

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 3

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| Week Ending: 30 th SEPT, 2022 | Period: | Subject: Ghanaian Language |
| Duration: 50MINS | | Strand: Listening & Speaking |
| Class: B7 | Class Size: | Sub Strand: Speech Sounds |
| Content Standard: B7.2.3.1 Recognize and sound vowels and consonants and read one syllable words of their linguistic community | | Indicator: B7.2.3.1.2 Identify and produce the consonants in the language of study |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can pronounce and spell words with consonant sounds | | Core Competencies: CC 7.3: CC 8.2: DL 5.3: |
| Reference: Ghanaian Language Curriculum Pg. 13 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Have learners say or sing the alphabet song.</p> <p>Ask learners to identify the two types of letters in the English alphabet? (Answer: consonants and vowels)</p> <p>Recap with learners to find out what they already know about consonants.</p> <p>Share the performance indicators with learners and introduce the lesson.</p> | |
| PHASE 2: NEW LEARNING | <p>Brainstorm learners for the meaning of consonant.</p> <p>Write the letters of the alphabet on the board or cardboard.</p> <p>Let learners identify all the consonants sounds in the alphabet. Example: /b/, /f/, /g/, /c/, /d/, /t/, /n/, /m/</p> <p>Mention and write some words on the board and guide learners to identify consonants in the words.</p> <p>Let learners produce the consonants sounds in their local language. e.g. /b/, /f/, /g/, /c/, /d/, /t/, /n/, /m/. etc.</p> <p>Have learners mention words in their local language that begins with /b/, /f/, /g/, /c/, /d/, /t/, /n/, /m/</p> <p>Record and write the vowel sounds of your language on the board or on flash cards.</p> | Learners Readers, flash cards, sentence cards |

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| | <p>Engage learners to say tongue twisters to aid them pronounce words with consonants sounds. Example: “<i>Teacher Tenten To Tarkoradi</i>”</p> <p>Guide learners to pronounce consonants sounds correctly in connected speech.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is a consonants sound? 2. List 10 words that contain consonants sound. | |
| <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: 30 th SEPT, 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: CC 8.3 | |
| References : Ghanaian Language Curriculum Pg. 21 | | | |
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| 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. | | |

| Week Ending: 30 th SEPT, 2022 | Period: | Subject: Ghanaian Language | | | | | | | | | | | | | | | | | |
|---|--|---|--------------------------|--------|--|--------|--|---------|--|-----------|--|----------|--|--------|--|----------|--|-------------|--|
| Duration: 50MINS | | Strand: Customs & Institutions | | | | | | | | | | | | | | | | | |
| Class: B7 | Class Size: | Sub Strand: Naming Systems | | | | | | | | | | | | | | | | | |
| Content Standard: B7.1.2.1 Exhibit an understanding of day names and order of birth names and relate the names to the days and order | | Indicator: B7.1.2.1.3 Compare and contrast the day names and order of birth names in their culture to other cultures in Ghana | Lesson: 1 of 1 | | | | | | | | | | | | | | | | |
| Performance Indicator: Learners can compare and contrast the day names and order of birth names in their culture to other cultures in Ghana | | Core Competencies: CC 9.7: Effectively perform multiple roles within the group. CC 8.1: Speak clearly and explain ideas. | | | | | | | | | | | | | | | | | |
| References: Ghanaian Language Curriculum Pg. 6 | | | | | | | | | | | | | | | | | | | |
| Phase/Duration | Learners Activities | Resources | | | | | | | | | | | | | | | | | |
| PHASE 1: STARTER | <p>Start the lesson by asking learners to mention their days of birth.</p> <ul style="list-style-type: none"> • How many of you were born on Sundays? • What name is given to Sunday borns? • How many of you were born on Monday? • What name is given to Monday borns? <p>Share the performance indicators and introduce the lesson.</p> | | | | | | | | | | | | | | | | | | |
| PHASE 2: NEW LEARNING | <p>List the days of the week on the board. Brainstorm from learners for the names of these days.</p> <p>Learners in groups, find the names of the days in other cultures. Have learners to present their findings to the class.</p> <p>Through think-pair-share, let learners compare the names of their culture to other cultures to find any difference and similarities.</p> <p>Guide learners to compare the day names and order of birth names in their culture with those of other cultures in Ghana.</p> <p>Discuss with learners the similarities and differences. E.g.:</p> <ul style="list-style-type: none"> • Both are done in order. • Same names for both sexes in some cultures but not same in other cultures, etc. <p><u>Assessment</u> Provide the names for the following days</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>Sunday</td> <td></td> </tr> <tr> <td>Monday</td> <td></td> </tr> <tr> <td>Tuesday</td> <td></td> </tr> <tr> <td>Wednesday</td> <td></td> </tr> <tr> <td>Thursday</td> <td></td> </tr> <tr> <td>Friday</td> <td></td> </tr> <tr> <td>Saturday</td> <td></td> </tr> </tbody> </table> | Day | Name | Sunday | | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | | Flash cards | |
| Day | Name | | | | | | | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | | | | | | | | |
| Monday | | | | | | | | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | | | | | | | | |
| Saturday | | | | | | | | | | | | | | | | | | | |

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.

Home work

Provide the names for the following days in your culture and one other culture.

| Day | Your culture | Other culture |
|-----------|--------------|---------------|
| Sunday | | |
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |