

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK I

Week Ending: 12-01-2024	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:	Sub Strand: Verbs	
Content Standard: B9.4.3.1. Exhibit knowledge and understanding of the use of auxiliary verbs		Indicator: B9.4.3.1.1 Discuss auxiliary verbs in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can identify different types of verbs in a passage, specifically focusing on auxiliary verbs.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 63			
New words :			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Present a short, engaging passage on the board or distribute copies to learners.</p> <p>Ask learners to identify and underline verbs as quickly as possible.</p> <p>Encourage peer discussion on the types of verbs they found.</p> <p>Discuss their findings as a class, focusing on the different types of verbs identified.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the basic definition of verbs.</p> <p>Introduce the main types of verbs: action verbs, linking verbs, and helping (auxiliary) verbs.</p> <p>Provide examples of each type and discuss their functions in a sentence.</p> <p>Divide learners into small groups and provide each group with a different text passage.</p> <p>Ask each group to identify and categorize the verbs in the passage (action, linking, or helping).</p> <p>Each group creates a chart paper display showing examples of the identified verbs and their functions.</p> <p>Discuss auxiliary verbs (helping verbs) and their role in a sentence.</p>	Text passage with varied verbs.	

	<p>Provide examples of common auxiliary verbs (e.g., be, have, do) and explain how they support the main verb.</p> <p>Ask learners to share sentences where auxiliary verbs are used.</p> <p>Distribute individual or group copies of a worksheet with prompts requiring the use of auxiliary verbs.</p> <p>Learners construct sentences using the provided prompts and share their sentences with peers.</p> <p><u>Assessment</u> Read the following passage and identify the verbs present.</p> <p><i>"The sun shone brightly over the calm ocean. Seagulls flew gracefully in the clear sky. The waves crashed gently against the shore. As the day progressed, families built sandcastles, and friends played beach volleyball. At sunset, the sky painted itself in vibrant hues, creating a breathtaking view."</i></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: 12-01-2024		DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Composition Writing	
Class: B9	Class Size:	Sub Strand: Creative 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 develop their creative writing skills by crafting an imaginative and engaging longer story.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 55			
New words: plot, characters, setting			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display an intriguing image on the whiteboard.</p> <p>Ask learners to observe the image and note down initial thoughts, feelings, or story ideas it inspires.</p> <p>Facilitate a brief class discussion, encouraging learners to share their interpretations.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the key elements of imaginative writing, such as plot, characters, setting, and descriptive language.</p> <p>Share excerpts from well-known imaginative stories, focusing on how authors create vivid and engaging worlds.</p> <p>Divide learners into small groups. Provide each group with large chart paper and markers.</p> <p>Ask groups to brainstorm ideas for their imaginative stories, focusing on plot, characters, and setting.</p> <p>Learners outline their individual stories, incorporating the ideas generated during group brainstorming.</p> <p>Emphasize the importance of a well-developed plot, interesting characters, and descriptive language.</p> <p>Learners begin writing their imaginative stories based on their individual plans.</p> <p>Encourage creativity, reminding them to focus on descriptive language and engaging storytelling.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
PHASE 3: REFLECTION	<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: 12-01-2024		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 analyze the different approaches to characterization in prose, poetry, and drama 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>Display a chart with columns labeled "Prose," "Poetry," and "Drama."</p> <p>Ask learners to brainstorm characteristics of well-developed characters in each genre.</p> <p>Facilitate a brief class discussion, encouraging learners to share their ideas on what makes a character memorable in different types of texts.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Define characterization and explain its importance in literature.</p> <p>Discuss the key elements of characterization, including direct and indirect characterization.</p> <p>Provide brief examples of well-known characters from various genres.</p> <p>Divide learners into small groups and provide each group with an excerpt from a prose, poetry, or drama text.</p> <p>Ask each group to analyze how the author or playwright develops characters in the given text.</p> <p>Encourage discussion on the use of dialogue, actions, and descriptions in character development.</p> <p>Each group shares their analysis with the class.</p> <p>Facilitate a discussion on commonalities and differences in character development across prose, poetry, and drama.</p>	Examples of prose, poetry, and drama texts with strong characterizations	

	Encourage learners to identify unique techniques used in each genre.	
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.	

