

SECOND TERM LESSON NOTES

GHANAIAN LANGUAGE – B7

WEEK 1

Date: 13 th MAY, 2022	DAY:	Subject: Ghanaian Language
Duration:		Strand: Customs & Institutions
Class: B7	Class Size:	Sub Strand: The Clan System
Content Standard: B7.1.3.1 Demonstrate an understanding of the clan system among their people	Indicator: B7.1.3.1.1 Describe the clan system and state some clans in their ethnic community.	Lesson: 2 OF 3
Performance Indicator: Learners can describe the characteristics of identified clan system.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 8		
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 with learners</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners on the definition of a clan.</p> <p>Learners to mention some examples of clans they know.</p> <p>Guide learners to discuss the features of their clan system. E.g. symbols, taboos, totems, names, etc.</p> <p>Let learners identify other clan system and their associated symbols, taboos, totems, names, etc Example: Oyoko Clan. Totem: Falcon Qualities: Statesmanship, Patience and Bravery. Patriarchs: Twum and Antwi of Asantemanso and Kokofu Stools Occupied: Asantehene, Kokofuhene, etc.</p> <p>Engage learners to relate their clan system to another clan system.</p> <p>Have learners to read a passage on a clan system.</p> <p>Let learners write the main ideas in the passage read in their own words.</p> <p><u>Assessment</u> <u>The Bretuo Clan.</u> The totem image of the Bretuo faction is the leopard. The curious attributes of Bretuo faction is remarkable boldness and</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>aggressiveness. The commander of the Asante armed force is the Mampong Hene. It is significant that when the Ashantis battled the Denkyiras it was the Mampong Hene who was commander of the Ashanti Army. When welcomed their reaction is “Yaa etwie Nana”. The originally known precursor of Bretuo clan is Nana Asiamah Guahyia. Towns of this faction incorporate Gyamaase, Adanse, Ofoase, Asenemanso, etc.</p> <p>Write 3-4 sentence summary of the above text.</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: 13 th MAY, 2022	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Listening & Speaking
Class: B7	Class Size:	Sub Strand: Tones
Content Standard: B7.2.4.1 Recognize the basic tones in their language	Indicator: B7.2.4.1.1 Identify and produce the basic tones in their language.	Lesson: I OF I
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	Students break polysyllabic words into syllables. (Note that the vowel usually determines the syllable breaks) e.g. pa/ra/dise, po/si/tive, re/gis/ter, etc. Guide learners to identify the tones on syllables in their language. E.g.: low (`), high ('), and mid (¯). Pronounce words with tones correctly and fluently in connected speech. Use the knowledge of tone to pronounce same words that have different tones in context. Teacher plays/reads a passage with correct stress. Students practice pronouncing words examples of which are listed under content with correct stress.	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.	

Date: 13 TH MAY, 2022	DAY:	Subject: Ghanaian Language
Duration:		Strand: Reading
Class: B7	Class Size:	Sub Strand: Reading
Content Standard: B7.3.1.1 Understand the main ideas and supporting points in texts	Indicator: B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.	Lesson: 1 of 1
Performance Indicator: Learners can identify the main and supporting points of a given 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>Guide learners to skim through a given passage of about one hundred and fifty words and state the main ideas.</p> <p>Guide learners to identify the supporting ideas in the passage read.</p> <p>Let learners explain the relationship between the main ideas and supporting ideas and identify the links between them.</p> <p>Have learners to answer recall and inferential questions concerning the text read.</p> <p><u>Assessment</u> Have learners read a given passage and answer the comprehension questions.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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>	

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 2

Date: 20 th MAY, 2022	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Language & Usage
Class: B7	Class Size:	Sub Strand: Verbs
Content Standard: B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences.	Indicator: B7.4.3.1.1 Identify and classify verbs into their types.	Lesson: I OF 2
Performance Indicator: Learners can Identify and use verbs in speech and writing		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg. 24		
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>Identify and use verbs appropriately and correctly in passages and in speaking and writing.</p> <p>Categorize the verbs into types and use them to construct simple and compound sentences.</p> <p>Let learners mention some action words and use them in sentences.</p> <p>Write the sentences on the board and discuss the perfect tense with learners.</p> <p>Allow a learner to give an action word (verb) and another learner to use it to form a sentence with the verb in the perfect tense.</p> <p>Talk about the perfect tense and give examples on the board.</p> <p>Write some sentences and allow learners to identify the perfect action words in the sentences.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>Allow the learners to use the verbs to form sentences orally.</p> <p>Tell the learners to put the verbs in the perfect tense.</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: 20TH MAY, 2022		DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Descriptive Writing	
Content Standard: B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)		Indicator: B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.	Lesson: 1 OF 2
Performance Indicator: Learners can write a descriptive composition on a given object		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 27			
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>Guide learners to discuss the features of descriptive writing.</p> <p>Show an object to learners.</p> <p>Pass the object round for learners to touch it.</p> <p>Call learners in turns to describe the object.</p> <p>Discuss with learners how to write descriptive composition.</p> <p>Let learners write a descriptive composition on a given object.</p> <p><u>Assessment</u> I. Write about the teacher you like best.</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>		

