FAYOL INC. 0547824419

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 5

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| **Week Ending:** 16-02-2024 | | **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 identify adverbs in texts and construct sentences with two or three adverbs, focusing on proper usage. | | | | | **Core Competencies:**  CC 7.3: CC 8.2: DL 5.3: | | |
| **Reference:** Ghanaian Language Curriculum Pg. 63 | | | | | | | |
| **New words :** | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin with an interactive activity. Provide learners with a short text excerpt and ask them to identify adverbs.  Encourage them to work in pairs or small groups to find and underline adverbs in the text.  Discuss their findings as a class, noting the diversity of adverbs identified.  Share performance indicators with learners and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Review the definition of adverbs and their role in providing additional information about verbs, adjectives, or other adverbs.  Discuss the common types of adverbs, such as adverbs of manner, frequency, time, and degree.  Divide the class into small groups and provide each group with a set of sentence strips or index cards.  On each card, write a simple sentence without an adverb (e.g., "She ran.").  Instruct groups to collaboratively add two or three adverbs to each sentence, discussing their choices.  Invite each group to share one or two sentences they created with the entire class.  Display the sentences on the whiteboard or chart paper.  Encourage a brief discussion on the variety of adverbs used and the impact on sentence meaning.  Distribute individual sentence strips or index cards to each student.  Ask learners to create their sentences, incorporating two or three adverbs.  Circulate the classroom to provide guidance and support as needed. | | | | | 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:** 16-02-2024 | | **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:** | | | | | | |
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| 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. | | | |  | |

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| **Week Ending:** 16-02-2024 | | **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 | | | | | | |
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| 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.  Encourage discussion on the atmosphere created, the role of imagery, and the impact on the reader or audience.  Invite each group to share their findings with the entire class.  Use the whiteboard or chart paper to create a visual representation of key points related to settings.  Encourage learners to ask questions and engage in a collaborative discussion.  Ask learners to individually reflect on a memorable setting from a book, poem, or play they have read.  Instruct them to write a short paragraph explaining how the setting influenced their experience of the text. | | | | Excerpts from various texts representing prose, poetry, and drama. | |
| 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. | | | |  | |