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 19-01-2024	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: B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community	Lesson: 1 of 1
Performance Indicator: Learners can explore the concept of circumstantial names and understand how circumstances or events can influence the naming of people, places, or things.		Core Competencies: CC 7.3: CC 8.2: DL 5.3
Reference: Ghanaian Language Curriculum Pg. 51		
New words: Circumstantial, Etymology, Lexicon, Nomenclature		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by sharing an interesting story about how someone or something got its name due to a specific circumstance.</p> <p>Ask learners to share any personal experiences or stories they know about names being influenced by circumstances.</p> <p>Facilitate a brief class discussion on the significance of names and the potential impact of circumstances on naming.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Define circumstantial names and provide examples from various contexts (literature, history, pop culture).</p> <p>Discuss the idea that names often carry stories or meanings related to specific events or situations.</p> <p>Introduce key vocabulary words related to the lesson.</p> <p>Divide learners into small groups.</p> <p>Provide each group with examples of circumstantial names and ask them to analyze the circumstances that led to those names.</p> <p>Encourage discussion on the cultural, historical, or personal significance of each name.</p> <p>Each group shares their findings with the class.</p>	Examples of circumstantial names from literature, history, or current events.

	<p>Facilitate a discussion on common themes or patterns observed in circumstantial names.</p> <p>Encourage learners to express their opinions on the impact of naming in different contexts.</p> <p>In pairs or small groups, learners create their own circumstantial names for fictional characters, places, or objects.</p> <p>Discuss the reasons behind their choices and the imagined circumstances that led to those names.</p> <p>Learners present their creations to the class, fostering creativity and critical thinking.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Can you identify a circumstantial name from the examples provided? Explain the circumstances behind it. 2. How might circumstantial names contribute to preserving cultural or historical stories? 3. In your opinion, why do some individuals or groups choose circumstantial names for themselves or their organizations? 4. Share a circumstantial name you find intriguing and explain its significance. 	
<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: 19-01-2024	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking
Class: B9	Class Size:	Sub Strand: Conversation
Content Standard: B9.2.1.1 Demonstrate use of appropriate language orally in specific situations	Indicator: B9.2.1.1.4 Express opinions and advice on a range of everyday issues and situations clearly	Lesson: 1 OF 1
Performance Indicator: Learners can identify and discuss a range of everyday issues, expressing their opinions and providing advice on how to address these issues.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 56		
New words: Everyday Issues, Opinion, Advice, Empathy		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief brainstorming session. Ask learners to identify everyday issues they are aware of or have encountered.</p> <p>Facilitate a class discussion on the importance of addressing such issues and the potential impact on individuals and communities.</p> <p>Share the performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Introduce examples of everyday issues such as road accidents, domestic violence, and child abuse.</p> <p>Discuss the relevance of addressing these issues for the well-being of individuals and society.</p> <p>Divide learners into small groups. Assign each group one of the identified everyday issues.</p> <p>In their groups, learners discuss their opinions on the issue and brainstorm potential solutions or advice.</p> <p>Encourage empathy and perspective-taking during the discussions.</p> <p>Each group shares their opinions and advice with the class.</p> <p>Facilitate a class discussion on common themes, differences, and potential collaborative solutions.</p> <p>Encourage learners to consider the impact of their words and actions on others.</p>	Examples of everyday issues (road accidents, domestic violence, child abuse).

