

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 1

Week Ending: 30-06-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: Chieftaincy
Content Standard: B8.1.4.1 Discuss the processes involved in the destooling/ deskinning of a chief or queen mother	Indicator: B8.1.4.1.1 Examine some behaviors that can lead to the destoolment/ deskinment of chiefs and queen mothers.	Lesson: 1 of 1
Performance Indicator: Learners can discuss some behaviors that can lead to the destoolment/ deskinment of chiefs and queen mothers.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 37		
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 destoolment/deskinment. <i>It refers to the removal of a chief or king from their position of authority and leadership. The destoolment process is carried out when a chief is found to have violated traditional customs, failed to uphold their responsibilities, or engaged in actions deemed detrimental to the community.</i> Read and discuss a text on destoolment/deskinment in their traditional area. <u>Example:</u> <i>1. Allegation and Investigation:</i> <i>When allegations of misconduct or misbehavior arise against a chief, concerned individuals within the community bring their concerns to the attention of the kingmakers, elders, or other relevant authorities. A formal investigation is then initiated to gather evidence and establish the veracity of the allegations.</i> <i>2. Traditional Council or Tribunal:</i> <i>The traditional council, comprising elders, kingmakers, and respected members of the community, convenes to review the findings of the investigation. They assess the evidence presented, hear testimonies from witnesses, and deliberate on the matter.</i> <i>3. Due Process and Fair Hearing:</i> <i>It is crucial for the destoolment process to adhere to principles of fairness and justice. The chief facing destoolment is provided an opportunity to present their defense and respond to the allegations against them. This may involve a formal hearing during which the chief can provide witnesses or evidence in their defense.</i>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>4. Decision-Making and Consultation: <i>The traditional council or tribunal carefully weighs the evidence and deliberates on whether the allegations against the chief are substantiated. Consultations may be held with other chiefs, traditional authorities, or spiritual leaders for guidance and consensus-building.</i></p> <p>5. Public Announcement: <i>Once a decision is reached, the outcome is publicly announced. This includes informing the community about the destoolment and the reasons behind it. The announcement is often made by the traditional authorities or spokespersons representing the traditional council.</i></p> <p>6. Rituals and Ceremonies: <i>In some cases, destoolment may involve specific rituals or ceremonies to symbolize the removal of the chief's authority and severance of their connection to the ancestral spirits or gods. These rituals may vary depending on the specific customs and traditions of the Akan traditional area.</i></p> <p>Examine and write behaviors that lead to the destoolment/deskinment of a chief or queenmother among their people. E.g. i. Misuse of property of the people. ii. Disrespect for kingmakers and subjects. iii. Neglect/abuse of tradition.</p> <p><u>Assessment</u> Describe the destoolment/deskinment in a named traditional area.</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.	

Week Ending: 30-06-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking
Class: B8	Class Size:	Sub Strand: Tone
Content Standard: B8.2.4.1 Recognize changes in meaning due to tone contrast	Indicator: B8.2.4.1.1 Establish the meaning of words when the tone on the syllables in a word changes	Lesson: 1 OF 1
Performance Indicator: Learners can make meaning of words when the tone on the syllables in a word changes.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 41		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by asking learners if they are familiar with the concept of tone in language. Discuss their prior knowledge and understanding of tone.</p> <p>Explain that tone refers to the pitch, stress, or emphasis placed on syllables within words, and it can alter the meaning or intention of a word.</p> <p>Share examples of words with varying tones, such as "content" (when pronounced with a rising tone) and "content" (when pronounced with a falling tone).</p>	
PHASE 2: NEW LEARNING	<p>Display a list of words with different tones on the board.</p> <p>Pronounce each word with different tones, emphasizing the syllables with changes in pitch, stress, or emphasis.</p> <p>Ask learners to identify the differences in meaning that result from changes in tone. Discuss their observations as a class.</p> <p>Provide learners with a new set of words and ask them to work in pairs or small groups.</p> <p>Instruct each group to analyze the words and identify how changes in tone on syllables can affect the meaning.</p> <p>Encourage learners to discuss and compare their findings, focusing on the specific syllables and the resulting shifts in meaning.</p> <p>Distribute index cards or small pieces of paper to each student.</p> <p>Write down a word on the board and ask learners to identify and write the different tones they can produce for that word.</p> <p>Have learners exchange their cards with a partner and attempt to pronounce the word with the identified tones.</p> <p><u>Assessment</u></p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>Read each word below and identify the different tones that can be applied to the word to change its meaning.</p> <p>"ɔkra", "tɛne", "fa", "nna", "bo",</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: 30-06-2023	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading	
