

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 8

Week Ending: 4 TH NOV, 2022	DAY:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Language & Usage
Class: B7	Class Size:	Sub Strand: Punctuations
Content Standard: B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing	Indicator: B7.4.4.1.3 Identify and use punctuations appropriately and correctly in writing	Lesson: I OF I
Performance Indicator: Learners can identify and use punctuations appropriately and correctly in writing		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
References: Ghanaian Language Curriculum Pg. 26		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Write these symbols on the board: , . ?</p> <ul style="list-style-type: none"> • What do we call these symbols? • What are they used for? <p>Today we are going to practice using these punctuation marks.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Point to the punctuation marks on the board. Point to each symbol and ask:</p> <ul style="list-style-type: none"> • What is this called? • When do we use a question mark? • When do we use a full stop? <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: 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: 4 TH NOV, 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	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Introduce learners to their reading material, Allow learners to glance through and analyze it carefully.</p> <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? <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>
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 4 TH NOV, 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		Indicator: B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.
Performance Indicator: Learners can write a short narrative on an incident or event.		Lesson: 1 of 1
Reference: Ghanaian Language Curriculum Pg. 27		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Keywords: main topic, paragraphs		
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.	