FAYOL INC. 0547824419

THIRD TERM

WEEKLY LESSON NOTES – B9

WEEK 6

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| **Week Ending:** | | **Day:** | | **Subject:** Ghanaian Language | | | |
| **Duration:** 60MINS | | | | **Strand:** Language & Usage | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Verbs | | | |
| **Content Standard:**  B9.4.3.1 Exhibit knowledge and understanding of the use of auxiliary verbs. | | | **Indicator:**  B9.4.3.1.1 Discuss auxiliary verbs in sentences | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can identify types of verbs and construct sentences with auxiliary verbs | | | | | **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** | Brainstorm learners to explain that verbs are action words that show what someone or something is doing.  Ask learners to think of examples of verbs and write them on the board. Discuss the importance of verbs in forming sentences. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Introduce different types of verbs such as action verbs (e.g., run, jump), linking verbs (e.g., is, appear), and helping verbs or auxiliary verbs (e.g., can, will).  Explain how each type functions in a sentence.  Provide learners with a recorded or read passage and ask them to identify and underline the verbs.  Encourage them to categorize the verbs into action verbs, linking verbs, and auxiliary verbs.  Explain that auxiliary verbs (helping verbs) assist the main verb in a sentence.  Discuss common auxiliary verbs like can, will, should, have, and be. Give examples of sentences using auxiliary verbs.  Provide learners with a passage and a worksheet where they have to identify and categorize the verbs into action, linking, and auxiliary verbs.  Ask learners to construct sentences using auxiliary verbs. Provide prompts or topics to guide them (e.g., "I can swim," "She will write a letter").  Have learners exchange their sentences with peers for review. Encourage them to discuss how auxiliary verbs change the meaning or tense of a sentence. | | | | | Text passage with varied verbs. | |
| 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:** 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 discuss and write on the different types of letters, such as formal letters, informal letters, and business 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** | Brainstorm learners to discuss the purpose of letter writing and the importance of clear communication in letters.  Introduce the format of a letter, including the heading, salutation, body, closing, and signature. | | | |  | |
| PHASE 2: **NEW LEARNING** | Explain that a letter is a written communication addressed to a specific person or organization.  Discuss the different types of letters, such as formal letters, informal letters, and business letters.  Break down the structure of a letter and explain the purpose of each part (heading, salutation, body, closing, signature).  Emphasize the importance of addressing the recipient appropriately and maintaining a formal or informal tone based on the type of letter.  Provide learners with a prompt or let them choose a topic for their letter. Encourage them to consider the purpose of their letter and the audience they are addressing.  Ask learners to draft a letter based on the chosen topic or prompt.  Provide guidelines on formatting, tone, and content. Emphasize the importance of coherence and clarity in expressing ideas.  Pair learners up to exchange their draft letters for peer review.  Encourage peers to provide feedback on the organization, language use, and overall effectiveness of the letter.  Guide learners through the process of revising and editing their letters based on peer feedback.  Discuss how to improve coherence by rearranging ideas, and adding transitions. | | | | 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:** | | | | | **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 discuss how writers use language to create mood and tone in an increasing range of prose, poetry and drama | | | | **Core Competencies:**  Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG) | | | |
| **References:** Ghanaian Language Curriculum Pg. 65 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to discuss the importance of settings, mood, and tone in literature.  Ask learners to think about their favorite books, poems, or plays and how the settings and language used by the authors impacted their reading experience. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Introduce the concept of settings as the time and place where a story takes place.  Explain how different settings can create different effects on the story and characters.  Discuss how settings can contribute to the mood and tone of a literary work. For example, a dark and gloomy setting might create a sense of suspense or fear, while a bright and cheerful setting might evoke happiness or optimism.  Provide examples of settings from prose, poetry, and drama texts.  Analyze how these settings influence the overall mood and tone of the works.  Provide learners with excerpts from various texts along with descriptions of the settings.  Ask them to identify the effects of each setting on the mood and tone of the text.  Discuss how authors use language (such as descriptive words, imagery, and figurative language) to create specific moods and tones in their writing.  Provide examples from different types of literature.  Assessment  Divide learners into small groups and assign each group a different setting and literary work.  Have them analyze how the setting contributes to the mood and tone, and present their findings to the class. | | | | | Excerpts from prose, poetry, and drama texts that exemplify literary devices. | |
| 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. | | | | |  | |