#### GH. LANGUAGE ANNUAL SCHEME OF LEARNING – BASIC 7

WEEKS	FIRST TERM	SECOND TERM	THIRD TERM
1	Sentences	The Clan System	Naming Systems
	Structure & Organize Ideas In Composition Writing	Tones	Listening Comprehension
	Folktales	Reading	Translation
2	Rites of Passage	Verbs	Postposition/Prepositions
	Conversation/Everyday Discourse	Structure & Organize Ideas In Composition Writing	Structure & Organize Ideas In Composition Writing
	Translation	Drama	Prose
3	Sentences	Chieftaincy	Naming Systems
	Structure & Organize Ideas In Composition Writing	Vocabulary Development	Speech Sounds
	Songs	Translation	Reading
4	Rites of Passage	Verbs	Vocabulary
	Conversation/Everyday Discourse	Structure & Organize Ideas In Composition Writing	Structure & Organize Ideas In Composition Writing
	Reading	Poetry	Drama
5	Noun	Chieftaincy	The Clan System
	Structure & Organize Ideas In Composition Writing	Presentation	Speech Sounds

	Play Songs	Reading	Translation
6	Naming Systems	Adverbs	Spelling
	Listening Comprehension	Structure & Organize Ideas In Composition Writing	Structure & Organize Ideas In Composition Writing
	Translation	Poetry	Drama
7	Pronoun	Rites of Passage	The Clan System
	Structure & Organize Ideas In Composition Writing	Conversation/Everyday Discourse	Tones
	Prose	Reading	Reading
8	Naming Systems	Sentences	Punctuations
	Speech Sounds	Structure & Organize Ideas In Composition Writing	Structure & Organize Ideas In Composition Writing
	Reading	Songs	Poetry
9	Adjectives	Rites of Passage	Chieftaincy
	Structure & Organize Ideas In Composition Writing	Conversation/Everyday Discourse	Vocabulary Development
	Prose	Translation	Translation
10	The Clan System	Adverbs	Punctuations
	Speech Sounds	Structure & Organize Ideas In Composition Writing	Structure & Organize Ideas In Composition Writing
	Translation	Play Songs	Poetry

П	Adjectives	Rites of Passage	Chieftaincy
	Structure & Organize Ideas In Composition Writing	Conversation/Everyday Discourse	Presentation
	Drama	Reading	Reading
12		Conjunctions	
		Structure & Organize Ideas In Composition Writing	
		Prose	

#### SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARDS	INDICATORS	RESOURCES
	Language & Usage	Sentences	B7.4.1.1.1	B7.4.1.1.1	
1	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.1	B7.5.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Literature	Folktales	B7.6.1.1.1	B7.6.1.1.1	,
	Customs & Institutions	Rites of Passage	B7.1.1.1.1	B7.1.1.1	
2	Listening & Speaking	Conversation/Everyday Discourse	B7.2.1.1.1	B7.2.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Translation	B7.3.2.1.1	B7.3.2.1.1	
	Language & Usage	Sentences	B7.4.1.1.1	B7.4.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
3	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.1	B7.5.1.1.1	
	Literature	Songs	B7.6.1.1.2	B7.6.1.1.2	
	Customs & Institutions	Rites of Passage	B7.1.1.1.2	B7.1.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	Listening & Speaking	Conversation/Everyday Discourse	B7.2.1.1.1	B7.2.1.1.2	

	Reading	Reading	B7.3.1.1.1	B7.3.1.1.1	
	Language & Usage	Noun	B7.4.2.1.1	B7.4.2.1.1	
5	Composition Writing	Narrative Writing	B7.5.1.1.1	B7.5.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Literature	Play Songs	B7.6.1.1.2	B7.6.1.1.2	Can Can Can Cass IIII ary
	Customs & Institutions	Naming Systems	B7.1.2.1.1	B7.1.2.1.1	
6	Listening & Speaking	Listening Comprehension	B7.1.2.1.1	B7.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Translation	B7.3.2.1.1	B7.3.2.1.1	
	Language & Usage	Pronoun	B7.4.2.1.2	B7.4.2.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
7	Composition Writing	Narrative Writing	B7.5.1.1.1	B7.5.1.1.2	
	Literature	Prose	B7.6.1.1.3	B7.6.1.1.3	
	Customs & Institutions	Naming Systems	B7.1.2.1.2	B7.1.2.1.2	
8	Listening & Speaking	Speech Sounds	B7.2.3.1.1	B7.2.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Reading	B7.3.1.1.1	B7.3.1.1.1	

