

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

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

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