

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 5

Date: 10 TH June, 2022	DAY:	Subject: Ghanaian Language
Duration:		Strand: Customs & Institutions
Class: B7	Class Size:	Sub Strand: Chieftaincy
Content Standard: 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	Indicator: B7.1.4.1.2 Discuss the processes involved in enstooling/enskinning chiefs and queen mothers.	Lesson: 1 of 1
Performance Indicator: Learners can describe the processes involved in enstooling/enskinning chiefs and queen mothers		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg. 9-10		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the qualities of a person who qualifies to be a chief or a queen mother among your people.</p> <p>Create a profile of the qualities of a chief or queen mother.</p> <p>Identify those who select the chief and queen mother among your people.</p> <p>Role play the enstoolment/enskinment of chiefs and queen mothers.</p> <p>Learners watch a video on the topic before the role play.</p> <p>Let learners understand that some cultures of Ghana do not have queen mothers but have female chiefs.</p> <p>The facilitator should make sure that ALL learners take active part in the role play</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

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.	
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Date: 10 TH June, 2022	DAY:	Subject: Ghanaian Language
Duration:		Strand: Reading
Class: B7	Class Size:	Sub Strand: Reading
Content Standard: B7.3.1.1 Understand the main ideas and supporting points in texts	Indicator: B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.	Lesson: 1 of 1
Performance Indicator: Learners can identify the main and supporting points of a given text		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References : Ghanaian Language Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to skim through a given passage of about one hundred and fifty words and state the main ideas. Guide learners to identify the supporting ideas in the passage read. Let learners explain the relationship between the main ideas and supporting ideas and identify the links between them. Have learners to answer recall and inferential questions concerning the text read. <u>Assessment</u> Have learners read a given passage and answer the comprehension questions.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date: 10 TH June, 2022		DAY:	Subject: Ghanaian Language
Duration:		Strand: Listening & Speaking	
Class: B7	Class Size:	Sub Strand: Presentation	
Content Standard: B7.2.6.1 Present information effectively on familiar topics using appropriate language		Indicator: B7.2.6.1.1 Describe daily activities using appropriate register, structure and gestures for the contest being presented.	Lesson: 1 of 1
Performance Indicator: Learners can describe daily activities using appropriate register		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 19			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to outline some activities that you do on a daily basis.</p> <p>Led and narrate with gestures what you do in the morning before school, at school and after school.</p> <p>Develop a daily activity calendar.</p> <p>Learners in groups, converse with others about their daily activities.</p> <p>Engage learners to 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.</p>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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>		