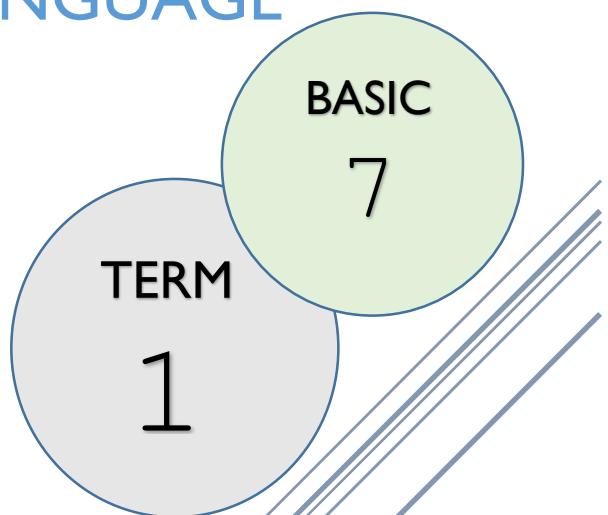


# LESSON PLANS FOR JUNIOR HIGH SCHOOLS

## GHANAIAN LANGUAGE



FAYOL INC  
0547824419

# GHANAIAN LANGUAGE – BASIC 7

## FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Language & Usage	Sentences	B7.4.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.1	
	Literature	Folktales	B7.6.1.1.1	
2	Customs & Institutions	Rites of Passage	B7.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Conversation/Everyday Discourse	B7.2.1.1.1	
	Reading	Translation	B7.3.2.1.1	
3	Language & Usage	Sentences	B7.4.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.1	
	Literature	Songs	B7.6.1.1.2	
4	Customs & Institutions	Rites of Passage	B7.1.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Conversation/Everyday Discourse	B7.2.1.1.2	
	Reading	Reading	B7.3.1.1.1	
5	Language & Usage	Noun	B7.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Narrative Writing	B7.5.1.1.2	
	Literature	Play Songs	B7.6.1.1.2	

6	Customs & Institutions	Naming Systems	B7.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Listening Comprehension	B7.1.2.1.1	
	Reading	Translation	B7.3.2.1.1	
7	Language & Usage	Pronoun	B7.4.2.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Narrative Writing	B7.5.1.1.2	
	Literature	Prose	B7.6.1.1.3	
8	Customs & Institutions	Naming Systems	B7.1.2.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Speech Sounds	B7.2.3.1.1	
	Reading	Reading	B7.3.1.1.1	
9	Language & Usage	Adjectives	B7.4.2.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Descriptive Writing	B7.5.1.1.2	
	Literature	Prose	B7.6.1.1.3	
10	Customs & Institutions	The Clan System	B7.1.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Speech Sounds	B7.2.3.1.1	
	Reading	Translation	B7.3.2.1.1	
11	Language & Usage	Adjectives	B7.4.2.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	Descriptive Writing	B7.5.1.1.2	

	Literature	Drama	B7.6.1.1.3	
12	Customs & Institutions	The Clan System	B7.1.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	Tones	B7.2.4.1.1	
	Reading	Reading	B7.3.1.1.1	

## WEEK 1 & 2

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language			
<b>Duration:</b>		<b>Strand:</b> Customs & Institutions			
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Rites of Passage			
<b>Content Standard:</b> B7.I.I.I Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures	<b>Indicator:</b> B7.I.I.I.I Identify the processes involved in naming a child.	<b>Lesson:</b>			
<b>Performance Indicator:</b> Learners can describe the process of child naming		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:			
<b>References :</b> Ghanaian Language Curriculum Pg. I					
<b>Keywords:</b>					
Phase/Duration	Learners Activities	Resources			
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners				
<b>PHASE 2: NEW LEARNING</b>	Discuss the outdooring and the naming process of a child in their community.  E.g. outdooring/ushering the baby, invitation of ancestors, giving the baby a name, blessing, presentation of gifts (father, person child was named after, family, community), and so on. NB: Let learners watch a video on the traditional naming process and discuss it.  Identify the items used in the naming process and write them. E.g.: water, basket, bucket, beads, basin, mat, powder, lantern, clothes (baby and mother).  Explain the significance of the items used for the naming ceremony.  <u>Assessment</u> Learners to role play a child naming scene	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library			
<b>PHASE 3: REFLECTOIN</b>	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.				

<b>WEEK ENDING:</b>		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language		
<b>Duration:</b>		<b>Strand:</b> Listening & Speaking			
<b>Class:</b> B7		<b>Sub Strand:</b> Conversation/Everyday Discourse			
<b>Content Standard:</b> B7.2.I.1 Demonstrate use of appropriate language orally in specific situations	<b>Indicator:</b> B7.2.I.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues		<b>Lesson:</b>		
<b>Performance Indicator:</b> Learners can use appropriate language to participate in formal interactions		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:			
<b>References :</b> Ghanaian Language Curriculum Pg. 11					
<b>Keywords:</b> themes, announcements, jargons, contracted forms					
Phase/Duration	Learners Activities	Resources			
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners				
<b>PHASE 2: NEW LEARNING</b>	Guide learners to Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standard for work, school and public gathering and offices, at the palace and business settings, and hospitals.  Guide learners to use appropriate language to participate in formal interactions. e.g. no slang/jargon, no contracted forms. Learner should go online and read on the topic.  Let learners Identify informal situations: E.g. casual or intimate relationship between friends and acquaintances, family and team mates, etc.  Guide learners to use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings, etc. Examples of informal language include slang words, jargons, contracted forms, non-verbal communication  <u>Assessment</u> 1. Engage learners to talk formally on current issues in Ghana.  2. In groups, learners engage in a conversation informally about Ghana in the on-going AFCON	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library			

<b>PHASE 3: REFLECTOIN</b>	<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>Ask learners how the lesson will benefit them in their daily lives.</p>	
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<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language			
<b>Duration:</b>		<b>Strand:</b> Reading			
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Translation			
<b>Content Standard:</b> B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences	<b>Indicator:</b> B7.3.2.1.1 Translate words and phrases in his/her language	<b>Lesson:</b>			
<b>Performance Indicator:</b> Learners can translate words and phrases in their own language		<b>Core Competencies:</b> CC 8.3			
<b>References :</b> Ghanaian Language Curriculum Pg. 21					
<b>Keywords:</b> translate					
Phase/Duration	Learners Activities	Resources			
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners				
<b>PHASE 2: NEW LEARNING</b>	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			
<b>PHASE 3: REFLECTOIN</b>	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.				