Date: 20 th MAY, 2022		DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Literature	
Class: B7	Class Size:	Sub Strand: Drama	
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		Indicator: B7.6.1.1.3 Discuss the components of written literature (drama).	Lesson: I OF I
Performance Indicator: Learners can talk about the significance of drama		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 28			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Invite learners to sing a familiar traditional song.</p> <p>Let learners tell the meaning of the songs they sing. Ask learners if they would to sing more songs.</p> <p>Introduce the lesson by sharing the performance indicators.</p>		
PHASE 2: NEW LEARNING	<p>Revise with learners to explain what oral literature is.</p> <p>Engage learners to describe the structure of a drama.</p> <p>Show learners variety of drama in different languages and guide learners to analyze the drama.</p> <p>Encourage learners to appreciate the significance of drama.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is oral literature? 2. What are the components of oral literature. 3. Write three significance of drama. 		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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>		

WEEKLY LESSON PLAN – B7

WEEK 3

Date: 27 th MAY, 2022	DAY:	Subject: Ghanaian Language
Duration:		Strand: Listening & Speaking
Class: B7	Class Size:	Sub Strand: Vocabulary Development
Content Standard: B7.2.5.1 Exhibit an understanding of recognizing and producing words and using them in sentences	Indicator: B7.2.5.1.1 Identify and produce words in the home and school environments and use them to form meaningful sentences	Lesson: 1 of 2
Performance Indicator: Learners can identify and produce words in the home and school and use them in sentences.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
References: Ghanaian Language Curriculum Pg. 18		
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 identify vocabulary items in relation to the home. E.g. dining, cooking, bathing, etc. Write the words on flashcards and show them to learners. Ask learners to say the words and then use them in sentences. Again, Have learners to identify vocabulary items in relation to the school. E.g. classroom, head teacher’s office, school compound, etc. Learners use the vocabularies identified to form meaningful sentences. In groups, guide learners to read the sentences aloud with correct pronunciation and tone. Give a paragraph of a passage and allow learners to read in turns.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone.</p> <p>Give passages of about three paragraphs, and let learners read in their groups.</p> <p>Call leaders of the groups to read the whole passage to the class.</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: 27 th MAY, 2022		DAY:	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: 1 of 1
Performance Indicator: Learners can translate words and phrases in their own language		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
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 with learners</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to translate given words and simple phrases from the source language to a target language.</p> <p>Guide learners to translate phrases simple sentences from the source language of study to a target language.</p> <p>Guide learners to translate simple sentences from the source language to a target language.</p> <p><u>Assessment</u> Translate the following words into your own language.</p> <p>a. dining b. cooking c. bathing d. classroom</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>		

Date: 27 th MAY, 2022		DAY:	Subject: Ghanaian Language
Duration:		Strand: Customs & Institutions	
Class: B7	Class Size:	Sub Strand: Chieftaincy	
Content Standard: B7.1.4.1 Demonstrate knowledge in and an understanding of how chiefs and queen mothers are selected, enstooled/ enskinned and compare their duties and responsibilities		Indicator: B7.1.4.1.1 Discuss how chiefs and queen mothers are selected in their ethnic community.	Lesson: I OF 2
Performance Indicator: Learners can state how chiefs and queen mothers are selected and enstooled or enskinned		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
References: Ghanaian Language Curriculum Pg. 8			
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 with learners</p>		
PHASE 2: NEW LEARNING	<p>Engage learners to discuss how a chief is selected in the community.</p> <p><i>Chiefs obtain their position through enstoolment (coronation). The enstoolment process begins when the families contending for the position have agreed or decided upon the person to be appointed. The decision becomes final when the Queen mother approves the selected person as capable of leading and representing the community.</i></p> <p><i>The role of the Queen mother in the process is important as her consent is essential for enstoolment. Once approved, he undergoes secret rituals performed by the queen mother, supported by the elders of the community.</i></p> <p>Engage learners to discuss how a queen mother is selected in the community.</p> <p><i>Queen mothers are selected from the royal family by the elders of the royal family. That is the family that first settled in the community. Occasionally the chief and queen mother are related to each other as mother and son, but more often they are uncle and niece, aunt and nephew, cousins, etc.</i></p> <p>Students give personal experiences or an eyewitness account of nomination, enstoolment of a chief or queen-mother in their community.</p> <p>Guide learners to read a passage on how chiefs and queen mothers are selected in their community.</p>		Pictures and charts

