

SECOND TERM WEEKLY LESSON NOTES
GHANAIAN LANGUAGE – B7
WEEK 12

Date: 22 ND JULY, 2022	Period:	Subject: Ghanaian Language
Duration:	Strand: Language & Usage	
Class: B7	Class Size:	Sub Strand: Conjunctions
Content Standard: B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences	Indicator: B7.4.3.1.3 Use conjunctions accurately to link ideas in everyday discourse.	Lesson: 1 of 2
Performance Indicator: Learners can use conjunctions accurately to link ideas in everyday discourse	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>Through discussion, explain to learners what conjunctions are and the purpose they serve.</p> <p>List a few conjunctions on the board, being sure to include some coordinating and subordinating conjunctions.</p> <p>Lead a classroom discussion in which learners are asked to identify which conjunctions on the board are coordinating and subordinating conjunctions.</p> <p>Make a conjunction word wall, and have learners sit in groups and write all the words they can think of that are conjunctions on the blackboard.</p> <p>Guide learners to explore sentences using coordinating conjunctions. E.g. for, and, nor, but, or, yet, and so.</p> <p>Learners construct sentences using correlative conjunctions. E.g. either... or, neither... nor, and not only... but also.</p> <p>Learners use subordinating conjunctions to link ideas. E.g. because, since, as, although, though, while, and whereas.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>Have learners use adverbs that function as conjunctions in sentences. E.g. until, after, or before.</p> <p><u>Assessment</u></p> <p>Complete the following sentences by adding 'and', 'but' or 'or'.</p> <ol style="list-style-type: none"> 1. Mrs. Taylor is tall slim. 2. Learning geography is hard interesting. 3. I don't like football soccer. 4. Do you pull the handle push it? 5. These tools are old still useful. 6. We visited lots of castles palaces in England. 7. The classes are quite difficult I'm doing well. 8. I didn't know whether to turn left right. 	
<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>	

Date: 22 ND JULY, 2022	Period:	Subject: Ghanaian Language	
Duration:		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Descriptive 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:
Performance Indicator: Learners can write a three-paragraph essay on a topic on the text types above.		Core Competencies: CC 8.3:	
Reference : Ghanaian Language Pg. 27			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the features of descriptive writing.</p> <p>Briefly revise the writing process by having learners name the stages and say what happens at each stage.</p> <p>Revise descriptive writing with learners</p> <p>Have learners select a topic e.g. “A Day I will never forget”.</p> <p>Provide a sample text. Guide learners to identify the descriptive words and expressions:</p> <p>Discuss the descriptive words and expressions with learners.</p> <p>Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences.</p> <p>Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

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. Ask learners how the lesson will benefit them in their daily lives.	
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Date: 22 ND JULY, 2022	Period:	Subject: Ghanaian Language	
Duration:		Strand: Literature	
Class: B7	Class Size:	Sub Strand: Reading of Poems	
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		Indicator: B7.6.1.1.2 Discuss the components of oral literature	Lesson: I OF I
Performance Indicator: Learners can describe play songs as a component of oral literature		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 28			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners the meaning of stressing and rhythm in literature.</p> <p style="padding-left: 40px;">Stress - To give importance to words. Rhythm - A repeated sound pattern.</p> <p>Write a sample poem on the board. Read it aloud as learners listen.</p> <p>Read each verse and have learners identify the stressed words.</p> <p>Model the poem by reading it line by line. Ask learners to repeat each line after you. Make sure you stress the important words and pause or continue so that learners can copy you. Make sure you put some extra stress on the rhyming words.</p> <p>Ask learners to work in pairs. Tell them to practice all the verses of the poem, paying attention to the stress, the punctuation and rhyming words.</p> <p>After some time, invite some of the pairs to come to the front of the class and read the poem.</p> <p><u>Assessment</u></p> <p>I <u>shot</u> an <u>arrow</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>; For, so <u>swiftly</u> it <u>flew</u>, the <u>sight</u> Could not <u>follow</u> in its <u>flight</u>.</p> <p>I <u>breathed</u> a <u>song</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>; For who has <u>sight</u> so <u>keen</u> and <u>strong</u>,</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	That it can <u>follow</u> the <u>flight</u> of <u>song</u> ? a. Identify five rhyming words in the poem.	
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.	