

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 1

Week Ending: 13-01-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: Puberty Rites
Content Standard: B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana	Indicator: B8.1.1.1.1 Identify the processes involved in performing puberty rites in your culture	Lesson: 1 of 1
Performance Indicator: Learners can identify the processes involved in performing puberty rites in your culture		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Brainstorm learners to explain what puberty rites are. Engage them to talk about the items needed for the performance of puberty rites among their people and their significance. Guide learners to discuss the processes involved in performing puberty rites for boys/girls among their people. Have learners read and discuss a two-hundred-word passage on puberty rites. Guide learners to explain the significance of puberty rites. Engage learners to role play a puberty rite activity.	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: 13-01-2023		DAY:	Subject: Ghanaian Language	
Duration: 50MINS			Strand: Listening & Speaking	
Class: B8		Class Size:	Sub Strand: Conversation	
Content Standard: B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.		Lesson: 1 OF 1
Performance Indicator: Learners can identify and produce the basic tones in their language			Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 17				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners			
PHASE 2: NEW LEARNING	Guide learners to discuss in groups what they do during the week, Ask learners to describe how they spend their weekends. Drill learners with the correct expressions and phrases to use in an oral narration. Learners in groups talk about what they do on Saturdays. <u>Assessment</u> Narrate what you do at home every Saturday.			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: 13-01-2023		DAY:		Subject: Ghanaian Language	
Duration:				Strand: Reading	
Class: B8		Class Size:		Sub Strand: Reading	
Content Standard: B8.3.1.1 Understand the main ideas and supporting points in texts		Indicator: B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics			Lesson: 1 of 1
Performance Indicator: Learners can read and understand the main ideas in a text				Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 21					
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	Engage learners to 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
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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WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 20-01-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage
Class: B8	Class Size:	Sub Strand: Abstract Nouns
Content Standard: B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives	Indicator: B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	Lesson: 1 of 1
Performance Indicator: Learners can explore the use of nouns and pronouns		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 45		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Write down nouns and pronouns in their language. Classify nouns under the various types (abstract, concrete, countable and uncountable). Construct compound sentences with nouns and pronouns in speech and in texts. Replace nouns with the appropriate pronouns in a given text.	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: 20-01-2023		DAY:	Subject: Ghanaian Language	
Duration: 50MINS			Strand: Composition Writing	
Class: B8		Class Size:	Sub Strand: Letter Writing	
Content Standard: B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		Indicator: B8.5.1.1.1 Develop coherent essays using the features of given text types.		Lesson: 1 OF 1
Performance Indicator: Learners can develop coherent essays using the features of given text types			Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 47				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners			
PHASE 2: NEW LEARNING	Discuss with learners what an informal letter is. Discuss with learners the process of writing a good informal letter. Let them comprehend the process in writing good informal letters. Discuss features of informal letters. Write an informal letter on the board and lead learners to discuss it. Let learners read the letter as a group and then individually. Using the letter on the board as a guide let learners write an informal letter. Give learners a topic and let them write an informal letter on the topic in groups. Let the groups present their essays to the class. Let learners write an informal letter on their own			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: 20-01-2023		DAY:		Subject: Ghanaian Language	
Duration:				Strand: Literature	
Class: B8		Class Size:		Sub Strand: Literature	
Content Standard: B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		Indicator: B8.6.1.1.1 Discuss the features of proverbs and idioms			Lesson: 1 of 1
Performance Indicator: Learners can discuss the features of proverbs and idioms				Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 48					
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	Brainstorm learners to describe the features of proverbs and idioms and give examples of each. Guide learners to identify and interpret proverbs and idioms in your language. Have learners state the occasions and situations in which the given proverbs and idioms are used. In groups, learners state the importance of proverbs and idioms.				Word cards, sentence cards, letter cards, Learners Reading Books
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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WEEKLY LESSON NOTES – B8