	<p>Identify the traditional leaders mentioned in the passage. E.g. chiefs, sub- chiefs, and so on.</p> <p>Relate how chiefs and queen mothers are selected among their people to the passage read.</p> <p><u>Assessment</u> Student s dramatized the enstoolment and enskinment of a chief/king and queen mother</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>	

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 4

Date: 3 RD JUNE, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Language & Usage
Class: B7	Class Size:	Sub Strand: Verbs
Content Standard: B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences	Indicator: B7.4.3.1.1 Identify and classify verbs into their types.	Lesson: 2 OF 2
Performance Indicator: Learners can recognize and use perfect tense action words in sentences		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg.24		
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>Let learners mention some action words and use them in sentences.</p> <p>Write the sentences on the board and discuss the perfect tense with learners.</p> <p>Allow a learner to give an action word (verb) and another learner to use it to form a sentence with the verb in the perfect tense.</p> <p>Talk about the perfect tense and give examples on the board.</p> <p>Write some sentences and allow learners to identify the perfect action words in the sentences.</p> <p>Allow the learners to use the verbs to form sentences orally.</p> <p>Tell the learners to put the verbs in the perfect tense.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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>	

Date: 3 RD JUNE, 2022		Period:	Subject: Ghanaian Language
Duration:			Strand: Writing
Class: B7		Class Size:	Sub Strand: Creative Writing
Content Standard: B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)		Indicator: B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.	Lesson: 1 of 2
Performance Indicator: Learners can create and write a short imaginative story			Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg. 27			
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>Guide learners to discuss the features of creative/free writing.</p> <p>Show some creative works like stories to learners to see.</p> <p>Discuss the creative works with the learners.</p> <p>Discuss with learners how to create imaginative stories.</p> <p>Let learners create or narrate and write a short imaginative story.</p> <p>Discuss with learners how to write stories.</p> <p>Show samples of stories to learners and talk about the stories.</p> <p>Let learners write or narrate a real story which is a little bit longer of about five paragraphs.</p> <p>Write a three-paragraph essay on a topic on the text types above.</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>		

Date: 3 RD JUNE, 2022	Period:	Subject: Ghanaian Language
Duration:	Strand: Literature	
Class: B7	Class Size:	Sub Strand: Poetry
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature	Indicator: B7.6.1.1.3 Discuss the components of written literature (poetry).	Lesson: 1 of 2
Performance Indicator: Learners can talk about the structure and significance of poetry	Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 28		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to sing a familiar traditional song.</p> <p>Let learners tell the meaning of the songs they sing. Ask learners if they would to sing more songs.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners to explain what oral literature is.</p> <p>Engage learners to describe the structure of a poetry. <i>Poetry is a kind of writing. It is different than other types of writing because of its structure and form. When you read a poem you see that it usually looks different on the page than a story or an article. It can have long lines or short lines. It can have lots of punctuation or little punctuation. A poem can rhyme, but it does not have to. It usually has some kind of pattern. When writing a poem, you want to think about the words and descriptions you choose. People like to write poems to express emotions. They also like to write poems that make the reader use his or her imagination.</i></p> <p>Show learners variety of poetry in different languages and guide learners to analyze the poetry.</p> <p>Poems often use literary devices like metaphors.</p> <ul style="list-style-type: none"> • A metaphor makes a comparison without using 'like' or 'as'. It says that one thing is another. <p>Examples: - The classroom was a zoo! Meaning: The pupils were behaving like wild animals in the classroom.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>- <i>Her brain is a computer.</i> <i>Meaning: She is very clever</i></p> <p>Encourage learners to appreciate the significance of poetry.</p> <p><u>Assessment</u> Read the following poem and answer the comprehension questions.</p> <p>My mother is a blanket that is warm. She wraps me up when I am scared and cold. My father is a ladder that stands strong. He holds me when I climb his steps to learn. My brother is a needle, sharp and sometimes mean. But he sews me when I tear myself apart. My sister is a book that holds a million words. She tells me about places far away. My uncle is a huge, calm tree that reaches to the sky. He protects me with his branches when I run in from the rain. My aunt is a mango that's been growing in the sun. She feeds me with her sweetness and her warmth. My granddad was the universe. But the universe has gone.</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Identify two metaphors used in the poem. 3. Name the relationships mentioned in the poem. 	
<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>	

