

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>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<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.	