

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK I

<b>Date:</b> 16 <sup>th</sup> SEPT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems
<b>Content Standard:</b> B7.1.2.1 Exhibit an understanding of day names and order of birth names and relate the names to the days and order	<b>Indicator:</b> B7.1.2.1.3 Compare and contrast the day names and order of birth names in their culture to other cultures in Ghana	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compare and contrast the day names and order of birth names in their culture to other cultures in Ghana		<b>Core Competencies:</b> CC 9.7: Effectively perform multiple roles within the group. CC 8.1: Speak clearly and explain ideas.
<b>References:</b> Ghanaian Language Curriculum Pg. 6		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Start the lesson by asking learners to mention their days of birth.</p> <ul style="list-style-type: none"> <li>• How many of you were born on Sundays?</li> <li>• What name is given to Sunday borns?</li> <li>• How many of you were born on Monday?</li> <li>• What name is given to Monday borns?</li> </ul> <p>Share the performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>List the days of the week on the board. Brainstorm from learners for the names of these days.</p> <p>Learners in groups, find the names of the days in other cultures. Have learners to present their findings to the class.</p> <p>Through think-pair-share, let learners compare the names of their culture to other cultures to find any difference and similarities.</p> <p>Guide learners to compare the day names and order of birth names in their culture with those of other cultures in Ghana.</p> <p>Discuss with learners the similarities and differences. E.g.:</p> <ul style="list-style-type: none"> <li>• Both are done in order.</li> <li>• Same names for both sexes in some cultures but not same in other cultures, etc.</li> </ul> <p><u>Assessment</u> Provide the names for the following days</p>	Flash cards

	<table border="1"> <thead> <tr> <th>Day</th> <th>Name</th> </tr> </thead> <tbody> <tr><td>Sunday</td><td></td></tr> <tr><td>Monday</td><td></td></tr> <tr><td>Tuesday</td><td></td></tr> <tr><td>Wednesday</td><td></td></tr> <tr><td>Thursday</td><td></td></tr> <tr><td>Friday</td><td></td></tr> <tr><td>Saturday</td><td></td></tr> </tbody> </table>	Day	Name	Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday										
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<p><b>PHASE 3: REFLECTION</b></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> <p><u>Home work</u> Provide the names for the following days in your culture and one other culture.</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Your culture</th> <th>Other culture</th> </tr> </thead> <tbody> <tr><td>Sunday</td><td></td><td></td></tr> <tr><td>Monday</td><td></td><td></td></tr> <tr><td>Tuesday</td><td></td><td></td></tr> <tr><td>Wednesday</td><td></td><td></td></tr> <tr><td>Thursday</td><td></td><td></td></tr> <tr><td>Friday</td><td></td><td></td></tr> <tr><td>Saturday</td><td></td><td></td></tr> </tbody> </table>	Day	Your culture	Other culture	Sunday			Monday			Tuesday			Wednesday			Thursday			Friday			Saturday			
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<b>Date:</b> 16 <sup>th</sup> SEPT, 2022		<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension	
<b>Content Standard:</b> B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B7.2.2.1.2 Listen to, discuss ideas and share opinions from a level-appropriate text.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss ideas and share opinions from a level-appropriate text		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 13			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Ask learners to mention the title of books they have read before.</p> <p>Learners in turns share and discuss ideas from the books.</p> <ul style="list-style-type: none"> <li>• What is the title of the book you have read?</li> <li>• What does the book talk about?</li> <li>• Will you recommend the book to others?</li> </ul> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Ask learners to mention the title of books they have read before.</p> <p>Learners in turns share and discuss ideas from the books.</p> <ul style="list-style-type: none"> <li>• What is the title of the book you have read?</li> <li>• What does the book talk about?</li> <li>• Will you recommend the book to others?</li> </ul> <p>Have learners listen to teacher-read texts.</p> <p>Model the visualization strategy to make meaning from texts heard.</p> <p>Encourage learners to practice constructing meaning from the texts or play.</p> <p>Listen to and write key points from texts/speeches/presentations.</p> <p>Discuss key points identified and share opinions with peers.</p> <p><u>Assessment</u> Play a recorded audio on a topic. Learners to listen to, discuss ideas and share opinions from a from the audio.</p>	Learners Readers, flash cards, sentence cards	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.		