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.		Indicator: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 43			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Read longer texts and summarize main and supporting ideas.</p> <p>Give learners longer passages that are interesting to read.</p> <p>Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs</p> <p>Allow learners to read and discuss the ideas in the passage.</p> <p>Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph.</p> <p>Give learners longer passages that are interesting to read.</p> <p>Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</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>		

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WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 07-07-2023	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B8	Class Size:	Sub Strand: Adverbs	
Content Standard: B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions		Indicator: B8.4.3.1.2 Identify and use adverbs appropriately in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can identify and use adverbs appropriately in sentences.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 46			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by reviewing with learners what an adverb is. Remind them that an adverb is a word that modifies or describes a verb, an adjective, or another adverb.</p> <p>Write the sentence "She sings beautifully" on the board.</p> <p>Ask learners to identify the adverb in the sentence and explain what it modifies.</p>		
PHASE 2: NEW LEARNING	<p>Introduce sentence strips with examples of adverbs, such as "quickly, slowly, very, well, often."</p> <p>Read each sentence aloud and discuss the adverbs and what they modify in the sentence.</p> <p>Explain that adverbs add more information to verbs, adjectives, or other adverbs, such as how, when, where, or to what extent.</p> <p>Divide the class into small groups.</p> <p>Give each group a set of picture cards or objects representing different actions, situations, or qualities (e.g., running, a rainy day, a beautiful sunset).</p> <p>Instruct the groups to take turns creating sentences using adverbs to describe the actions, situations, or qualities depicted in their picture cards or objects.</p> <p>Encourage learners to use a range of adverbs to modify different aspects of their sentences</p> <p>Let them determine the functions of adverbs in sentences. Identify and classify adverbs in a given text.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Have learners construct compound sentences using adverbs.</p> <p><u>Assessment</u></p> <p>Read each sentence below. Identify the adverb in each sentence and write it on the line provided. Then, indicate what the adverb is modifying by writing "V" for verb, "Adj" for adjective, or "Adv" for adverb.</p> <p>1. The dog barked loudly. Adverb: <u>loudly</u> Modifying: <u>V</u></p> <p>2. She danced gracefully. Adverb: _____ Modifying: _____</p> <p>3. He speaks very softly. Adverb: _____ Modifying: _____</p> <p>4. They often visit their grandparents. Adverb: _____ Modifying: _____</p> <p>5. The car moved quickly. Adverb: _____ Modifying: _____</p> <p>6. The learners worked diligently. Adverb: _____ Modifying: _____</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: 07-07-2023		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: B6.5.1.1.1 Write a persuasive essay on a given topic.	Lesson: 1 OF 1
Performance Indicator: Learners can discuss the process of writing speeches, letter to the press and reports		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	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Discuss ways that persuasion can be achieved. Discuss some vocabularies that are used in persuasion and write some on the board.</p> <p>Discuss with learners how to write persuasive essays by looking at structure and content. Let learners write a persuasive essay on a given topics.</p> <p>Discuss with learners situations that can occur in the home or school or community.</p> <p>Let learners describe any of the situations in groups and say to the class.</p> <p>Discuss with learners how to write descriptive composition. Lead learners to compose a descriptive essay about a situation</p>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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: 07-07-2023	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: B8.6.1.2.1 Discuss how writers use language to create effect in drama.	Lesson: 1 of 1
Performance Indicator: Learners can discuss how writers use language to create effect in drama.		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	Discuss how writers use language to create characters in drama, giving examples from the text. Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of drama. Discuss the ways writers use language to create settings for different effects in drama. Discuss how writers use language to create mood and tone in drama. Discuss the ways writer's structure texts in drama.	Word cards, sentence cards, letter cards, Learners Reading Books
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: 14-07-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: Chieftaincy
Content Standard: B8.1.4.1 Discuss the processes involved in the destooling/ deskinning of a chief or queen mother	Indicator: B8.1.4.1.2 Discuss the processes involved in the destoolment/ deskinment of a chief or a queenmother.	Lesson: 1 of 1
Performance Indicator: Learners can discuss the processes involved in the destoolment/ deskinment of a chief or a queenmother.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 37		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners what they know about the roles of chiefs and queenmothers in Ghana.</p> <p>Discuss the significance of chieftaincy in Ghanaian culture and how chiefs and queenmothers play important roles in their communities.</p> <p>Share performance indicators with learners, stating that they will explore the processes of destoolment/ deskinment and the advantages and disadvantages associated with it.</p>	