## WEEK 3

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Language & Usage
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Sentences
<b>Content Standard:</b> B7.4.I.1 Demonstrate knowledge and understanding of the components of sentences	<b>Indicator:</b> B7.4.I.1.2 Discuss the types of sentence structure (simple, compound and complex).	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can use simple, compound and complex sentences in writing		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 22		
<b>Keywords:</b>		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation E.g., our first class test is tomorrow. I hope you have prepared enough for it. Don't worry class, it won't be difficult.</p> <p>Ask learners to tell you what they have learnt so far.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm the meaning of sentence from learners. <i>A sentence is a group of words that expresses a complete thought</i></p> <p>Guide learners to identify the components of a simple sentence in their language and give examples. <i>A sentence must have a <u>subject</u> and a <u>verb</u>, but it may or may not have an <u>object</u>.</i></p> <p>Example:</p> <p>1. <u>Wendy</u> and <u>Kim</u> are <u>walking</u> – without object</p>  <p>2. Maggie is flying a kite – with object</p>  <p>Guide learners to identify the components of a compound sentence in their language and give examples. <i>A compound sentence contains two clauses joined by a conjunction such as and, or, but or so.</i></p> <p>Examples:</p> <p>She opened the bag <b>and</b> took out a book</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>Do you want coffee <b>or</b> would you prefer lemonade? John is good at English <b>but</b> he's not very good at math.</p> <p>Guide learners to identify the components of a complex sentence in your language and give examples.</p> <p><b>Assessment</b></p> <p>Are the following sentences simple sentences or compound sentences? Put a checkmark (✓) in the correct box. For each compound sentence you marked, write the conjunction in the blank space next to it. The first one has been done for you.</p> <table border="1"> <thead> <tr> <th></th><th>Simple sentences</th><th>Complex sentences</th><th></th></tr> </thead> <tbody> <tr> <td>1. The sun is shining and the sky is blue.</td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/> ✓</td><td><i>and</i></td></tr> <tr> <td>2. Mom doesn't like spiders.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>_____</td></tr> <tr> <td>3. Eat plenty of fruit and vegetables.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>_____</td></tr> <tr> <td>4. Would you like rice or do you prefer pasta?</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>_____</td></tr> <tr> <td>5. Is your bag red or green?</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>_____</td></tr> <tr> <td>6. Sam saw me and he waved.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>_____</td></tr> <tr> <td>7. Pass me the dictionary, please.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>_____</td></tr> <tr> <td>8. I've been to Ohio or Indiana.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>_____</td></tr> <tr> <td>9. Our new teacher is a young man.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>_____</td></tr> <tr> <td>10. Switch off the light and go to sleep.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>_____</td></tr> </tbody> </table>		Simple sentences	Complex sentences		1. The sun is shining and the sky is blue.	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓	<i>and</i>	2. Mom doesn't like spiders.	<input type="checkbox"/>	<input type="checkbox"/>	_____	3. Eat plenty of fruit and vegetables.	<input type="checkbox"/>	<input type="checkbox"/>	_____	4. Would you like rice or do you prefer pasta?	<input type="checkbox"/>	<input type="checkbox"/>	_____	5. Is your bag red or green?	<input type="checkbox"/>	<input type="checkbox"/>	_____	6. Sam saw me and he waved.	<input type="checkbox"/>	<input type="checkbox"/>	_____	7. Pass me the dictionary, please.	<input type="checkbox"/>	<input type="checkbox"/>	_____	8. I've been to Ohio or Indiana.	<input type="checkbox"/>	<input type="checkbox"/>	_____	9. Our new teacher is a young man.	<input type="checkbox"/>	<input type="checkbox"/>	_____	10. Switch off the light and go to sleep.	<input type="checkbox"/>	<input type="checkbox"/>	_____	
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<b>PHASE 3: REFLECTION</b>	<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>Ask learners how the lesson will benefit them in their daily lives.</p>																																													

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Structure & Organize Ideas In Composition Writing
<b>Content Standard:</b> B7.5.I.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)	<b>Indicator:</b> B7.5.I.1.1 Discuss the features of a paragraph	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can three to four paragraphs on a given topic		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg.		
<b>Keywords:</b> main topic, paragraphs		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation. E.g.,</p> <p>1. <i>how did you spend your christmas holidays?</i> 2. <i>Is it more fun than being at school?</i></p> <p>Explain to learners that when you are telling your colleagues how you spent your holidays, you don't say everything and you don't tell them what happened every minute. - rather you give a summary and you share the most important information.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Read a story as learners listen and pay attention to the important parts.</p> <p>Read the story and have learners follow along.</p> <p>After reading, ask learners questions to write the main idea to topic of the story.</p> <p>Learners to write supporting sentences for the main topics identified.</p> <p>Encourage learners to develop the skills of expressing and organizing ideas in paragraphs.</p> <p>Have learners read a variety of passages/story and identify the main ideas in it. let learners Identify the salient points/ideas in a given paragraph</p> <p>Guide learners to analyze and decide what is important.</p> <ul style="list-style-type: none"> <li>o <i>Do not write the same words as the author.</i></li> <li>o <i>Think and write in your own words.</i></li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<ul style="list-style-type: none"> <li>o Ask, “What is the whole write up about?”</li> </ul> <p><b><u>Assessment</u></b> Write a paragraph of about fifty words on a given topic taking into consideration the features and skills of paragraph writing.</p>	
<b>PHASE 3: REFLECTOIN</b>	<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>	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language			
<b>Duration:</b>		<b>Strand:</b> Literature			
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Songs			
<b>Content Standard:</b> B7.5.I.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	<b>Indicator:</b> B7.6.I.1.2 Discuss the components of oral literature	<b>Lesson:</b> I of I			
<b>Performance Indicator:</b> Learners can talk about the significance of songs		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:			
<b>Reference:</b> Ghanaian Language Curriculum Pg.					
<b>Keywords:</b> oral literature, significance					
Phase/Duration	Learners Activities	Resources			
<b>PHASE 1: STARTER</b>	<p>Invite learners to sing a familiar traditional song.</p> <p>Let learners tell the meaning of the songs they sing. Ask learners if they would like to sing more songs.</p> <p>Introduce the lesson by sharing the performance indicators.</p>				
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners to explain what oral literature is.</p> <p>Engage learners to describe the structure of a song.</p> <p>Sing a variety of songs in different languages and guide learners to analyze the songs. e.g. Yen ara yasase ni.</p> <p>Encourage learners to appreciate the significance of songs.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is oral literature?</li> <li>2. What are the components of oral literature.</li> <li>3. Write three significance of songs.</li> </ol>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library			
<b>PHASE 3: REFLECTION</b>	<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 4