	<p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u></p> <p>Play a recorded audio on a topic.</p> <p>Learners to listen to, discuss ideas and share opinions from a from the audio.</p>	
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<b>Date:</b> 16 <sup>th</sup> SEPT, 2022		<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Reading	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Translation	
<b>Content Standard:</b> B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences		<b>Indicator:</b> B7.3.2.1.1 Translate words and phrases in his/her language	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can translate words and phrases in his/her language		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation in English language. Have learners translate the conversation into their local language.</p> <ul style="list-style-type: none"> <li>• Did you find it difficult translating the conversation</li> <li>• What words did you find difficulty translating?</li> </ul> <p>Share the performance indicators with learners</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Engage learners in a conversation in English language. Have learners translate the conversation into their local language.</p> <ul style="list-style-type: none"> <li>• Did you find it difficult translating the conversation</li> <li>• What words did you find difficulty translating?</li> </ul> <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 a target language of study to a source language.</p> <p>Write a short passage on the board. In groups, learners translate the source language to a target language.</p> <p><u>Assessment</u> Translate the following words into your own language.</p> <ol style="list-style-type: none"> <li>dining</li> <li>cooking</li> <li>bathing</li> <li>classroom</li> </ol>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	<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> <p><u>Homework</u> Learners in groups translate a short passage from the source language to a target language.</p>		

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 2

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS	<b>Strand:</b> Language & Usage	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Postposition/Prepositions
<b>Content Standard:</b> B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences	<b>Indicator:</b> B7.4.3.1.4 Explore the use of postpositions/prepositions appropriately and correctly in a range of texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate command of the use of prepositions in daily conversation	<b>Core Competencies:</b> CC 9.7: Effectively perform multiple roles within the group. CC 8.1: Speak clearly and explain ideas.	
<b>References:</b> Ghanaian Language Curriculum Pg. 25		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Revise prepositions such as those that convey meanings of position, possession and comparison.  Write examples of sentences to illustrate this.  Have learners identify common prepositions (on, in, near, under) in sentences.  Let them use these prepositions in sentences.  Introduce complex prepositions (more than one word) and guide learners to use in constructing sentences. e.g. consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work), etc. <b>E.g.:</b> <i>The tree is <u>in front of</u> the house.</i> <i>The prefect spoke <u>on behalf of</u> the class.</i>  Let learners use complex prepositions to express: <ul style="list-style-type: none"> <li>• Place - e.g. near/close to, in front of, out of, far from, by the side of, etc.</li> <li>• Time - e.g. in time of, about to, during the course of, at noon, for one week, etc.</li> <li>• Reason - e.g. due to, because of, on account of, as a result of, etc.</li> <li>• Concession - e.g. in spite of, apart from etc.</li> </ul>	Flash cards

	<p><u>Assessment</u></p> <p>Underline the preposition in the sentences</p> <p>i. Sally was sitting <u>under</u> a tree.</p> <p>ii. There's a wooden floor <u>underneath</u> the carpet.</p> <p>iii. School starts <u>at</u> nine o'clock.</p> <p>iv. I brush my teeth <u>in</u> the morning and <u>at</u> night.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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> <p><u>Homework</u></p> <p>i. A girl went <u>past</u> them <u>on</u> a bike.</p> <p>ii. This road leads <u>away from</u> the stadium.</p> <p>iii. You should eat fruit <u>instead of</u> candy.</p> <p>iv. Dad is coming to the theater with us <u>instead of</u> Mom.</p> <p>v. I made this bookmark <u>for</u> Mom.</p>	

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022		<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Structure & Organize Ideas In Composition Writing	
<b>Content Standard:</b> B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can write a short narrative on an incident or event.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 13			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	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.	Learners Readers, flash cards, sentence cards	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022		<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Prose	
<b>Content Standard:</b> B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce learners to their reading material, Allow learners to glance through and analyze it carefully. What is the title of the book? What stories does the book contain? Are the stories drama, narrative, poetry or prose?</p> <p>Put learners into groups for them to read the text.</p> <p>Model the poem by reading it line by line. Ask learners to follow as you read. Make sure you stress the important words and pause often to see if learners are following. 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><u>Assessment</u> After some time, invite some of the pairs to come to the front of the class and read the poem.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
<b>PHASE 3: REFLECTION</b>	<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> <p><u>Home work</u> Learners to list all the rhyming words in the poem and use them in sentence.</p>		