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 5

Date: 10 TH June, 2022	DAY:	Subject: Ghanaian Language
Duration:		Strand: Customs & Institutions
Class: B7	Class Size:	Sub Strand: Chieftaincy
Content Standard: B7.1.4.1 Demonstrate knowledge in and an understanding of how chiefs and queen mothers are selected, enstooled/ enskinned and compare their duties and responsibilities	Indicator: B7.1.4.1.2 Discuss the processes involved in enstooling/enskinning chiefs and queen mothers.	Lesson: 1 of 1
Performance Indicator: Learners can describe the processes involved in enstooling/enskinning chiefs and queen mothers		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg. 9-10		
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>Discuss the qualities of a person who qualifies to be a chief or a queen mother among your people.</p> <p>Create a profile of the qualities of a chief or queen mother.</p> <p>Identify those who select the chief and queen mother among your people.</p> <p>Role play the enstoolment/enskinment of chiefs and queen mothers.</p> <p>Learners watch a video on the topic before the role play.</p> <p>Let learners understand that some cultures of Ghana do not have queen mothers but have female chiefs.</p> <p>The facilitator should make sure that ALL learners take active part in the role play</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</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.	
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Date: 10 TH June, 2022	DAY:	Subject: Ghanaian Language
Duration:	Strand: Reading	
Class: B7	Class Size:	Sub Strand: Reading
Content Standard: B7.3.1.1 Understand the main ideas and supporting points in texts	Indicator: B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.	Lesson: 1 of 1
Performance Indicator: Learners can identify the main and supporting points of a given text	Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References : Ghanaian Language Curriculum Pg. 21		
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	Guide learners to skim through a given passage of about one hundred and fifty words and state the main ideas. Guide learners to identify the supporting ideas in the passage read. Let learners explain the relationship between the main ideas and supporting ideas and identify the links between them. Have learners to answer recall and inferential questions concerning the text read. <u>Assessment</u> Have learners read a given passage and answer the comprehension questions.	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.	

Date: 10 TH June, 2022		DAY:	Subject: Ghanaian Language
Duration:		Strand: Listening & Speaking	
Class: B7	Class Size:	Sub Strand: Presentation	
Content Standard: B7.2.6.1 Present information effectively on familiar topics using appropriate language		Indicator: B7.2.6.1.1 Describe daily activities using appropriate register, structure and gestures for the contest being presented.	Lesson: 1 of 1
Performance Indicator: Learners can describe daily activities using appropriate register		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 19			
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>Guide learners to outline some activities that you do on a daily basis.</p> <p>Led and narrate with gestures what you do in the morning before school, at school and after school.</p> <p>Develop a daily activity calendar.</p> <p>Learners in groups, converse with others about their daily activities.</p> <p>Engage learners to make a presentation on other familiar topics, e.g. family, school, holidays, weather, hobbies, animals, hometown or village, favorite time of the year and festival.</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>		

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 6

Date: 17 th JUNE, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Language & Usage
Class: B7	Class Size:	Sub Strand: Adverbs
Content Standard: B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences		Indicator: B7.4.3.1.2 Identify and classify adverbs into their various types.
		Lesson: 1 of 2
Performance Indicator: Learners can use the different types of adverbs in sentences		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg. 24		
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>Let a learner do an action or activity such as walking or talking.</p> <p>Ask learners to describe the action done by the learner.</p> <p>Introduce the adverb and explain to learners what it is.</p> <p>Ask learners to mention some adverbs and use them to form sentences.</p> <p>Ask a learner to identify the adverbs and discuss the types of adverbs with learners.</p> <p>Give the different types and allow learners to use them in sentences.</p> <p>Let learners read out their sentences on the board</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</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.	
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Date: 17 th JUNE, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Creative Writing
Content Standard: B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)	Indicator: B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.	Lesson: 2 of 2
Performance Indicator: Learners can write an imaginative longer story on their own.		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg. 27		
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>Discuss with learners things that are considered in writing a story.</p> <p>In groups, ask learners to create a short story and read to the class.</p> <p>Give a few words on the board as a guide for learners to write a short story.</p> <p>Ask a learner to tell a story. Discuss with learners what an imaginative story is.</p> <p>In groups, ask learners to write an imaginative story of about three hundred words and present to the class.</p> <p>Write sentences on flashcards. Use the sentences on the flashcards to help learners to write an imaginative longer story on their own.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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>	