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Rites of Passage
<b>Content Standard:</b> B7.I.I.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures	<b>Indicator:</b> B7.1.1.1.2 Discuss the significance of the processes in naming a child.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can talk of the importance of child naming.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 2		
<b>Keywords:</b> libation, significance		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Have learners read words on naming ceremony in their culture and language.</p> <p>Engage learners to discuss the significance of the processes involved in naming a child as raised in the passage.            E.g. • Welcomes the child into the family and community.            • The child gets an identity.            Bringing two families together</p> <p>Guide learners to discuss a libation text used during naming ceremony.</p> <p>Write the three main parts of a libation text.</p> <p><u>Assessment</u>            Learners in groups role-play a naming ceremony</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Listening & Speaking
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation/Everyday Discourse
<b>Content Standard:</b> B7.2.1.1 Demonstrate use of appropriate language orally in specific situations	<b>Indicator:</b> B7.2.1.1.2 Ask questions that elicit elaboration and respond to others' questions in a conversation	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can ask questions for better understanding		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>References :</b> Ghanaian Language Curriculum Pg. 11		
<b>Keywords:</b> elaborate, conversation		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to Identify words that can help give elaborate responses to questions in conversation (e.g. why, how, for what reason).  Engage in conversation using these words to elicit elaboration. E.g. Ama: Do you think babies should talk? Kofi: Yes Ama: Why do you think so?	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	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.	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language			
<b>Duration:</b>		<b>Strand:</b> Reading			
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Reading			
<b>Content Standard:</b> B7.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B7.3.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.	<b>Lesson:</b>			
<b>Performance Indicator:</b> Learners can identify the main and supporting points of a given text		<b>Core Competencies:</b> CC 8.3			
<b>References :</b> Ghanaian Language Curriculum Pg. 21					
<b>Keywords:</b> skim					
Phase/Duration	Learners Activities	Resources			
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners				
<b>PHASE 2: NEW LEARNING</b>	Guide learners to skim a given passage of about one hundred and fifty words and state the main ideas.  Guide learners to identify the supporting ideas in texts on themes from other subject areas. (E.g. Social Studies, Science, Religious and Moral Education, Physical Education, ICT, etc.)  Let learners explain the relationship between the main ideas and supporting ideas.  Have learners to answer recall and inferential questions concerning the text read.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library			
<b>PHASE 3: REFLECTION</b>	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.				

## WEEK 5

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language													
<b>Duration:</b>		<b>Strand:</b> Language & Usage													
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Noun													
<b>Content Standard:</b> B7.4.2.1 Demonstrate knowledge of identifying and using the various forms of nouns (common, proper, collective), pronouns and adjectives in sentences and passages		<b>Indicator:</b> B7.4.2.1.1 Categorize nouns under common, proper and collective and use them correctly in speech and in texts.	<b>Lesson:</b>												
<b>Performance Indicator:</b> Learners can use nouns effectively in speech and writing		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:													
<b>Reference:</b> Ghanaian Language Curriculum Pg. 23															
<b>Keywords:</b> common, proper, collective															
Phase/Duration	Learners Activities	Resources													
<b>PHASE 1: STARTER</b>	<p>How many people or things can you name in the classroom?</p> <p>Invite different pupils to name someone or something in the classroom.</p> <p>Tell them that they must point to or show the person or thing they identify.</p> <p>Share performance indicators and introduce the lesson.</p>														
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners the meaning of noun.  <i>A noun is a person, place or thing.</i></p> <p>Let learners identify nouns in a passage. Read some parts aloud. Example: Zeinab cut herself with the knife. She washed her finger in cold water. Her mother tied a handkerchief around her hand.</p> <p>Guide learners to classify the nouns identified into common, proper and collective nouns.</p> <p>Pronounce the nouns and use them correctly in speech and texts.</p> <p>Construct simple and compound sentences (orally and in written forms) with the types of nouns identified.</p> <p><b>Assessment</b></p> <p>I. Write each common noun under the correct heading.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>lion</td> <td>brother</td> <td>doctor</td> <td>restaurant</td> </tr> <tr> <td>builder</td> <td>stove</td> <td>elephant</td> <td>kangaroo</td> </tr> <tr> <td>library</td> <td></td> <td></td> <td>museum</td> </tr> </table>	lion	brother	doctor	restaurant	builder	stove	elephant	kangaroo	library			museum	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
lion	brother	doctor	restaurant												
builder	stove	elephant	kangaroo												
library			museum												

