

6. Find the following words from the puzzle: farming, fishing, hunting, and mason

f	n	v	n	h	o	g	g
g	a	v	w	u	k	f	u
h	m	r	t	n	a	e	u
n	m	o	m	t	b	e	i
f	i	s	h	i	n	g	f
g	e	i	u	n	n	v	o
b	r	o	i	g	d	g	e
m	a	s	o	n	h	c	d

3.0 SAMPLE SCHEME OF LEARNING IN THE GHANAIAN LANGUAGE CURRICULUM

3.1 Yearly Scheme of Learning

Table 3.1: Sample Yearly Scheme of Learning

Weeks	Term 1 (List term 1 Sub Strands)	Term 2 (List term 2 Sub Strands)	Term 3 (List term 3 Sub Strands)
1	Songs	Dramatisation and Role Play	Asking and Answering questions
2	Poems	Conversation	Giving and Following Commands/ Instructions
3	Story Telling	Talking about Oneself, Family, People and Places	Presentation
4	Phonics: (Letter and Sound knowledge)	Silent Reading	Fluency
5	Vocabulary (Sight and Content Vocabulary)	Summarising	Summarising
6	Comprehension	Penmanship/Handwriting	Informative/Academic writing
7	Penmanship/Handwriting	Descriptive writing	Penmanship/Handwriting

8	Narrative Writing	Argumentative writing	Informative/Academic Writing
9	Creative writing	Persuasive writing	Literary Writing
10	Integrating Grammar in written language (Capitalisation)	Integrating Grammar in written language (Use of Action words) Integrating Grammar in written language (Use of qualifying words)	Letter Writing Integrating Grammar in Written Language (Spelling)
11	Integrating Grammar in written language (Punctuations)	Integrating Grammar in written language (Use of Postpositions) Integrating Grammar in written language (Use of Simple and Compound sentences)	Integrating Grammar in Written Language (Use of Conjunctions)
12	Building the love and culture of reading in learners	Read aloud with children	Reading Texts, Poems, Narratives and Short Stories and Respond to them

3.2 TERMLY SCHEME OF LEARNING

Table 3. 2 Suggested format for writing Scheme of Learning for P1 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B4.1.1.1	B4.1.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Poems	B4.1.3.1	B4.1.3.1.1	
3.	Oral Language	Story Telling	B4.1.4.1	B4.1.4.1.1	Pictures of animals, Manila cards, markers, recorded audio-visual
4.	Reading	Phonics (Letter Sound Knowledge)	B4.2.4.1	B4.2.4.1.1 B4.2.4.1.2 B4.2.4.1.3	Manila cards, markers, recorded audio-visual

				B4.2.4.1.4	
5.	Reading	Vocabulary (Sight and Content Vocabulary)	B4.2.5.1	B4.2.5.1.1 B4.2.5.1.2 B4.2.5.1.3	Manila cards, markers, recorded audio-visual
6.	Reading	Comprehension	B4.2.6.1:	B4.2.6.1.1 B4.2.6.1.2 B4.2.6.1.3	Manila Cards Class reader
7.	Composition Writing	Penmanship/ Handwriting	B4.3.1.1	B4.3.1.1.1 B4.3.1.1.2 B4.3.1.1.3 B4.3.1.1.4	Manila Cards Markers
8.	Composition Writing	Narrative Writing	B4.4.1.1	B4.4.1.1.1 B4.4.1.1.2 B4.4.1.1.3	Word cards Manila card Markers Word cards Manila card Markers
9.	Composition Writing	Creative writing	B4.4.2.1	B4.4.2.1.1 B4.4.2.1.2	Word cards Manila card Markers Word

					cards Manila card
10.	Writing Conventions/ Usage	Integrating Grammar in written language (Capitalisation)	B4.5.1.1	B4.5.1.1.1 B4.5.1.1.2 B4.5.1.1.3	Markers Any other material relevant to the teaching of the topic
11.	Writing Conventions/ Usage	Integrating Grammar in written language (Punctuations)	B4.5.2.1	B4.5.2.1.1 B4.5.2.1.2 B4.5.2.1.3	Reading materials
12.	Extensive Reading/ Children Library	Building the love and culture of reading in learners	B4.6.1.1	B4.6.1.1.1 B.4.6.2.1.1	Manila Cards Markers