WEEK 3

Week Ending: 27-01-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: Puberty Rites
Content Standard: B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana	Indicator: B8.1.1.1.2 Compare and contrast the processes involved in performing puberty rites in their culture to other cultures of Ghana.	Lesson: 1 of 1
Performance Indicator: Learners can identify the processes involved in performing puberty rites in your culture		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to discuss the similarities in the performance of puberty rites among their people and those of other Ghanaian cultures. Through a class discussion, guide learners to discuss the differences in the performance of puberty rites among their people and those of other Ghanaian cultures. In groups, let learners write the summary of the similarities and differences.	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: 27-01-2023		DAY:	Subject: Ghanaian Language	
Duration: 50MINS			Strand: Listening & Speaking	
Class: B8		Class Size:	Sub Strand: Conversation	
Content Standard: B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.		Lesson: 1 OF 1
Performance Indicator: Learners can identify and produce the basic tones in their language			Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 17				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners			
PHASE 2: NEW LEARNING	Guide learners to discuss in groups what they do during the week, Ask learners to describe how they celebrated their vacation holidays. Drill learners with the correct expressions and phrases to use in an oral narration. Learners in groups talk about how they celebrated the Christmas holidays. <u>Assessment</u> Narrate how you celebrated your vacation holidays.			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: 27-01-2023		DAY:		Subject: Ghanaian Language	
Duration:				Strand: Reading	
Class: B8		Class Size:		Sub Strand: Reading	
Content Standard: B8.3.1.1 Understand the main ideas and supporting points in texts		Indicator: B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics			Lesson: 1 of 1
Performance Indicator: Learners can read and understand the main ideas in a text				Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 21					
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	Learners are engaged in narrative texts to create mental pictures to aid understanding. Have learners to read fluently to build confidence. Learners are engaged in meaningful interaction with text and peers. Monitor for understanding and self-correct where necessary. Let learners make connections with what is read to own experiences. <u>Assessment</u> Write a sample passage on the board. Let learners identify the main ideas and supporting points in the text.				Word cards, sentence cards, letter cards, handwriting on a manila card
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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WEEKLY LESSON NOTES – B8

WEEK 4

Week Ending: 03-02-2023		Day:	Subject: Ghanaian Language	
Duration: 60MINS			Strand: Language & Usage	
Class: B8		Class Size:		Sub Strand: Concrete Nouns
Content Standard: B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		Indicator: B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them		Lesson: 1 of 1
Performance Indicator: Learners can explore the use of concrete nouns in speech and writing			Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 45				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Start by asking learners to mention names of objects and items in the classroom and outside the classroom. Paste a chart showing pictures of items that are common to learners. Let learners identify and relate to the items. Brainstorm learners to mention the five senses of humans. Guide learners to understand that objects and things that can be experienced through the five senses (feel, touch, smell, hear and see) are concrete nouns. Have learners to mention and demonstrate more examples of concrete nouns. Example: I can see this bag, touch and feel it, so it is a concrete noun. <u>Assessment</u> Write different words on the board. Learners read and decide whether it is concrete or abstract. They can also draw and color the word if it is a concrete noun.			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: 03-02-2023		DAY:	Subject: Ghanaian Language	
Duration: 50MINS			Strand: Composition Writing	
Class: B8		Class Size:		Sub Strand: Letter Writing
Content Standard: B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types			Indicator: B8.5.1.1.1 Develop coherent essays using the features of given text types.	
Performance Indicator: Learners can write good semi-formal letters			Lesson: 1 OF 1	
Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship				
References: Ghanaian Language Curriculum Pg. 55				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson.			
	Share the performance indicators with learners			
PHASE 2: NEW LEARNING	Discuss letter writing and its structure with learners.			Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	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			
	Write a semi-formal letter on the board. Assist learners to write semi-formal letters using controlled composition.			
	Ask learners to point out the features and structure of the semi-formal letter written.			
PHASE 3: REFLECTION	Read a semi-formal letter to learners. Guide learners to write good semi-formal letters			
	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: 03-02-2023		DAY:		Subject: Ghanaian Language	
Duration: 50mins				Strand: Literature	
Class: B8		Class Size:		Sub Strand: Literature	
Content Standard: B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		Indicator: B8.6.1.1.1 Discuss the features of proverbs and idioms			Lesson: 1 of 1
Performance Indicator: Learners can discuss the features of proverbs and idioms				Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 48					
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	Brainstorm learners to describe the features of proverbs and idioms and give examples of each. Guide learners to identify and interpret proverbs and idioms in your language. Have learners state the occasions and situations in which the given proverbs and idioms are used. In groups, learners state the importance of proverbs and idioms.				Word cards, sentence cards, letter cards, Learners Reading Books
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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WEEKLY LESSON NOTES – B8