	<table border="1"> <thead> <tr> <th>Things</th><th>Animals</th><th>Places</th><th>People</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Things	Animals	Places	People													
Things	Animals	Places	People															
<b>PHASE 3: REFLECTION</b>	<p>2. Underline the common nouns and circle the proper nouns in these sentences.</p> <p>a. I told Uncle John about my accident.  b. Kim and Stephanie wore masks on Halloween.  c. The lawnmower is broken.  d. We're going to the movies tomorrow.  e. The lion is praying with one of its cubs.  f. My sister's favorite soccer player is David Beckham.</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>Ask learners how the lesson will benefit them in their daily lives.</p>																	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Narrative Writing
<b>Content Standard:</b> B7.5.I.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)	<b>Indicator:</b> B7.5.I.1.2 Develop a three-paragraph essay using the features of a given text type.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can write a short narrative on an incident or event.		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 27		
<b>Keywords:</b> main topic, paragraphs		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Recap with learners to review their understanding in the previous lesson</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to discuss the features of narrative writing.</p> <p>Students narrate and discuss incidents or events in the school or home e.g. football match, aware, events on the way to school.</p> <p>In pairs, students pick out important points or ideas in the narrative and write them down.</p> <p>In pairs, students arrange points/ideas in logical order in paragraphs paying attention to the points raised in the content.</p> <p>Write a three-paragraph essay on a topic on the text types above.</p> <p>Focus on grammar.</p> <ul style="list-style-type: none"> <li>- Use of the verb-Tense</li> <li>- Use of adjectives and adverbs.</li> <li>- Correct punctuation, e.g. comma, full-stop.</li> <li>- Correct use of capital letters.</li> <li>- Use of conjunctions</li> </ul> <p><u>Assessment</u></p> <p>Students write a short narrative on an incident or event.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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>	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Play Songs
<b>Content Standard:</b> B7.5.I.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	<b>Indicator:</b> B7.6.I.1.2 Discuss the components of oral literature	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can describe play songs as a component of oral literature		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:
<b>Reference:</b> Ghanaian Language Curriculum Pg. 28		
<b>Keywords:</b> oral literature, significance		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Invite learners to sing a familiar traditional song.</p> <p>Let learners tell the meaning of the songs they sing. Ask learners if they would like to sing more songs.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners to explain what oral literature is. Example: <i>Oral literature is the passing on of the people's culture and verbal compositions from one generation to another e.g. folktales, proverbs, songs, drum language etc</i></p> <p>Engage learners to describe the structure of play songs.</p> <p>Engage learners to share variety of stories in song form in different languages and guide learners to analyze the songs. e.g. Ananse stories.</p> <p>Encourage learners to appreciate the significance of songs in play.</p> <p><u>Assessment</u></p> <p>4. What is oral literature? 5. What are the components of oral literature. 6. Write three significance of songs.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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 6

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language															
<b>Duration:</b>		<b>Strand:</b> Customs & Institutions															
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems															
<b>Content Standard:</b> B7.1.2.1 Exhibit understanding of day- born names and order of birth names and relate the names to the days and order of birth	<b>Indicator:</b> B7.1.2.1.1 State the names of the days of the week and relate their names to the days	<b>Lesson:</b>															
<b>Performance Indicator:</b> Learners can state the names of the days of the week		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:															
<b>Reference:</b> Ghanaian Language Curriculum Pg. 5																	
<b>Keywords:</b> festival, months, system																	
Phase/Duration	Learners Activities	Resources															
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>																
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to state the names of the days of the week and important occasion (e.g. festival) months of the year in the Ghanaian language of study.</p> <p>Relate the names of the days of the week or months of the year to human names.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Monday</th><th>Female</th><th>Male</th></tr> </thead> <tbody> <tr> <td>Akan:</td><td>• Adwoa</td><td>• Kodwo/Kwadwo</td></tr> <tr> <td>Dangme/Ga:</td><td>• Ajo</td><td>• Kojo</td></tr> <tr> <td>Ewe:</td><td>• Adzo</td><td>• Kɔdzo/Kudzo</td></tr> <tr> <td>Gonja:</td><td>• Atani</td><td>• N/A</td></tr> </tbody> </table> <p>Let learners understand that, the day naming system is not applicable to all cultures of Ghana. It is language specific.</p> <p>Teacher should watch out for cultural shocks and address it skilfully.</p>	Monday	Female	Male	Akan:	• Adwoa	• Kodwo/Kwadwo	Dangme/Ga:	• Ajo	• Kojo	Ewe:	• Adzo	• Kɔdzo/Kudzo	Gonja:	• Atani	• N/A	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
Monday	Female	Male															
Akan:	• Adwoa	• Kodwo/Kwadwo															
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Ewe:	• Adzo	• Kɔdzo/Kudzo															
Gonja:	• Atani	• N/A															
<b>PHASE 3: REFLECTION</b>	<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>																

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language		
<b>Duration:</b>		<b>Strand:</b> Listening & Speaking		
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension		
<b>Content Standard:</b> B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information	<b>Indicator:</b> B7.2.2.1.1 Listen to a level-appropriate text attentively and identify key information.	<b>Lesson:</b>		
<b>Performance Indicator:</b> Learners can listen to extended reading and identify key information	<b>Core Competencies:</b>			
<b>Reference:</b> Ghanaian Language Curriculum Pg. 12				
<b>Keywords:</b> millionaire, village, test, sons, gift,				
Phase/Duration	Learners Activities	Resources		
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation.  Example:  Who is a millionaire? (Answer: someone with more than a million dollars)</p> <p>Ask learners: What would you do if you were a millionaire? Listen to pupils' answers.</p> <p>Share the performance indicators and introduce the lesson.</p>			
<b>PHASE 2: NEW LEARNING</b>	<p>Write new words in the story on the board:  Example: old millionaire, village, test, sons, gift,</p> <p>Guide learners to find the meaning of the new words and use them in context.</p> <p>Have learners to predict what the story is about from the new words?</p> <p>Write some pre reading questions on the board to guide learners listening.</p> <p>Tell the story to the class. Ask pupils to follow along.</p> <p>Guide learners to Identify key points:</p> <ul style="list-style-type: none"> <li>o intent or purpose of the message (e.g. to inform, persuade, instruct);</li> <li>o the speaker's enthusiasm and passion for the topic;</li> <li>o main idea (s) and supporting points.</li> </ul> <p>Ask learners to write one sentence for each of the new words. When they finish, invite them in turns to read their sentences to the class.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library		

	<p><b>Assessment</b></p> <p>Many people around the world have mobile phones these days. You can do many things on them as well as calling, such as texting, playing games and checking web pages. Some people say that the technology is a bad thing because it is causing family problems. Sometimes teenagers sit at dinner and text their friends instead of helping or talking to their families.</p> <p>Mobile phones are also expensive and not everyone can buy them. Other people say that the technology is a good thing because people can find answers to help them study, learn new things and even learn languages. People in rural communities can use them to transfer money and to keep in touch with people far away. One thing is for sure, technology is changing very quickly and life is changing because of it.</p> <p>1. Everyone has a mobile phone now. T/F      2. Teenagers never text at dinner. T/F      3. Mobile phones cost a lot of money. T/F      4. Mobile phones can help you study. T/F      5. You can only use mobile phones in the city. T/F</p>	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Translation
<b>Content Standard:</b> B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences	<b>Indicator:</b> B7.3.2.1.1 Translate words and phrases in his/her language	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can translate words and phrases in their own language		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 21		
<b>Keywords:</b> translate, phrases		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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.	