	Language & Usage	Adjectives	B7.4.2.1.3	B7.4.2.1.3	
9	Composition Writing	Descriptive Writing	B7.5.1.1.1	B7.5.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Literature	Prose	B7.6.1.1.3	B7.6.1.1.3	,
	Customs & Institutions	The Clan System	B7.1.3.1.1	B7.1.3.1.1	
10	Listening & Speaking	Speech Sounds	B7.2.3.1.1	B7.2.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Translation	B7.3.2.1.1	B7.3.2.1.1	
	Language & Usage	Adjectives	B7.4.2.1.3	B7.4.2.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Composition Writing	Descriptive Writing	B7.5.1.1.1	B7.5.1.1.2	
	Literature	Drama	B7.6.1.1.3	B7.6.1.1.3	
12	Customs & Institutions	The Clan System	B7.1.3.1.1	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	B7.2.4.1.1	
	Reading	Reading	B7.3.1.1.1	B7.3.1.1.1	

#### SCHEME OF LEARNING – TERM 2

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARDS	INDICATORS	RESOURCES
	Customs & Institutions	The Clan System	B7.1.3.1.1	B7.1.3.1.1	
I	Listening & Speaking	Tones	B7.2.4.1.1	B7.2.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Reading	B7.3.1.1.1	B7.3.1.1.1	,
	Language & Usage	Verbs	B7.4.3.1.1	B7.4.3.1.1	
2	Composition Writing	Descriptive Writing	B7.5.1.1.1	B7.5.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Literature	Drama	B7.6.1.1.3	B7.6.1.1.3	
	Customs & Institutions	Chieftaincy	B7.1.4.1.1	B7.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
3	Listening & Speaking	Vocabulary Development	B7.2.5.1.1	B7.2.5.1.1	
	Reading	Translation	B7.3.2.1.1	B7.3.2.1.1	
4	Language & Usage	Verbs	B7.4.3.1.1	B7.4.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	Composition Writing	Creative Writing	B7.5.1.1.1	B7.5.1.1.2	

	Literature	Poetry	B7.6.1.1.3	B7.6.1.1.3	
	Customs & Institutions	Chieftaincy	B7.1.4.1.1	B7.1.4.1.2	
5	Listening & Speaking	Presentation	B7.2.6.1.1	B7.2.6.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Reading	B7.3.1.1.1	B7.3.1.1.1	
	Language & Usage	Adverbs	B7.4.3.1.2	B7.4.3.1.2	
6	Composition Writing	Creative Writing	B7.5.1.1.1	B7.5.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Literature	Poetry	B7.6.1.1.3	B7.6.1.1.3	
	Customs & Institutions	Rites of Passage	B7.1.1.1.3	B7.1.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
7	Listening & Speaking	Conversation/Everyday Discourse	B7.2.1.1.1	B7.2.1.1.3	
	Reading	Reading	B7.3.1.1.2	B7.3.1.1.2	
8	Language & Usage	Sentences	B7.4.1.1.1	B7.4.1.1.3	
	Composition Writing	Narrative Writing	B7.5.1.1.1	B7.5.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Literature	Songs	B7.6.1.1.2	B7.6.1.1.2	

	Customs & Institutions	Rites of Passage	B7.1.1.3	B7.1.1.4	
9	Listening & Speaking	Conversation/Everyday Discourse	B7.2.1.1.1	B7.2.1.1.4	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Translation	B7.3.2.1.1	B7.3.2.1.1	
	Language & Usage	Adverbs	B7.4.3.1.2	B7.4.3.1.2	
10	Composition Writing	Narrative Writing	B7.5.1.1.2	B7.5.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Literature	Play Songs	B7.6.1.1.2	B7.6.1.1.2	
	Customs & Institutions	Rites of Passage	B7.1.1.1.3	B7.1.1.1.5	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library  Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Listening & Speaking	Conversation/Everyday Discourse	B7.2.1.1.1	B7.2.1.1.5	
	Reading	Reading	B7.3.1.1.2	B7.3.1.1.2	
12	Language & Usage	Conjunctions	B7.4.3.1.3	B7.4.3.1.3	
	Composition Writing	Descriptive Writing	B7.5.1.1.2	B7.5.1.1.2	
	Literature	Prose	B7.6.1.1.3	B7.6.1.1.3	

