

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 7

Week Ending: 28 th OCT, 2022	Period:	Subject: Ghanaian Language	
Duration: 60MINS		Strand: Literature	
Class: B7	Class Size:	Sub Strand: Drama	
Content Standard: B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		Indicator: B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).	Lesson: 1 of 1
Performance Indicator: Learners can read fluently with appropriate voice modulation		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Introduce learners to their reading material, Allow learners to glance through and analyze it carefully. <ul style="list-style-type: none"> • What is the title of the book? • What stories does the book contain? • Are the stories drama, narrative, poetry or prose? Put learners into groups for them to read the text. Model the drama by reading it line by line. Ask learners to follow as you read. Guide learners to identify the plot and the characters in the drama. Use voice modulation and gestures as you read to make the drama interesting. Ask learners to work in groups. Let them role play some scenes in the drama. <u>Assessment</u> Share roles and guide learners to role play the drama to the class.	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.		

Week Ending: 28 th OCT, 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 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</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>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>	

Week Ending: 28 th OCT, 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.	

Week Ending: 28 th OCT, 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	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.	