## WEEK 7

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject: Ghanaian Language</b>				
<b>Duration:</b>		<b>Strand: Language &amp; Usage</b>				
<b>Class: B7</b>	<b>Class Size:</b>	<b>Sub Strand: Pronoun</b>				
<b>Content Standard:</b> B7.4.2.1 Demonstrate knowledge of identifying and using the various forms of nouns (common, proper, collective), pronouns and adjectives in sentences and passages		<b>Indicator:</b> B7.4.2.1.2 Categorize pronouns according to their types and construct sentences with them	<b>Lesson:</b>			
<b>Performance Indicator:</b> Learners can use the types of pronouns in speaking and writing.		<b>Core Competencies:</b> CC 8.3:				
<b>Keywords: 23</b>						
Phase/Duration	Learners Activities	Resources				
<b>PHASE 1: STARTER</b>	<p>Paste a picture of a cover page of a story book and ask learners to talk about the picture.  E.g. the boys are playing football. OR <u>they</u> are playing football.  The girl has a pen in <u>her</u> hands OR <u>she</u> has a pen.</p> <p>Introduce the lesson and share the performance indicators.</p>					
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm the meaning of pronouns from learners and guide learners to identify pronouns in sentences.</p> <p>Let learners classify the pronouns into their types.  Example: Possessive pronouns</p> <p>Hold up a bag in your hand and ask:  <i>What do I have? I have a bag.</i>  <i>This is my bag. This bag is mine</i></p> <p>Learners to identify (my, mine) as possessive pronouns.  A possessive pronoun is a word that is used to express ownership.</p> <p>Examples;</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <u>1st person</u>  English - mine - ours  Dangme - ye nɔ - wa nɔ  Twi - de/ɛ - medeɛ  Gonja - mɛya - anyeya  Ewe - tɔnyee - miatɔe  Ga - min - ɔnɔ  Fante - m" - hen  Nzema - me edeɛ - ye edeɛ  Dagbani - N dini - ti dini </td> <td style="vertical-align: top;"> <u>2nd person:</u>  English - yours  Akan, Twi - wode/ɛ  Gonja - fɔya  Ewe - tɔwɔe  Ga - oɔ  Dagbani - a dini  Fante - wódze </td> </tr> </table> <p><u>3rd person:</u></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> English - theirs  Ak. Twi - wɔn de/ɛ  Gonja - bumoya  Ewe - wotɔe </td> </tr> </table>	<u>1st person</u> English - mine - ours Dangme - ye nɔ - wa nɔ Twi - de/ɛ - medeɛ Gonja - mɛya - anyeya Ewe - tɔnyee - miatɔe Ga - min - ɔnɔ Fante - m" - hen Nzema - me edeɛ - ye edeɛ Dagbani - N dini - ti dini	<u>2nd person:</u> English - yours Akan, Twi - wode/ɛ Gonja - fɔya Ewe - tɔwɔe Ga - oɔ Dagbani - a dini Fante - wódze	English - theirs Ak. Twi - wɔn de/ɛ Gonja - bumoya Ewe - wotɔe	Word cards, sentence cards, letter cards, handwriting on a manila card	
<u>1st person</u> English - mine - ours Dangme - ye nɔ - wa nɔ Twi - de/ɛ - medeɛ Gonja - mɛya - anyeya Ewe - tɔnyee - miatɔe Ga - min - ɔnɔ Fante - m" - hen Nzema - me edeɛ - ye edeɛ Dagbani - N dini - ti dini	<u>2nd person:</u> English - yours Akan, Twi - wode/ɛ Gonja - fɔya Ewe - tɔwɔe Ga - oɔ Dagbani - a dini Fante - wódze					
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	<p>Ewe - etɛe  Dagbani - o dini  Ga - enɔ  Fante - nɛdze  Nzema - ye εdeɛ</p> <p>Ga - am  Fante - hɔndze  Dagaare - ba soobo</p>	
	<p>Encourage learners to use possessive pronouns to answer.  E.g. It is not <u>my</u> pen, It is not <u>mine</u>, It is <u>hers/his</u></p> <p>Guide students to explain relative pronouns using several examples and situations.</p> <p>Guide students to identify pronouns in sentences and passages.  e.g. English: - The woman who came here is sick.  Fante: - ɔba a ɔba ha no yar.  Ewe: - Nyɔnu si va afi sia la dze dɔ.  Gonja: - Kache mo nɛe ba mfa na bee lo.  Ga: - Yoo ni ba bie le be hewale.  Dangme: - Yo ɔ nɛ ba hie ɔ be he wami.  Nzema - Raale ne mɔɔ rale εke la εnde kpɔkε.      Dagbani -  Payga gun kana maa biɛrimi</p> <p>Have learners to construct sentences with the types of pronouns in speaking and writing individually and in mixed ability groups.</p> <p>Have learners to replace nouns with the appropriate pronoun in a passage.</p> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Underline the pronouns in the following sentences. <ol style="list-style-type: none"> <li>a) My name is David. I am the youngest in the family.</li> <li>b) This is my father. He is a teacher</li> <li>c) Lisa, I told you to tidy your bed!</li> </ol> </li> <li>2. Fill in the blanks with the correct pronouns <ol style="list-style-type: none"> <li>a) Peter and I are brothers. _____ share a bedroom together.</li> <li>b) Sue isn't well. Dad is taking _____ to see a doctor.</li> <li>c) My brother is a teacher. _____ teaches English. All his students like _____ very much</li> </ol> </li> </ol>	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Writing	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Narrative Writing	
<b>Content Standard:</b> B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)	<b>Indicator:</b> B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type	<b>Lesson:</b>	
<b>Performance Indicator:</b> Learners can write a three-paragraph essay on a given topic		<b>Core Competencies:</b>	
<b>Keywords:</b> 27			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Write these words on the board: party, wedding, Eid.</p> <p>Point to the words on the board. Ask: What are these? (Example answers: fun days, special days, special occasions)</p> <p>Ask: Who do you spend these days with? (Answer: family, friends)</p> <p>Ask: Can you name some more special occasions? Write pupils' answers on the board. (Example answers: graduation, birthday, New Year, Independence Day, weddings)</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to narrate an event they participated in e.g. talk about something that scared you a lot.</p> <p>Learners tell the story sequentially: beginning, middle and end.</p> <p>Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.</p> <p>Let learners use adjectives and adverbs in describing the physical appearance and state of their characters.</p> <p>Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view.</p> <p>Learners edit their work first in their groups, then across groups. Let learners then publish their stories on the class notice board so each group can read another's story.</p> <p>Discuss the features of narrative writing.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Write a three-paragraph essay on a topic on the text types above.</p> <p><u>Assessment</u></p> <p>I. In not less than 300 words, narrate a trip you will never forget.</p>	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Literature	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Prose	
<b>Content Standard:</b> B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (prose)	<b>Lesson:</b>	
<b>Performance Indicator:</b> Learners can identify a text to be fiction, non-fiction, heroic and poetry.		<b>Core Competencies:</b> CC 8.5:	
<b>Keywords:</b> 28			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners to explain what oral literature is.  <i>Example: Oral literature is the passing on of the people's culture and verbal compositions from one generation to another e.g. folktales, proverbs, songs, drum language etc</i></p> <p>Engage learners to describe the structure of a prose.  <i>Prose is a writing that is structured in a grammatical way, with words and phrases that build sentences and paragraphs.</i></p> <p>Engage learners to share variety of fiction, non-fiction, heroic stories and poetries in different languages and guide learners to analyze the stories.</p> <p>Encourage learners to appreciate the significance of prose in play.</p> <p><b>Assessment</b></p> <p>7. What is oral literature?  8. What are the components of oral literature.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	<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 8