#### SCHEME OF LEARNING – TERM 3

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARDS	INDICATORS	RESOURCES
	Customs & Institutions	Naming Systems	B7.1.2.1.3	B7.1.2.1.3	
1	Listening & Speaking	Listening Comprehension	B7.1.2.1.1	B7.1.2.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Translation	B7.3.2.1.1	B7.3.2.1.1	,
	Language & Usage	Postposition/Prepositions	B7.4.3.1.4	B7.4.3.1.4	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
2	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.2	B7.5.1.1.2	
	Literature	Prose	B7.6.1.1.3	B7.6.1.1.3	
	Customs & Institutions	Naming Systems	B7.1.2.1.3	B7.1.2.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
3	Listening & Speaking	Speech Sounds	B7.2.3.1.1	B7.2.3.1.2	
	Reading	Reading	B7.3.1.1.2	B7.3.1.1.2	
4	Language & Usage	Vocabulary	B7.4.4.1.1	B7.4.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
T	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.2	B7.5.1.1.2	

	Literature	Drama	B7.6.1.1.3	B7.6.1.1.3	
	Customs & Institutions	The Clan System	B7.1.3.1.1	B7.1.3.1.2	
5	Listening & Speaking	Speech Sounds	B7.2.3.1.1	B7.2.3.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Translation	B7.3.2.1.1	B7.3.2.1.1	,,
	Language & Usage	Spelling	B7.4.4.1.2	B7.4.4.1.2	
6	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.2	B7.5.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Literature	Drama	B7.6.1.1.3	B7.6.1.1.3	
	Customs & Institutions	The Clan System	B7.1.3.1.1	B7.1.3.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
7	Listening & Speaking	Tones	B7.2.4.1.1	B7.2.4.1.1	
	Reading	Reading	B7.3.1.1.2	B7.3.1.1.2	
	Language & Usage	Punctuations	B7.4.4.1.3	B7.4.4.1.3	
8	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.2	B7.5.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Literature	Poetry	B7.6.1.1.3	B7.6.1.1.3	

	Customs & Institutions	Chieftaincy	B7.1.4.1.1	B7.1.4.1.3	
9	Listening & Speaking	Vocabulary Development	B7.2.5.1.1	B7.2.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Translation	B7.3.2.1.1	B7.3.2.1.1	,
	Language & Usage	Punctuations	B7.4.4.1.3	B7.4.4.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.2	B7.5.1.1.2	
	Literature	Poetry	B7.6.1.1.3	B7.6.1.1.3	
	Customs & Institutions	Chieftaincy	B7.1.4.1.1	B7.1.4.1.4	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Listening & Speaking	Presentation	B7.2.6.1.1	B7.2.6.1.1	
	Reading	Reading	B7.3.1.1.2	B7.3.1.1.2	

#### TERM THREE

#### WEEKLY LESSON NOTES – B7 WEEK I

<b>Date:</b> 16 <sup>th</sup> SEPT, 2022	:: 16 <sup>th</sup> SEPT, 2022 <b>Period: Subject:</b> G			Ghanaian Language		
Duration: 50MINS			Strand: Customs & Institu			
Class: B7	Clas	ss Size:	Sub Strand:	Naming Systems	s	
Content Standard: B7.1.2.1 Exhibit an understa and order of birth names ar the days and order		s to names and	Compare and contra l order of birth name other cultures in Gh	es in their nana	Lesson:	
<b>Performance Indicator:</b> Learners can compare and obirth names in their culture			CC 9.7: Effecti		ultiple roles within rly and explain	
References: Ghanaian La	nguage Curriculu	ım Pg. 6				
DI /D ::	1 A .:	•,•				
Phase/Duration	Learners Activ				esources	
PHASE 1: <b>STARTER</b> PHASE 2: <b>NEW</b>	of birth.  How many What nam How many What nam Share the perfelesson.	of you were bose is given to Sun of you were bose is given to Mo	day borns?  orn on Monday?  nday borns?  ors and introduce t	the	sh cards	
LEARNING	Learners in grocultures. Have learners Through think of their culture and similarities Guide learners birth names in in Ghana.  Discuss with learners birth same in in Ghana.	to present their pair-share, let le to other cultures. Sto compare the their culture with the similare done in orde	exes in some cultu	other ss. ne names rence rder of cultures ces.		

