

## WEEKLY LESSON PLAN – B7

## WEEK 2

<b>Date:</b> 24 <sup>TH</sup> JAN, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Rites of Passage
<b>Content Standard:</b> B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures	<b>Indicator:</b> B7.1.1.1.1 Identify the processes involved in naming a child.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can describe the process of child naming		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>References :</b> Ghanaian Language Curriculum Pg. 1		
<b>Keywords:</b>		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Discuss the outdoorings and the naming process of a child in their community.  E.g. outdoorings/ushering the baby, invitation of ancestors, giving the baby a name, blessing, presentation of gifts (father, person child was named after, family, community), and so on. NB: Let learners watch a video on the traditional naming process and discuss it.  Identify the items used in the naming process and write them. E.g.: water, basket, bucket, beads, basin, mat, powder, lantern, clothes (baby and mother).  Explain the significance of the items used for the naming ceremony.  <u>Assessment</u> Learners to role play a child naming scene	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

<p><b>PHASE 3:</b> <b>REFLECTOIN</b></p>	<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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	
--	---	--

<b>Date:</b> 24 <sup>TH</sup> JAN, 2022		<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation/Everyday Discourse	
<b>Content Standard:</b> B7.2.1.1 Demonstrate use of appropriate language orally in specific situations		<b>Indicator:</b> B7.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can use appropriate language to participate in formal interactions		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>References :</b> Ghanaian Language Curriculum Pg. 11			
<b>Keywords:</b> themes, announcements, jargons, contracted forms			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standard for work, school and public gathering and offices, at the palace and business settings, and hospitals.  Guide learners to use appropriate language to participate in formal interactions. e.g. no slang/jargon, no contracted forms. Learner should go online and read on the topic.  Let learners Identify informal situations: E.g. casual or intimate relationship between friends and acquaintances, family and team mates, etc.  Guide learners to use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings, etc. Examples of informal language include slang words, jargons, contracted forms, non-verbal communication  <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>1. Engage learners to talk formally on current issues in Ghana.</p> <p>2. In groups, learners engage in a conversation informally about Ghana in the on-going AFCON</p>	
<p>PHASE 3: <b>REFLECTOIN</b></p>	<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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Date:</b> 24 <sup>TH</sup> JAN, 2022		<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Translation	
<b>Content Standard:</b> B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences		<b>Indicator:</b> B7.3.2.1.1 Translate words and phrases in his/her language	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can translate words and phrases in their own language		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 21			
<b>Keywords:</b> translate			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to translate given words and simple phrases from the source language to a target language.  Guide learners to translate phrases simple sentences from the source language of study to a target language.  Guide learners to translate simple sentences from the source language to a target language.  <u>Assessment</u> Translate the following words into your own language. a. elephant b. house c. car d. accident	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTOIN</b>	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.  Ask learners how the lesson will benefit them in their daily lives.		