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 3

<b>Week Ending:</b> 30 <sup>th</sup> SEPT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Speech Sounds
<b>Content Standard:</b> B7.2.3.1 Recognize and sound vowels and consonants and read one syllable words of their linguistic community		<b>Indicator:</b> B7.2.3.1.2 Identify and produce the consonants in the language of study
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can pronounce and spell words with consonant sounds		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 13		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Have learners say or sing the alphabet song.</p> <p>Ask learners to identify the two types of letters in the English alphabet? (Answer: consonants and vowels)</p> <p>Recap with learners to find out what they already know about consonants.</p> <p>Share the performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners for the meaning of consonant.</p> <p>Write the letters of the alphabet on the board or cardboard.</p> <p>Let learners identify all the consonants sounds in the alphabet. Example: /b/, /f/, /g/, /c/, /d/, /t/, /n/, /m/</p> <p>Mention and write some words on the board and guide learners to identify consonants in the words.</p> <p>Let learners produce the consonants sounds in their local language. e.g. /b/, /f/, /g/, /c/, /d/, /t/, /n/, /m/. etc.</p> <p>Have learners mention words in their local language that begins with /b/, /f/, /g/, /c/, /d/, /t/, /n/, /m/</p> <p>Record and write the vowel sounds of your language on the board or on flash cards.</p>	Learners Readers, flash cards, sentence cards

	<p>Engage learners to say tongue twisters to aid them pronounce words with consonants sounds. Example: “<i>Teacher Tenten To Tarkoradi</i>”</p> <p>Guide learners to pronounce consonants sounds correctly in connected speech.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is a consonants sound?</li> <li>2. List 10 words that contain consonants sound.</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></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>	

<b>Week Ending:</b> 30 <sup>th</sup> SEPT, 2022		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading	
<b>Class:</b> B7		<b>Class Size:</b>	<b>Sub Strand:</b> Reading
<b>Content Standard:</b> B7.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the main and supporting points of a given text		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	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	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 30 <sup>th</sup> SEPT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language																	
<b>Duration:</b> 50MINS		<b>Strand:</b> Customs & Institutions																	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems																	
<b>Content Standard:</b> B7.1.2.1 Exhibit an understanding of day names and order of birth names and relate the names to the days and order		<b>Indicator:</b> B7.1.2.1.3 Compare and contrast the day names and order of birth names in their culture to other cultures in Ghana	<b>Lesson:</b> 1 of 1																
<b>Performance Indicator:</b> Learners can compare and contrast the day names and order of birth names in their culture to other cultures in Ghana		<b>Core Competencies:</b> CC 9.7: Effectively perform multiple roles within the group. CC 8.1: Speak clearly and explain ideas.																	
<b>References:</b> Ghanaian Language Curriculum Pg. 6																			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>																	
<b>PHASE 1: STARTER</b>	<p>Start the lesson by asking learners to mention their days of birth.</p> <ul style="list-style-type: none"> <li>How many of you were born on Sundays?</li> <li>What name is given to Sunday borns?</li> <li>How many of you were born on Monday?</li> <li>What name is given to Monday borns?</li> </ul> <p>Share the performance indicators and introduce the lesson.</p>																		
<b>PHASE 2: NEW LEARNING</b>	<p>List the days of the week on the board. Brainstorm from learners for the names of these days.</p> <p>Learners in groups, find the names of the days in other cultures. Have learners to present their findings to the class.</p> <p>Through think-pair-share, let learners compare the names of their culture to other cultures to find any difference and similarities.</p> <p>Guide learners to compare the day names and order of birth names in their culture with those of other cultures in Ghana.</p> <p>Discuss with learners the similarities and differences. E.g.:</p> <ul style="list-style-type: none"> <li>Both are done in order.</li> <li>Same names for both sexes in some cultures but not same in other cultures, etc.</li> </ul> <p><u>Assessment</u> Provide the names for the following days</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>Sunday</td> <td></td> </tr> <tr> <td>Monday</td> <td></td> </tr> <tr> <td>Tuesday</td> <td></td> </tr> <tr> <td>Wednesday</td> <td></td> </tr> <tr> <td>Thursday</td> <td></td> </tr> <tr> <td>Friday</td> <td></td> </tr> <tr> <td>Saturday</td> <td></td> </tr> </tbody> </table>	Day	Name	Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Flash cards	
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**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.