Date: 17 th JUNE, 2022	Period:	Subject: Ghanaian Language	
Duration:		Strand: Literature	
Class: B7	Class Size:	Sub Strand: Poetry	
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature		Indicator: B7.6.1.1.3 Discuss the components of written literature (poetry).	Lesson: 1 of 2
Performance Indicator: Learners can talk about the structure and significance of poetry		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 28			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Invite learners to sing a familiar traditional song.</p> <p>Let learners tell the meaning of the songs they sing. Ask learners if they would to sing more songs.</p> <p>Introduce the lesson by sharing the performance indicators.</p>		
PHASE 2: NEW LEARNING	<p>Revise with learners to explain what oral literature is.</p> <p>Engage learners to describe the structure of a poetry. <i>Poetry is a kind of writing. It is different than other types of writing because of its structure and form. When you read a poem you see that it usually looks different on the page than a story or an article. It can have long lines or short lines. It can have lots of punctuation or little punctuation. A poem can rhyme, but it does not have to. It usually has some kind of pattern. When writing a poem, you want to think about the words and descriptions you choose. People like to write poems to express emotions. They also like to write poems that make the reader use his or her imagination.</i></p> <p>Show learners variety of poetry in different languages and guide learners to analyze the poetry.</p> <p>Poems often use literary devices like metaphors.</p> <ul style="list-style-type: none"> • A metaphor makes a comparison without using 'like' or 'as'. It says that one thing is another. <p>Examples: - The classroom was a zoo! Meaning: The pupils were behaving like wild animals in the classroom. - Her brain is a computer. Meaning: She is very clever</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Encourage learners to appreciate the significance of poetry.</p> <p><u>Assessment</u> Read the following poem and answer the comprehension questions.</p> <p>How doth the little crocodile Improve his shining tail And pour the waters of the Nile On every golden scale!</p> <p>How cheerfully he seems to grin How neatly spreads his claws And welcomes little fishes in With gently smiling jaws!</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Which words rhyme in the poem. 	
<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>	

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 7

Date: 24 TH June, 2022		DAY:	Subject: Ghanaian Language
Duration:		Strand: Customs & Institutions	
Class: B7	Class Size:		Sub Strand: Rites of Passage
Content Standard: B7.1.4.1 Demonstrate knowledge in and an understanding of how chiefs and queen mothers are selected, enstooled/ enskinned and compare their duties and responsibilities		Indicator: B7.1.4.1.3 Discuss the duties and responsibilities of chiefs and queen mothers among their people.	Lesson: 1 of 1
Performance Indicator: Learners can describe the duties and responsibilities of chiefs and queen mothers		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 9-10			
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	Guide learners to identify the duties of a chief and queen mother in their community. Learners to evaluate the duties of a chief and queen mother among your people.		Pictures and charts
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: 24 TH June, 2022		DAY:	Subject: Ghanaian Language
Duration:		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Reading	
Content Standard: B7.3.1.1 Understand the main ideas and supporting points in texts		Indicator: B7.3.1.1.2 Read to understand and summarize the main ideas in a given grade level passage.	Lesson: 1 of 1
Performance Indicator: Learners can summarize the main ideas in a given grade level passage.		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References : Ghanaian Language Curriculum Pg. 21			
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	Guide learners to identify and write main ideas in passages read from a range of subject areas. Learners to list the ideas identified in the order in which they occur in a passage. Have learners summarize a passage of about one hundred and fifty words in fifty words using your own words.	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.		

Date: 24 TH June, 2022		DAY:	Subject: Ghanaian Language
Duration:		Strand: Listening & Speaking	
Class: B7	Class Size:		Sub Strand: Conversation/Everyday Discourse
Content Standard: B7.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B7.2.1.1.3 Use appropriate language orally to describe experiences about oneself and others	Lesson: 1 of 1
Performance Indicator: Learners can describe experiences about oneself and others		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 19			
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	Guide learners to use appropriate language: tense structures, variety of sentences, figurative expressions, etc. Guide learners to use appropriate vocabulary: nouns, adjectives, adverbs, etc. to talk about one's experiences and those of others in specific situations e.g. at the hospital, shopping in a market/supermarket, at a bus terminal/station, etc.	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.		