<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>	
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Week Ending: 19-01-2024		DAY:	Subject: Ghanaian Language
Duration: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Translation	
Content Standard: B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.		Indicator: B9.3.2.1.1 Decode the meaning of texts and translate from source to target language	Lesson: 1 of 1
Performance Indicator: Learners can practice translating texts from a source language to a target language, followed by reading and discussing the translated text.		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 a brief discussion on the importance of translation in communication and understanding different languages and cultures.</p> <p>Ask learners if they've ever encountered translated texts, and if so, how the translations impacted their understanding.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Explain the purpose of the lesson: to translate a short text from a source language to a target language and discuss the translated text.</p> <p>Discuss key concepts related to translation, such as accuracy, cultural nuances, and the challenges of conveying meaning across languages.</p> <p>Provide learners with a short source text in the original language (e.g., a paragraph from a story, news article, or poem).</p> <p>Assign learners to work individually or in pairs to translate the text into the target language.</p> <p>Encourage them to focus on preserving the meaning and nuances of the original text.</p> <p>Display a translated version of the text in the target language.</p> <p>Discuss the translation choices made by learners, emphasizing differences in language structure, idioms, and cultural references.</p> <p>Facilitate a group discussion on the challenges and successes of the translation process.</p> <p>Encourage learners to share their insights on language choices and cultural considerations.</p>	<p>Word cards, sentence cards, letter cards, Learners Reading Books</p>	

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.	
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SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 3

Week Ending: 26-01-2024		Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:		Sub Strand: Verbs
Content Standard: B9.4.3.1. Exhibit knowledge and understanding of the use of auxiliary verbs		Indicator: B9.4.3.1.1 Discuss auxiliary verbs in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can identify different types of verbs in a passage, specifically focusing on auxiliary verbs.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 63			
New words :			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Present a short, engaging passage on the board or distribute copies to learners.</p> <p>Ask learners to identify and underline verbs as quickly as possible.</p> <p>Encourage peer discussion on the types of verbs they found.</p> <p>Discuss their findings as a class, focusing on the different types of verbs identified.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the basic definition of verbs.</p> <p>Introduce the main types of verbs: action verbs, linking verbs, and helping (auxiliary) verbs.</p> <p>Provide examples of each type and discuss their functions in a sentence.</p> <p>Divide learners into small groups and provide each group with a different text passage.</p> <p>Ask each group to identify and categorize the verbs in the passage (action, linking, or helping).</p> <p>Each group creates a chart paper display showing examples of the identified verbs and their functions.</p> <p>Discuss auxiliary verbs (helping verbs) and their role in a sentence.</p>	Text passage with varied verbs.	

	<p>Provide examples of common auxiliary verbs (e.g., be, have, do) and explain how they support the main verb.</p> <p>Ask learners to share sentences where auxiliary verbs are used.</p> <p>Distribute individual or group copies of a worksheet with prompts requiring the use of auxiliary verbs.</p> <p>Learners construct sentences using the provided prompts and share their sentences with peers.</p> <p><u>Assessment</u> Read the following passage and identify the verbs present.</p> <p><i>"The sun shone brightly over the calm ocean. Seagulls flew gracefully in the clear sky. The waves crashed gently against the shore. As the day progressed, families built sandcastles, and friends played beach volleyball. At sunset, the sky painted itself in vibrant hues, creating a breathtaking view."</i></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: 26-01-2024		DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Composition Writing	
Class: B9	Class Size:	Sub Strand: Academic 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 develop skills in writing articles for a journal and practice the editing process collaboratively.		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	<p>Begin the lesson by discussing what learners know about journals and the purpose of publishing articles.</p> <p>Show examples of journal articles and discuss the key features, such as structure, style, and audience.</p> <p>Facilitate a brief class discussion on the types of topics that could be suitable for a journal article.</p>		
PHASE 2: NEW LEARNING	<p>Introduce the elements of a well-written article, including a compelling introduction, clear body paragraphs, and a conclusion.</p> <p>Discuss the importance of considering the target audience and purpose when writing articles.</p> <p>Provide a writing prompt or allow learners to choose a topic of interest.</p> <p>Encourage learners to write a draft of a journal article, focusing on organizing their ideas and expressing them coherently.</p> <p>Emphasize the importance of incorporating evidence, examples, and a persuasive tone in their writing.</p> <p>Pair learners or organize small groups for a peer editing session.</p> <p>Provide a guide or checklist for editing that includes areas such as clarity, grammar, and supporting evidence.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Encourage constructive feedback and discussions on ways to improve each other's articles.</p> <p>Provide an overview of common editing symbols and techniques.</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: 26-01-2024		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 explore the use of literary devices, including personification, alliteration, and assonance, in various types of texts (prose, poetry, and drama).			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>Begin with a fun activity. Display short sentences on the board, and ask learners to identify any literary devices present.</p> <p>Discuss their findings as a class, encouraging them to share their reasoning.</p> <p>Introduce the lesson by defining the terms personification, alliteration, and assonance.</p> <p>Share the performance indicators and introduce the lesson.</p>				
PHASE 2: NEW LEARNING	<p>Provide handouts or visuals that explain personification, alliteration, and assonance.</p> <p>Discuss the impact of using these devices in literature and how they contribute to the overall meaning and tone.</p> <p>Connect the literary devices to real-world examples for better understanding.</p> <p>Distribute excerpts from prose, poetry, and drama that prominently feature personification, alliteration, or assonance.</p> <p>Ask learners to read the excerpts and highlight or underline instances of the specified literary devices.</p> <p>Facilitate small group discussions on how the devices enhance the text.</p> <p>Assign each group a specific literary device to focus on (personification, alliteration, or assonance).</p>			<p>Excerpts from prose, poetry, and drama texts that exemplify literary devices.</p>	