Home work

Provide the names for the following days in your culture and one other culture.

Day	Your culture	Other culture
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 4

<b>Week Ending:</b> 7 <sup>TH</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Language & Usage	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Vocabulary	
<b>Content Standard:</b> B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing		<b>Indicator:</b> B7.4.4.1.1 Use vocabulary appropriately and correctly in writing:	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can pronounce and spell words with consonant sounds		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 13			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Identify and write vocabulary related to home and school.  Use the vocabulary of identified items to construct appropriate and correct sentences.  Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.  Select some of the unfamiliar words in the passage with the help of the learners.  Pronounce the words with the correct tone aloud for learners to repeat.  Give learners an extract containing wrongly spelt words. Guide them to correct the spellings.	Learners Readers, flash cards, sentence cards	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 7 <sup>TH</sup> OCT, 2022		<b>DAY:</b>		<b>Subject:</b> Ghanaian Language		
<b>Duration:</b> 60mins				<b>Strand:</b> Writing		
<b>Class:</b> B7		<b>Class Size:</b>		<b>Sub Strand:</b> Writing		
<b>Content Standard:</b> B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)			<b>Indicator:</b> B7.5.1.1.2. Write a brief report on an event or activity they have witnessed		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can write a brief report on an event or activity they have witnessed				<b>Core Competencies:</b> CC 8.3		
<b>References :</b> Ghanaian Language Curriculum Pg. 27						
<b>Phase/Duration</b>		<b>Learners Activities</b>			<b>Resources</b>	
<b>PHASE 1: STARTER</b>		<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators and introduce the lesson.</p>				
<b>PHASE 2: NEW LEARNING</b>		<p>Discuss with learners how to write a narrative composition.</p> <p>Show a sample of a narrative writing and discuss its structure and key points.</p> <p>Ask learners to narrate to the class an activity in which they took part.</p> <p>Discuss the narration from the learner. Assist learners to write a report or an account of a particular event or activity in which they were involved.</p> <p>Ask a learner to narrate an event witnessed to the class.</p> <p>Learners in a brief writing, report on an event or activity e.g. rainfall, storm, drought they have witnessed.</p> <p><u>Assessment</u> Put learners in groups to discuss an event that took place in the school, home or community etc.</p> <p>Assist learners to write a report or account of a particular event or activity</p>			<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
<b>PHASE 3: REFLECTION</b>		<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>				

<b>Week Ending:</b> 7 <sup>TH</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Drama	
<b>Content Standard:</b> B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce learners to their reading material, Allow learners to glance through and analyze it carefully.</p> <ul style="list-style-type: none"> <li>• What is the title of the book?</li> <li>• What stories does the book contain?</li> <li>• Are the stories drama, narrative, poetry or prose?</li> </ul> <p>Put learners into groups for them to read the text.</p> <p>Model the drama by reading it line by line. Ask learners to follow as you read.</p> <p>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.</p> <p>Ask learners to work in groups. Let them role play some scenes in the drama.</p> <p><u>Assessment</u> Share roles and guide learners to role play the drama to the class.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	
<b>PHASE 3: REFLECTION</b>	<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>		

