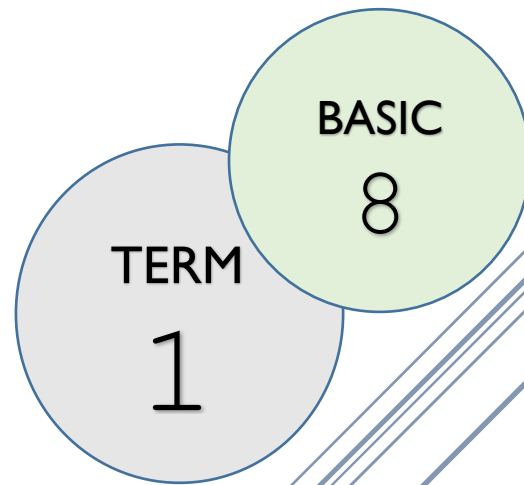


LESSON PLANS FOR JUNIOR HIGH SCHOOLS

GHANAIAN LANGUAGE



- Weekly forecast
- Detailed lesson plans



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FIRST TERM GHANAIAAN LANGUAGE LESSON NOTES – BASIC 8

SCHEME OF LEARNING – TERM I

WEEKS	TRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Customs & Institutions	Puberty Rites	B8.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
2	Customs & Institutions	Puberty Rites	B8.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
3	Listening & Speaking	Conversation	B8.2.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	Listening & Speaking	Conversation	B8.2.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
5	Reading	Reading	B8.3.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
6	Reading	Reading	B8.3.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
7	Language & Usage	Pronouns	B8.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
8	Language & Usage	Pronouns	B8.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



9	Composition Writing	Letter Writing	B8.5.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Composition Writing	Letter Writing	B8.5.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Literature	Literature	B8.6.1.2.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
12	REVISION			
13	END OF TERM ASSESSMENT AND VACATION			



WEEK 1

Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Customs & Institutions	
Class: B8	Class Size:	Sub Strand: Puberty Rites	
Content Standard: B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana		Indicator: B8.1.1.1.1 Identify the processes involved in performing puberty rites in your culture	Lesson: 1 of 1
Performance Indicator: Learners can identify the processes involved in performing puberty rites in your culture		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Brainstorm learners to explain what puberty rites are.</p> <p>Engage them to talk about the items needed for the performance of puberty rites among their people and their significance.</p> <p>Guide learners to discuss the processes involved in performing puberty rites for boys/girls among their people.</p> <p>Have learners read and discuss a two-hundred-word passage on puberty rites.</p> <p>Guide learners to explain the significance of puberty rites.</p> <p>Engage learners to role play a puberty rite activity.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
PHASE 3: REFLECTION	<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:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Customs & Institutions	
Class: B8	Class Size:	Sub Strand: Puberty Rites	
Content Standard: B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana		Indicator: B8.1.1.2 Compare and contrast the processes involved in performing puberty rites in their culture to other cultures of Ghana.	Lesson: 1 of 1
Performance Indicator: Learners can identify the processes involved in performing puberty rites in your culture		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Guide learners to discuss the similarities in the performance of puberty rites among their people and those of other Ghanaian cultures. Through a class discussion, guide learners to discuss the differences in the performance of puberty rites among their people and those of other Ghanaian cultures. In groups, let learners write the summary of the similarities and differences.	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.		



WEEK 2

Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Customs & Institutions	
Class: B8	Class Size:	Sub Strand: Puberty Rites	
Content Standard: B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana		Indicator: B8.1.1.3 Discuss the changes that has occurred in puberty rites performance over time	Lesson: 1 of 1
Performance Indicator: Learners can identify the processes involved in performing puberty rites in your culture		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson.		
	Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners in groups assess the current ways puberty rites are performed among his/her people and write a brief about it.	Pictures and charts	
	<p>Learners present their ideas in groups.</p> <p>Have learners compare the contemporary ways to the traditional ways by which your people were performing puberty rites.</p> <p>E.g. i. It is now done by the church. ii. Duration for the rites has changed. iii. Done for all ages.</p> <p>Learners identify the threats to puberty rites in contemporary times. E.g.: technology, migration, education and religion</p>		
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 3

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.	Lesson: 1 OF 1
Performance Indicator: Learners can identify and produce the basic tones in their language		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 17			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Guide learners to discuss in groups what they do during the week, Ask learners to describe how they celebrated their vacation holidays. Drill learners with the correct expressions and phrases to use in an oral narration. Learners in groups talk about how they celebrated the Christmas holidays. <u>Assessment</u> Narrate how you celebrated your vacation holidays.	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.		



WEEK 4

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas		Indicator: B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.	Lesson: 1 OF 1
Performance Indicator: Learners can identify and produce the basic tones in their language		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References: Ghanaian Language Curriculum Pg. 17			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Guide learners to discuss in groups what they do during the week, Ask learners to describe how they celebrated their vacation holidays. Drill learners with the correct expressions and phrases to use in an oral narration. Learners in groups talk about how they celebrated the Christmas holidays. <u>Assessment</u> Narrate how you celebrated your vacation holidays.	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.		