	Day	Name			
	Sunday				
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
PHASE 3:	Use peer discus				
REFLECTION	from learners w	hat they have I	earnt during the	e lesson.	
	Home work Provide the nam				
	Day	Your culture	Other culture		
	Sunday			-	
	Monday			-	
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				

Pate: 16 <sup>th</sup> SEPT, 2022 Period:			Subject: Ghanaian Language				
Duration: 50MINS				Strand: Listening & Speaking			
Class Size:				Sub Strand: Listening Comprehension			
Content Standard: B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information  Performance Indicator: Learners can discuss ideas and share opinions from a leappropriate text			and share of appropriate	sten to, discuss ideas pinions from a leveltext.  Core Competencies CC 7.3: CC 8.2: DL 5.3			
Reference: Ghanaian Lan	iguage Curr	iculum Pg. 13	}				
Phase/Duration	T	A -4:-:4:			Resources		
PHASE I: <b>STARTER</b>	Learners Activities  Ask learners to mention the title of books they have read before.  Learners in turns share and discuss ideas from the books.  What is the title of the book you have read?  What does the book talk about?  Will you recommend the book to others?  Share performance indicators and introduce the lesson.			1			
PHASE 2: NEW LEARNING	Ask learn before. Learners What What Will y Have lear Model the texts hea Encourage the texts Listen to texts/spe Discuss keers.  Assessment Play a recomment of the tearners from the assessment of the tearners from the assessment of the second of the tearners from the assessment of the second of the tearners from the assessment of the second of the tearners from the assessment of the second of the tearners from the assessment of the second of the tearners of	flash cards, sentence cards					
PHASE 3: REFLECTION				questioning to find out nt during the lesson.			

Take foodbook from loom on and assessment the loops	
Take feedback from learners and summarize the lesson.	
Home work	
Play a recorded audio on a topic.	
Learners to listen to, discuss ideas and share opinions from a	
from the audio.	

Date: 16 <sup>th</sup> SEPT, 2022		Period:		Subject: Ghanaian Language			
Duration: 50MINS	•			Strand: Reading			
Class: B7	С	lass Size:		Sub Strand: Transla	atio	n	
Content Standard: B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences			Indicator: B7.3.2.1.1 Trans in his/her langua			Lesson:	
Performance Indicator: Learners can translate wor		n his/her lar	nguage	Core Competencie CC 7.3: CC 8.2: DL 5			
Reference: Ghanaian Lar	nguage Curricu	lum Pg. 21					
Phase/Duration	Learners Ac	4iviti o a			D.		
PHASE I: <b>STARTER</b>			nyanaatian in E	nalish languaga	K	esources	
THASE I. STARTER	Have learner language.  • Did you						
	Share the pe	erformance	e indicators with	n learners			
PHASE 2: <b>NEW LEARNING</b>	Have learner language.  Did you  What w  Guide learner phrases from  Guide learner from a target  Write a shot translate the	<ul> <li>Did you find it difficult translating the conversation</li> <li>What words did you find difficulty translating?</li> <li>Guide learners to translate given words and simple phrases from the source language to a target language.</li> <li>Guide learners to translate phrases, simple sentences from a target language of study to a source language.</li> <li>Write a short passage on the board. In groups, learners translate the source language to a target language.</li> <li>Assessment Translate the following words into your own language.  a. dining</li> </ul>					
PHASE 3: REFLECTION	from learner  Take feedba  Homework Learners in §	rs what the ck from le groups trai	ey have learnt d	stioning to find out during the lesson. marize the lesson.			