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 5

<b>Week Ending:</b> 14 <sup>TH</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>	<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> The Clan System
<b>Content Standard:</b> B7.1.3.1 Demonstrate an understanding of the clan system among their people	<b>Indicator:</b> B7.1.3.1.1 Describe the clan system and state some clans in their ethnic community.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can explain clan and mention the names of some clans in the locality.	<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>Reference :</b> Ghanaian Language Pg. 7		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to explain what a clan is. <i>A group of families who are thought to have originated from the same family and have the same naming system and the same totem</i>  Guide learners to state some clans they know and relate themselves with the clans stated. <u>Clans in the locality:</u> E.g.: <ul style="list-style-type: none"> <li>• Akan: Aduana, Agona, Asona, Oyoko, Birɛtuo etc.</li> <li>• Dangme: Dangmebiawɛ, Piɛngua, Kabubiawɛ, Jebiam, Bunase, Nyɛwɛ etc.</li> <li>• Ewe (Aɲɔ): Bateawo, Adzɔviawo, Adzɔvia, Likɛ , Blu, etc.</li> <li>• Ga: Sempe (Ga Mashɪ), Kinkawe (Osu), Abese (La), Agbawe (Tɛshi), Nii Moi We(Nunua), Jɔɔshi(Tɛma) etc.</li> <li>• Gonja: Nsuwa, Ngbanyabia, etc.</li> <li>• Dagaare: Malɔɔrɛɛ , Kowɛrɛɛ , Dakpaalɛɛ</li> </ul> <i>Emoala/Ewaala, Kusiele, etc</i> Nzema: Ezohile, Ndwefoo, etc. Kasem: Navɛ bia, Tala Bia, Bawea Bia  <u>Assessment</u> Students to identify three clans and state their totems.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

<b>PHASE 3:</b> <b>REFLECTION</b>	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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<b>Week Ending:</b> 14 <sup>TH</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Speech Sounds (long vowels)	
<b>Content Standard:</b> B7.2.3.1 Recognize and sound vowels and consonants and read one syllable words of their linguistic community		<b>Indicator:</b> B7.2.3.1.1 Identify and produce the vowels in the language of study	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can pronounce and spell words with vowel sounds		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References :</b> Ghanaian Language Curriculum Pg. 15			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Have learners say or sing the alphabet song.</p> <p>Recap with learners to find out they already know about vowels.</p> <p>Share the performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners on the meaning of a vowel.</p> <p>Mention and write some words on the board and guide learners to identify vowels in the words.</p> <p>Review learners understanding in using short vowels in writing.</p> <p>Introduce learners to the usage of long vowels.</p> <p>Demonstrate to learners how each of the long vowels are formed.</p> <p>Example: <i>The letter 'a' can make a long sound, as in cake, when it is followed by a consonant and silent e. Sometimes, this pattern is called VCe. That stands for Vowel + Consonant + Silent e.</i></p> <p>Have learners to produce the vowel sounds in their local language. e.g. /a/, /e/, /ɛ/, and give more examples on long vowel sounds.</p> <p>In groups, students listen and repeat the sounds of vowels one after the other.</p> <p>Guide learners to pronounce vowel sounds correctly in connected speech.</p> <p><u>Assessment</u></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<ol style="list-style-type: none"><li>1. Students to list the vowel sounds of the letters of the alphabet.</li><li>2. Students to identify vowel sounds in given words</li></ol>	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Week Ending:</b> 14 <sup>TH</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Translation
<b>Content Standard:</b> B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences	<b>Indicator:</b> B7.3.2.1.1 Translate words and phrases in his/her language	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can translate words and phrases in their own language		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References :</b> Ghanaian Language Curriculum Pg. 21		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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.	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 6

<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Language & Usage
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Spelling
<b>Content Standard:</b> B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing		<b>Indicator:</b> B7.4.4.1.2 Spell words related to home and school correctly
<b>Performance Indicator:</b> Learners can explain clan and mention the names of some clans in the locality.		<b>Lesson:</b> <b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>Reference :</b> Ghanaian Language Pg. 26		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Give a passage to learners to read.  Select all the nine and ten letter words in the passage and write them on the board.  Discuss the words with learners. Spell out, together with learners, the words on the board.  Call individual learners to spell the words to the class.  Dictate the words for learners to write in their books.  Put learners into groups and do a spelling game among the groups	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Composition Writing	
<b>Content Standard:</b> B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)		<b>Indicator:</b> B7.5.1.1.2 Write a brief report on an event or activity they have witnessed	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can pronounce and spell words with vowel sounds		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References :</b> Ghanaian Language Curriculum Pg. 27			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Recap with learners to find out they already know about vowels.  Share the performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Discuss with learners how to write a narrative composition.  Show a sample of a narrative writing and discuss its structure and key points.  Ask learners to narrate to the class an activity in which they took part.  Discuss the narration from the learner.  <u>Assessment</u> Assist learners to write a report or an account of a particular event or activity in which they were involved.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Drama
<b>Content Standard:</b> B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce learners to their reading material, Allow learners to glance through and analyze it carefully.</p> <ul style="list-style-type: none"> <li>• What is the title of the book?</li> <li>• What stories does the book contain?</li> <li>• Are the stories drama, narrative, poetry or prose?</li> </ul> <p>Put learners into groups for them to read the text.</p> <p>Model the drama by reading it line by line. Ask learners to follow as you read.</p> <p>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.</p> <p>Ask learners to work in groups. Let them role play some scenes in the drama.</p> <p><u>Assessment</u> Share roles and guide learners to role play the drama to the class.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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>	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 7