	<p>Ask them to brainstorm and create their own examples of the assigned device.</p> <p>Groups can present their examples to the class and explain the intended effect.</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>	

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 4

Week Ending: 02-02-2024	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: B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community
		Lesson: 1 of 1
Performance Indicator: Learners can explore and analyze circumstantial names by examining examples and discussing the significance of such names in different contexts.		Core Competencies: CC 7.3: CC 8.2: DL 5.3
Reference: Ghanaian Language Curriculum Pg. 51		
New words: Cultural Heritage, Significance, Etymology, Circumstantial		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of names.</p> <p>Ask students to reflect on the significance of their own names or any names they find intriguing.</p> <p>Facilitate a class discussion on the impact names can have on identity and perception.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Define circumstantial names and provide examples from various contexts (literature, history, pop culture).</p> <p>Discuss the idea that names often carry stories or meanings related to specific events or situations.</p> <p>Introduce key vocabulary words related to the lesson.</p> <p>Divide students into small groups.</p> <p>Provide each group with examples of circumstantial names and ask them to analyze the circumstances that led to those names.</p> <p>Encourage discussion on the cultural, historical, or personal significance of each name.</p> <p>Each group shares their findings with the class. Facilitate a discussion</p>	Examples of circumstantial names from literature, history, or current events.

	<p><u>Assessment</u> In your opinion, why do some individuals or groups choose circumstantial names for themselves or their organizations?</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: 02-02-2024		DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B9.2.1.1.5 Demonstrate appropriate turn taking and use techniques for effective argument (debate).	Lesson: 1 OF 1
Performance Indicator: Learners can identify and discuss interesting topics for argument and debate, focusing on effective communication skills such as turn-taking.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 56			
New words: Narrative, Structure, Plot, Setting			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a dynamic activity. Select a student to be in the "hot seat" and express their opinion on a topic for 1 minute.</p> <p>Encourage the class to ask questions and engage in a brief discussion afterward.</p> <p>Transition to a discussion on the importance of expressing opinions respectfully.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Present a list of pre-selected debate topics or ask students to suggest their own.</p> <p>Discuss the criteria for selecting appropriate debate topics (relevant, debatable, age-appropriate).</p> <p>Explain the concept of turn-taking and its importance in effective communication.</p> <p>Divide the class into pairs and give each pair an index card with a debate topic.</p> <p>Students take turns presenting their arguments on the topic within a specific time limit.</p> <p>Encourage peers to listen actively and wait for their turn to respond.</p> <p>Divide the class into small groups and assign each group a debate topic.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Instruct them to brainstorm points for and against the topic on flipchart paper.</p> <p>Emphasize the importance of considering opposing viewpoints.</p> <p>Each group presents a brief debate on their assigned topic, focusing on turn-taking.</p> <p>Encourage students to support their arguments with evidence and listen actively to opposing viewpoints.</p> <p>Use a timer to ensure equal speaking time for each group member.</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: 02-02-2024	DAY:	Subject: Ghanaian Language
Duration: 60mins		Strand: Reading
Class: B9	Class Size:	Sub Strand: Translation
Content Standard: B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.	Indicator: B9.3.2.1.1 Decode the meaning of texts and translate from source to target language	Lesson: 1 of 1
Performance Indicator: Learners can practice translating texts from a source language to a target language, followed by reading and discussing the translated text.		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 by discussing the importance of language and communication.</p> <p>Ask learners to share any experiences they've had with different languages or cultures.</p> <p>Facilitate a brief discussion on the challenges and rewards of learning and using multiple languages.</p> <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Introduce the concept of translation and its role in bridging linguistic and cultural gaps.</p> <p>Discuss the idea that translation involves more than just converting words; it requires an understanding of cultural nuances.</p> <p>Provide short texts in the source language for translation</p> <p>Encourage learners to work individually or in pairs to translate the texts into the target language</p> <p>Emphasize the importance of conveying the meaning accurately.</p> <p>Have learners share their translated texts with their peers in small groups.</p>	Word cards, sentence cards, letter cards, Learners Reading Books
PHASE 3: REFLECTION	<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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 5