#### TERM THREE

#### WEEKLY LESSON NOTES – B7 WEEK 2

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022	Period: Subject: Ghanaian Lai			guage		
Duration: 50MINS	Ouration: 50MINS			Strand: Language & Usage		
Class: B7	Class Size:			Sub Strand: Postposition/Prepositions		
conjunctions and postpositions/ Prepositions in postposition			B7.4.3.1.4 Expl	olore the use of /prepositions appropriately and		
Performance Indicator: Learners can demonstrate of daily conversation	command of the us	se of pr	repositions in	Core Competencies: CC 9.7: Effectively perform the group. CC 8.1: Speak ideas.		
References: Ghanaian La	nguage Curriculu	ım Pg.	25			
Phase/Duration	Learners Activ	rities			Resources	
PHASE I: <b>STARTER</b>	Revise with lea		on the previo	us lesson.	. 133041 003	
	Share performathe lesson.	ance i	ndicators with	learners and introduce		
PHASE 2: NEW LEARNING	of position, position, position, position, position, position, position with the position of t	es of so identifiences. These properties to in from the control of the e on because on the control of the e on because on the control of the e on because on the control of the e on because of the e on because on the control of the e on because on the control of the e on because of the control of the e on because of the control of the e on because of the e on because of the e on the control of the e on the	entences to illest common propositions in prepositions in prepositions (not use in construct of, on behalf ecause of, by the class.  Inplex prepositions to the class.  Inplex prepositions in from the cof, about to, on the class.	ustrate this.  epositions (on, in, near, sentences.  nore than one word) ructing sentences.  f of, in view of, in spite means of, by dint of  fions to express: t of, out of, far from, by during the course of, at on account of, as a result	Flash cards	

	Assessment	
	Underline the preposition in the sentences	
	i. Sally was sitting <u>under</u> a tree.	
	ii. There's a wooden floor <u>underneath</u> the carpet.	
	iii. School starts <u>at</u> nine o'clock.	
	iv. I brush my teeth <u>in</u> the morning and <u>at</u> night.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	
	Homework	
	i. A girl went <u>past</u> them <u>on</u> a bike.	
	ii. This road leads <u>away from</u> the stadium.	
	iii. You should eat fruit <u>instead of</u> candy.	
	iv. Dad is coming to the theater with us <u>instead of</u> Mom.	
	v. I made this bookmark <u>for</u> Mom.	

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022	Period: Subject: Ghanaian Langu			nguage			
Duration: 50MINS				Strand: Composition Writing			
Class: B7	Class: B7 Class Size:			Sub Strand: Structur Composition Writing	e & Organize Ideas In		
	Content Standard: B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information				Lesson:		
Performance Indicator:			of a given te	Core Competencies			
Reference: Ghanaian Lan				CC 7.3: CC 8.2: DL 5.3	:		
Reference. Ghanalan Lan	guage Curr	iculaini i g. 13					
Phase/Duration		Activities			Resources		
PHASE I: <b>STARTER</b>	Revise wi	th learners o	n the previo	us lesson.			
	Share per		licators with	learners and introduce	е		
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Guide lea writing.	rners to disc	uss the featu	res of narrative	Learners Readers, flash cards, sentence cards		
		home e.g. fo		ents or events in the n, oware, events on the			
		tudents pick tive and write	•	nt points or ideas in 1.			
				eas in logical order in points raised in the			
	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						
DILLA CE 2	Assessme Students						
PHASE 3: REFLECTION				questioning to find out nt during the lesson.			
	Take feed	dback from le	arners and s	ummarize the lesson.			

<b>Date:</b> 23 <sup>rd</sup> 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)				uss the components of e (prose, drama and		Lesson:
Performance Indicator: Learners can read fluently w	ith appropri	ate voice mod	ulation	Core Competencie CC 7.3: CC 8.2: DL 5		
Reference: Ghanaian Lang	guage Curr	iculum Pg. 21				
Phase/Duration	Learners	A stivition			l D.	esources
PHASE I: <b>STARTER</b>			n the previous l	nozze	Ne	esources
TINGE I. STARTER		formance ind	·	rners and introduce		
PHASE 2: <b>NEW LEARNING</b>	Allow lea What is t What sto Are the s  Put learne Model the follow as words an Make sure words.  Ask learn the verse punctuation Assessme After som front of the	rners to gland he title of the ries does the tories drama, ers into group e poem by reyou read. Mad pause often e you put sores to work is of the poem on and rhymicate time, invite the class and r	e book? book contain? narrative, poet ps for them to r ading it line by li ke sure you stre to see if learne me extra stress of in pairs. Tell the n, paying attention ng words. e some of the paread the poem.	analyze it carefully.  Try or prose?  The analyze it carefully.  Try or prose?  The analyze it carefully.  Try or prose?  The analyze it carefully.  The ana	car hai	ord cards, sentence rds, letter cards, ndwriting on a manila rd and a class library
PHASE 3: REFLECTION	from lear	ners what the	ey have learnt di	tioning to find out uring the lesson.		
			rhyming words	in the poem and		