3.3 SAMPLE WEEKLY LESSON PLAN FOR B4 GHANAIAN LANGUAGES

Learning Indicator (s) (Ref. No.)	B4.1.1.1.1 Sing a traditional occupational song and mention the occupation the song is associated with.
Performance indicators	Learners should sing various traditional occupational songs and mention the occupation the song is associated with.
Week Ending	
Reference	Ghanaian Languages Curriculum
Teaching/Learning Materials:	Drum, drum sticks, Laptop, recorded audio of a traditional occupational song, any other material relevant to the teaching of the sub strand

DAY	Phase1: Starter (preparing the brain for learning) 10 minutes	Phase 2: Main (new learning including assessment) 40 minutes	Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes
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Monday	Let a learner sing a popular traditional song (Learners who know how to sing the song should be encouraged to sing along with the one singing).	<ul style="list-style-type: none"> • Last week we learnt some traditional occupations. Mention some of the occupations we discussed last week, example, fishing, farming, hunting, etc. Today we are going to learn songs that go with the traditional occupations we have mentioned. We are going to learn a traditional song about fishing (the teacher should look at the environment and select the appropriate song to be learnt). • Teacher should lead learners to discuss the background knowledge and difficult words of the selected song. <p>a. Help learners to come out with activities associated with fishing and how they are done.</p> <p>b. Treat the pronunciation and meanings of key and difficult words in the selected song. E,g awo, wuo, fô, ataa, wuolânyo.</p> <ul style="list-style-type: none"> • Sing the song or play a three minutes recorded version of the selected song from beginning to the end and learners listen attentively to the song. 	Ask learners to reflect on the song and tell its importance in relation to fishing.
		a. Sing or play the song line	

		<p>by line while learners sing after.</p> <ol style="list-style-type: none"> b. Sing along with learners from the beginning to the end of the song. c. Let learners sing the song from the beginning to the end <ul style="list-style-type: none"> • (Closure) Appreciation of the song: a. Let learners sing the song and clap as a compliment to the song b. Learners sing the song and clap and drum along with the song c. Learners sing the song with clapping, drumming and dancing. d. Let learners sing songs connected to the traditional occupation picked. e. Learners discuss some importance of traditional occupational songs. <p>Assessment: Group learners and ask them to practise the song that was discussed and sing it as a group for the other learners to listen and watch. Award marks accordingly.</p>	
Wednesday	Let learners sing the fishing song you taught them.	<ul style="list-style-type: none"> • Last time we learnt some traditional occupations and their associated songs. We discussed fishing and its associated songs. Sing one of the songs we learned. Today we will learn about songs on farming (the teacher should consider the 	Ask learners to reflect on the song and tell its importance in relation to farming.

		<p>environment and select the appropriate song to be learnt.</p> <ul style="list-style-type: none"> • Teacher should lead learners to discuss the background knowledge and difficult words of the selected song. <p>a. Help learners to come out with activities associated with farming and how they are done.</p> <p>b. Treat the pronunciation and meanings of key and difficult words in the selected song. E.g koosâ, duade, hu, ebô, momo.</p>	
		<ul style="list-style-type: none"> • Sing the song or play a three minutes recorded version of the selected song from beginning to the end and learners listen attentively to the song. <p>a. Sing or play the song line by line while learners sing after.</p> <p>b. Sing along with learners from the beginning to the end of the song.</p> <p>c. Let learners sing the song from the beginning to the end</p> <ul style="list-style-type: none"> • (Closure) Appreciation of the song: <p>a. Let learners sing the song and clap as a compliment to the song</p>	

		<p>b. Learners sing the song and clap and drum along with the song</p> <p>c. Learners sing the song with clapping, drumming and dancing.</p> <p>d. Let learners sing songs connected to the traditional occupation picked.</p> <p>e. Learners discuss some importance of traditional occupational songs.</p> <p>Assessment: Group learners and ask them to practise the song that was discussed and sing it as a group for the other learners to listen and watch. Award marks accordingly.</p>	
Friday	Let learners Sing the farming song you taught them.	<ul style="list-style-type: none"> Last time we learned some traditional occupations and their songs. We discussed farming and its associated songs. Sing one of the songs we learned. Today we will learn songs that go with the traditional occupation, hunting (the teacher should consider the local setting and select the appropriate song to be learnt). Teacher should lead learners to discuss the background knowledge and difficult words of the selected song. <p>a. Help learners to come out with activities associated with fishing and how they are done.</p>	Ask learners to reflect on the song and tell its importance in relation to hunting.

