want to avoid gender stereotypes.</li> <li>• Nature-inspired names: Many parents are choosing names that are inspired by nature, such as River, Meadow, Luna, and Ocean.</li> <li>• Place names: Naming babies after a place that holds significance to the parents is also a popular trend.</li> <li>• Unique spellings: Parents are also opting for alternative spellings of traditional names to make them more unique.</li> <li>• Virtue names: These are names that reflect positive attributes, such as Faith, Hope, and Grace</li> </ul> <p>Guide learners to explain how the modern ways of naming affect the family names among your people. E.g. i. Loss of identity. ii. Belittling the indigenous culture.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

<b>PHASE 3:</b> <b>REFLECTION</b>	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.	
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<b>Week Ending:</b> 12-05-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Tone
<b>Content Standard:</b> B8.2.4.1 Recognize changes in meaning due to tone contrast	<b>Indicator:</b> B8.2.4.1.1 Establish the meaning of words when the tone on the syllables in a word changes	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can establish the meaning of words when the tone on the syllables in a word changes		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 17		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to pronounce words with high tone. Example: Hélló, Rápíd, Píano, Súgar, Létter, Cámera, Júngle, Nátion, Rétro, Búbble.  Learners in their groups form with words with high tone. <ul style="list-style-type: none"> <li>The <u>píano</u> played a haunting melody that filled the room with a sense of melancholy.</li> <li>She greeted her friend with a cheerful <u>hélló</u> and a warm smile.</li> </ul> Have learners pronounce words with mid-tone (where applicable). Example: About, Famous, Summer, Basic, Normal, Memory, Captain, Cherry, Parent.  Learners in their groups form with words with high tone. <ul style="list-style-type: none"> <li>My favorite <u>memory</u> of that summer was spending lazy afternoons reading a book under the cherry tree.</li> <li>The <u>captain</u> gave the crew a pep talk to boost their morale before setting off on their next mission.</li> </ul> Guide learners to pronounce words with low tone. Example: Happen, Amazing, Summer, Display, Color, etc.  Have learners read same words with different tone in context.  State the differences of those words as used in context.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 12-05-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Reading
<b>Content Standard:</b> B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	<b>Indicator:</b> B8.3.1.1.2 Summarize long passages read	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can summarize long passages read		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 43		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Read longer texts and summarize main and supporting ideas.  Give learners longer passages that are interesting to read.  Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs  Allow learners to read and discuss the ideas in the passage.  Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph.  Give learners longer passages that are interesting to read.  Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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.	

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 7

<b>Week Ending:</b> 19-05-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Verbs
<b>Content Standard:</b> B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions	<b>Indicator:</b> B8.4.3.1.1 Recognize and use the tense and aspectual (habitual, progressive, future) forms of verbs in sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize and use the tense and aspectual		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 45		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Begin by introducing learners to simple present tense forms of basic verbs, such as "eat," "drink," "sleep," "work," etc. Use pictures or flashcards to help learners associate the verb with the action.</p> <p>Teach the present tense of the "to be" verb (am, is, are) which is essential for constructing sentences in the present tense.</p> <p>Learners in their groups' construct sentences with the present tense form of verb.</p> <p>Engage learners in a conversation that involves the use of the past tense form of verb. <i>Yesterday, I woke up early and went for a run around my neighborhood. It was a beautiful morning, and the sun was just starting to rise as I began my jog.</i></p> <p>Guide learners to identify and use the past tense form of verb in sentences and in speech.</p> <p>Have learners understand that there are several aspectual forms of the verb that convey additional information about the action, including:</p> <p>I. Simple aspect: It refers to a single, completed action without indicating any duration or continuity. For example, "I ate breakfast."</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>2. Progressive aspect: It indicates that the action is ongoing or in progress at a specific point in time. For example, "I am eating breakfast."</p> <p>3. Perfect aspect: It indicates that the action is completed at the time of speaking or a specific point in the past. For example, "I have eaten breakfast."</p> <p>4. Perfect progressive aspect: It indicates that the action started in the past and continued up until a specific point in the past, or is ongoing and has continued up until the present. For example, "I have been eating breakfast for an hour."</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> <p><u>Assessment</u> Identify the verbs in the following sentences</p> <ol style="list-style-type: none"> <li>1. She reads a book every night before going to bed.</li> <li>2. He is watching TV while eating dinner.</li> <li>3. They have finished their homework for the day.</li> <li>4. I have been studying for my exam for three hours straight.</li> <li>5. He jumps over the puddle on his way to work every day.</li> </ol>	

