

# SECOND TERM

## WEEKLY LESSON NOTES – B9

### WEEK I

<b>Week Ending:</b> 12-01-2024	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Verbs	
<b>Content Standard:</b> B9.4.3.1. Exhibit knowledge and understanding of the use of auxiliary verbs		<b>Indicator:</b> B9.4.3.1.1 Discuss auxiliary verbs in sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify different types of verbs in a passage, specifically focusing on auxiliary verbs.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 63			
<b>New words :</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Present a short, engaging passage on the board or distribute copies to learners.</p> <p>Ask learners to identify and underline verbs as quickly as possible.</p> <p>Encourage peer discussion on the types of verbs they found.</p> <p>Discuss their findings as a class, focusing on the different types of verbs identified.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss the basic definition of verbs.</p> <p>Introduce the main types of verbs: action verbs, linking verbs, and helping (auxiliary) verbs.</p> <p>Provide examples of each type and discuss their functions in a sentence.</p> <p>Divide learners into small groups and provide each group with a different text passage.</p> <p>Ask each group to identify and categorize the verbs in the passage (action, linking, or helping).</p> <p>Each group creates a chart paper display showing examples of the identified verbs and their functions.</p> <p>Discuss auxiliary verbs (helping verbs) and their role in a sentence.</p>	Text passage with varied verbs.	

	<p>Provide examples of common auxiliary verbs (e.g., be, have, do) and explain how they support the main verb.</p> <p>Ask learners to share sentences where auxiliary verbs are used.</p> <p>Distribute individual or group copies of a worksheet with prompts requiring the use of auxiliary verbs.</p> <p>Learners construct sentences using the provided prompts and share their sentences with peers.</p> <p><u>Assessment</u> Read the following passage and identify the verbs present.</p> <p><i>"The sun shone brightly over the calm ocean. Seagulls flew gracefully in the clear sky. The waves crashed gently against the shore. As the day progressed, families built sandcastles, and friends played beach volleyball. At sunset, the sky painted itself in vibrant hues, creating a breathtaking view."</i></p>	
<p><b>PHASE 3: REFLECTION</b></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>	

<b>Week Ending:</b> 12-01-2024	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative Writing
<b>Content Standard:</b> 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		<b>Indicator:</b> 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.
		<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can develop their creative writing skills by crafting an imaginative and engaging longer story.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 55		
<b>New words:</b> plot, characters, setting		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Display an intriguing image on the whiteboard.</p> <p>Ask learners to observe the image and note down initial thoughts, feelings, or story ideas it inspires.</p> <p>Facilitate a brief class discussion, encouraging learners to share their interpretations.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss the key elements of imaginative writing, such as plot, characters, setting, and descriptive language.</p> <p>Share excerpts from well-known imaginative stories, focusing on how authors create vivid and engaging worlds.</p> <p>Divide learners into small groups. Provide each group with large chart paper and markers.</p> <p>Ask groups to brainstorm ideas for their imaginative stories, focusing on plot, characters, and setting.</p> <p>Learners outline their individual stories, incorporating the ideas generated during group brainstorming.</p> <p>Emphasize the importance of a well-developed plot, interesting characters, and descriptive language.</p> <p>Learners begin writing their imaginative stories based on their individual plans.</p> <p>Encourage creativity, reminding them to focus on descriptive language and engaging storytelling.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Week Ending:</b> 12-01-2024		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Literature	
<b>Content Standard:</b> B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.		<b>Indicator:</b> B9.6.1.2.1. Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can analyze the different approaches to characterization in prose, poetry, and drama texts.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References :</b> Ghanaian Language Curriculum Pg. 65			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Display a chart with columns labeled "Prose," "Poetry," and "Drama."</p> <p>Ask learners to brainstorm characteristics of well-developed characters in each genre.</p> <p>Facilitate a brief class discussion, encouraging learners to share their ideas on what makes a character memorable in different types of texts.</p> <p>Share the performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Define characterization and explain its importance in literature.</p> <p>Discuss the key elements of characterization, including direct and indirect characterization.</p> <p>Provide brief examples of well-known characters from various genres.</p> <p>Divide learners into small groups and provide each group with an excerpt from a prose, poetry, or drama text.</p> <p>Ask each group to analyze how the author or playwright develops characters in the given text.</p> <p>Encourage discussion on the use of dialogue, actions, and descriptions in character development.</p> <p>Each group shares their analysis with the class.</p> <p>Facilitate a discussion on commonalities and differences in character development across prose, poetry, and drama.</p>	Examples of prose, poetry, and drama texts with strong characterizations	

	Encourage learners to identify unique techniques used in each genre.	
<b>PHASE 3: REFLECTION</b>	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.	