		<p>b. Treat the pronunciation and meanings of key and difficult words in the selected song. E.g. koosâ, duade, hu, ebô, momo.</p> <ul style="list-style-type: none"> • Sing the song or play a three minutes recorded version of the selected song from beginning to the end and learners listen attentively to the song. <p>a. Sing or play the song line by line while learners sing after.</p> <p>b. Sing along with learners from the beginning to the end of the song.</p> <p>c. Let learners sing the song from the beginning to the end</p> <ul style="list-style-type: none"> • (Closure) Appreciation of the song: <p>a. Let learners sing the song and clap as a compliment to the song</p> <p>b. Learners sing the song and clap and drum along with the song</p> <p>c. Learners sing the song with clapping, drumming and dancing.</p> <p>d. Let learners sing songs connected to the traditional occupation picked.</p> <p>e. Learners discuss some importance of traditional occupational songs.</p> <p>Assessment: Group learners and ask them to practise the song that was discussed and sing it as a group for the other learners to listen and watch. Award marks accordingly.</p>	
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3.3 Sample Ghanaian Language Lessons

Lesson 1

Date: Period: 2		Subject: Ghanaian Language	
Duration: 30 Minutes		Strand: Oral Language (Listening and Speaking)	
Class: B1 Class size: 35		Sub strand: Talking about Oneself, Family, People and Places	
Content B1.1.7.1Talk themselves, their and friends.	Standard: about family	Indicator: Describe themselves- talking about the self. B1.1.7.1.1	Lesson 1 of 3
Performance Indicator: The learners should be able to talk about themselves		Core Competencies/Values: Communication and Collaboration/ Enquiry Skills.	
Key words: name, residence, age			
Phase/Duratio n	Learners activities	Resources	
Phase 1: Starter (preparing the brain for learning) 5 minutes	Let learners sing a song about the family. • Introduction a. Put learners into mixed ability groups. Each group should be made up of at least four learners. b. Let learners introduce themselves to the members in the group. Learners should do this in turns. c. Let learners talk about other learners in their groups.		
Phase 2 : Main (new learning including assessment t) 20 minutes.	• Main a. Call learners individually to talk about themselves to the class. b. Encourage learners to ask questions about what their friends said about themselves; their names, the names of their parents, the food they like best, where they come from, the names of their best friends and where they live.		

Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes	Closure Let learners share what they have learnt about each other's backgrounds. Ask learners to tell two differences between themselves and their friends.	Flashcards bearing names of learners
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Lesson 2

Date:	Period: 2	Subject: Ghanaian Language	
Duration: 30 Minutes		Strand: Reading	
Class: B2	Class size: 35	Sub-strand: Comprehension	
Content Standard: B2.2.6.1 Exhibit knowledge of answering questions based on texts presented.	Indicator: B2.2.6.1.5 Answer simple questions based on texts read.	Lesson 1 of 3	
Performance Indicator: Learner should be able to answer questions from texts read.		Core Competencies/Values: Communication and collaboration, Critical thinking and Problem solving	
Key words:			
Phase/Duration	Learner activities	Resources	
Phase 1: Starter (preparing the brain for learning) 5 minutes	Review previous passages with learners. Afterwards, distribute the readers to learners.		
Phase 2 : Main (new learning including assessment) 20 minutes	<ul style="list-style-type: none"> • Pre-reading <p>a. Have you seen the picture on the passage in your book? Let's talk about it. Do you have any knowledge on the passage we are going to read? Write three or four questions you want to answer from this passage.</p>	Word cards	

	<p>b. Go through the passage and identify all words and expressions you do not understand. Let learners guess the meanings of the words and expressions they have identified. Teach learners the meanings of the words and expressions they have identified in relation to the understanding of the passage. Lead learners to look for the opposites of these words.</p> <ul style="list-style-type: none"> • Reading <p>a. Read aloud the first paragraph of the passage as a model.</p> <p>b. Call learners to read in turns until the whole passage is read. Pay particular attention to pronunciation and expression and correct them where necessary. Sometimes pause to let learners ask questions about what they have read and make further predictions of what they envisage to see in the passage.</p>	
	<ul style="list-style-type: none"> • Post-reading/Assessment <p>a. Ask questions for clarification from learners from the passage read</p> <p>b. Ask questions for learners to answer orally.</p> <p>c. Make learners write answers to given questions based on the passage read in their exercise books.</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Let learners reflect on the passage read and relate it to their personal experiences. Ask more questions based on the passage read for learners to answer orally. (As learners provide you with the answers, pay attention to their use of the language and pronunciation)</p>	

Lesson 3

Date:	Period: 2	Subject: Ghanaian Language (Insert the specific language)
Duration: 30 minutes		Strand: Extensive Reading/Children's Literature/ Library