PHASE 2: NEW LEARNING	<p>Explain that destoolment/deskinment refers to the removal of a chief or queenmother from their position of authority.</p> <p>Discuss the processes involved in destoolment/ deskinment, including the following steps:</p> <ul style="list-style-type: none"> • <i>Accusation: Someone or a group raises allegations against the chief or queenmother, such as abuse of power, misconduct, or failure to fulfill their responsibilities.</i> • <i>Investigation: A traditional council or relevant authorities conduct an investigation to assess the validity of the accusations.</i> • <i>Trial: If the investigation finds the chief or queenmother guilty, a trial is held to allow both parties to present their cases and evidence.</i> • <i>Judgment: The traditional council or relevant authorities make a decision on whether to destool/deskin the chief or queenmother based on the evidence and trial proceedings.</i> 	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>Divide the class into small groups and provide each group with a set of advantages and disadvantages related to destoolment/deskinment.</p> <p>Learners in their groups discuss and evaluate the advantages and disadvantages, considering the impact on the community and the individuals involved.</p> <p>Have each group share their findings with the class, and discuss to explore different perspectives and opinions.</p> <p>Show pictures or illustrations representing Ghanaian chieftaincy to help learners visualize the cultural context.</p> <p>Discuss the importance of chiefs and queenmothers in Ghanaian society, including their roles in governance, conflict resolution, and cultural preservation.</p> <p><u>Assessment</u> Learners in groups role play destoolment/deskinment of a chief among their people.</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: 14-07-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking
Class: B8	Class Size:	Sub Strand: Tone
Content Standard: B8.2.4.1 Recognize changes in meaning due to tone contrast	Indicator: B8.2.4.1.1 Establish the meaning of words when the tone on the syllables in a word changes	Lesson: 1 OF 1
Performance Indicator: Learners can make meaning of words when the tone on the syllables in a word changes.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 41		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by asking learners if they are familiar with the concept of tone in language. Discuss their prior knowledge and understanding of tone.</p> <p>Explain that tone refers to the pitch, stress, or emphasis placed on syllables within words, and it can alter the meaning or intention of a word.</p> <p>Share examples of words with varying tones, such as "content" (when pronounced with a rising tone) and "content" (when pronounced with a falling tone).</p>	
PHASE 2: NEW LEARNING	<p>Display a list of words with different tones on the board.</p> <p>Pronounce each word with different tones, emphasizing the syllables with changes in pitch, stress, or emphasis.</p> <p>Ask learners to identify the differences in meaning that result from changes in tone. Discuss their observations as a class.</p> <p>Provide learners with a new set of words and ask them to work in pairs or small groups.</p> <p>Instruct each group to analyze the words and identify how changes in tone on syllables can affect the meaning.</p> <p>Encourage learners to discuss and compare their findings, focusing on the specific syllables and the resulting shifts in meaning.</p> <p>Distribute index cards or small pieces of paper to each learners.</p> <p>Write down a word on the board and ask learners to identify and write the different tones they can produce for that word.</p> <p>Have learners exchange their cards with a partner and attempt to pronounce the word with the identified tones.</p> <p><u>Assessment</u></p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>Read each word below and identify the different tones that can be applied to the word to change its meaning.</p> <p>"ɔkra", "tɛne", "fa", "nna", "bo",</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: 14-07-2023	DAY:	Subject: Ghanaian Language
Duration:	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	Indicator: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		Core Competencies: CC 8.3
References : Ghanaian Language Curriculum Pg. 43		
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	Read longer texts and summarize main and supporting ideas. Give learners longer passages that are interesting to read. Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs Allow learners to read and discuss the ideas in the passage. Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph. Give learners longer passages that are interesting to read. Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically	Word cards, sentence cards, letter cards, handwriting on a manila card
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: 21-07-2023	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B8	Class Size:	Sub Strand: Adverbs	
Content Standard: B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions		Indicator: B8.4.3.1.2 Identify and use adverbs appropriately in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can identify and use adverbs appropriately in sentences.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 46			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by reviewing with learners what an adverb is. Remind them that an adverb is a word that modifies or describes a verb, an adjective, or another adverb.</p> <p>Write the sentence "She sings beautifully" on the board.</p> <p>Ask learners to identify the adverb in the sentence and explain what it modifies.</p>		
