

SECOND TERM WEEKLY LESSON NOTES
GHANAIAI 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	Invite learners to sing a familiar traditional song. Let learners tell the meaning of the songs they sing. Ask learners if they would like to sing more songs. Introduce the lesson by sharing the performance indicators.		
PHASE 2: NEW LEARNING	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> Engage learners to describe the structure of play songs. Engage learners to share variety of stories in song form in different languages and guide learners to analyze the songs. e.g. Ananse stories. Encourage learners to appreciate the significance of songs in play. <u>Assessment</u> 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	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.		