

**SECOND TERM WEEKLY LESSON NOTES**  
**GHANAIAN LANGUAGE – B7**  
**WEEK 2**

<b>Date:</b> 20 <sup>th</sup> MAY, 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> Verbs
<b>Content Standard:</b> B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences.	<b>Indicator:</b> B7.4.3.1.1 Identify and classify verbs into their types.	<b>Lesson:</b> I OF 2
<b>Performance Indicator:</b> Learners can Identify and use verbs in speech and writing		<b>Core Competencies:</b> Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
<b>References:</b> Ghanaian Language Curriculum Pg. 24		
<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>Identify and use verbs appropriately and correctly in passages and in speaking and writing.</p> <p>Categorize the verbs into types and use them to construct simple and compound sentences.</p> <p>Let learners mention some action words and use them in sentences.</p> <p>Write the sentences on the board and discuss the perfect tense with learners.</p> <p>Allow a learner to give an action word (verb) and another learner to use it to form a sentence with the verb in the perfect tense.</p> <p>Talk about the perfect tense and give examples on the board.</p> <p>Write some sentences and allow learners to identify the perfect action words in the sentences.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>Allow the learners to use the verbs to form sentences orally.</p> <p>Tell the learners to put the verbs in the perfect tense.</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>Date: 20<sup>TH</sup> MAY, 2022</b>		<b>DAY:</b>	<b>Subject: Ghanaian Language</b>
<b>Duration: 50MINS</b>		<b>Strand: Writing</b>	
<b>Class: B7</b>	<b>Class Size:</b>	<b>Sub Strand: Descriptive Writing</b>	
<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 Develop a three-paragraph essay using the features of a given text type.	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can write a descriptive composition on a given object		<b>Core Competencies:</b> Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
<b>References: Ghanaian Language Curriculum Pg. 27</b>			
<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>Guide learners to discuss the features of descriptive writing.</p> <p>Show an object to learners.</p> <p>Pass the object round for learners to touch it.</p> <p>Call learners in turns to describe the object.</p> <p>Discuss with learners how to write descriptive composition.</p> <p>Let learners write a descriptive composition on a given object.</p> <p><u>Assessment</u> I. Write about the teacher you like best.</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>Date: 20<sup>th</sup> MAY, 2022</b>		<b>DAY:</b>	<b>Subject: Ghanaian Language</b>
<b>Duration: 50MINS</b>		<b>Strand: Literature</b>	
<b>Class: B7</b>	<b>Class Size:</b>	<b>Sub Strand: Drama</b>	
<b>Content Standard:</b> B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (drama).	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can talk about the significance of drama		<b>Core Competencies:</b> Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
<b>References: Ghanaian Language Curriculum Pg. 28</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Invite learners to sing a familiar traditional song.</p> <p>Let learners tell the meaning of the songs they sing. Ask learners if they would to sing more songs.</p> <p>Introduce the lesson by sharing the performance indicators.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners to explain what oral literature is.</p> <p>Engage learners to describe the structure of a drama.</p> <p>Show learners variety of drama in different languages and guide learners to analyze the drama.</p> <p>Encourage learners to appreciate the significance of drama.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is oral literature?</li> <li>2. What are the components of oral literature.</li> <li>3. Write three significance of drama.</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>		