<b>Week Ending:</b> 19-05-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		<b>Indicator:</b> B8.5.1.1.1 Discuss the process of writing speeches, letter to the press and reports
		<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the process of writing speeches, letter to the press and reports		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners clearly define the purpose of the speech, letter, or report.</p> <ul style="list-style-type: none"> <li>• What is the main message that needs to be conveyed?</li> <li>• Who is the intended audience?</li> <li>• What is the desired outcome of the communication?</li> </ul> <p>Show samples of the types of letters to learners and discuss them.</p> <p>Talk about formal letters and their structure. Write a sample formal letter on the board. Read out the formal letter the board and ask learners to talk about it.</p> <p>Guide learners to begin writing the draft, using clear and concise language. Use active voice and avoid unnecessary jargon or technical language that may be difficult for the intended audience to understand. Use transitions to create a smooth flow between ideas.</p> <p>Learners after writing the draft, revise and edit the content. Pay attention to grammar, punctuation, and spelling errors. Ensure that the tone and style of the writing are appropriate for the intended audience and purpose.</p> <p>Let learners write formal letters using controlled composition.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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> 19-05-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B8.6.1.2 Demonstrate knowledge and understanding of proverbs and idioms.	<b>Indicator:</b> B8.6.1.2.1 Discuss how writers use language to create effect in poetry.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss how writers use language to create effect in poetry.		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 48		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Discuss how writers use language to create characters in poetry, giving examples from the text.  Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of poetry.  Discuss the ways writers use language to create settings for different effects in poetry.  Discuss how writers use language to create mood and tone in poetry.  Discuss the ways writer's structure texts in poetry.	Word cards, sentence cards, letter cards, Learners Reading Books
<b>PHASE 3: REFLECTION</b>	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.	

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 8

<b>Week Ending:</b> 26-05-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems
<b>Content Standard:</b> B8.1.2.1 Recognize and understand family names, kinship terms and proverbial and insinuation names		<b>Indicator:</b> B8.1.2.1.4 Discuss proverbial and insinuation names.
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can state and discuss the effects of the modern trends of naming on family names and kinship terms		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 33		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to explain proverbial and insinuation names.</p> <p><u>Proverbial Names:</u> <i>Proverbial names are names that have become associated with certain characteristics or qualities due to their frequent use in proverbs or common sayings. These names are often used metaphorically or symbolically to represent a particular trait or attribute.</i></p> <p><b>Examples</b></p> <p>1. Ama Safoa: "Ama" is a common Akan name for a female born on a Saturday, and "Safoa" refers to a smooth stone. This name is proverbial, symbolizing someone who is resilient, steady, and unyielding like a smooth stone.</p> <p>2. Kwame Nkrumah: "Kwame" is a common Akan name for a male born on a Saturday, and "Nkrumah" is the surname of Ghana's first president, Dr. Kwame Nkrumah. This name is proverbial, representing a visionary leader and symbolizing the ideals of independence and Pan-Africanism.</p> <p>3. Abena Boatemaa: "Abena" is a common Akan name for a female born on a Tuesday, and "Boatemaa" means the "good child." This name is proverbial, signifying someone who is obedient, respectful, and embodies the qualities of a virtuous child.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

4. Kofi Tutu: "Kofi" is a common Akan name for a male born on a Friday, and "Tutu" is derived from the legendary founder of the Ashanti Empire, Otumfuo Osei Tutu. This name is proverbial, representing a person with leadership qualities, wisdom, and strength.

5. Akosua Serwaa: "Akosua" is a common Akan name for a female born on a Sunday, and "Serwaa" refers to a noble or royal woman. This name is proverbial, signifying someone who carries herself with grace, dignity, and regal qualities.

#### Insinuation Names:

Insinuation names, also known as implied names or hidden names, are names that subtly suggest or imply a particular quality or characteristic without explicitly stating it. These names often have a hidden meaning or connotation that can be understood by those familiar with the context or underlying references. Insinuation names are commonly used in literature, poetry, and creative writing to add depth and nuance to the characters or objects being described. They require the reader to interpret and uncover the hidden meaning behind the name, adding an element of intrigue or symbolism.

#### Examples;

1. Kofi Brokeman: "Kofi" is a common Akan name for a male born on a Friday, while "Brokeman" refers to roasted plantain and fish sold by street vendors. The name suggests someone who is down-to-earth, approachable, and associated with local street food culture.

2. Ama Shitor: "Ama" is a common Akan name for a female born on a Saturday, while "Shitor" is a spicy Ghanaian pepper sauce. The name implies a person with a fiery or strong personality, likening them to the bold flavors of the traditional sauce.

3. Kojo Bankye: "Kojo" is a common Akan name for a male born on Monday, and "Bankye" refers to boiled yam. This name insinuates someone who is dependable, sturdy, and reliable, drawing a parallel between the person and the staple food.