PHASE 2: NEW LEARNING	<p>Introduce sentence strips with examples of adverbs, such as "quickly, slowly, very, well, often."</p> <p>Read each sentence aloud and discuss the adverbs and what they modify in the sentence.</p> <p>Explain that adverbs add more information to verbs, adjectives, or other adverbs, such as how, when, where, or to what extent.</p> <p>Divide the class into small groups.</p> <p>Give each group a set of picture cards or objects representing different actions, situations, or qualities (e.g., running, a rainy day, a beautiful sunset).</p> <p>Instruct the groups to take turns creating sentences using adverbs to describe the actions, situations, or qualities depicted in their picture cards or objects.</p> <p>Encourage learners to use a range of adverbs to modify different aspects of their sentences</p> <p>Let them determine the functions of adverbs in sentences. Identify and classify adverbs in a given text.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Have learners construct compound sentences using adverbs.</p> <p><u>Assessment</u></p> <p>Read each sentence below. Identify the adverb in each sentence and write it on the line provided. Then, indicate what the adverb is modifying by writing "V" for verb, "Adj" for adjective, or "Adv" for adverb.</p> <p>1. The dog barked loudly. Adverb: <u>loudly</u> Modifying: <u>V</u></p> <p>2. She danced gracefully. Adverb: _____ Modifying: _____</p> <p>3. He speaks very softly. Adverb: _____ Modifying: _____</p> <p>4. They often visit their grandparents. Adverb: _____ Modifying: _____</p> <p>5. The car moved quickly. Adverb: _____ Modifying: _____</p> <p>6. The learners worked diligently. Adverb: _____ Modifying: _____</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: 21-07-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Composition Writing
Class: B8	Class Size:	Sub Strand: Informative Writing
Content Standard: B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		Indicator: B6.5.1.1.1 Write a persuasive essay on a given topic.
		Lesson: 1 OF 1
Performance Indicator: Learners can Discuss the process of writing speeches, letter to the press and reports and write good reports on various activities		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	Play a recorded speech to learners and discuss the speech. Teach learners how to write speeches and letters to the press. Assist learners to understand the process of writing speeches, letter to the press, and reports. Show a sample speech written to press or report. Discuss the vocabularies and structure of the report. Guide learners to write speeches, letter to the press and reports using controlled composition. Discuss various activities on which reports can be written. Select an activity and write a sample report on the board; involve learners. Guide learners to write good reports on various activities.	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: 21-07-2023	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading	
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.		Indicator: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 43			
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	Read longer texts and summarize main and supporting ideas. Give learners longer passages that are interesting to read. Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs Allow learners to read and discuss the ideas in the passage. Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph. Give learners longer passages that are interesting to read. Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically	Word cards, sentence cards, letter cards, handwriting on a manila card	
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: 28-07-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Customs & Institutions
Class: B8	Class Size:	Sub Strand: Chieftaincy
Content Standard: B8.1.4.1 Discuss the processes involved in the destooling/ deskinning of a chief or queen mother	Indicator: B8.1.4.1.3 Compare and contrast the destoolment/deskinment processes among their people and other cultures of Ghana	Lesson: 1 of 1
Performance Indicator: Learners can compare and contrast the destoolment/deskinment processes among their people and other cultures of Ghana		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 38		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Engage learners in a discussion about the concept of chieftaincy in Ghanaian cultures.</p> <p>Ask learners if they are familiar with the process of destoolment/deskinment and invite them to share their knowledge or experiences.</p> <p>Explain that today's lesson will focus on the destoolment/deskinment process in various Ghanaian cultures and the similarities and differences among them.</p>	
PHASE 2: NEW LEARNING	<p>Provide information about destoolment/deskinment in different Ghanaian cultures.</p> <p>Lead a class discussion, highlighting the key aspects of the process, including the reasons for destoolment/deskinment and the procedures involved.</p> <p>Learners share their insights, experiences, or any cultural knowledge they have about destoolment/deskinment in their own ethnic group.</p> <p>Divide the class into small groups and assign each group two Ghanaian cultures to focus on.</p> <p>In their groups, learners should discuss and compare the destoolment/deskinment processes of the assigned cultures, noting the similarities and differences.</p> <p>Have each small group present their findings to the class, summarizing the destoolment/deskinment processes of the assigned cultures and highlighting the similarities and differences they discovered.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<u>Assessment</u> Learners to individually write a comparative analysis on the destoolment/deskinment process of their own ethnic group and another Ghanaian culture of their choice.	