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 8

Date: 1 st JULY, 2022	DAY:	Subject: Ghanaian Language
Duration:		Strand: Language & Usage
Class: B7	Class Size:	Sub Strand: Sentences
Content Standard: B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences	Indicator: B7.4.1.1.3 Classify sentences according to functions (declarative, imperative and interrogative)	Lesson: 1 of 1
Performance Indicator: Learners can classify sentences according to functions (declarative, imperative and interrogative).		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg. 22		
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	Guide learners to identify the components of a simple sentence in their language and give examples. Guide learners to identify the components of a compound sentence in their language and give examples. Learners to identify the components of a complex sentence in your language and give examples.	Pictures and charts
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: 1 st JULY, 2022		DAY:	Subject: Ghanaian Language
Duration:		Strand: Composition Writing	
Class: B7	Class Size:	Sub Strand: Narrative Writing	
Content Standard: B7.3.1.1 Understand the main ideas and supporting points in texts		Indicator: B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type	Lesson: 1 of 1
Performance Indicator: Learners can summarize the main ideas in a given grade level passage.		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References : Ghanaian Language Curriculum Pg. 27			
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>Guide learners to identify and write main ideas in passages read from a range of subject areas.</p> <p>Learners to list the ideas identified in the order in which they occur in a passage.</p> <p>Have learners summarize a passage of about one hundred and fifty words in fifty words using your own words.</p> <p>Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <p>Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative</p> <p>Discuss personal narrative with learners.</p> <p>Put learners into groups of five (5) and have them select a topic, purpose and audience for their narrative writing. E.g. Topic: How I spent my Christmas holidays.</p> <p>Purpose: to share an important experience.</p> <p>Guide learners to individually use appropriate graphic organizers to generate, gather and organize ideas and details for writing. E.g. Time Line, 5 Ws Chart.</p> <p>Use Time Line for personal narratives to list actions or events in the order in which they occurred.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>E.g. Topic.....</p> <p>Use 5 W's Chart to collect the "who? what? when? where? and why?" details for personal narratives and news stories. How could be added to the list.</p> <p>Learners then revise their first draft by ensuring the writing has a beginning, middle and ending.</p> <p>Learners should ensure they have used descriptive words. They have written about what they saw, heard, smelled, tasted and touched.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Discuss the features of narrative, descriptive, creative/free writing.</p> <p>Write a three-paragraph essay on a topic on the text types above.</p>	

Date: 1 st JULY, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Literature
Class: B7	Class Size:	Sub Strand: Songs
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	Indicator: B7.6.1.1.2 Discuss the components of oral literature	Lesson: 1 of 1
Performance Indicator: Learners can talk about the significance of songs		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg.		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to sing a familiar traditional song.</p> <p>Let learners tell the meaning of the songs they sing. Ask learners if they would to sing more songs.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners to explain what oral literature is.</p> <p>Engage learners to describe the structure of a song.</p> <p>Sing a variety of songs in different languages and guide learners to analyze the songs. e.g. Yen ara yasase ni.</p> <p>Encourage learners to appreciate the significance of songs.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is oral literature? 2. What are the components of oral literature. 3. Write three significance of songs. 	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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>	

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 9

Date:	DAY:	Subject: Ghanaian Language
Duration:		Strand: Customs & Institutions
Class: B7	Class Size:	Sub Strand: Rites of Passage
Content Standard: B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures		Indicator: B7.1.1.1.4 Compare and contrast the traditional naming process to the contemporary naming process
Performance Indicator: Learners can classify sentences according to functions (declarative, imperative and interrogative).		Lesson: 1 of 1
Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG		
References: Ghanaian Language Curriculum Pg. 4		
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	Discuss the contemporary naming processes and compare it with the traditional naming processes in Ghana. Show the similarities and differences. Similarities: e.g. <ul style="list-style-type: none"> • It is organized • Family members are involved. • Presentation of gifts, etc. Differences: e.g. <ul style="list-style-type: none"> • Organized in the family house but now organized at other places, e.g. church, in front of houses, event places, etc. • Items used are different from the contemporary process. • Baby named eight days after birth (but these days it is not always the case), etc. 	Pictures and charts
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:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Listening & Speaking	
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B7.2.1.1.4 Listen to and give accurate directions to familiar places	Lesson: 1 of 1
Performance Indicator: Learners can summarize the main ideas in a given grade level passage.		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References : Ghanaian Language Curriculum Pg. 12			
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>Guide learners to use appropriate language (e.g. opposite, adjacent, a few metres away, ten minute-walk /drive, turn left/right) and landmarks (church, mosque, hospital, filling station etc.) to show direction.</p> <p>Direct people using a range of these vocabulary and expressions appropriately to given locations</p>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
PHASE 3: REFLECTION	<p>Discuss the features of narrative, descriptive, creative/free writing.</p> <p>Write a three-paragraph essay on a topic on the text types above.</p>		

Date:	DAY:	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: 1 of 1
Performance Indicator: Learners can translate words and phrases in their own language		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
References : Ghanaian Language Curriculum Pg. 21			
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. dining b. cooking c. bathing d. classroom	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.		

