

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 9

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

	<p>Provide each group with a set of sentences with adverbs placed randomly.</p> <p>Instruct them to reconstruct the sentences with correct adverb placement.</p> <p>Pair up learners and provide each pair with a list of adverbs.</p> <p>Instruct them to create sentences, paying attention to the placement of adverbs to convey specific meanings. Circulate and provide support as needed.</p> <p>Assign an exercise where learners individually practice placing adverbs in sentences to convey different meanings.</p> <p>Provide a mix of sentences for them to work on. Collect and review their responses.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:	Subject: Ghanaian Language	
Duration: 50MINS			Strand: Composition Writing	
Class: B9		Class Size:	Sub Strand: Letter Writing	
Content Standard: B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types		Indicator: B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.		Lesson: 1 OF 1
Performance Indicator: Learners can comprehend and discuss the process in writing good semi-formal letters.			Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 55				
New words:				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Discuss letter writing and its structure with learners. Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters. Explain to learners the structure of semi-formal letters. Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter. Assist learners to understand the process in writing good semi-formal letters.			Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.			

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Literature	
Class: B9	Class Size:	Sub Strand: Literature	
Content Standard: B9.6.1.2 Demonstrate knowledge and understanding in the writer’s use of language in a prose, poetry and drama texts.		Indicator: B9.6.1.2.1. Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.	Lesson: 1 of 1
Performance Indicator: Learners can analyze how writers use settings to create different effects in prose, poetry, and drama.		Core Competencies:	
References : Ghanaian Language Curriculum Pg. 65			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Begin with an engaging activity. Provide learners with excerpts from different texts and ask them to identify and note down details about the settings described. Encourage them to work in pairs or small groups to discuss their findings. Share and discuss the settings identified as a class. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Define the concept of setting in literature and its significance in shaping the overall narrative. Discuss how settings contribute to the atmosphere, mood, and context of a story, poem, or play. Introduce the idea that settings can be dynamic and play a role in the development of characters and plot. Divide the class into small groups and provide each group with excerpts from prose, poetry, and drama. Instruct groups to analyze how the settings contribute to the overall effect of the text.		Excerpts from various texts representing prose, poetry, and drama.

	<p>Encourage discussion on the atmosphere created, the role of imagery, and the impact on the reader or audience.</p> <p>Invite each group to share their findings with the entire class.</p> <p>Use the whiteboard or chart paper to create a visual representation of key points related to settings.</p> <p>Encourage learners to ask questions and engage in a collaborative discussion.</p> <p>Ask learners to individually reflect on a memorable setting from a book, poem, or play they have read.</p> <p>Instruct them to write a short paragraph explaining how the setting influenced their experience of the text.</p>	
<p>PHASE 3:</p> <p>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>	