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language																			
<b>Duration:</b>		<b>Strand:</b> Customs & Institutions																			
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Naming Systems																			
<b>Content Standard:</b> B7.I.2.1 Exhibit an understanding of day names and order of birth names and relate the names to the days and order	<b>Indicator:</b> B7.I.2.1.2 State the order of birth (i.e. first, second, and so on.) and relate the names accordingly	<b>Lesson:</b> 1 of 3																			
<b>Performance Indicator:</b> Learners can state the order of birth and relate the names accordingly		<b>Core Competencies:</b> CC 7.4:																			
<b>Keywords:</b> applicable																					
Phase/Duration	Learners Activities	Resources																			
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners																				
<b>PHASE 2: NEW LEARNING</b>	<p>Start by asking learners in turns to mention their local names.</p> <p>Guide learners to state the order of birth of their culture in their local language.</p> <p>E.g. first born, second born, and so on.</p> <p>Relate the names to the order of birth.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>First born</th><th>Female</th><th>Male</th></tr> </thead> <tbody> <tr> <td>*</td><td>Piesie (Akan)</td><td>Piesie (Akan)</td></tr> <tr> <td>*</td><td>Gogo (Ewe-Peki)</td><td>Foli (Ewe-Peki)</td></tr> <tr> <td>*</td><td>Dede (Dangme)</td><td>Tete (Dangme)</td></tr> <tr> <td>*</td><td>Ayele (Ga)</td><td>Ayite (Ga)</td></tr> <tr> <td>Second born</td><td></td><td></td></tr> </tbody> </table> <p>Lead students to identify some family/clan names</p> <p>Let learners know that, the order of birth names is not applicable to all cultures of Ghana.</p>	First born	Female	Male	*	Piesie (Akan)	Piesie (Akan)	*	Gogo (Ewe-Peki)	Foli (Ewe-Peki)	*	Dede (Dangme)	Tete (Dangme)	*	Ayele (Ga)	Ayite (Ga)	Second born			Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
First born	Female	Male																			
*	Piesie (Akan)	Piesie (Akan)																			
*	Gogo (Ewe-Peki)	Foli (Ewe-Peki)																			
*	Dede (Dangme)	Tete (Dangme)																			
*	Ayele (Ga)	Ayite (Ga)																			
Second born																					
<b>PHASE 3: REFLECTION</b>	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.																				

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language			
<b>Duration:</b>		<b>Strand:</b> Listening & Speaking			
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Speech Sounds			
<b>Content Standard:</b> B7.2.3.1 Recognize and sound vowels and consonants and read one syllable words of their linguistic community	<b>Indicator:</b> B7.2.3.1.1 Identify and produce the vowels in the language of study	<b>Lesson:</b> 1 of 3			
<b>Performance Indicator:</b> Learners can pronounce and spell words with vowel sounds		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:			
<b>References :</b> Ghanaian Language Curriculum Pg. 15					
<b>Keywords:</b> consonants, vowel					
Phase/Duration	Learners Activities	Resources			
<b>PHASE 1: STARTER</b>	<p>Have learners say or sing the alphabet song.</p> <p>Ask learners to identify the two types of letters in the English alphabet? (Answer: consonants and vowels)</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>				
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm the meaning of vowels from learners. <i>A vowel is a syllabic speech sound pronounced without any stricture in the vocal tract.</i></p> <p>Write the letters of the alphabet on the board or cardboard.</p> <p>Let learners identify all the vowel sounds in the alphabet. Example: a, e, o, i, u</p> <p>Mention and write some words on the board and guide learners to identify vowels in the words.</p> <p>Let learners produce the vowel sounds in their local language. e.g. /a/, /e/, /ɛ/. etc.</p> <p>Have learners mention words in their local language that begins with /a/, /e/, /i/, /o/, /u/ Record and write the vowel sounds of your language on the board or on flash cards.</p> <p>Engage learners to say these tongue twisters to aid them pronounce words with vowel sounds. Example: “A big brown bat bit a big blue bug and made the big blue bug bleed”</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library			