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Literature	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Drama	
<b>Content Standard:</b> B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Introduce learners to their reading material, Allow learners to glance through and analyze it carefully. <ul style="list-style-type: none"> <li>• What is the title of the book?</li> <li>• What stories does the book contain?</li> <li>• Are the stories drama, narrative, poetry or prose?</li> </ul> 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	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>	<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> The Clan System
<b>Content Standard:</b> B7.1.3.1 Demonstrate an understanding of the clan system among their people	<b>Indicator:</b> B7.1.3.1.1 Describe the clan system and state some clans in their ethnic community.	<b>Lesson:</b> 2 OF 3
<b>Performance Indicator:</b> Learners can describe the characteristics of identified clan system.	<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 8		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<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 Asiana Guahya. Towns of this faction incorporate Gyamaase, Adanse, Ofoase, Asenemanso, etc.</p> <p>Write 3-4 sentence summary of the above text.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Tones	
<b>Content Standard:</b> B7.2.4.1 Recognize the basic tones in their language		<b>Indicator:</b> B7.2.4.1.1 Identify and produce the basic tones in their language.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can identify and produce the basic tones in their language		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 17			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	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	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Reading
<b>Content Standard:</b> B7.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the main and supporting points of a given text		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 21		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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.	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 8

<b>Week Ending:</b> 4 <sup>TH</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Language & Usage
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Punctuations
<b>Content Standard:</b> B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing	<b>Indicator:</b> B7.4.4.1.3 Identify and use punctuations appropriately and correctly in writing	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can identify and use punctuations appropriately and correctly in writing		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 26		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Write these symbols on the board: , . ?</p> <ul style="list-style-type: none"> <li>• What do we call these symbols?</li> <li>• What are they used for?</li> </ul> <p>Today we are going to practice using these punctuation marks.</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Point to the punctuation marks on the board. Point to each symbol and ask:</p> <ul style="list-style-type: none"> <li>• What is this called?</li> <li>• When do we use a question mark?</li> <li>• When do we use a full stop?</li> </ul> <p>Write the following sentences on the board:</p> <p>a) She goes shopping every day b) What does she buy c) She buys okra pineapple rice and wine</p> <p>What punctuation is missing in the first sentence? (Answer: a full stop) Why do we need a full stop? (Answer: It is a sentence.)</p> <p>What punctuation is missing in the second sentence? (Answer: a question mark) Why do we need a question mark? (It is a question.)</p> <p>Revise with learners on words like ‘what, where, why, when, how, who, can, could, will, do, did’ are all used to ask a question.</p> <p>What punctuation is missing in the last sentence? (Answer: commas and a full stop at the end)</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>Why do we need commas? (Answer: It is a list.)  How many commas do we need? (Answer: 2)</p> <p>Write another set of sentence on the board with no punctuation:  “Have any of you been to the seaside I have not been I would love to go because I have heard it is beautiful sunny and fun”</p> <p>Ask learners to tell you where to write the punctuation and rewrite the sentence again with correct punctuations.</p> <p>In pairs, learners write thier own short text about riding a bicycle. There must be questions, sentences and a list.</p> <p>Give the learners time to write. Move around the classroom to make sure they understand and are doing the task.</p> <p>Invite 1-2 pairs to read their texts to the class.</p>	
<p>PHASE 3:  <b>REFLECTION</b></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>	