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: 28-07-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking
Class: B8	Class Size:	Sub Strand: Presentation
Content Standard: B8.2.6.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.6.1.1 Develop and modify their language in narrating some selected daily activities.
		Lesson: 1 OF 1
Performance Indicator: Learners can narrate some selected daily activities		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 42		
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	Narrate what you do at home every Saturday. Describe what you saw on your last visit to a market. Draw and discuss a scenery on a given topic (e.g.: fishing, farming, weaving, etc.). Describe a visit to the hospital. Describe a scene at a lorry station.	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: 28-07-2023	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading	
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.		Indicator: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 43			
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	Read longer texts and summarize main and supporting ideas. Give learners longer passages that are interesting to read. Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs Allow learners to read and discuss the ideas in the passage. Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph. Give learners longer passages that are interesting to read. Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically	Word cards, sentence cards, letter cards, handwriting on a manila card	
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.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 6

Week Ending: 04-08-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage
Class: B8	Class Size:	Sub Strand: Conjunctions
Content Standard: B8.4.3.1 Demonstrate knowledge and understanding of verbs, conjunctions.	Indicator: B8.4.3.1.3 Identify and use conjunctions in an increasing range of texts appropriately and correctly.	Lesson: 1 of 1
Performance Indicator: Learners can identify and use conjunctions appropriately in sentences.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 46		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Begin the lesson by discussing the importance of conjunctions.</p> <p>Explain that conjunctions are words that join words, phrases, or clauses together to form coherent sentences.</p> <p>Provide examples of common conjunctions and their meanings.</p> <p>Display a list of conjunction word cards on the board or distribute them to the students.</p> <p>Review the meaning and usage of each conjunction word. Ask students to identify any familiar conjunctions and share their meanings or provide example sentences using those conjunctions.</p> <p>Provide sentence with missing conjunctions.</p> <p>In pairs or small groups, ask students to select an appropriate conjunction from the provided word cards and complete the sentences.</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: 04-08-2023	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.
Performance Indicator: Learners can identify and produce the basic tones in their language		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: 04-08-2023	DAY:	Subject: Ghanaian Language
Duration:	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	Indicator: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		Core Competencies: CC 8.3
References : Ghanaian Language Curriculum Pg. 43		
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	Read longer texts and summarize main and supporting ideas. Give learners longer passages that are interesting to read. Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs Allow learners to read and discuss the ideas in the passage. Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph. Give learners longer passages that are interesting to read. Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically.	Word cards, sentence cards, letter cards, handwriting on a manila card
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: 04-08-2023	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: B8.6.1.2.1 Discuss how writers use language to create effect in drama.	Lesson: 1 of 1
Performance Indicator: Learners can discuss how writers use language to create effect in drama.		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	Discuss how writers use language to create characters in drama, giving examples from the text. Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of drama. Discuss the ways writers use language to create settings for different effects in drama. Discuss how writers use language to create mood and tone in drama. Discuss the ways writer's structure texts in drama.	Word cards, sentence cards, letter cards, Learners Reading Books	
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.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 7

Week Ending: 11-08-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Composition Writing
Class: B8	Class Size:	Sub Strand: Informative 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 Write good reports on various activities..
		Lesson: 1 of 1
Performance Indicator: Learners can develop coherent essays using the features of given text types.		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	<p>Revise with learners on the previous lesson.</p> <p>Ask learners about their previous experiences with field trips and what they enjoyed most or found most interesting.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Show a sample field trip report (if available) to the class or read an excerpt from one.</p> <p>Discuss its structure, including the introduction, main body, and conclusion.</p> <p>Explain the key elements that should be included in a field trip report, such as the purpose of the trip, the destination, activities, observations, and personal reflections.</p> <p>Choose a recent field trip that the learners have taken or a hypothetical one for demonstration purposes.</p> <p>Brainstorm and create an outline for the field trip report on the whiteboard. This outline should include the key elements discussed earlier.</p> <p>Instruct the learners to open their notebooks and begin writing their own field trip reports based on the outline created.</p> <p>Encourage learners to use descriptive language and vivid details to make their reports more engaging.</p> <p>Circulate around the classroom to provide support, answer questions, and offer guidance.</p>	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: 11-08-2023	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B8	Class Size:	Sub Strand: Presentation	
Content Standard: B8.2.6.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.6.1.1 Develop and modify their language in narrating some selected daily activities.	Lesson: 1 OF 2
Performance Indicator: Learners can discuss causes of accidents in the environment		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	Through brainstorming, ask learners to say some of the causes of accidents. Show learners a picture of a fallen tree. Ask learners what they think caused the tree to fall. Put learners in groups and give each group specific accident scene and ask the learners to brainstorm the causes. Each group should discuss with the class the causes for each given accident.	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: 11-08-2023	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B8	Class Size:	Sub Strand: Fluency	
Content Standard: B8.3.1.1 Understand the main ideas and supporting points in texts		Indicator: B8.3.1.1.1 Recognize topic sentences in each paragraph	Lesson: 1 of 3
Performance Indicator: Learners can recognize topic sentences in each paragraph and re-write the main ideas in a passage in a logical order		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	Give learners longer passages that are interesting to read. Allow learners to read and discuss the ideas in the passage. Discuss topic sentences with learners. Help learners recognize topic sentences in each paragraph Give learners longer passages that are interesting to read. Put learners in groups and help them to recognize the main ideas in each paragraph of the passages. Let learners re-write the main ideas from a passage logically.	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.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 8

Week Ending: 18-08-2023		Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage	
Class: B8	Class Size:	Sub Strand: Conjunctions	
Content Standard: B8.4.3.1 Demonstrate knowledge and understanding of verbs, conjunctions.		Indicator: B8.4.3.1.3 Identify and use conjunctions in an increasing range of texts appropriately and correctly.	Lesson: 1 of 1
Performance Indicator: Learners can identify and use conjunctions appropriately in sentences.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 46			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Revise with learners to provide examples of common conjunctions like 'and', 'but', 'so', 'or', 'yet', 'then', 'while', 'nor'.</p> <p>Show learners examples of sentences with conjunctions and without.</p> <p>Demonstrate how conjunctions can help make writing more cohesive and clear. Use a presentation, flashcards, or a whiteboard for visual aids.</p> <p>Divide the class into small groups. Provide each group with a list of conjunctions. Ask them to create their own sentences using each conjunction. Afterwards, have each group share their sentences with the class.</p> <p>Choose a passage from their readers and have learners identify all the conjunctions. Discuss how the conjunctions are used in the context of the passage and why the author might have chosen to use them.</p> <p>Have learners create short dialogues or scenes in pairs or small groups, using a certain number of conjunctions. This activity can be fun and engaging, allowing learners to see how conjunctions are used in everyday speech</p> <p><u>Assessment</u> Identify the correct conjunction to complete each sentence. Choose from the options provided in the brackets. Write the correct conjunction in the blank space.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>1. She loves to read, _____ her brother prefers playing video games. (and / but)</p> <p>2. The weather was sunny _____ warm, so we decided to go to the beach. (and / but)</p> <p>3. He studied hard for the exam _____ still couldn't get a good grade. (and / yet)</p> <p>4. Sarah wanted to go shopping, _____ her friends wanted to see a movie. (so / but)</p> <p>5. They were hungry _____ tired after the long hike. (and / so)</p> <p>6. He finished his homework _____ went out to play with his friends. (but / then)</p> <p>7. I love both chocolate _____ vanilla ice cream. (and / or)</p> <p>8. She neither likes to swim _____ dive. (or / nor)</p> <p>9. The movie was entertaining, _____ the ending was a bit disappointing. (yet / but)</p> <p>10. The concert tickets were expensive, _____ we decided to go anyway. (so / and)</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: 18-08-2023	DAY:	Subject: Ghanaian Language
Duration:	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading
Content Standard: B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	Indicator: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		Core Competencies: CC 8.3
References : Ghanaian Language Curriculum Pg. 43		
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	Read longer texts and summarize main and supporting ideas. Give learners longer passages that are interesting to read. Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs Allow learners to read and discuss the ideas in the passage. Discuss topic sentences with learners. Help learners to recognize topic sentences in each paragraph. Give learners longer passages that are interesting to read. Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically.	Word cards, sentence cards, letter cards, handwriting on a manila card
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: 18-08-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Composition Writing
Class: B8	Class Size:	Sub Strand: Informative 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 Write good reports on various activities.
