

## SECOND TERM LESSON NOTES

### GHANAIAN LANGUAGE – B7

#### WEEK 1

<b>Date:</b> 13 <sup>th</sup> MAY, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> The Clan System
<b>Content Standard:</b> B7.1.3.1 Demonstrate an understanding of the clan system among their people	<b>Indicator:</b> B7.1.3.1.1 Describe the clan system and state some clans in their ethnic community.	<b>Lesson:</b> 2 OF 3
<b>Performance Indicator:</b> Learners can describe the characteristics of identified clan system.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 8		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners on the definition of a clan.</p> <p>Learners to mention some examples of clans they know.</p> <p>Guide learners to discuss the features of their clan system. E.g. symbols, taboos, totems, names, etc.</p> <p>Let learners identify other clan system and their associated symbols, taboos, totems, names, etc Example: Oyoko Clan. Totem: Falcon Qualities: Statesmanship, Patience and Bravery. Patriarchs: Twum and Antwi of Asantemanso and Kokofu Stools Occupied: Asantehene, Kokofuhene, etc.</p> <p>Engage learners to relate their clan system to another clan system.</p> <p>Have learners to read a passage on a clan system.</p> <p>Let learners write the main ideas in the passage read in their own words.</p> <p><u>Assessment</u> <u>The Bretuo Clan.</u> The totem image of the Bretuo faction is the leopard. The curious attributes of Bretuo faction is remarkable boldness and</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>aggressiveness. The commander of the Asante armed force is the Mampong Hene. It is significant that when the Ashantis battled the Denkyiras it was the Mampong Hene who was commander of the Ashanti Army. When welcomed their reaction is “Yaa etwie Nana”. The originally known precursor of Bretuo clan is Nana Asiamah Guahyia. Towns of this faction incorporate Gyamaase, Adanse, Ofoase, Asenemanso, etc.</p> <p>Write 3-4 sentence summary of the above text.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Date:</b> 13 <sup>th</sup> MAY, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Tones
<b>Content Standard:</b> B7.2.4.1 Recognize the basic tones in their language	<b>Indicator:</b> B7.2.4.1.1 Identify and produce the basic tones in their language.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can identify and produce the basic tones in their language		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 17		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Students break polysyllabic words into syllables. (Note that the vowel usually determines the syllable breaks) e.g. pa/ra/dise, po/si/tive, re/gis/ter, etc.</p> <p>Guide learners to identify the tones on syllables in their language. E.g.: low ( ` ), high ( ' ), and mid ( ¯ ).</p> <p>Pronounce words with tones correctly and fluently in connected speech.</p> <p>Use the knowledge of tone to pronounce same words that have different tones in context.</p> <p>Teacher plays/reads a passage with correct stress.</p> <p>Students practice pronouncing words examples of which are listed under content with correct stress.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: 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>	

<b>Date:</b> 13 <sup>TH</sup> MAY, 2022	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Reading
<b>Content Standard:</b> B7.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the main and supporting points of a given text		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 21		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to skim through a given passage of about one hundred and fifty words and state the main ideas.</p> <p>Guide learners to identify the supporting ideas in the passage read.</p> <p>Let learners explain the relationship between the main ideas and supporting ideas and identify the links between them.</p> <p>Have learners to answer recall and inferential questions concerning the text read.</p> <p><u>Assessment</u> Have learners read a given passage and answer the comprehension questions.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: 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>	