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 10

Date: 8 TH JULY, 2022	Period:	Subject: Ghanaian Language
Duration:	Strand: Language & Usage	
Class: B7	Class Size:	Sub Strand: Adverbs
Content Standard: B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences	Indicator: B7.4.3.1.2 Identify and classify adverbs into their various types.	Lesson: 1 of 2
Performance Indicator: Learners can use the different types of adverbs in sentences	Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 24		
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	Let a learner do an action or activity such as walking or talking. Ask learners to describe the action done by the learner. Introduce the adverb and explain to learners what it is. Ask learners to mention some adverbs and use them to form sentences. Ask a learner to identify the adverbs and discuss the types of adverbs with learners. Give the different types and allow learners to use them in sentences. Let learners read out their sentences on the board	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.	

Date: 8 TH JULY, 2022		Period:	Subject: Ghanaian Language
Duration:		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Narrative Writing	
Content Standard: B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)		Indicator: B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.	Lesson:
Performance Indicator: Learners can write a short narrative on an incident or event.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 27			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Guide learners to discuss the features of narrative writing. Students narrate and discuss incidents or events in the school or home e.g. football match, oware, events on the way to school. In pairs, students pick out important points or ideas in the narrative and write them down. In pairs, students arrange points/ideas in logical order in paragraphs paying attention to the points raised in the content. Write a three-paragraph essay on a topic on the text types above. Focus on grammar. - Use of the verb-Tense - Use of adjectives and adverbs. - Correct punctuation, e.g. comma, full-stop. - Correct use of capital letters. - Use of conjunctions <u>Assessment</u> Students write a short narrative on an incident or event.	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.		

Date: 8 TH JULY, 2022	Period:	Subject: Ghanaian Language	
Duration:		Strand: Literature	
Class: B7	Class Size:	Sub Strand: Play Songs	
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		Indicator: B7.6.1.1.2 Discuss the components of oral literature	Lesson:
Performance Indicator: Learners can describe play songs as a component of oral literature		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 28			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Invite learners to sing a familiar traditional song.</p> <p>Let learners tell the meaning of the songs they sing. Ask learners if they would like to sing more songs.</p> <p>Introduce the lesson by sharing the performance indicators.</p>		
PHASE 2: NEW LEARNING	<p>Revise with learners to explain what oral literature is. <i>Example: Oral literature is the passing on of the people's culture and verbal compositions from one generation to another e.g. folktales, proverbs, songs, drum language etc</i></p> <p>Engage learners to describe the structure of play songs.</p> <p>Engage learners to share variety of stories in song form in different languages and guide learners to analyze the songs. e.g. Ananse stories.</p> <p>Encourage learners to appreciate the significance of songs in play.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is oral literature? 2. What are the components of oral literature. 3. Write three significance of songs. 	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
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>		

SECOND TERM WEEKLY LESSON NOTES
GHANAIAI LANGUAGE – B7
WEEK 11

Date: 15 TH JULY, 2022	Period:	Subject: Ghanaian Language
Duration:	Strand: Customs & Institutions	
Class: B7	Class Size:	Sub Strand: Rites of Passage
Content Standard: B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures	Indicator: B7.1.1.1.5 Role play a naming ceremony session in their culture	Lesson: 1 of 1
Performance Indicator: Learners can role play a naming ceremony session in their culture	Core Competencies: CC 9.7: Effectively perform multiple roles within the group. CC 8.1: Speak clearly and explain ideas.	
References: Ghanaian Language Curriculum Pg. 4		
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>Revise with learners to discuss the naming process of one other culture of Ghana and compare with the naming process of their people.</p> <p>Let learners write about commonalities and differences among the cultures</p> <p>Have learners discuss the contemporary naming processes and compare it with the traditional naming processes in Ghana.</p> <p>Revise with learners the similarities and differences between contemporary naming processes and traditional naming processes in Ghana.</p> <p>Engage learners to role play a naming ceremony among their people.</p> <p>Guide learners to discuss the role play and what they have learnt from it.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</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.	
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Date: 15 TH JULY, 2022	Period:	Subject: Ghanaian Language	
Duration:		Strand: Listening & Speaking	
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B7.2.1.1.5 Use techniques (voice modulation and eye contact) for effective oral communication	Lesson: 1 of 1
Performance Indicator: Learners can use techniques for effective oral communication.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 12			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Converse using appropriate voice (pace, volume, tone) Maintain eye contact (look at the person speaking, maintain appropriate posture and facial expression in conversation. Engage in conversation using the right tone and maintaining eye contact. Monitor how your partner shows this in the conversation.	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.		