<b>Week Ending:</b> 4 <sup>TH</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Drama
<b>Content Standard:</b> B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce learners to their reading material, Allow learners to glance through and analyze it carefully.</p> <ul style="list-style-type: none"> <li>• What is the title of the book?</li> <li>• What stories does the book contain?</li> <li>• Are the stories drama, narrative, poetry or prose?</li> </ul> <p>Put learners into groups for them to read the text.</p> <p>Model the drama by reading it line by line. Ask learners to follow as you read.</p> <p>Guide learners to identify the plot and the characters in the drama.</p> <p>Use voice modulation and gestures as you read to make the drama interesting.</p> <p>Ask learners to work in groups. Let them role play some scenes in the drama.</p> <p><u>Assessment</u> Share roles and guide learners to role play the drama to the class.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Week Ending:</b> 4 <sup>TH</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Narrative Writing
<b>Content Standard:</b> B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types		<b>Indicator:</b> B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.
<b>Performance Indicator:</b> Learners can write a short narrative on an incident or event.		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:		
<b>Reference:</b> Ghanaian Language Curriculum Pg. 27		
<b>Keywords:</b> main topic, paragraphs		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap with learners to review their understanding in the previous lesson  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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.	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 9

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60mins		<b>Strand:</b> Listening & Speaking
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Vocabulary Development
<b>Content Standard:</b> B7.2.5.1 Exhibit an understanding of recognizing and producing words and using them in sentences	<b>Indicator:</b> B7.2.5.1.1 Identify and produce words in the home and school environments and use them to form meaningful sentences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and produce words in the home and school and use them in sentences.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>References:</b> Ghanaian Language Curriculum Pg. 18		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to identify vocabulary items in relation to the home. E.g. dining, cooking, bathing, etc.</p> <p>Write the words on flashcards and show them to learners.</p> <p>Ask learners to say the words and then use them in sentences.</p> <p>Again, Have learners to identify vocabulary items in relation to the school. E.g. classroom, head teacher’s office, school compound, etc.</p> <p>Learners use the vocabularies identified to form meaningful sentences.</p> <p>In groups, guide learners to read the sentences aloud with correct pronunciation and tone.</p> <p>Give a paragraph of a passage and allow learners to read in turns.</p> <p>With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</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: <b>REFLECTION</b></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>	

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Translation	
<b>Content Standard:</b> B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences		<b>Indicator:</b> B7.3.2.1.1 Translate words and phrases in his/her language	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can translate words and phrases in their own language		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>References :</b> Ghanaian Language Curriculum Pg. 21			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	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	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Chieftaincy	
<b>Content Standard:</b> 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		<b>Indicator:</b> B7.1.4.1.1 Discuss how chiefs and queen mothers are selected in their ethnic community.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can state how chiefs and queen mothers are selected and enstooled or enskinned		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>References:</b> Ghanaian Language Curriculum Pg. 8			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	Engage learners to discuss how a chief is selected in the community.  <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> <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>  Engage learners to discuss how a queen mother is selected in the community.  <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>  Students give personal experiences or an eyewitness account of nomination, enstoolment of a chief or queen-mother in their community.  Guide learners to read a passage on how chiefs and queen mothers are selected in their community.  Identify the traditional leaders mentioned in the passage. E.g. chiefs, sub- chiefs, and so on.	Pictures and charts	

	<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:  <b>REFLECTION</b></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>	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 10

<b>Week Ending:</b> 18 <sup>TH</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Punctuations	
<b>Content Standard:</b> B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing		<b>Indicator:</b> B7.4.4.1.3 Identify and use punctuations appropriately and correctly in writing	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can identify and use punctuations appropriately and correctly in writing		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 26			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Write these symbols on the board: , . ?</p> <ul style="list-style-type: none"> <li>• What do we call these symbols?</li> <li>• What are they used for?</li> </ul> <p>Today we are going to practice using these punctuation marks.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Point to the punctuation marks on the board. Point to each symbol and ask:</p> <ul style="list-style-type: none"> <li>• What is this called?</li> <li>• When do we use a question mark?</li> <li>• When do we use a full stop?</li> </ul> <p>Write the following sentences on the board:</p> <p>a) She goes shopping every day b) What does she buy c) She buys okra pineapple rice and wine</p> <p>What punctuation is missing in the first sentence? (Answer: a full stop) Why do we need a full stop? (Answer: It is a sentence.)</p> <p>What punctuation is missing in the second sentence? (Answer: a question mark) Why do we need a question mark? (It is a question.)</p> <p>Revise with learners on words like ‘what, where, why, when, how, who, can, could, will, do, did’ are all used to ask a question.</p> <p>What punctuation is missing in the last sentence? (Answer: commas and a full stop at the end)</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Why do we need commas? (Answer: It is a list.)  How many commas do we need? (Answer: 2)</p> <p>Write another set of sentence on the board with no punctuation:  “Have any of you been to the seaside I have not been I would love to go because I have heard it is beautiful sunny and fun”</p> <p>Ask learners to tell you where to write the punctuation and rewrite the sentence again with correct punctuations.</p> <p>In pairs, learners write thier own short text about riding a bicycle. There must be questions, sentences and a list.</p> <p>Give the learners time to write. Move around the classroom to make sure they understand and are doing the task.</p> <p>Invite 1-2 pairs to read their texts to the class.</p>	
<p>PHASE 3:  <b>REFLECTION</b></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>	

