

SECOND TERM WEEKLY LESSON NOTES
GHANAIAI 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	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. Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing. Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative Discuss personal narrative with learners. 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. Purpose: to share an important experience. 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. Use Time Line for personal narratives to list actions or events in the order in which they occurred.		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<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>	