WEEK 5

Week Ending: 10-02-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: Puberty Rites
Content Standard: B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana		Indicator: B8.1.1.1.3 Discuss the changes that has occurred in puberty rites performance over time
Performance Indicator: Learners can identify the processes involved in performing puberty rites in your culture		Lesson: 1 of 1
Core Competencies: CC 7.3: CC 8.2: DL 5.3:		
Reference: Ghanaian Language Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Learners in groups assess the current ways puberty rites are performed among his/her people and write a brief about it. Learners present their ideas in groups. Have learners compare the contemporary ways to the traditional ways by which your people were performing puberty rites. E.g. i. It is now done by the church. ii. Duration for the rites has changed. iii. Done for all ages. Learners identify the threats to puberty rites in contemporary times. E.g.: technology, migration, education and religion	Pictures and charts
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: 10-02-2023		DAY:	Subject: Ghanaian Language	
Duration: 50MINS			Strand: Listening & Speaking	
Class: B8		Class Size:	Sub Strand: Conversation	
Content Standard: B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.		Lesson: 1 OF 1
Performance Indicator: Learners can identify and produce the basic tones in their language			Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 17				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson.			
	Share the performance indicators with learners			
PHASE 2: NEW LEARNING	Guide learners to discuss in groups what they do during the week, Ask learners to describe how they celebrated their vacation holidays. Drill learners with the correct expressions and phrases to use in an oral narration. Learners in groups talk about how they celebrated the Christmas holidays. <u>Assessment</u> Narrate how you celebrated your vacation holidays.			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: 10-02-2023		DAY:	Subject: Ghanaian Language
Duration:			Strand: Reading
Class: B8	Class Size:		Sub Strand: Translation
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.		Indicator: B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages	
Performance Indicator: Learners can read and understand the main ideas in a text		Lesson: 1 of 1	
Core Competencies: CC 8.3			
References : Ghanaian Language Curriculum Pg. 44			
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	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
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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WEEKLY LESSON NOTES – B8

WEEK 6

Week Ending: 17-02-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage
Class: B8	Class Size:	Sub Strand: Concrete Nouns
Content Standard: B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives	Indicator: B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	Lesson: 1 of 1
Performance Indicator: Learners can explore the use of concrete nouns in speech and writing		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 45		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Can you count them? Have you drank water today? Can you count them? How many pets do you have? Can you count them?	
PHASE 2: NEW LEARNING	Introduce the topic through a short story. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Let learners identify and underline the nouns in the story. Guide learners to Identify noun types (countable and uncountable) from passages. Let learners construct sentences using noun types. Guide learners to scan passages e.g. those already read in class to identify and classify nouns into countable and uncountable nouns Engage learners in groups to put countable and uncountable nouns into the different categories: people, places, time, major land forms etc. <u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.	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.	
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Week Ending: 17-02-2023	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Composition Writing	
Class: B8	Class Size:	Sub Strand: Letter Writing	
Content Standard: B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		Indicator: B8.5.1.1.1 Develop coherent essays using the features of given text types.	Lesson: 1 OF 1
Performance Indicator: Learners can write good semi-formal letters		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
References: Ghanaian Language Curriculum Pg. 55			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
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 Write a semi-formal letter on the board. Assist learners to write semi-formal letters using controlled composition. Ask learners to point out the features and structure of the semi-formal letter written. Read a semi-formal letter to learners. Guide learners to write 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.	
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Week Ending: 17-02-2023		DAY:		Subject: Ghanaian Language	
Duration: 50mins				Strand: Literature	
Class: B8		Class Size:		Sub Strand: Literature	
Content Standard: B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		Indicator: B8.6.1.1.1 Discuss the features of proverbs and idioms			Lesson: 1 of 1
Performance Indicator: Learners can discuss the features of proverbs and idioms				Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 48					
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	Brainstorm learners to describe the features of proverbs and idioms and give examples of each. Guide learners to identify and interpret proverbs and idioms in your language. Have learners state the occasions and situations in which the given proverbs and idioms are used. In groups, learners state the importance of proverbs and idioms.				Word cards, sentence cards, letter cards, Learners Reading Books
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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WEEK 7

