

SECOND TERM WEEKLY LESSON NOTES

GHANAIAN LANGUAGE – B7

WEEK 9

Date:	DAY:	Subject: Ghanaian Language
Duration:	Strand: Customs & Institutions	
Class: B7	Class Size:	Sub Strand: Rites of Passage
Content Standard: B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures	Indicator: B7.1.1.1.4 Compare and contrast the traditional naming process to the contemporary naming process	Lesson: 1 of 1
Performance Indicator: Learners can classify sentences according to functions (declarative, imperative and interrogative).	Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References: Ghanaian Language Curriculum Pg. 4		
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	Discuss the contemporary naming processes and compare it with the traditional naming processes in Ghana. Show the similarities and differences. Similarities: e.g. <ul style="list-style-type: none"> • It is organized • Family members are involved. • Presentation of gifts, etc. Differences: e.g. <ul style="list-style-type: none"> • Organized in the family house but now organized at other places, e.g. church, in front of houses, event places, etc. • Items used are different from the contemporary process. • Baby named eight days after birth (but these days it is not always the case), etc. 	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.	

Date:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Listening & Speaking	
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B7.2.1.1.4 Listen to and give accurate directions to familiar places	Lesson: 1 of 1
Performance Indicator: Learners can summarize the main ideas in a given grade level passage.		Core Competencies: Communication and Collaboration (CC) CC 9.1: Cultural Identity and Global Citizenship (CG) CG	
References : Ghanaian Language Curriculum Pg. 12			
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 use appropriate language (e.g. opposite, adjacent, a few metres away, ten minute-walk /drive, turn left/right) and landmarks (church, mosque, hospital, filling station etc.) to show direction.</p> <p>Direct people using a range of these vocabulary and expressions appropriately to given locations</p>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
PHASE 3: REFLECTION	<p>Discuss the features of narrative, descriptive, creative/free writing.</p> <p>Write a three-paragraph essay on a topic on the text types above.</p>		

Date:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Translation	
Content Standard: B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences		Indicator: B7.3.2.1.1 Translate words and phrases in his/her language	Lesson: 1 of 1
Performance Indicator: Learners can translate words and phrases in their own language		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
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 with learners		
PHASE 2: NEW LEARNING	Guide learners to translate given words and simple phrases from the source language to a target language. Guide learners to translate phrases simple sentences from the source language of study to a target language. Guide learners to translate simple sentences from the source language to a target language. <u>Assessment</u> Translate the following words into your own language. a. dining b. cooking c. bathing d. classroom	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.		