

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 11

Week Ending: 25 TH NOV, 2022	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		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, structure and gestures for the contest being presented		Core Competencies: CC 8.1:	
References: Ghanaian Language Curriculum 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	Outline some activities that you do on a daily basis. Narrate with gestures what you do in the morning before school, at school and after school. Develop a daily activity calendar. Converse with others about daily activities. 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.	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: 25 TH NOV, 2022	DAY:	Subject: Ghanaian Language	
Duration: 60mins		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: B7.1.4.1.4 Discuss and compare modern trends affecting the enstoolment/enskinement of chiefs and queenmothers	Lesson: I OF I
Performance Indicator: Learners can state how chiefs and queen mothers are selected and enstooled or enskinned		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
References: Ghanaian Language Curriculum Pg. 8			
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	Guide learners to identify the duties of a chief and queen mother in their community. Evaluate the duties of a chief and queen mother among your people. Have learners discuss some modern trends affecting the enstoolment/enskinement of chiefs/queen mothers among your people. E.g. Monetary influence, political influence, etc. Brainstorm learners to explain how the trends mentioned affect the chieftaincy institution. Compare the modern ways of enstooling/enskinning chiefs/ queenmothers with the traditional ways of enstooling/enskinning chiefs/ queenmothers	Pictures and charts	
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: 25 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	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.	

Week Ending: 25 TH NOV, 2022		DAY:	Subject: Ghanaian Language
Duration: 60mins		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: CC 8.3	
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.		