Date: 15 TH JULY, 2022		Period:	Subject: Ghanaian Language	
Duration:			Strand: Reading	
Class: B7		Class Size:	Sub Strand: Reading	
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		Indicator: B7.3.1.1.2 Read to understand and summarize the main ideas in a given grade level passage.	Lesson: 1 of 1	
Performance Indicator: Learners can read to understand and summarize the main ideas in a given grade level passage			Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 28				
Phase/Duration	Learners Activities		Resources	
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Identify and write main ideas in passages read from a range of subject areas. List the ideas identified in the order in which they occur in a passage. Summarize a passage of about one hundred and fifty words in fifty words using your own words.		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.			

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 12

Date: 22 ND JULY, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Language & Usage
Class: B7	Class Size:	Sub Strand: Conjunctions
Content Standard: B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences		Indicator: B7.4.3.1.3 Use conjunctions accurately to link ideas in everyday discourse.
		Lesson: 1 of 2
Performance Indicator: Learners can use conjunctions accurately to link ideas in everyday discourse		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg. 24		
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>Through discussion, explain to learners what conjunctions are and the purpose they serve.</p> <p>List a few conjunctions on the board, being sure to include some coordinating and subordinating conjunctions.</p> <p>Lead a classroom discussion in which learners are asked to identify which conjunctions on the board are coordinating and subordinating conjunctions.</p> <p>Make a conjunction word wall, and have learners sit in groups and write all the words they can think of that are conjunctions on the blackboard.</p> <p>Guide learners to explore sentences using coordinating conjunctions. E.g. for, and, nor, but, or, yet, and so.</p> <p>Learners construct sentences using correlative conjunctions. E.g. either... or, neither... nor, and not only... but also.</p> <p>Learners use subordinating conjunctions to link ideas. E.g. because, since, as, although, though, while, and whereas.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>Have learners use adverbs that function as conjunctions in sentences. E.g. until, after, or before.</p> <p><u>Assessment</u> Complete the following sentences by adding 'and', 'but' or 'or'.</p> <ol style="list-style-type: none"> 1. Mrs. Taylor is tall slim. 2. Learning geography is hard interesting. 3. I don't like football soccer. 4. Do you pull the handle push it? 5. These tools are old still useful. 6. We visited lots of castles palaces in England. 7. The classes are quite difficult I'm doing well. 8. I didn't know whether to turn left right. 	
<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: 22 ND JULY, 2022	Period:	Subject: Ghanaian Language	
Duration:		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Descriptive Writing	
Content Standard: B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)		Indicator: B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type	Lesson:
Performance Indicator: Learners can write a three-paragraph essay on a topic on the text types above.		Core Competencies: CC 8.3:	
Reference : Ghanaian Language Pg. 27			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the features of descriptive writing.</p> <p>Briefly revise the writing process by having learners name the stages and say what happens at each stage.</p> <p>Revise descriptive writing with learners</p> <p>Have learners select a topic e.g. “A Day I will never forget”.</p> <p>Provide a sample text. Guide learners to identify the descriptive words and expressions:</p> <p>Discuss the descriptive words and expressions with learners.</p> <p>Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences.</p> <p>Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</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. Ask learners how the lesson will benefit them in their daily lives.	
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Date: 22 ND JULY, 2022	Period:	Subject: Ghanaian Language	
Duration:		Strand: Literature	
Class: B7	Class Size:	Sub Strand: Reading of Poems	
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		Indicator: B7.6.1.1.2 Discuss the components of oral literature	Lesson: I OF I
Performance Indicator: Learners can describe play songs as a component of oral literature		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 28			

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>Revise with learners the meaning of stressing and rhythm in literature.</p> <p style="padding-left: 40px;">Stress - To give importance to words. Rhythm - A repeated sound pattern.</p> <p>Write a sample poem on the board. Read it aloud as learners listen.</p> <p>Read each verse and have learners identify the stressed words.</p> <p>Model the poem by reading it line by line. Ask learners to repeat each line after you. Make sure you stress the important words and pause or continue so that learners can copy you. Make sure you put some extra stress on the rhyming words.</p> <p>Ask learners to work in pairs. Tell them to practice all the verses of the poem, paying attention to the stress, the punctuation and rhyming words.</p> <p>After some time, invite some of the pairs to come to the front of the class and read the poem.</p> <p><u>Assessment</u></p> <p>I <u>shot</u> an <u>arrow</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>; For, so <u>swiftly</u> it <u>flew</u>, the <u>sight</u> Could not <u>follow</u> in its <u>flight</u>.</p> <p>I <u>breathed</u> a <u>song</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>; For who has <u>sight</u> so <u>keen</u> and <u>strong</u>,</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	That it can <u>follow</u> the <u>flight</u> of <u>song</u> ? a. Identify five rhyming words in the poem.	
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.	