Week Ending: 16-02-2024		Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:		Sub Strand: Adverbs
Content Standard: B9.4.3.2 Demonstrate knowledge of how adverbs are combined in a sentence		Indicator: B9.4.3.1.3 Discuss how adverbs follow each other in a sentence	Lesson: 1 of 1
Performance Indicator: Learners can identify adverbs in texts and construct sentences with two or three adverbs, focusing on proper usage.			Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 63			
New words :			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin with an interactive activity. Provide learners with a short text excerpt and ask them to identify adverbs.</p> <p>Encourage them to work in pairs or small groups to find and underline adverbs in the text.</p> <p>Discuss their findings as a class, noting the diversity of adverbs identified.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Review the definition of adverbs and their role in providing additional information about verbs, adjectives, or other adverbs.</p> <p>Discuss the common types of adverbs, such as adverbs of manner, frequency, time, and degree.</p> <p>Divide the class into small groups and provide each group with a set of sentence strips or index cards.</p> <p>On each card, write a simple sentence without an adverb (e.g., "She ran.").</p> <p>Instruct groups to collaboratively add two or three adverbs to each sentence, discussing their choices.</p> <p>Invite each group to share one or two sentences they created with the entire class.</p> <p>Display the sentences on the whiteboard or chart paper. Encourage a brief discussion on the variety of adverbs used and the impact on sentence meaning.</p>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>Distribute individual sentence strips or index cards to each student.</p> <p>Ask learners to create their sentences, incorporating two or three adverbs.</p> <p>Circulate the classroom to provide guidance and support as needed.</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: 16-02-2024	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Composition Writing
Class: B9	Class Size:	Sub Strand: Letter 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 comprehend and discuss the process in writing good semi-formal letters.		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	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Discuss letter writing and its structure with learners. Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters. Explain to learners the structure of semi-formal letters. Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter. Assist learners to understand the process in writing good semi-formal letters.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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: 16-02-2024	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 analyze how writers use settings to create different effects in prose, poetry, and drama.		Core Competencies:	
References : Ghanaian Language Curriculum Pg. 65			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with an engaging activity. Provide learners with excerpts from different texts and ask them to identify and note down details about the settings described.</p> <p>Encourage them to work in pairs or small groups to discuss their findings.</p> <p>Share and discuss the settings identified as a class.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Define the concept of setting in literature and its significance in shaping the overall narrative.</p> <p>Discuss how settings contribute to the atmosphere, mood, and context of a story, poem, or play.</p> <p>Introduce the idea that settings can be dynamic and play a role in the development of characters and plot.</p> <p>Divide the class into small groups and provide each group with excerpts from prose, poetry, and drama.</p> <p>Instruct groups to analyze how the settings contribute to the overall effect of the text.</p> <p>Encourage discussion on the atmosphere created, the role of imagery, and the impact on the reader or audience.</p> <p>Invite each group to share their findings with the entire class.</p> <p>Use the whiteboard or chart paper to create a visual representation of key points related to settings.</p>	Excerpts from various texts representing prose, poetry, and drama.	