Performance Indicator: Learners can develop coherent essays using the features of given text types.		Lesson: 1 of 1
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 what was studied in the previous lesson. Share the performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Write this question on the board; “The Impact of Climate Change on Our Planet” Brainstorm learners to explain the basic concept of climate change and its primary cause. Divide the class into small groups and have each group discuss one aspect of climate change, such as rising sea levels, extreme weather patterns, or impact on biodiversity. Each group should prepare a short presentation on their findings. Hand out copies of the informative text on "The Impact of Climate Change on Our Planet". Have learners read the text, either individually or as a class. Initiate a class discussion on the topic, encouraging learners to share their thoughts and feelings about the issue. Ask learners to write an essay on how they can contribute to reducing climate change in their daily lives. <u>Assessment</u> Learners in groups write a Biography on a Historical Figure.	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.	

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 9

Week Ending: 25-08-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		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: B8.2.2.1.2. Listen to and discuss the ideas and share opinions from a level-appropriate text	Lesson: 1 of 1
Performance Indicator: Learners can listen to and discuss the ideas and share opinions from a level-appropriate text		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	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Play a clip from a talk show where there's a debate or discussion on a particular topic.</p> <p>Learners should identify the topic, the main arguments presented, and any interesting or surprising information.</p> <p>Discuss as a class: Did they agree with the opinions presented? Why or why not?</p> <p>Play a short news clip. Learners should jot down key events, facts, or statements.</p> <p>Discuss the news: What happened? Why is it important? Share opinions on the event.</p> <p>Divide learners into small groups. Each group is given a different audio clip to listen to and then discuss.</p> <p>They should identify the main points, any supporting details, and form an opinion on the content.</p> <p>Each group will then share their findings and opinions with the class.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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: 25-08-2023		DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking	
Class: B8	Class Size:	Sub Strand: Presentation	
Content Standard: B8.2.6.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.6.1.1 Develop and modify their language in narrating some selected daily activities.	Lesson: 1 OF 1
Performance Indicator: Learners can develop and modify their language in narrating some selected daily activities		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	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Present facts about the current state of deforestation in Ghana.</p> <p>Discuss the implications on the environment and the people.</p> <p>Share a short case study of a specific area in Ghana affected by deforestation.</p> <p>Begin with a question: "How does culture and law impact same-sex marriages in different countries?"</p> <p>Discuss the current legal status of same-sex marriage in Ghana.</p> <p>Explore cultural attitudes towards the LGBTQ+ community in Ghana.</p> <p>Share a personal story (if available) or discuss global implications.</p> <p>Divide learners into small groups. Each group will discuss one of the topics and think about potential solutions or ways to raise awareness about the issue.</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: 25-08-2023	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: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		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	Engage learners with a question: "Why do we need to summarize?" Break down the summarization process into steps: reading, identifying main ideas, key details, and creating a concise summary. Discuss the difference between summarizing and paraphrasing. Provide a long passage related to a relevant topic. Instruct learners to read the passage carefully and mark or underline key points, main ideas, and supporting details. Discuss what main ideas and key details are. Guide learners on how to differentiate between main ideas and supporting details. <u>Assessment</u> Divide learners into small groups. Distribute a different passage to each group. Instruct each group to read their passage, identify main ideas, key details, and collaboratively create a summary.	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.	