Class: B3 Class size: 35		Sub strand: Read Aloud with Children
Content Standard: B3.6.2.1 Demonstrate knowledge of reading short stories with correct intonation.	Indicator: B3.6.2.1.1 Read short stories aloud correctly.	Lesson 1 of 1
Performance Indicator: The learner should be able to read short stories correctly.		Core Competencies/Values: Communication and collaboration
Key words:		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5 minutes	Let learners sing the traditional occupational song you taught them some few weeks ago. Lead learners to discuss the passage that was read last week.	An audio recording of a traditional song, CD Player, Loud speakers
Phase 2 : Main (new learning including assessment) 20 minutes	<ul style="list-style-type: none"> • Pre-reading Teacher distributes the class readers to learners and leads them in doing the following: <ol style="list-style-type: none"> a. Have you seen the picture on the passage in your book? Let's talk about it. Do you have any knowledge on the passage we are going to read? Write three or four questions you want to answer from this passage. 	Word cards, sentence cards, any other material that would be relevant to the teaching of the topic.
	<ol style="list-style-type: none"> b. Go through the passage and identify all words and expressions you do not understand. Let learners guess the meanings of the words and expressions they have identified. Teach the meaning of the words. Lead learners through questioning and answering to look for the antonyms of these words. <ul style="list-style-type: none"> • Reading <ol style="list-style-type: none"> a. Read aloud the first two paragraphs of the passage as a model 	

	<p>b. Call learners to read aloud in turns the whole passage until the passage is read. Pay particular attention to pronunciation and expression and correct them where necessary. Sometimes pause to let learners ask questions about what they have read and make further predictions of what they envisage to see in the passage.</p> <ul style="list-style-type: none"> • Post-reading/Assessment <p>a. Let learners ask questions for clarification from the passage read</p> <p>b. Ask questions for learners to answer orally.</p> <p>c. Make learners write answers to given questions based on the passage read in their exercise books.</p>
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Do a short overview of the lesson with learners by asking them to relate the lesson to their personal and everyday experiences. Let learners continue to read the passage in turns till the end of the period.</p>

Lesson 4

Date:	Period: 2	Subject: Ghanaian Language	
Duration: 30 minutes		Strand: Oral Language (Listening and Speaking)	
Class: B4	Class size: 35	Sub strand: Songs	
Content Standard: B4.1.1.1 Exhibit knowledge of traditional and occupational songs by recognising the types and their related songs.	Indicator: B4.1.1.1 Sing and discuss songs connected to traditional occupations and their importance.	Lesson 1 of 4	
Performance Indicator: Learners should sing a traditional occupational song and mention the occupation the song is associated with.		Core Competencies/Values: Communication and collaboration	
Key words: awo, wuo, fô, ataa, wuolânyo.			
Phase/ Duration	Learners activities		Resources

<p>Phase 1: Starter (preparing the brain for learning) 5 minutes</p>	<p>Let a learner sing a popular traditional song (Learners who know how to sing the song should be encouraged to sing along with the one singing).</p>	<p>Drum, drum sticks</p>
<p>Phase 2 : Main (new learning including assessment) 20 minutes</p>	<ul style="list-style-type: none"> • Last week we learned some traditional occupations. Mention some of the occupations we discussed last week, example, fishing, farming, hunting, etc. Today we are going learn songs that go with the traditional occupations we have mentioned. We are going to learn a traditional song about fishing (the teacher should look at the environment and select the appropriate song to be learned). • Teacher should lead learners to discuss the background knowledge and difficult words of the selected song. <p>a. Help learners to come out with activities associated with fishing and how they are done.</p> <p>b. Treat the pronunciation and meanings of key and difficult words in the selected song. e.g. awo, wuo, fô, ataa, wuolânyo.</p> <ul style="list-style-type: none"> • Sing the song or play a three minutes recorded version of the selected song from beginning to the end and learners listen attentively to the song. <p>c. Sing or play the song line by line while learners sing after.</p>	<p>Laptop, recorded audio of a traditional occupational song, any other material relevant to the teaching of the sub strand.</p>
	<p>d. Sing along with learners from the beginning to the end of the song.</p> <p>e. Let learners sing the song from the beginning to the end</p> <ul style="list-style-type: none"> • (Closure) Appreciation of the song: 	

