FAYOL INC. 0547824419

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 6

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| **Week Ending:** | | **Day:** | | **Subject:** Ghanaian Language | | | |
| **Duration:** 60MINS | | | | **Strand:** Customs & Institutions | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Naming Systems | | | |
| **Content Standard:**  B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names | | | **Indicator:**  B9.1.2.1.2 Discuss reincarnation names and their meanings. | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can identify reincarnation names and explore their meanings | | | | | **Core Competencies:**  CC 7.3: CC 8.2: DL 5.3 | | |
| **Reference:** Ghanaian Language Curriculum Pg. 51 | | | | | | | |
| **New words:** Singular, Reincarnation, Cultural, Nuances, Linguistic, Symbolism | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin with a reflective activity. Ask learners to think about the stories or meanings behind their own names.  In small groups, learners can share their reflections and discuss any cultural or family significance attached to their names.  Share a few interesting name stories as a whole class.  Share performance indicators with learners and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Define reincarnation and explain the concept of names being passed down through generations.  Introduce examples of reincarnation names from various cultures, briefly discussing the significance attached to such names.  Divide the class into small groups and provide each group with a list of reincarnation names.  Instruct groups to research and discuss the meanings and cultural contexts associated with the names.  Encourage them to explore linguistic nuances and any symbolic significance.  Each group presents their findings, discussing the meanings and cultural nuances of the selected reincarnation names.  Use the whiteboard or chart paper to highlight key points and common themes across different cultures. | | | | | List of reincarnation names from different cultures. | |
| 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:** | | **DAY:** | | **Subject:** Ghanaian Language | | |
| **Duration:** 50MINS | | | | **Strand:** Listening & Speaking | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Listening Comprehension | | |
| **Content Standard:**  B9.2.2.1: Demonstrate the ability to listen to extended reading and identify key information | | | **Indicator:**  B9.2.2.1.1 Listen to a more natural level-appropriate interactions with multiple speakers for example, TV shows, dramas, films, etc. | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**  Learners can develop the skills to discuss and write key information, such as message, theme, tone, and mood, from level-appropriate texts and speeches. | | | | **Core Competencies:**  Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG) | | |
| **References:** Ghanaian Language Curriculum Pg. 57 | | | | | | |
| **New words:** Message, Theme, Tone, Mood, Speech, Text, Communication | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with a short, engaging video clip or audio excerpt that includes a speech or reading from a text.  Ask learners to share their initial impressions and thoughts about the content. Discuss what elements stood out to them, such as the tone, mood, or any messages conveyed.  Share the performance indicators with learners | | | |  | |
| PHASE 2: **NEW LEARNING** | Introduce key terms such as message, theme, tone, and mood.  Discuss how these elements contribute to the overall impact and effectiveness of communication.  Provide a short, level-appropriate text.  Guide learners through a group analysis of the text, discussing the message, theme, tone, and mood.  Divide the class into small groups.  Provide each group with a level-appropriate speech.  Instruct them to analyze the speech, focusing on the key elements discussed in the guided practice.  Pair up learners and provide each pair with two different texts or speeches.  Instruct them to discuss and compare the key information, noting similarities and differences.  Assign a writing task where learners individually write short paragraphs analyzing a text or speech of their choice.  Encourage them to incorporate insights about the message, theme, tone, and mood. | | | | 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:** | | **DAY:** | | **Subject:** Ghanaian Language | | | |
| **Duration:** 60mins | | | | **Strand:** Reading | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Reading | | | |
| **Content Standard:**  B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage. | | | **Indicator:**  B9.3.1.1.1 Locate the main and subsidiary points in a range of texts and rewrite logically with accuracy in their own words. | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can enhance their reading comprehension skills by reading passages from different subject areas, identifying main ideas, and rewriting them in their own words. | | | | | **Core Competencies:**  CC 7.3: CC 8.2: DL 5.3: | | |
| **References :** Ghanaian Language Curriculum Pg. 61 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with an intriguing question related to the importance of understanding information across subjects: "Why is it essential to be able to comprehend and rewrite information from different subject areas?"  Discuss the various subjects learners study and how each contributes to their overall knowledge.  Share the performance indicators and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Discuss the importance of identifying main ideas and expressing them in one's own words.  Introduce key terms such as reading comprehension, main ideas, and paraphrasing.  Provide a model passage from a subject area (e.g., science, history, literature).  Guide learners through a group analysis, identifying the main ideas and discussing strategies for rewriting them logically in their own words.  Divide the class into small groups.  Provide each group with a passage from a different subject area.  Instruct them to read the passage silently, identify main ideas, and rewrite them in their own words.  Pair up learners and provide each pair with recall, meaning, and inferential questions related to the passage.  Instruct them to discuss and answer the questions based on their analysis.  Assign a writing task where learners individually read and analyze a passage from a subject area of their choice.  Instruct them to identify main ideas, rewrite them in their own words, and answer a set of questions related to the passage. | | | | | Word cards, sentence cards, letter cards,  Learners Reading Books | |
| 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. | | | | |  | |