

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 6

Week Ending: 21 st OCT, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Language & Usage
Class: B7	Class Size:	Sub Strand: Spelling
Content Standard: B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing	Indicator: B7.4.4.1.2 Spell words related to home and school correctly	Lesson:
Performance Indicator: Learners can explain clan and mention the names of some clans in the locality.		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
Reference : Ghanaian Language Pg. 26		
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	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
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: 21 st OCT, 2022	Period:	Subject: Ghanaian Language	
Duration: 60mins		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Composition 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 Write a brief report on an event or activity they have witnessed	Lesson: 1 of 1
Performance Indicator: Learners can pronounce and spell words with vowel sounds		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References : Ghanaian Language Curriculum Pg. 27			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to find out they already know about vowels. Share the performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	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	
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: 21 st 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.	