Week Ending: 24-02-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: The Clan System
Content Standard: B8.1.3.1 Exhibit knowledge of the clan system in their locality by discussing the importance and threats to the clan systems		Indicator: B8.1.3.1.1 Discuss the importance and threats to the clan system.
		Lesson: 1 of 1
Performance Indicator: Learners can identify the processes involved in performing puberty rites in your culture		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Read and discuss a passage on clan system of their culture. Have learners understand that the clan system is an important aspect of traditional Ghanaian society and culture. In Ghana, a clan is a group of people who are believed to have descended from a common ancestor. Clans are typically organized around a set of shared beliefs, customs, and traditions. Discuss and write the importance of the clan system of their culture. 1. Social organization: <i>Clans provide a sense of identity and belonging for their members. They serve as a social network and support system, providing a sense of community and shared values.</i> 2. Economic organization: <i>Clans often have a system of shared resources and responsibilities, such as land ownership and farming practices. This allows for collective action and cooperation in economic activities.</i> 3. Political organization: <i>In some traditional Ghanaian societies, clan leaders have a role in local governance and decision-making. They may act as mediators in disputes and serve as representatives of their clan to the wider community.</i>	Pictures and charts

	4. Spiritual organization: <i>Clans often have their own set of spiritual beliefs and practices, which are passed down from generation to generation. This can include ancestor worship and other traditional religious practices.</i> <u>Assessment</u> • Discuss the threats to the clan system. • How has the clan system in Ghana contributed to the preservation of traditional knowledge and cultural practices? • What are the similarities and differences between the clan system in Ghana and other traditional social systems around	
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: 24-02-2023		DAY:	Subject: Ghanaian Language	
Duration: 50MINS			Strand: Listening & Speaking	
Class: B8		Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B8.2.2.1 Demonstrate the ability to listen to extended reading and identify key information		Indicator: B8.2.2.1.1. Listen to a level-appropriate dialogue attentively and identify key information		Lesson: 1 OF 1
Performance Indicator: Learners can listen to a level-appropriate dialogue attentively and identify key information			Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 40				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners			
PHASE 2: NEW LEARNING	Revise the lessons on identification of cause and effect using Think-Pair-Share. Select an interesting story to guide the learners do this exercise. Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions. 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. Have learners listen to a story and identify the main ideas and key details. Use questions to guide learners to make generalizations based on the main ideas and key details			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: 24-02-2023		DAY:	Subject: Ghanaian Language	
Duration:			Strand: Reading	
Class: B8		Class Size:	Sub Strand: Translation	
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.		Indicator: B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages		Lesson: 1 of 1
Performance Indicator: Learners can read and understand the main ideas in a text			Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 44				
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	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
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.			