4. Efia Kente: "Efia" is a common Akan name for a female born on a Friday, and "Kente" is a vibrant and symbolic Ghanaian fabric known for its intricate patterns. The name implies a person who is stylish, culturally aware, and connected to the rich heritage of Ghana.

	<p>5. Nii Ayitey: "Nii" is a Ga name for a male born on a Thursday, and "Ayitey" means brave or courageous. This name suggests someone who is fearless, strong-willed, and possesses leadership qualities.</p> <p>Learners in groups discuss the characteristics of proverbial and insinuation names. E.g. They are one-word names that represent whole sentences.</p> <p>Learners identify situations that lead to proverbial and insinuation names. E.g. To cast insinuations. To show appreciation</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> 26-05-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Tone	
<b>Content Standard:</b> B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		<b>Indicator:</b> B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can narrate some selected daily activities		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 39			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	Narrate what you do at home every Saturday.  Describe what you saw on your last visit to a market.  Draw and discuss a scenery on a given topic (e.g.: fishing, farming, weaving, etc.).  Describe a visit to a hospital.  Describe a scene at a lorry station.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 26-05-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Reading
<b>Content Standard:</b> B8.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can understand the main ideas and supporting points in a range of extended texts		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 43		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Read a three-paragraph passage from different subject areas (Science, Social Studies, RME, ICT, etc.) and answer questions to identify specific information and details.	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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.	

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 9

<b>Week Ending:</b> 02-06-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Verbs
<b>Content Standard:</b> B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions	<b>Indicator:</b> B8.4.3.1.1 Recognize and use the tense and aspectual (habitual, progressive, future) forms of verbs in sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize and use the tense and aspectual		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 45		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Begin by introducing learners to simple present tense forms of basic verbs, such as "eat," "drink," "sleep," "work," etc. Use pictures or flashcards to help learners associate the verb with the action.</p> <p>Teach the present tense of the "to be" verb (am, is, are) which is essential for constructing sentences in the present tense.</p> <p>Learners in their groups' construct sentences with the present tense form of verb.</p> <p>Engage learners in a conversation that involves the use of the past tense form of verb. <i>Yesterday, I woke up early and went for a run around my neighborhood. It was a beautiful morning, and the sun was just starting to rise as I began my jog.</i></p> <p>Guide learners to identify and use the past tense form of verb in sentences and in speech.</p> <p>Have learners understand that there are several aspectual forms of the verb that convey additional information about the action, including:</p> <p>I. Simple aspect: It refers to a single, completed action without indicating any duration or continuity. For example, "I ate breakfast."</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>2. Progressive aspect: It indicates that the action is ongoing or in progress at a specific point in time. For example, "I am eating breakfast."</p> <p>3. Perfect aspect: It indicates that the action is completed at the time of speaking or a specific point in the past. For example, "I have eaten breakfast."</p> <p>4. Perfect progressive aspect: It indicates that the action started in the past and continued up until a specific point in the past, or is ongoing and has continued up until the present. For example, "I have been eating breakfast for an hour."</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> <p><u>Assessment</u> Identify the verbs in the following sentences</p> <ol style="list-style-type: none"> <li>1. She reads a book every night before going to bed.</li> <li>2. He is watching TV while eating dinner.</li> <li>3. They have finished their homework for the day.</li> <li>4. I have been studying for my exam for three hours straight.</li> <li>5. He jumps over the puddle on his way to work every day.</li> </ol>	



<b>Week Ending:</b> 02-06-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		<b>Indicator:</b> B8.5.1.1.1 Discuss the process of writing speeches, letter to the press and reports
		<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the process of writing speeches, letter to the press and reports		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners clearly define the purpose of the speech, letter, or report.</p> <ul style="list-style-type: none"> <li>• What is the main message that needs to be conveyed?</li> <li>• Who is the intended audience?</li> <li>• What is the desired outcome of the communication?</li> </ul> <p>Show samples of the types of letters to learners and discuss them.</p> <p>Talk about formal letters and their structure. Write a sample formal letter on the board. Read out the formal letter the board and ask learners to talk about it.</p> <p>Guide learners to begin writing the draft, using clear and concise language. Use active voice and avoid unnecessary jargon or technical language that may be difficult for the intended audience to understand. Use transitions to create a smooth flow between ideas.</p> <p>Learners after writing the draft, revise and edit the content. Pay attention to grammar, punctuation, and spelling errors. Ensure that the tone and style of the writing are appropriate for the intended audience and purpose.</p> <p>Let learners write formal letters using controlled composition.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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> 02-06-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B8.6.1.2 Demonstrate knowledge and understanding of proverbs and idioms.	<b>Indicator:</b> B8.6.1.2.1 Discuss how writers use language to create effect in poetry.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss how writers use language to create effect in poetry.		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 48		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Discuss how writers use language to create characters in poetry, giving examples from the text.  Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of poetry.  Discuss the ways writers use language to create settings for different effects in poetry.  Discuss how writers use language to create mood and tone in poetry.  Discuss the ways writer's structure texts in poetry.	Word cards, sentence cards, letter cards, Learners Reading Books
<b>PHASE 3: REFLECTION</b>	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.	

