

## SECOND TERM WEEKLY LESSON NOTES

## GHANAIAI LANGUAGE – B7

## WEEK 6

<b>Date:</b> 17 <sup>th</sup> JUNE, 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> Adverbs
<b>Content Standard:</b> B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences		<b>Indicator:</b> B7.4.3.1.2 Identify and classify adverbs into their various types.	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can use the different types of adverbs in sentences			<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			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators and introduce the lesson.		
PHASE 2: <b>NEW LEARNING</b>	Let a learner do an action or activity such as walking or talking.  Ask learners to describe the action done by the learner.  Introduce the adverb and explain to learners what it is.  Ask learners to mention some adverbs and use them to form sentences.  Ask a learner to identify the adverbs and discuss the types of adverbs with learners.  Give the different types and allow learners to use them in sentences.  Let learners read out their sentences on the board		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>Date:</b> 17 <sup>th</sup> JUNE, 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> Creative 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 Develop a three-paragraph essay using the features of a given text type.
<b>Performance Indicator:</b> Learners can write an imaginative longer story on their own.		<b>Lesson:</b> 2 of 2
<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. 27		
<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>	Discuss with learners things that are considered in writing a story.  In groups, ask learners to create a short story and read to the class.  Give a few words on the board as a guide for learners to write a short story.  Ask a learner to tell a story. Discuss with learners what an imaginative story is.  In groups, ask learners to write an imaginative story of about three hundred words and present to the class.  Write sentences on flashcards. Use the sentences on the flashcards to help learners to write an imaginative longer story on their own.	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>Date:</b> 17 <sup>th</sup> JUNE, 2022		<b>Period:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>			<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b>		<b>Sub Strand:</b> Poetry
<b>Content Standard:</b> B7.5.1.1 Demonstrate the knowledge and understanding of literature		<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (poetry).	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can talk about the structure and significance of poetry			<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. 28			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Invite learners to sing a familiar traditional song.  Let learners tell the meaning of the songs they sing. Ask learners if they would to sing more songs.  Introduce the lesson by sharing the performance indicators.		
PHASE 2: <b>NEW LEARNING</b>	Revise with learners to explain what oral literature is.  Engage learners to describe the structure of a poetry. <i>Poetry is a kind of writing. It is different than other types of writing because of its structure and form. When you read a poem you see that it usually looks different on the page than a story or an article. It can have long lines or short lines. It can have lots of punctuation or little punctuation. A poem can rhyme, but it does not have to. It usually has some kind of pattern. When writing a poem, you want to think about the words and descriptions you choose. People like to write poems to express emotions. They also like to write poems that make the reader use his or her imagination.</i>  Show learners variety of poetry in different languages and guide learners to analyze the poetry.  Poems often use literary devices like metaphors.  • A metaphor makes a comparison without using ‘like’ or ‘as’. It says that one thing is another. Examples: - The classroom was a zoo! Meaning: The pupils were behaving like wild animals in the classroom. - Her brain is a computer. Meaning: She is very clever		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>Encourage learners to appreciate the significance of poetry.</p> <p><u>Assessment</u> Read the following poem and answer the comprehension questions.</p> <p>How doth the little crocodile Improve his shining tail And pour the waters of the Nile On every golden scale!</p> <p>How cheerfully he seems to grin How neatly spreads his claws And welcomes little fishes in With gently smiling jaws!.</p> <ol style="list-style-type: none"> <li>1. What is the poem about?</li> <li>2. Which words rhyme in the poem.</li> </ol>	
PHASE 3: <b>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>	