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 8

Week Ending: 03-03-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage
Class: B8	Class Size:	Sub Strand: Pronouns
Content Standard: B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives	Indicator: B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	Lesson: 1 of 1
Performance Indicator: Learners can explore the use of pronouns in speech and writing		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 45		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Can you count them? Have you drank water today? Can you count them? How many pets do you have? Can you count them?	
PHASE 2: NEW LEARNING	Write down pronouns in their language. Guide learners to construct compound sentences with nouns and pronouns in speech and in texts. <u>Assessment</u> Have learners replace nouns with the appropriate pronouns in a given text	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: 03-03-2023		DAY:	Subject: Ghanaian Language
Duration: 50MINS			Strand: Composition Writing
Class: B8	Class Size:		Sub Strand: Argumentative Writing
Content Standard: B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		Indicator: B8.5.1.1.1 Develop coherent essays using the features of given text types.	Lesson: 1 OF 1
Performance Indicator: Learners can take a stand and write an argumentative essay for a given motion.			Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship
References: Ghanaian Language Curriculum Pg. 55			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Discuss with learners how argumentation is done and the vocabularies used in argumentation. Discuss with learners how to write an argumentative essay. Discuss the structure, content and features .of an argumentative essay. Select a topic and discuss with learners how to take a stand and write on it. Assist learners to take a stand and write an argumentative essay for a given motion. Select a topic and put learners into two groups. Make learners take a stand after discussions among themselves. Let learners of each group write individually, for or against the motion of an argumentative essay on a given topic		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: 03-03-2023		DAY:		Subject: Ghanaian Language	
Duration: 50mins				Strand: Literature	
Class: B8		Class Size:		Sub Strand: Literature	
Content Standard: B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		Indicator: B8.6.1.1.1 Discuss the features of proverbs and idioms			Lesson: 1 of 1
Performance Indicator: Learners can discuss the features of proverbs and idioms				Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 48					
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	Brainstorm learners to describe the features of proverbs and idioms and give examples of each. Guide learners to identify and interpret proverbs and idioms in your language. Have learners state the occasions and situations in which the given proverbs and idioms are used. In groups, learners state the importance of proverbs and idioms.				Word cards, sentence cards, letter cards, Learners Reading Books
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.				

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 9

Week Ending: 10-03-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: The Clan System
Content Standard: B8.1.3.1 Exhibit knowledge of the clan system in their locality by discussing the importance and threats to the clan systems		Indicator: B8.1.3.1.1 Discuss the importance and threats to the clan system.
		Lesson: 1 of 1
Performance Indicator: Learners can identify the processes involved in performing puberty rites in your culture		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Read and discuss a passage on clan system of their culture. Have learners understand that the clan system is an important aspect of traditional Ghanaian society and culture. In Ghana, a clan is a group of people who are believed to have descended from a common ancestor. Clans are typically organized around a set of shared beliefs, customs, and traditions. Discuss and write the importance of the clan system of their culture. 1. Social organization: <i>Clans provide a sense of identity and belonging for their members. They serve as a social network and support system, providing a sense of community and shared values.</i> 2. Economic organization: <i>Clans often have a system of shared resources and responsibilities, such as land ownership and farming practices. This allows for collective action and cooperation in economic activities.</i> 3. Political organization: <i>In some traditional Ghanaian societies, clan leaders have a role in local governance and decision-making. They may act as mediators in disputes and serve as representatives of their clan to the wider community.</i>	Pictures and charts

	4. Spiritual organization: <i>Clans often have their own set of spiritual beliefs and practices, which are passed down from generation to generation. This can include ancestor worship and other traditional religious practices.</i> <u>Assessment</u> • Discuss the threats to the clan system. • How has the clan system in Ghana contributed to the preservation of traditional knowledge and cultural practices? • What are the similarities and differences between the clan system in Ghana and other traditional social systems around	
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: 10-03-2023		DAY:	Subject: Ghanaian Language	
Duration: 50MINS			Strand: Listening & Speaking	
Class: B8		Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B8.2.2.1 Demonstrate the ability to listen to extended reading and identify key information		Indicator: B8.2.2.1.1. Listen to a level-appropriate dialogue attentively and identify key information		Lesson: 1 OF 1
Performance Indicator: Learners can listen to a level-appropriate dialogue attentively and identify key information			Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 40				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners			
PHASE 2: NEW LEARNING	Revise the lessons on identification of cause and effect using Think-Pair-Share. Select an interesting story to guide the learners do this exercise. Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions. 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. Have learners listen to a story and identify the main ideas and key details. Use questions to guide learners to make generalizations based on the main ideas and key details			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: 10-03-2023		DAY:		Subject: Ghanaian Language	
Duration:				Strand: Reading	
Class: B8		Class Size:		Sub Strand: Reading	
Content Standard: B8.3.1.1 Understand the main ideas and supporting points in texts		Indicator: B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics			Lesson: 1 of 1
Performance Indicator: Learners can read and understand the main ideas in a text				Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 37					
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	Learners are engaged in narrative texts to create mental pictures to aid understanding. Have learners to read fluently to build confidence. Learners are engaged in meaningful interaction with text and peers. Monitor for understanding and self-correct where necessary. Let learners make connections with what is read to own experiences. <u>Assessment</u> Write a sample passage on the board. Let learners identify the main ideas and supporting points in the text.				Word cards, sentence cards, letter cards, handwriting on a manila card
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.				