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 10

Week Ending: 01-09-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		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: B8.2.2.1.2. Listen to and discuss the ideas and share opinions from a level-appropriate text	Lesson: 1 of 1
Performance Indicator: Learners can listen to and discuss the ideas and share opinions from a level-appropriate text		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	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Play a clip from a talk show where there's a debate or discussion on a particular topic.</p> <p>Learners should identify the topic, the main arguments presented, and any interesting or surprising information.</p> <p>Discuss as a class: Did they agree with the opinions presented? Why or why not?</p> <p>Play a short news clip. Learners should jot down key events, facts, or statements.</p> <p>Discuss the news: What happened? Why is it important? Share opinions on the event.</p> <p>Divide learners into small groups. Each group is given a different audio clip to listen to and then discuss.</p> <p>They should identify the main points, any supporting details, and form an opinion on the content.</p> <p>Each group will then share their findings and opinions with the class.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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: 01-09-2023	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking
Class: B8	Class Size:	Sub Strand: Presentation
Content Standard: B8.2.6.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.6.1.1 Develop and modify their language in narrating some selected daily activities.
Performance Indicator: Learners can develop and modify their language in narrating some selected daily activities		Lesson: 1 OF 1
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	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Present facts about the current state of deforestation in Ghana.</p> <p>Discuss the implications on the environment and the people.</p> <p>Share a short case study of a specific area in Ghana affected by deforestation.</p> <p>Begin with a question: "How does culture and law impact same-sex marriages in different countries?"</p> <p>Discuss the current legal status of same-sex marriage in Ghana.</p> <p>Explore cultural attitudes towards the LGBTQ+ community in Ghana.</p> <p>Share a personal story (if available) or discuss global implications.</p> <p>Divide learners into small groups. Each group will discuss one of the topics and think about potential solutions or ways to raise awareness about the issue.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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: 01-09-2023	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: B8.3.1.1.2 Summarize long passages read	Lesson: 1 of 1
Performance Indicator: Learners can summarize long passages read		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	Engage learners with a question: "Why do we need to summarize?" Break down the summarization process into steps: reading, identifying main ideas, key details, and creating a concise summary. Discuss the difference between summarizing and paraphrasing. Provide a long passage related to a relevant topic. Instruct learners to read the passage carefully and mark or underline key points, main ideas, and supporting details. Discuss what main ideas and key details are. Guide learners on how to differentiate between main ideas and supporting details. <u>Assessment</u> Divide learners into small groups. Distribute a different passage to each group. Instruct each group to read their passage, identify main ideas, key details, and collaboratively create a summary.	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.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 11

REVISION AND END OF TERM ASSESSMENT

Week Ending: 08-09-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Strands 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: 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. 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	Play a clip from a talk show where there's a debate or discussion on a particular topic. Learners should identify the topic, the main arguments presented, and any interesting or surprising information. Discuss as a class: Did they agree with the opinions presented? Why or why not? Play a short news clip. Learners should jot down key events, facts, or statements. Discuss the news: What happened? Why is it important? Share opinions on the event. Divide learners into small groups. Each group is given a different audio clip to listen to and then discuss. They should identify the main points, any supporting details, and form an opinion on the content. Each group will then share their findings and opinions with the class.	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: 08-09-2023	DAY:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Strands 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: Recall and summarize all what they have learnt within the term
Performance Indicator: Learners can 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. 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	Present facts about the current state of deforestation in Ghana. Discuss the implications on the environment and the people. Share a short case study of a specific area in Ghana affected by deforestation. Begin with a question: "How does culture and law impact same-sex marriages in different countries?" Discuss the current legal status of same-sex marriage in Ghana. Explore cultural attitudes towards the LGBTQ+ community in Ghana. Share a personal story (if available) or discuss global implications. Divide learners into small groups. Each group will discuss one of the topics and think about potential solutions or ways to raise awareness about the issue.	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: 08-09-2023	DAY:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Strands 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: 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. 48		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners with a question: "Why do we need to summarize?"</p> <p>Break down the summarization process into steps: reading, identifying main ideas, key details, and creating a concise summary.</p> <p>Discuss the difference between summarizing and paraphrasing.</p> <p>Provide a long passage related to a relevant topic. Instruct learners to read the passage carefully and mark or underline key points, main ideas, and supporting details.</p> <p>Discuss what main ideas and key details are. Guide learners on how to differentiate between main ideas and supporting details.</p> <p><u>Assessment</u> Divide learners into small groups.</p> <p>Distribute a different passage to each group. Instruct each group to read their passage, identify main ideas, key details, and collaboratively create a summary.</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>	