

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK I

Date: 16 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>	Flash cards

	<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											
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<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> <p><u>Home work</u> Provide the names for the following days in your culture and one other culture.</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Your culture</th> <th>Other culture</th> </tr> </thead> <tbody> <tr><td>Sunday</td><td></td><td></td></tr> <tr><td>Monday</td><td></td><td></td></tr> <tr><td>Tuesday</td><td></td><td></td></tr> <tr><td>Wednesday</td><td></td><td></td></tr> <tr><td>Thursday</td><td></td><td></td></tr> <tr><td>Friday</td><td></td><td></td></tr> <tr><td>Saturday</td><td></td><td></td></tr> </tbody> </table>		Day	Your culture	Other culture	Sunday			Monday			Tuesday			Wednesday			Thursday			Friday			Saturday			
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Date: 16 th SEPT, 2022	Period:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Listening & Speaking	
Class: B7	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information		Indicator: B7.2.2.1.2 Listen to, discuss ideas and share opinions from a level-appropriate text.	Lesson: 1 of 1
Performance Indicator: Learners can discuss ideas and share opinions from a level-appropriate text		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>Ask learners to mention the title of books they have read before.</p> <p>Learners in turns share and discuss ideas from the books.</p> <ul style="list-style-type: none"> • What is the title of the book you have read? • What does the book talk about? • Will you recommend the book to others? <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Ask learners to mention the title of books they have read before.</p> <p>Learners in turns share and discuss ideas from the books.</p> <ul style="list-style-type: none"> • What is the title of the book you have read? • What does the book talk about? • Will you recommend the book to others? <p>Have learners listen to teacher-read texts.</p> <p>Model the visualization strategy to make meaning from texts heard.</p> <p>Encourage learners to practice constructing meaning from the texts or play.</p> <p>Listen to and write key points from texts/speeches/presentations.</p> <p>Discuss key points identified and share opinions with peers.</p> <p><u>Assessment</u> Play a recorded audio on a topic. Learners to listen to, discuss ideas and share opinions from a from the audio.</p>	Learners Readers, flash cards, sentence cards	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.		

	<p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u></p> <p>Play a recorded audio on a topic.</p> <p>Learners to listen to, discuss ideas and share opinions from a from the audio.</p>	
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Date: 16 th SEPT, 2022		Period:	Subject: Ghanaian Language
Duration: 50MINS		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 his/her language		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 21			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners in a conversation in English language. Have learners translate the conversation into their local language. <ul style="list-style-type: none"> • Did you find it difficult translating the conversation • What words did you find difficulty translating? Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Engage learners in a conversation in English language. Have learners translate the conversation into their local language. <ul style="list-style-type: none"> • Did you find it difficult translating the conversation • What words did you find difficulty translating? 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 a target language of study to a source language. Write a short passage on the board. In groups, learners translate 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. <u>Homework</u> Learners in groups translate a short passage from the source language to a target language.		