### TERM THREE WEEKLY LESSON NOTES – B7

#### WEEK 3

Week Ending: 30 <sup>th</sup> SEPT, 2022 Period:				Subject: Ghanaian Language			
Duration: 50MINS				Strand: Listening & Speaking			
Class: B7 Class Size:				Sub Strand: Speech So	unds		
Content Standard: B7.2.3.1 Recognize and sound vowels and consonants and read one syllable words of their linguistic community				lentify and produce the in the language of study	Lesson:		
Performance Indica Learners can pronoun		s with conson	ant sounds	Core Competencies: CC 7.3: CC 8.2: DL 5.3:	•		
Reference: Ghanaia	•			007.5. 00 0.2. 52 5.5.			
Phase/Duration	Learners Activity	ties			Resources		
PHASE I: STARTER	alphabet? (Answ Recap with lear consonants.	identify the to	two types of nts and vowe	letters in the English			
PHASE 2: NEW LEARNING	Write the lett cardboard.  Let learners ic alphabet. Example: /b/, /t Mention and v learners to ide  Let learners p language. e.g. /  Have learners begins with /b  Record and w the board or o	Learners Readers, flash cards, sentence cards					

	Engage learners to say tongue twisters to aid them pronounce words with consonants sounds.
	Example: "Teacher Tenten To Tarkoradi"
	Guide learners to pronounce consonants sounds correctly in connected speech.
	Assessment  I. What is a consonants sound?  2. List 10 words that contain consonants sound.
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.

Week Ending: 30th SEPT,	DAY:		Subject: Ghanaian Language			
Duration:				Strand: Reading		
Class: B7 Class Size:				Sub Strand: Reading		
B7.3.1.1 Understand the maideas and supporting points texts  Performance Indicator: Learners can identify the material text	icator: 3.1.1.1 Read and understand main ideas and support nts in a range of texts on familiar and unfamiliar topic poorting points of a given  Core Competencies: CC 8.3			_	Lesson:	
References : Ghanaian La	anguage Ci	urriculum Pg. 21				
Phase/Duration PHASE I: <b>STARTER</b>		Learners Activities Revise with learners on what was studied in the previous lesson.				
	lesson.	e performance indicato				
PHASE 2: <b>NEW LEARNING</b>	One hun  Guide le passage  Let learrideas anthem.  Have lea concern  Assessm Have lea	ide learners to skim through a given passage of about hundred and fifty words and state the main ideas.  ide learners to identify the supporting ideas in the sage read.  I learners explain the relationship between the main as and supporting ideas and identify the links between				
PHASE 3: REFLECTION	Use pee from lea	nension questions.  r discussion and effecti  rners what they have leaded the second s	earn	t during the lesson.		

Week Ending: 30	th SEPT, 2022	Period:		Subject: Ghanaian Lang	guage	
Duration: 50MINS	3			Strand: Customs & Institut	tions	
Class: B7		Class Siz	e:	Sub Strand: Naming Sys	tems	
B7.1.2.1 Exhibit an u	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					
	icator: are and contrast the culture to other cul			Core Competencies: CC 9.7: Effectively perform the group. CC 8.1: Speak ideas.		
References: Ghan	aian Language Cur	riculum Pg	. 6			
DI /D ::	I				l D	
Phase/Duration PHASE I:	Learners Activitie		annone to mass	ion their days of hint	Resources	
STARTER			arners to ment born on Sunda	tion their days of birth.		
JIANIEN	,	•	Sunday borns?	195:		
		•	born on Mond	lav <sup>7</sup>		
		•	Monday borns?	•		
		O	,			
	Share the perform			oduce the lesson.		
PHASE 2: <b>NEW</b>	List the days of the				Flash cards	
LEARNING	Brainstorm from	learners to	or the names of	these days.		
	Learners in group Have learners to			days in other cultures. the class.		
				pare the names of their ence and similarities.		
				and order of birth cultures in Ghana.		
	Discuss with lear E.g.:			lifferences.		
		done in or		ne cultures but not		
		ther cultur		ie cultures but not		
	Assessment		-, - <del></del>			
	Provide the name	es for the fo	ollowing days			
		Name				
	Sunday					
	Monday					
	Tuesday Wednesday					
	Thursday					
	Friday					
	Saturday					