	<ul style="list-style-type: none"> a. Let learners sing the song and clap as a compliment to the song b. Learners sing the song and clap and drum along with the song c. Learners sing the song with clapping, drumming and dancing. d. Let learners sing songs connected to the traditional occupation picked. e. Learners discuss some importance of traditional occupational songs. <p>Assessment: Group learners and ask them to practise the song that was discussed and sing it as a group for the other learners to listen and watch. Award marks accordingly.</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Ask learners to reflect on the song and tell its importance in relation to fishing.</p>	

Lesson 5

Date: Period: 2		Subject: Ghanaian Language
Duration: 30 minutes		Strand: Writing Conventions and Usage
Class: B5 Class size: 35		Sub-strand: Integrating grammar in written language (Use of Postpositions)
Content Standard: B5.5.5.1 Demonstrate the use of postpositions in sentences.	Indicator: B5.5.5.1.1 Recognise and use postpositions in complex sentences and paragraphs.	Lesson 1 of 1
Performance Indicator: The learner should be able to use postpositions to in everyday speech correctly.		Core Competencies/Values: Communication and collaboration
Key words:		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5 minutes	Let learners sing a song about the environment. Ask learners to talk about their environment and the problems within their environment for example, degradation, and pollution.	
Phase 2 : Main (new learning including assessment) 20 minutes	<ul style="list-style-type: none"> • Last week when we met, you remember we talked about names of places, things and persons. Mention some of the names we mentioned. Today, we are going to talk about words that occur with nouns to show relationship or location. These are referred to as postpositions. Give examples of postpositions in your language. • Identifying postpositions <ol style="list-style-type: none"> a. Write as many examples as possible of nouns co-occurring with some postpositions. Guide learners to identify the postpositions in the given examples. b. Guide learners to group the postpositions under direction and location, etc.SS • Using postpositions in sentences and 	Word cards Any other resource that would be relevant/help in the teaching of the topic

	<p>paragraphs</p> <ol style="list-style-type: none"> Let learners form sentences with the postpositions. Let learners read a short paragraph aloud and ask learners to mention the postpositions in the paragraph. Let learners write a short paragraph using the postpositions learned. <ul style="list-style-type: none"> Closure : <ol style="list-style-type: none"> Ask learners questions to recap what have been learned. Let learners also ask questions for clarification. Give learners assignment on the use of postpositions.
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Let learners reflect over the lesson and relate the lesson to their everyday use of postpositions in their language.</p>

Lesson 6

Date:	Period: 2	Subject: Ghanaian Language
Duration: 30 minutes	Strand: Reading	
Class: B6	Class size: 35	Sub strand: Summarising
Content Standard: Show an understanding of selecting main ideas from a text. B6.2.9.1	Indicator: 1. List the most important idea from a paragraph. B6.2.9.1.1 2. Recognise topic sentences in each paragraph. B6.2.9.1.2 3. Re-write the main ideas in a passage in a logical order. B6.2.9.1.3	Lesson 1 of 1

Performance Indicator: Learner should be able to write a summary of a passage read.	Core Competencies/Values: Communication and collaboration, Personal development and leadership	
Key words:		
Phase/Duration	Learners activities	Resources
Phase 1: Starter (preparing the brain for learning) 5 minutes	Teacher tells a short interesting story and asks learners to indicate the most important ideas in the story.	
Phase 2 : Main (new learning including assessment) 20 minutes	<ul style="list-style-type: none"> • Last week, we read a passage on a certain topic. Someone should tell the class the title of that passage. What was passage all about? Today, we are going to look at how we can simplify a long passage. This is termed, Summarising. • Put learners into different ability and gender groups (five in a group) and give each group a different passage to read, identify and write down the most important ideas in every paragraph of the passage. Go round and assist groups in their group work. <p>Let each group present the main ideas in their passage for peer review.</p> <ul style="list-style-type: none"> • Teach learners the skills in summarising a given passage or text. <p>The skills include:</p> <ol style="list-style-type: none"> a. Reading the passage carefully and closely. 	Printed passages, class reader

	<p>b. Identifying the topic sentences.</p> <p>c. Using the topic sentences to write a short summary. Etc</p> <p>Give learners passages and ask them to read and identify the topic sentences in each paragraph.</p> <p>Give learners longer passages to read and summarise the passages in given number of words or sentences.</p> <p>Closure:</p> <p>a. Let a learner tell a short story.</p> <p>b. Call another learner to summarise the story in a given number of words or sentences.</p> <p>c. Let learners ask questions for clarification.</p> <p>d. Ask questions for learners to answer orally.</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Do a short overview of the lesson with learners by asking them to relate the lesson to their personal and everyday experiences.</p>	