<b>Week Ending:</b> 18 <sup>TH</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Drama
<b>Content Standard:</b> B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce learners to their reading material, Allow learners to glance through and analyze it carefully.</p> <ul style="list-style-type: none"> <li>• What is the title of the book?</li> <li>• What stories does the book contain?</li> <li>• Are the stories drama, narrative, poetry or prose?</li> </ul> <p>Put learners into groups for them to read the text.</p> <p>Model the drama by reading it line by line. Ask learners to follow as you read.</p> <p>Guide learners to identify the plot and the characters in the drama.</p> <p>Use voice modulation and gestures as you read to make the drama interesting.</p> <p>Ask learners to work in groups. Let them role play some scenes in the drama.</p> <p><u>Assessment</u> Share roles and guide learners to role play the drama to the class.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Week Ending:</b> 18 <sup>TH</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Narrative Writing
<b>Content Standard:</b> B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types		<b>Indicator:</b> B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.
<b>Performance Indicator:</b> Learners can write a short narrative on an incident or event.		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:		
<b>Reference:</b> Ghanaian Language Curriculum Pg. 27		
<b>Keywords:</b> main topic, paragraphs		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap with learners to review their understanding in the previous lesson  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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.	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 11

<b>Week Ending:</b> 25 <sup>TH</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Presentation	
<b>Content Standard:</b> B7.2.6.1 Present information effectively on familiar topics using appropriate language		<b>Indicator:</b> B7.2.6.1.1 Describe daily activities using appropriate register, structure and gestures for the contest being presented	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can describe daily activities using appropriate register, structure and gestures for the contest being presented		<b>Core Competencies:</b> CC 8.1:	
<b>References:</b> Ghanaian Language Curriculum Pg. 26			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	Outline some activities that you do on a daily basis.  Narrate with gestures what you do in the morning before school, at school and after school.  Develop a daily activity calendar. Converse with others about daily activities.  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.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 25 <sup>TH</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60mins	<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Chieftaincy
<b>Content Standard:</b> 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	<b>Indicator:</b> B7.1.4.1.4 Discuss and compare modern trends affecting the enstoolment/enskinement of chiefs and queenmothers	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can state how chiefs and queen mothers are selected and enstooled or enskinned	<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>References:</b> Ghanaian Language Curriculum Pg. 8		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to identify the duties of a chief and queen mother in their community.  Evaluate the duties of a chief and queen mother among your people.  Have learners discuss some modern trends affecting the enstoolment/enskinement of chiefs/queen mothers among your people. E.g. Monetary influence, political influence, etc.  Brainstorm learners to explain how the trends mentioned affect the chieftaincy institution.  Compare the modern ways of enstooling/enskinning chiefs/ queenmothers with the traditional ways of enstooling/enskinning chiefs/ queenmothers	Pictures and charts
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 25 <sup>TH</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Drama
<b>Content Standard:</b> B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Introduce learners to their reading material, Allow learners to glance through and analyze it carefully. <ul style="list-style-type: none"> <li>• What is the title of the book?</li> <li>• What stories does the book contain?</li> <li>• Are the stories drama, narrative, poetry or prose?</li> </ul> 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
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 25 <sup>TH</sup> NOV, 2022		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B7		<b>Class Size:</b>	<b>Sub Strand:</b> Reading
<b>Content Standard:</b> B7.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the main and supporting points of a given text		<b>Core Competencies:</b> CC 8.3	
<b>References :</b> Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	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	
<b>PHASE 3: REFLECTION</b>	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.		