	<p>Encourage learners to ask questions and engage in a collaborative discussion.</p> <p>Ask learners to individually reflect on a memorable setting from a book, poem, or play they have read.</p> <p>Instruct them to write a short paragraph explaining how the setting influenced their experience of the text.</p>	
PHASE 3: REFLECTION	<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>	

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>	Word cards, sentence cards, letter cards, Learners Reading Books	

	<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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 7

Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:	Sub Strand: Adverbs	
Content Standard: B9.4.3.2 Demonstrate knowledge of how adverbs are combined in a sentence		Indicator: B9.4.3.1.3 Discuss how adverbs follow each other in a sentence	Lesson: 1 of 1
Performance Indicator: Learners can understand the rules and conventions for placing adverbs in sentences.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 63			
New words : Adverbs, Adverb Placement, Sentence Structure, Word Order			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a fun and interactive activity. Provide a few sentences with adverbs placed in different positions (beginning, middle, end).</p> <p>Ask learners to identify the position of the adverb in each sentence and discuss how its placement affects the meaning.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Introduce key terms such as adverb placement, sentence structure, and word order.</p> <p>Discuss common adverb placement rules and patterns.</p> <p>Provide model sentences with adverbs placed in different positions.</p> <p>Discuss each sentence as a class, analyzing the impact of adverb placement on meaning.</p> <p>Guide learners through understanding the basic rules of adverb placement.</p> <p>Divide the class into small groups.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Provide each group with a set of sentences with adverbs placed randomly.</p> <p>Instruct them to reconstruct the sentences with correct adverb placement.</p> <p>Pair up learners and provide each pair with a list of adverbs.</p> <p>Instruct them to create sentences, paying attention to the placement of adverbs to convey specific meanings. Circulate and provide support as needed.</p> <p>Assign an exercise where learners individually practice placing adverbs in sentences to convey different meanings.</p> <p>Provide a mix of sentences for them to work on. Collect and review their responses.</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: Letter 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 comprehend and discuss the process in writing good semi-formal letters.		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	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Discuss letter writing and its structure with learners. Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters. Explain to learners the structure of semi-formal letters. Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter. Assist learners to understand the process in writing good semi-formal letters.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
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:		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 analyze how writers use settings to create different effects in prose, poetry, and drama.		Core Competencies:	
References : Ghanaian Language Curriculum Pg. 65			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with an engaging activity. Provide learners with excerpts from different texts and ask them to identify and note down details about the settings described.</p> <p>Encourage them to work in pairs or small groups to discuss their findings.</p> <p>Share and discuss the settings identified as a class.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Define the concept of setting in literature and its significance in shaping the overall narrative.</p> <p>Discuss how settings contribute to the atmosphere, mood, and context of a story, poem, or play.</p> <p>Introduce the idea that settings can be dynamic and play a role in the development of characters and plot.</p> <p>Divide the class into small groups and provide each group with excerpts from prose, poetry, and drama.</p> <p>Instruct groups to analyze how the settings contribute to the overall effect of the text.</p>	Excerpts from various texts representing prose, poetry, and drama.	

	<p>Encourage discussion on the atmosphere created, the role of imagery, and the impact on the reader or audience.</p> <p>Invite each group to share their findings with the entire class.</p> <p>Use the whiteboard or chart paper to create a visual representation of key points related to settings.</p> <p>Encourage learners to ask questions and engage in a collaborative discussion.</p> <p>Ask learners to individually reflect on a memorable setting from a book, poem, or play they have read.</p> <p>Instruct them to write a short paragraph explaining how the setting influenced their experience of the text.</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>	

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>	<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>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.	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 9

Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B9	Class Size:	Sub Strand: Adverbs	
Content Standard: B9.4.3.2 Demonstrate knowledge of how adverbs are combined in a sentence		Indicator: B9.4.3.1.3 Discuss how adverbs follow each other in a sentence	Lesson: 1 of 1
Performance Indicator: Learners can understand the rules and conventions for placing adverbs in sentences.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 63			
New words : Adverbs, Adverb Placement, Sentence Structure, Word Order			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a fun and interactive activity. Provide a few sentences with adverbs placed in different positions (beginning, middle, end).</p> <p>Ask learners to identify the position of the adverb in each sentence and discuss how its placement affects the meaning.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Introduce key terms such as adverb placement, sentence structure, and word order.</p> <p>Discuss common adverb placement rules and patterns.</p> <p>Provide model sentences with adverbs placed in different positions.</p> <p>Discuss each sentence as a class, analyzing the impact of adverb placement on meaning.</p> <p>Guide learners through understanding the basic rules of adverb placement.</p> <p>Divide the class into small groups.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Provide each group with a set of sentences with adverbs placed randomly.</p> <p>Instruct them to reconstruct the sentences with correct adverb placement.</p> <p>Pair up learners and provide each pair with a list of adverbs.</p> <p>Instruct them to create sentences, paying attention to the placement of adverbs to convey specific meanings. Circulate and provide support as needed.</p> <p>Assign an exercise where learners individually practice placing adverbs in sentences to convey different meanings.</p> <p>Provide a mix of sentences for them to work on. Collect and review their responses.</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: Letter 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 comprehend and discuss the process in writing good semi-formal letters.		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	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Discuss letter writing and its structure with learners. Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters. Explain to learners the structure of semi-formal letters. Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter. Assist learners to understand the process in writing good semi-formal letters.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
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:		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 analyze how writers use settings to create different effects in prose, poetry, and drama.		Core Competencies:	
References : Ghanaian Language Curriculum Pg. 65			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with an engaging activity. Provide learners with excerpts from different texts and ask them to identify and note down details about the settings described.</p> <p>Encourage them to work in pairs or small groups to discuss their findings.</p> <p>Share and discuss the settings identified as a class.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Define the concept of setting in literature and its significance in shaping the overall narrative.</p> <p>Discuss how settings contribute to the atmosphere, mood, and context of a story, poem, or play.</p> <p>Introduce the idea that settings can be dynamic and play a role in the development of characters and plot.</p> <p>Divide the class into small groups and provide each group with excerpts from prose, poetry, and drama.</p> <p>Instruct groups to analyze how the settings contribute to the overall effect of the text.</p>	Excerpts from various texts representing prose, poetry, and drama.	

	<p>Encourage discussion on the atmosphere created, the role of imagery, and the impact on the reader or audience.</p> <p>Invite each group to share their findings with the entire class.</p> <p>Use the whiteboard or chart paper to create a visual representation of key points related to settings.</p> <p>Encourage learners to ask questions and engage in a collaborative discussion.</p> <p>Ask learners to individually reflect on a memorable setting from a book, poem, or play they have read.</p> <p>Instruct them to write a short paragraph explaining how the setting influenced their experience of the text.</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>	

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 10

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: B9.1.2.1.3 Identify and discuss deity names.
		Lesson: 1 of 1
Performance Indicator: Learners can explore the cultural circumstances behind giving deity names to newborns and discuss the significance of these names in various African cultures.		Core Competencies: CC 7.3: CC 8.2: DL 5.3
Reference: Ghanaian Language Curriculum Pg. 52		
New words: Ethnic groups, Rituals, Heritage, Identity, Significance		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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>	
PHASE 2: NEW LEARNING	<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"> • Dagaare: Gyebuni, Kala • Dagbani: Yabdo, Tidoo • Dangme: Agbee, Nadu • Ewe: Afram, Klu • Ga: Nai, Dzan • Gonja: Kipo, Lansa • Nzema: Tanoε, Botokule 	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<ul style="list-style-type: none"> • Kasem: Kukula <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: 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: Translation	
Content Standard: B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language		Indicator: B9.3.2.1.1 Decode the meaning of texts and translate from source to target language	Lesson: 1 of 1
Performance Indicator: Learners can develop skills in decoding the meaning of texts and translating them from the source to the target language.		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 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>		
PHASE 2: NEW LEARNING	<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>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>	