

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 5

Week Ending: 14 TH OCT, 2022	Period:	Subject: Ghanaian Language
Duration:		Strand: Customs & Institutions
Class: B7	Class Size:	Sub Strand: The Clan System
Content Standard: B7.1.3.1 Demonstrate an understanding of the clan system among their people		Indicator: B7.1.3.1.1 Describe the clan system and state some clans in their ethnic community.
Performance Indicator: Learners can explain clan and mention the names of some clans in the locality.		Lesson:
Reference : Ghanaian Language Pg. 7		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
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	Brainstorm learners to explain what a clan is. <i>A group of families who are thought to have originated from the same family and have the same naming system and the same totem</i> Guide learners to state some clans they know and relate themselves with the clans stated. <u>Clans in the locality:</u> E.g.: • Akan: <i>Aduana, Agona, Asona, Oyoko, Birɛtuo</i> etc. • Dangme: <i>Dangmebiawɛ, Piɛngua, Kabubiawɛ, Jebiam, Bunase, Nyɛwɛ</i> etc. • Ewe (Aɲɔ): <i>Bateawo, Adzɔviawo, Adzɔvia, Likɛ , Blu,</i> etc. • Ga: <i>Sempe (Ga Mashɪ), Kinkawe (Osu), Abese (La), Agbawe (Tɛshi), Nii Moi We(Nunua), Jɔɔshi(Tɛma)</i> etc. • Gonja: <i>Nsuwa, Ngbanyabia,</i> etc. • Dagaare: <i>Malɔrɛɛ , Kowɛrɛɛ , Dakpaalɛɛ</i> <i>Emoala/Ewaala, Kusiele,</i> etc Nzema: <i>Ezohile, Ndwefoo,</i> etc. Kasem: <i>Navɛ bia, Tala Bia, Bawea Bia</i> <u>Assessment</u> Students to identify three clans and state their totems.	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.	
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Week Ending: 14 TH OCT, 2022	Period:	Subject: Ghanaian Language	
Duration:		Strand: Listening & Speaking	
Class: B7	Class Size:	Sub Strand: Speech Sounds (long vowels)	
Content Standard: B7.2.3.1 Recognize and sound vowels and consonants and read one syllable words of their linguistic community		Indicator: B7.2.3.1.1 Identify and produce the vowels in the language of study	Lesson:
Performance Indicator: Learners can pronounce and spell words with vowel sounds		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
References : Ghanaian Language Curriculum Pg. 15			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Have learners say or sing the alphabet song.</p> <p>Recap with learners to find out they already know about vowels.</p> <p>Share the performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Revise with learners on the meaning of a vowel.</p> <p>Mention and write some words on the board and guide learners to identify vowels in the words.</p> <p>Review learners understanding in using short vowels in writing.</p> <p>Introduce learners to the usage of long vowels.</p> <p>Demonstrate to learners how each of the long vowels are formed.</p> <p>Example: <i>The letter 'a' can make a long sound, as in cake, when it is followed by a consonant and silent e. Sometimes, this pattern is called VCe. That stands for Vowel + Consonant + Silent e.</i></p> <p>Have learners to produce the vowel sounds in their local language. e.g. /a/, /e/, /ɛ/, and give more examples on long vowel sounds.</p> <p>In groups, students listen and repeat the sounds of vowels one after the other.</p> <p>Guide learners to pronounce vowel sounds correctly in connected speech.</p> <p><u>Assessment</u></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<ol style="list-style-type: none">1. Students to list the vowel sounds of the letters of the alphabet.2. Students to identify vowel sounds in given words	
PHASE 3: REFLECTION	<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>	

Week Ending: 14 TH OCT, 2022	Period:	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:
Performance Indicator: Learners can translate words and phrases in their own language		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
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. elephant b. house c. car d. accident	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.	