	<p>Guide learners to pronounce vowel sounds correctly in connected speech.</p> <p><b><u>Assessment</u></b></p> <ol style="list-style-type: none"> <li>1. What is a vowel sound?</li> <li>2. List 10 words that contain a vowel sound.</li> </ol>	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject: Ghanaian Language</b>
<b>Duration:</b>		<b>Strand: Reading</b>
<b>Class: B7</b>	<b>Class Size:</b>	<b>Sub Strand: Reading</b>
<b>Content Standard:</b> B7.3.1.1 Understand the main ideas and supporting points in texts	<b>Indicator:</b> B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the main and supporting points of a given text		<b>Core Competencies:</b> CC 8.3
<b>References :</b> Ghanaian Language Curriculum Pg. 21		
<b>Keywords:</b> skim, inferential		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to skim through a given passage of about one hundred and fifty words and state the main ideas.</p> <p>Guide learners to identify the supporting ideas in the passage read.</p> <p>Let learners explain the relationship between the main ideas and supporting ideas and identify the links between them.</p> <p>Have learners to answer recall and inferential questions concerning the text read.</p> <p><b>Assessment</b> Read the following chapter and answer the comprehension questions in full sentences.</p> <p>On the first morning of Eid after Ahmad came back from the mosque, Miriam told him she had a surprise for him. She gave him the present and he opened it. When he saw the beautiful watch strap, he looked shocked and sad. ‘What’s wrong?’ asked Miriam. ‘Don’t you like it? I sold my vase to get it for you.’ ‘I love it,’ said Ahmad, ‘but there is a big problem’. He went to get his shopping bag and took out a big bunch of colorful flowers from the best florist in the city. ‘I sold my watch to buy these for you and now there is nowhere to put them.’ Miriam started laughing and after some time Ahmad laughed too. ‘Never mind,’ he said, ‘I also bought some special food for today. We can eat that and celebrate. When I get a good job, I’ll buy you more flowers, a nice new vase and I’ll get myself a new watch too.’</p> <p>1. What is Eid? 2. What surprise did Miriam have for Ahmad?</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	<p>3. What did Miriam do to buy the gift for Ahmad?          4. What did Ahmad do to buy the flowers for Miriam?          5. What does the chapter tell us about the two characters?</p>	
<b>PHASE 3: REFLECTION</b>	<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 9

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Language & Usage	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Adjectives	
<b>Content Standard:</b> B7.4.2.1 Demonstrate knowledge of identifying and using the various forms of nouns (common, proper, collective), pronouns and adjectives in sentences and passages	<b>Indicator:</b> B7.4.2.1.3 Categorize adjectives into their types and construct simple sentences with them	<b>Lesson:</b>	
<b>Performance Indicator:</b> Learners can identify and use adjectives in sentences correctly		<b>Core Competencies:</b> CC 8.3:	
<b>Reference :</b> Ghanaian Language Pg. 23			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm the meaning of adjectives from learners. <i>Adjectives are words used to describe objects, people, animals things and places.</i>  Guide learners to identify adjectives from passages.  In groups, learners classify the adjectives into their types.  Use the adjectives to form simple and compound sentences in speaking and writing.  Guide students to describe persons, animals, places and things by color, height etc.  Guide students to illustrate the positions of different attributive and predicative adjectives.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Writing	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Descriptive Writing	
<b>Content Standard:</b> B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)	<b>Indicator:</b> B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type	<b>Lesson:</b>	
<b>Performance Indicator:</b> Learners can write a three-paragraph essay on a topic on the text types above.		<b>Core Competencies:</b> CC 8.3:	
<b>Reference :</b> Ghanaian Language Pg. 27			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Recap with learners to review their understanding in the previous lesson.  Introduce the lesson by sharing the performance indicators.		
<b>PHASE 2: NEW LEARNING</b>	Discuss the features of descriptive writing.  Briefly revise the writing process by having learners name the stages and say what happens at each stage.  Revise descriptive writing with learners  Have learners select a topic e.g. “A Day I will never forget”.  Provide a sample text. Guide learners to identify the descriptive words and expressions:  Discuss the descriptive words and expressions with learners.  Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences.  Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Prose
<b>Content Standard:</b> B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	<b>Indicator:</b> B7.6.1.1.3 Discuss the components of written literature (prose)	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can identify a text to be fiction, non-fiction, heroic and poetry.		<b>Core Competencies:</b> CC 8.5:
<b>Reference :</b> Ghanaian Language Pg. 28		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners to explain what oral literature is.  <i>Example: Oral literature is the passing on of the people's culture and verbal compositions from one generation to another e.g. folktales, proverbs, songs, drum language etc</i></p> <p>Engage learners to describe the structure of a prose.  <i>Prose is a writing that is structured in a grammatical way, with words and phrases that build sentences and paragraphs.</i></p> <p>Engage learners to share variety of fiction, non-fiction, heroic stories and poetries in different languages and guide learners to analyze the stories.</p> <p>Encourage learners to appreciate the significance of prose in play.</p> <p><u>Assessment</u></p> <p>9. What is oral literature?  10. What are the components of oral literature.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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 10

