

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 4

Date: 3 RD JUNE, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Language & Usage
Class: B7	Class Size:	Sub Strand: Verbs
Content Standard: B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences	Indicator: B7.4.3.1.1 Identify and classify verbs into their types.	Lesson: 2 OF 2
Performance Indicator: Learners can recognize and use perfect tense action words in sentences		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg.24		
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>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>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>	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>	

Date: 3 RD JUNE, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Creative Writing
Content Standard: B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)	Indicator: B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.	Lesson: 1 of 2
Performance Indicator: Learners can create and write a short imaginative story		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG
References: Ghanaian Language Curriculum Pg. 27		

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 discuss the features of creative/free writing.</p> <p>Show some creative works like stories to learners to see.</p> <p>Discuss the creative works with the learners.</p> <p>Discuss with learners how to create imaginative stories.</p> <p>Let learners create or narrate and write a short imaginative story.</p> <p>Discuss with learners how to write stories.</p> <p>Show samples of stories to learners and talk about the stories.</p> <p>Let learners write or narrate a real story which is a little bit longer of about five paragraphs.</p> <p>Write a three-paragraph essay on a topic on the text types above.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>
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>	

Date: 3 RD JUNE, 2022	Period:	Subject: Ghanaian Language
Duration:	Strand: Literature	
Class: B7	Class Size:	Sub Strand: Poetry
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature	Indicator: B7.6.1.1.3 Discuss the components of written literature (poetry).	Lesson: 1 of 2
Performance Indicator: Learners can talk about the structure and significance of poetry	Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 28		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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>	
PHASE 2: NEW LEARNING	<p>Revise with learners to explain what oral literature is.</p> <p>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></p> <p>Show learners variety of poetry in different languages and guide learners to analyze the poetry.</p> <p>Poems often use literary devices like metaphors.</p> <ul style="list-style-type: none"> • A metaphor makes a comparison without using 'like' or 'as'. It says that one thing is another. <p>Examples: - The classroom was a zoo! Meaning: The pupils were behaving like wild animals in the classroom.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>- <i>Her brain is a computer.</i> <i>Meaning: She is very clever</i></p> <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>My mother is a blanket that is warm. She wraps me up when I am scared and cold. My father is a ladder that stands strong. He holds me when I climb his steps to learn. My brother is a needle, sharp and sometimes mean. But he sews me when I tear myself apart. My sister is a book that holds a million words. She tells me about places far away. My uncle is a huge, calm tree that reaches to the sky. He protects me with his branches when I run in from the rain. My aunt is a mango that's been growing in the sun. She feeds me with her sweetness and her warmth. My granddad was the universe. But the universe has gone.</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Identify two metaphors used in the poem. 3. Name the relationships mentioned in the poem. 	
<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>	