

WEEKLY LESSON PLAN – B7

WEEK 6

Date: 25 th FEB, 2022	Period:	Subject: Ghanaian Language															
Duration:		Strand: Customs & Institutions															
Class: B7	Class Size:	Sub Strand: Naming Systems															
Content Standard: B7.1.2.1 Exhibit understanding of day- born names and order of birth names and relate the names to the days and order of birth	Indicator: B7.1.2.1.1 State the names of the days of the week and relate their names to the days	Lesson:															
Performance Indicator: Learners can state the names of the days of the week		Core Competencies: CC 7.3: CC 8.2: DL 5.3:															
Reference: Ghanaian Language Curriculum Pg. 5																	
Keywords: festival, months, system																	
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 state the names of the days of the week and important occasion (e.g. festival) months of the year in the Ghanaian language of study. Relate the names of the days of the week or months of the year to human names. <table border="1" data-bbox="485 1161 1091 1356"> <thead> <tr> <th>Monday</th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>Akan:</td> <td>• Adwoa</td> <td>• Kodwo/Kwadwo</td> </tr> <tr> <td>Dangme/Ga:</td> <td>• Ajo</td> <td>• Kojo</td> </tr> <tr> <td>Ewe:</td> <td>• Adzo</td> <td>• Kodzo/Kudzo</td> </tr> <tr> <td>Gonja:</td> <td>• Atani</td> <td>• N/A</td> </tr> </tbody> </table> Let learners understand that, the day naming system is not applicable to all cultures of Ghana. It is language specific. Teacher should watch out for cultural shocks and address it skilfully.	Monday	Female	Male	Akan:	• Adwoa	• Kodwo/Kwadwo	Dangme/Ga:	• Ajo	• Kojo	Ewe:	• Adzo	• Kodzo/Kudzo	Gonja:	• Atani	• N/A	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
Monday	Female	Male															
Akan:	• Adwoa	• Kodwo/Kwadwo															
Dangme/Ga:	• Ajo	• Kojo															
Ewe:	• Adzo	• Kodzo/Kudzo															
Gonja:	• Atani	• N/A															
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.																

Date: 25 th FEB, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Listening & Speaking
Class: B7	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information	Indicator: B7.2.2.1.1 Listen to a level-appropriate text attentively and identify key information.	Lesson:
Performance Indicator: Learners can listen to extended reading and identify key information	Core Competencies:	
Reference: Ghanaian Language Curriculum Pg. 12		
Keywords: millionaire, village, test, sons, gift,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a conversation. Example: Who is a millionaire? (Answer: someone with more than a million dollars) Ask learners: What would you do if you were a millionaire? Listen to pupils' answers. Share the performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Write new words in the story on the board: Example: old millionaire, village, test, sons, gift, Guide learners to find the meaning of the new words and use them in context. Have learners to predict what the story is about from the new words? Write some pre reading questions on the board to guide learners listening. Tell the story to the class. Ask pupils to follow along. Guide learners to Identify key points: o <i>intent or purpose of the message (e.g. to inform, persuade, instruct);</i> o <i>the speaker's enthusiasm and passion for the topic;</i> o <i>main idea (s) and supporting points.</i> Ask learners to write one sentence for each of the new words. When they finish, invite them in turns to read their sentences to the class.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p><u>Assessment</u></p> <p>Many people around the world have mobile phones these days. You can do many things on them as well as calling, such as texting, playing games and checking web pages. Some people say that the technology is a bad thing because it is causing family problems. Sometimes teenagers sit at dinner and text their friends instead of helping or talking to their families.</p> <p>Mobile phones are also expensive and not everyone can buy them. Other people say that the technology is a good thing because people can find answers to help them study, learn new things and even learn languages. People in rural communities can use them to transfer money and to keep in touch with people far away. One thing is for sure, technology is changing very quickly and life is changing because of it.</p> <p>1. Everyone has a mobile phone now. T/F 2. Teenagers never text at dinner. T/F 3. Mobile phones cost a lot of money. T/F 4. Mobile phones can help you study. T/F 5. You can only use mobile phones in the city. T/F</p>	
<p>PHASE 3: REFLECTION</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>	

Date: 25 TH FEB, 2022	Period:	Subject: Ghanaian Language
Duration:	Strand: Reading	
Class: B7	Class Size:	Sub Strand: Translation
Content Standard: B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences	Indicator: B7.3.2.1.1 Translate words and phrases in his/her language	Lesson:
Performance Indicator: Learners can translate words and phrases in their own language	Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 21		
Keywords: translate, phrases		
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 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
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.	