PHASE 3: REFLECTION	Use peer discuss learners what the								
	Take feedback fr	Take feedback from learners and summarize the lesson.							
	Home work								
	Provide the name	es for the follo	wing days in yo	our culture and one					
	other culture.								
	Day	Your culture	Other culture						
	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
	Friday								
	Saturday								

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# TERM THREE WEEKLY LESSON NOTES – B7 WEEK 4

Week Ending: 7 <sup>TH</sup> OCT, 2022 Period				Subject: Ghanaian Language			
<b>Duration: 60mins</b>	Duration: 60mins Strand: Language & Usage						
Class: B7	Class Size: Sub Strand: Vocabulary			у			
B7.4.4.1 Demonstrate of vocabulary, spelling	e knowledge and ur	•	Indicator: B7.4.4.1.1 U correctly in	se vocabulary appropriately writing:	y and	Lesson:	
Performance Indic	ator:			Core Competencies:			
Learners can pronour	nce and spell word	s with conson	ant sounds	CC 7.3: CC 8.2: DL 5.3:			
Reference: Ghanaia	ın Language Curr	iculum Pg. 13	}				
Phase/Duration	Learners Activi				Resour	ces	
PHASE I:		rners on wha	t was studie	d in the previous			
STARTER	lesson.						
	Share the perfo	ormance indic	ators and int	roduce the lesson.			
PHASE 2: <b>NEW</b>	Identify and wr	ite vocabular	y related to l	nome and school.	Learners Readers, flash cards, sentence cards		
LEARNING	Use the vocabu		fied items to	construct appropriate			
	Do a sample re weather, etc. fo		•	diseases, drought,			
	Select some of help of the lear		r words in th	ne passage with the			
	Pronounce the words with the correct tone aloud for learners to repeat.						
	them to correc	t the spelling	s.	gly spelt words. Guide			
PHASE 3: REFLECTION	Use peer discus learners what t		•	oning to find out from e lesson.			
	Take feedback	from learners	s and summa	rize the lesson.			

Week Ending: 7 <sup>TH</sup> OCT, 2	DAY:		Subject: Ghanaian Language				
Duration: 60mins				Strand: Wri	ting		
Class: B7		Class Size:		Sub Strand: Writing			
Content Standard: B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)  Indicator: B7.5.1.1.2. Write a brid event or activity they					ritness	sed	Lesson:
Performance Indicator: Learners can write a brief	report on	an event or ac	tivity they have w	vitnessed	Cor	re Compe 8.3	etencies:
References : Ghanaian La	•						
Phase/Duration	Learners					Resourc	ces
PHASE I: <b>STARTER</b>	lesson.		what was studied	·	ous		
PHASE 2: <b>NEW</b>	Discuss v	vith learners ho	ow to write a nar	rative		Word car	ds, sentence
LEARNING	Ask learn they took Discuss the write a reactivity in Ask a learners e.g. rainfa	ample of a narr and key points ers to narrate a part. The narration from the port or an accomplishing which they we have to narrate in a brief writing ll, storm, drought		er cards, ng on a manila a class library			
		rners to write event or activ	a report or accou	unt of a			
PHASE 3:	Use peer	discussion and	effective questio				
REFLECTION			have learnt during the have learned t				