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Customs & Institutions
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> The Clan System
<b>Content Standard:</b> B7.I.3.I Demonstrate an understanding of the clan system among their people	<b>Indicator:</b> B7.I.3.I.I Describe the clan system and state some clans in their ethnic community.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can explain clan and mention the names of some clans in the locality.	<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>Reference :</b> Ghanaian Language Pg. 7		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>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></p> <p>Guide learners to state some clans they know and relate themselves with the clans stated.</p> <p><u>Clans in the locality:</u></p> <p>E.g.:</p> <ul style="list-style-type: none"> <li>• Akan: <i>Aduana, Agona, Asona, Oyoko, Birεtuo</i> etc.</li> <li>• Dangme: <i>Dangmebiawε, Piεngua, Kabubiawε, Jebiam, Bunase, Nyεwε</i> etc.</li> <li>• Ewe (<i>Aglo</i>): <i>Bateawo, Adzɔviawo, Adzovia, Like, Blu</i>, etc.</li> <li>• Ga: <i>Sempe (Ga Mashi), Kinkawe (Osu), Abese (La), Agbawε (Tεshi), Nii Moi We(Nuŋua), Jɔɔshi(Tεma)</i> etc.</li> <li>• Gonja: <i>Nsuwa, Ngbanyabia</i>, etc.</li> <li>• Dagaare: <i>Malɔɔrεε, Kowεrεε, Dakpaalεε Emoala/Ewala, Kusiele</i>, etc</li> </ul> <p>Nzema: Ezohile, Ndwefoɔ, etc.</p> <p>Kasem: Nave bia, Tala Bia, Bawea Bia</p> <p><u>Assessment</u></p> <p>Students to identify three clans and state their totems.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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>	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Listening & Speaking
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Speech Sounds (long vowels)
<b>Content Standard:</b> B7.2.3.1 Recognize and sound vowels and consonants and read one syllable words of their linguistic community	<b>Indicator:</b> B7.2.3.1.1 Identify and produce the vowels in the language of study	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can pronounce and spell words with vowel sounds		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References :</b> Ghanaian Language Curriculum Pg. 15		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<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>	
<b>PHASE 2: NEW LEARNING</b>	<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>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

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

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Translation
<b>Content Standard:</b> B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences	<b>Indicator:</b> B7.3.2.1.1 Translate words and phrases in his/her language	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can translate words and phrases in their own language		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References :</b> Ghanaian Language Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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.	

## WEEK 11

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50 mins		<b>Strand:</b> Language & Usage
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Adjectives
<b>Content Standard:</b> B7.4.2.1 Demonstrate knowledge of identifying and using the various forms of nouns (common, proper, collective), pronouns and adjectives in sentences and passages		<b>Indicator:</b> B7.4.2.1.3 Categorize adjectives into their types and construct simple sentences with them.
<b>Performance Indicator:</b> Learners can identify and use adjectives in sentences correctly.		<b>Core Competencies:</b> CC 8.5:
<b>References:</b> Ghanaian Language Curriculum Pg.23		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners for the meaning of adjectives. <i>Adjectives are words used to describe objects, people, animals things and places.</i></p> <p>Guide students to describe persons, animals, places and things by color, height etc</p> <p>English : The black cat.      Ga : Alɔ̄nte diŋ lɛ.      Dangme : Ati yumu o.      Ewe : Dadi yibɔ.      Twi : Agyinamoa tuntum.      Nzema : Kusu bile ne      Dagaare : Kokɔl sɔglaa      Kasem : tiabu-zwono kom      Dagbani : Jankun sabinli la</p> <p>Guide students to illustrate the positions of different attributive and predicative adjectives.</p> <p>Guide students to identify attributive adjectives in sentences given to them</p> <p>Assist students to discuss the features of attributive adjectives.</p> <p>Guide students to find examples of attributive and predicative adjectives in their own languages.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	Engage learners to use the adjectives to form simple and compound sentences in speaking and writing.	
<b>PHASE 3: REFLECTION</b>	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.	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Writing	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Descriptive Writing	
<b>Content Standard:</b> B7.5.I.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)	<b>Indicator:</b> B7.5.I.1.2 Develop a three-paragraph essay using the features of a given text type.	<b>Lesson:</b>	
<b>Performance Indicator:</b>		<b>Core Competencies:</b>	
<b>References:</b> Ghanaian Language Curriculum Pg.27			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Recap with learners to review their understanding in the previous lesson.  Introduce the lesson by sharing the performance indicators.		
<b>PHASE 2: NEW LEARNING</b>	Revise adjectives by having learners describe familiar people, objects and places in their environment.  Learners in their groups talk about interesting places they have visited.  Guide them to describe places of their choice using knowledge of adjectives.  Have them do peer editing and share their work with the class.  They repeat the procedure above to describe events, situations and personal experiences.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
<b>PHASE 3: REFLECTION</b>	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.		

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Drama
<b>Content Standard:</b> B7.5.I.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	<b>Indicator:</b> B7.6.I.1.3 Discuss the components of written literature (drama).	<b>Lesson:</b>
<b>Performance Indicator:</b>		<b>Core Competencies:</b>
<b>References:</b> Ghanaian Language Curriculum Pg.28		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss the structure of the various genres of written literature.</p> <p>Discuss how characters are created in a range of drama texts.</p> <p>Engage learners to describe the structure of a drama.</p> <p>Explore ways that writers use literary devices, mood and tone in a range of drama texts.</p> <p>Encourage learners to appreciate the significance of drama in play</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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 12

### REVISION AND END OF TERM ASSESSMENT

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> All Strands
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.	<b>Indicator:</b> Recall and summarize all what they have learnt within the term.	
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term	<b>Core Competencies:</b> CC 8.5:	
<b>Reference :</b> Ghanaian Language Pg. 1 to 28		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners categorize pronouns according to their types and construct sentences with them.</p> <p>Guide learners to Identify the processes involved in naming a child.</p> <p>Revise with learners to state the names of the days of the week and relate their names to the days.</p> <p>Guide learners to use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues.</p> <p>Learners listen to a level-appropriate text attentively and identify key information.</p> <p>Revise with learners to translate words and phrases in his/her language.</p> <p>Engage learners to develop a three-paragraph essay using the features of a given text type.</p> <p>Revise with learners to discuss the components of written literature.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>PHASE 3: REFLECTION</b>	<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>	

<b>WEEK ENDING:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> All Strands
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.	<b>Indicator:</b> Preparation towards vacation	
<b>Performance Indicator:</b> Learners can answer all end of term assessment questions in their exercise books.		<b>Core Competencies:</b> CC 8.5:
<b>Reference :</b> Ghanaian Language Pg. 1 to 28		
Phase/Duration	Learners Activities	Resources
<b>PHASE I: STARTER</b>	Ask learners to bring and display all the materials needed for the assessment.  Educate them on the consequences of examination mal practice.	Exercise books, pen, pencils, erasers, Answer sheets.
<b>PHASE 2: NEW LEARNING</b>	Engage learners to arrange themselves properly to sit for the assessment test.  Mark learners answer sheets or exercise books.  Fill in learner's SBA books and report cards.  Distribute learners answer sheets or exercise books for feedback.	SBA, Assessment Questions and exercise books.