WEEK 5

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading	
Content Standard: B8.3.1.1 Understand the main ideas and supporting points in texts	Indicator: B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics		Lesson: 1 of 1
Performance Indicator: Learners can read and understand the main ideas in a text		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 21			
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 and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Learners are engaged in narrative texts to create mental pictures to aid understanding.</p> <p>Have learners to read fluently to build confidence.</p> <p>Learners are engaged in meaningful interaction with text and peers.</p> <p>Monitor for understanding and self-correct where necessary.</p> <p>Let learners make connections with what is read to own experiences.</p> <p><u>Assessment</u> Write a sample passage on the board. Let learners identify the main ideas and supporting points in the text.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<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 6

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B8	Class Size:	Sub Strand: Reading	
Content Standard: B8.3.1.1 Understand the main ideas and supporting points in texts	Indicator: B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics		Lesson: 1 of 1
Performance Indicator: Learners can read and understand the main ideas in a text		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 37			
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	Learners are engaged in narrative texts to create mental pictures to aid understanding.	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Have learners to read fluently to build confidence.		
	Learners are engaged in meaningful interaction with text and peers.		
	Monitor for understanding and self-correct where necessary.		
	Let learners make connections with what is read to own experiences.		
	<u>Assessment</u> Write a sample passage on the board. Let learners identify the main ideas and supporting points in the text.		
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 7

Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B8	Class Size:	Sub Strand: Concrete Nouns	
Content Standard: B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		Indicator: B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	Lesson: 1 of 1
Performance Indicator: Learners can explore the use of concrete nouns in speech and writing		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	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
PHASE 2: NEW LEARNING	<p>Start by asking learners to mention names of objects and items in the classroom and outside the classroom.</p> <p>Paste a chart showing pictures of items that are common to learners. Let learners identify and relate to the items.</p> <p>Brainstorm learners to mention the five senses of humans.</p> <p>Guide learners to understand that objects and things that can be experienced through the five senses (feel, touch, smell, hear and see) are concrete nouns.</p> <p>Have learners to mention and demonstrate more examples of concrete nouns. Example: I can see this bag, touch and feel it, so it is a concrete noun.</p> <p><u>Assessment</u> Write different words on the board. Learners read and decide whether it is concrete or abstract. They can also draw and color the word if it is a concrete noun.</p>		
PHASE 3: REFLECTION	<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:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B8	Class Size:	Sub Strand: Pronouns	
Content Standard: B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives	Indicator: B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	Lesson: 1 of 1	
Performance Indicator: Learners can explore the use of pronouns in speech and writing		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	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Can you count them? Have you drank water today? Can you count them? How many pets do you have? Can you count them?		
PHASE 2: NEW LEARNING	Write down pronouns in their language. Guide learners to construct compound sentences with nouns and pronouns in speech and in texts. <u>Assessment</u> Have learners replace nouns with the appropriate pronouns in a given text	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.		



WEEK 8

Week Ending:	Day:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Language & Usage	
Class: B8	Class Size:	Sub Strand: Abstract Nouns	
Content Standard: B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives		Indicator: B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	Lesson: 1 of 1
Performance Indicator: Learners can explore the use of nouns and pronouns		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 the previous lesson.		
	Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Write down nouns and pronouns in their language.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
	Classify nouns under the various types (abstract, concrete, countable and uncountable).		
	Construct compound sentences with nouns and pronouns in speech and in texts.		
	Replace nouns with the appropriate pronouns in a given text.		
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 9

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Composition Writing	
Class: B8	Class Size:	Sub Strand: Letter 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 Develop coherent essays using the features of given text types.	Lesson: 1 OF 1
Performance Indicator: Learners can write good semi-formal letters		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
References: Ghanaian Language Curriculum Pg. 55			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
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 Write a semi-formal letter on the board. Assist learners to write semi-formal letters using controlled composition. Ask learners to point out the features and structure of the semi-formal letter written. Read a semi-formal letter to learners. Guide learners to write 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.		



WEEK 10

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Composition Writing	
Class: B8	Class Size:	Sub Strand: Letter 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 Develop coherent essays using the features of given text types.	Lesson: 1 OF 1
Performance Indicator: Learners can write good semi-formal letters		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
References: Ghanaian Language Curriculum Pg. 55			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
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 Write a semi-formal letter on the board. Assist learners to write semi-formal letters using controlled composition. Ask learners to point out the features and structure of the semi-formal letter written. Read a semi-formal letter to learners. Guide learners to write 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.		



WEEK 11

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 50mins		Strand: Literature	
Class: B8	Class Size:	Sub Strand: Literature	
Content Standard: B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.		Indicator: B8.6.1.1.1 Discuss the features of proverbs and idioms	Lesson: 1 of 1
Performance Indicator: Learners can discuss the features of proverbs and idioms		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 48			
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	Brainstorm learners to describe the features of proverbs and idioms and give examples of each. Guide learners to identify and interpret proverbs and idioms in your language. Have learners state the occasions and situations in which the given proverbs and idioms are used. In groups, learners state the importance of proverbs and idioms.	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.		



FIRST TERM
WEEKLY LESSON NOTES – B8
WEEK 12
REVISION

