

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 2

Date: 23 rd SEPT, 2022	Period:	Subject: Ghanaian Language
Duration: 50MINS	Strand: Language & Usage	
Class: B7	Class Size:	Sub Strand: Postposition/Prepositions
Content Standard: B7.4.3.1 Recognize the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences	Indicator: B7.4.3.1.4 Explore the use of postpositions/prepositions appropriately and correctly in a range of texts	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the use of prepositions in daily conversation	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. 25		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Revise prepositions such as those that convey meanings of position, possession and comparison. Write examples of sentences to illustrate this. Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences. Introduce complex prepositions (more than one word) and guide learners to use in constructing sentences. e.g. consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work), etc. E.g.: <i>The tree is <u>in front of</u> the house.</i> <i>The prefect spoke <u>on behalf of</u> the class.</i> Let learners use complex prepositions to express: <ul style="list-style-type: none"> • Place - e.g. near/close to, in front of, out of, far from, by the side of, etc. • Time - e.g. in time of, about to, during the course of, at noon, for one week, etc. • Reason - e.g. due to, because of, on account of, as a result of, etc. • Concession - e.g. in spite of, apart from etc. 	Flash cards

	<p><u>Assessment</u></p> <p>Underline the preposition in the sentences</p> <p>i. Sally was sitting <u>under</u> a tree.</p> <p>ii. There's a wooden floor <u>underneath</u> the carpet.</p> <p>iii. School starts <u>at</u> nine o'clock.</p> <p>iv. I brush my teeth <u>in</u> the morning and <u>at</u> night.</p>	
<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>Homework</u></p> <p>i. A girl went <u>past</u> them <u>on</u> a bike.</p> <p>ii. This road leads <u>away from</u> the stadium.</p> <p>iii. You should eat fruit <u>instead of</u> candy.</p> <p>iv. Dad is coming to the theater with us <u>instead of</u> Mom.</p> <p>v. I made this bookmark <u>for</u> Mom.</p>	

Date: 23 rd SEPT, 2022	Period:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Composition Writing
Class: B7	Class Size:	Sub Strand: Structure & Organize Ideas In Composition Writing
Content Standard: B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information	Indicator: B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type	Lesson: 1 of 1
Performance Indicator: Learners can write a short narrative on an incident or event.	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	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to discuss the features of narrative writing. Students narrate and discuss incidents or events in the school or home e.g. football match, oware, events on the way to school. In pairs, students pick out important points or ideas in the narrative and write them down. In pairs, students arrange points/ideas in logical order in paragraphs paying attention to the points raised in the content. Write a three-paragraph essay on a topic on the text types above. Focus on grammar. - Use of the verb-Tense - Use of adjectives and adverbs. - Correct punctuation, e.g. comma, full-stop. - Correct use of capital letters. - Use of conjunctions <u>Assessment</u> Students write a short narrative on an incident or event.	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. Take feedback from learners and summarize the lesson.	

Date: 23 rd SEPT, 2022		Period:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Literature	
Class: B7	Class Size:	Sub Strand: Prose	
Content Standard: B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		Indicator: B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).	Lesson: 1 of 1
Performance Indicator: Learners can read fluently with appropriate voice modulation		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	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Introduce learners to their reading material, Allow learners to glance through and analyze it carefully. What is the title of the book? What stories does the book contain? Are the stories drama, narrative, poetry or prose? Put learners into groups for them to read the text. Model the poem by reading it line by line. Ask learners to follow as you read. Make sure you stress the important words and pause often to see if learners are following. Make sure you put some extra stress on the rhyming words. 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. <u>Assessment</u> After some time, invite some of the pairs to come to the front of the class and read the poem.	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>Home work</u> Learners to list all the rhyming words in the poem and use them in sentence.		