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 10

<b>Week Ending:</b> 09-06-2023	<b>Day:</b>	<b>Subject:</b> Ghanaian Language																																												
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions																																												
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems																																												
<b>Content Standard:</b> B8.1.2.1 Recognize and understand family names, kinship terms and proverbial and insinuation names		<b>Indicator:</b> B8.1.2.1.5 Explore and discuss appellations that go with names.																																												
<b>Performance Indicator:</b> Learners can explore and discuss appellations that go with names		<b>Lesson:</b> 1 of 1																																												
<b>Reference:</b> Ghanaian Language Curriculum Pg. 33		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:																																												
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<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>																																													
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners to explain appellation. <i>Appellation refers to a term or name used to identify or designate something or someone. It can be a title, label, or description given to a specific person, place, thing, or concept.</i></p> <p>Give examples of day names and their appellations</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th rowspan="2">People</th> <th colspan="2">Day name appellation</th> </tr> <tr> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Akan</td> <td>Kwadwo - Okoto,</td> <td>Adwoa - Badwo</td> </tr> <tr> <td>Nzema</td> <td>Kodwo - Asɛla,</td> <td>Adwoba - Mɔlɛsa</td> </tr> <tr> <td>Dangme</td> <td>Kueku, Aku - Nyumu</td> <td>Ajoyo - Ajo</td> </tr> <tr> <td>Ga</td> <td>Kojo - Okuɔtswa</td> <td>Ajoa - Ajo</td> </tr> <tr> <td>Ewe</td> <td>Kɔmla - Dzamfosu</td> <td>Akua - Sabia (Peki)</td> </tr> </tbody> </table> <p>Identify and discuss appellations that go with family and other names where applicable.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>People</th> <th>Name</th> <th>Appellation</th> </tr> </thead> <tbody> <tr> <td>Akan</td> <td>Asante</td> <td>Krobea</td> </tr> <tr> <td>Dangme</td> <td>Tete</td> <td>Ogbetee</td> </tr> <tr> <td>Ewe</td> <td>Xɔɔasi</td> <td>Menyeametɔo</td> </tr> <tr> <td>Gonja</td> <td>Awari</td> <td>Janjina</td> </tr> <tr> <td>Ga</td> <td>Lante</td> <td>Okuɔka</td> </tr> <tr> <td>Dagbani</td> <td>Andani</td> <td>Dandani</td> </tr> <tr> <td>Nzema</td> <td>Awɔkɛ</td> <td>ɛkyelebenle</td> </tr> </tbody> </table> <p>Engage learners to discuss the importance of appellations.</p>	People	Day name appellation		Male	Female	Akan	Kwadwo - Okoto,	Adwoa - Badwo	Nzema	Kodwo - Asɛla,	Adwoba - Mɔlɛsa	Dangme	Kueku, Aku - Nyumu	Ajoyo - Ajo	Ga	Kojo - Okuɔtswa	Ajoa - Ajo	Ewe	Kɔmla - Dzamfosu	Akua - Sabia (Peki)	People	Name	Appellation	Akan	Asante	Krobea	Dangme	Tete	Ogbetee	Ewe	Xɔɔasi	Menyeametɔo	Gonja	Awari	Janjina	Ga	Lante	Okuɔka	Dagbani	Andani	Dandani	Nzema	Awɔkɛ	ɛkyelebenle	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>
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<b>PHASE 3:</b> <b>REFLECTION</b>	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.	
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<b>Week Ending:</b> 09-06-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Tone	
<b>Content Standard:</b> B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		<b>Indicator:</b> B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can narrate some selected daily activities		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 39			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	Narrate what you do at home every Saturday.  Describe what you saw on your last visit to a market.  Draw and discuss a scenery on a given topic (e.g.: fishing, farming, weaving, etc.).  Describe a visit to a hospital.  Describe a scene at a lorry station.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 09-06-2023	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Translation
<b>Content Standard:</b> B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	<b>Indicator:</b> B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read and understand the main ideas in a text		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 44		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to translate given words and simple phrases from the source language to a target language.  Guide learners to translate phrases simple sentences from the source language of study to a target language.  Guide learners to translate simple sentences from the source language to a target language.  <u>Assessment</u> Translate the following words into your own language. a. elephant b. house c. car d. accident	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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.	