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 10

REVISION AND END OF TERM ASSESSMENT

Week Ending: 17-03-2023		Day:	Subject: Ghanaian Language	
Duration: 60MINS			Strand: Customs & Institutions	
Class: B8		Class Size:		Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.			Indicator: Recall and summarize all what they have learnt within the term	
			Lesson: 1 of 1	
Performance Indicator: Learners can recall and summarize all what they have learnt within the term				Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Read and discuss a passage on clan system of their culture. Have learners understand that the clan system is an important aspect of traditional Ghanaian society and culture. In Ghana, a clan is a group of people who are believed to have descended from a common ancestor. Clans are typically organized around a set of shared beliefs, customs, and traditions. Discuss and write the importance of the clan system of their culture. 1. Social organization: <i>Clans provide a sense of identity and belonging for their members. They serve as a social network and support system, providing a sense of community and shared values.</i> 2. Economic organization: <i>Clans often have a system of shared resources and responsibilities, such as land ownership and farming practices. This allows for collective action and cooperation in economic activities.</i> 3. Political organization: <i>In some traditional Ghanaian societies, clan leaders have a role in local governance and decision-making. They may act as mediators in disputes and serve as representatives of their clan to the wider community.</i>			Pictures and charts

	4. Spiritual organization: <i>Clans often have their own set of spiritual beliefs and practices, which are passed down from generation to generation. This can include ancestor worship and other traditional religious practices.</i> <u>Assessment</u> • Discuss the threats to the clan system. • How has the clan system in Ghana contributed to the preservation of traditional knowledge and cultural practices? • What are the similarities and differences between the clan system in Ghana and other traditional social systems around	
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: 17-03-2023		DAY:	Subject: Ghanaian Language	
Duration: 50MINS			Strand: Listening & Speaking	
Class: B8		Class Size:		Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Recall and summarize all what they have learnt within the term		Lesson: I OF I
Performance Indicator: Learners can recall and summarize all what they have learnt within the term			Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 40				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners			
PHASE 2: NEW LEARNING	Revise the lessons on identification of cause and effect using Think-Pair-Share. Select an interesting story to guide the learners do this exercise. Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions. 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. Have learners listen to a story and identify the main ideas and key details. Use questions to guide learners to make generalizations based on the main ideas and key details			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: 17-03-2023		DAY:	Subject: Ghanaian Language	
Duration:			Strand: Reading	
Class: B8		Class Size:	Sub Strand: Sub strands for the term	
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Recall and summarize all what they have learnt within the term		Lesson: 1 of 1
Performance Indicator: Learners can recall and summarize all what they have learnt within the term				Core Competencies: CC 8.3
References : Ghanaian Language Curriculum Pg. 37				
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	Learners are engaged in narrative texts to create mental pictures to aid understanding. Have learners to read fluently to build confidence. Learners are engaged in meaningful interaction with text and peers. Monitor for understanding and self-correct where necessary. Let learners make connections with what is read to own experiences. <u>Assessment</u> Write a sample passage on the board. Let learners identify the main ideas and supporting points in the text.			Word cards, sentence cards, letter cards, handwriting on a manila card
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: 17-03-2023	DAY:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Strands treated for the term	
Class: B8	Class Size:	Sub Strand: Sub strands for the term	
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Preparation towards vacation	Lesson: I of I
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.			Core Competencies: CP 6.5: CI 5.4: CI 5.2:
References : Ghanaian Language Curriculum Pg. 37			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice.		Exercise books, pen, pencils, erasers, Answer sheets.
PHASE 2: NEW LEARNING	Engage learners to arrange themselves properly to sit for the assessment test. Mark learners answer sheets or exercise books. Fill in learner’s SBA books and report cards. Distribute learners answer sheets or exercise books for feedback.		SBA, Assessment Questions and exercise books.