Week Ending: 7 <sup>™</sup> OCT, 2022		Period:		Subject: Ghanaian Language		
Duration: 50MINS		Strand: Literature				
Class: B7		Class Size:		Sub Strand: Drama		
Content Standard: B7.6.1.1 Demonstrate the ki understanding of literature (				uss the components of re (prose, drama and	Lesson:	
Performance Indicator: Learners can read fluently w	ith appropri	iate voice mod	ulation	Core Competencie CC 7.3: CC 8.2: DL 5		
Reference: Ghanaian Lang	guage Curr	iculum Pg. 21				
Phase/Duration		Activities			Resources	
PHASE I: <b>STARTER</b>	Revise wi	th learners o	n the previous l	esson.		
	-		licators with lea	rners and introduce		
PHASE 2: NEW LEARNING	Share performance indicators with learners and introduce the lesson.  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 drama by reading it line by line. Ask learners to follow as you read.  Guide learners to identify the plot and the characters in the drama.  Use voice modulation and gestures as you read to make the drama interesting.  Ask learners to work in groups. Let them role play some scenes in the drama.  Assessment Share roles and guide learners to role play the drama to				Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
PHASE 3: REFLECTION	from lear	ners what the	ey have learnt d	tioning to find out uring the lesson.		
	Take feed	IDACK from le	arners and sumi	marize the lesson.		

### TERM THREE

#### WEEKLY LESSON NOTES – B7 WEEK 5

Week Ending: 14 <sup>TH</sup> OCT, 2022 Period:				Subject: Ghanaian Language			
Duration:				Strand: Customs & Institutions			
Class: B7		Class Size:		Sub Strand: The Clar	n System		
Content Standard: B7.1.3.1 Demonstrate an u system among their people		of the clan		Pescribe the clan state some clans in community.	Lesson:		
Performance Indicator: Learners can explain clan a the locality.		he names of so	ome clans in	Core Competencies Communication and Co Identity and Global Citi	ollaboration (CC), Cultural		
Reference: Ghanaian La	nguage Pg. 7	7					
Phase/Duration	Lagungus	Activities			Dagayyaaa		
PHASE I: <b>STARTER</b>	Revise wi lesson.	th learners o		studied in the previous	Resources		
PHASE 2: NEW LEARNING	A group of from the and the second of the se	of families where same family same totem arners to stems elves withe locality: Aduana, Agore: Dangmebonyewe etc.  normal of the locality: Aduana, Agore: Dangmebonyewe etc.  normal of the locality: Aduana, Agore: Dangmebonyewe etc.  normal of the locality:  Malana, Agore: Dangmebonyewe etc.  normal of the locality:  Malana, Agore: Dangmebonyewe etc.  Malana, Agore:	no are though and have the ate some clith the clans and, Asona, Opiawe, Piengulo, Adzoviawe, Shi), Kinkawe, Shi), Kinkawe, Shi), Kinkawe, Toi We(Nung, Koweree, Koweree, Ele, etc. dwefoo, etc. ala Bia, Baw	yoko, Birεtuo etc. a, Kabubiawε, Jebiam, o, Adzɔvia, Likε , Blu, e (Osu), Abese (La), ua), Jɔɔshi(Tεma) etc. Dakpaalεε			

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.	

Week Ending: 14 <sup>™</sup> OCT, 2022		Period:		Subject: Ghanaian Language			
Duration:				Strand: Listening & Speaking			
Class: B7		Class Size:		Sub Strand: Speech S	Sounds (long vowels)		
Content Standard: B7.2.3.1 Recognize and sour consonants and read one sy linguistic community				lentify and produce the e language of study	Lesson:		
Performance Indicator: Learners can pronounce and	d spell word	s with vowel s	ounds	Core Competencies Communication and Co Identity and Global Citi	ollaboration (CC), Cultural		
References: Ghanaian La	anguage Cu	rriculum Pg.	15				
Phase/Duration	Learners	Activities			Resources		
PHASE I: STARTER		ners say or s	ing the alpha	bet song.	Resources		
	vowels.			ey already know about with learners and			
DI LACE O NIENA		the lesson.	.1		Word cards, sentence		
PHASE 2: <b>NEW LEARNING</b>	Mention guide lea Review I in writin	vith learners  and write so irners to ide earners und g. ee learners to	cards, letter cards, handwriting on a manila card and a class library				
	Demonstrate to learners how each of the long vowels are formed.  Example:  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.  Have learners to produce the vowel sounds in their local language. e.g. /a/, /e/, /ɛ/, and give more						
	In group vowels o	one after the arners to pr octed speech	isten and ree other.	epeat the sounds of owel sounds correctly	y		

	<ol> <li>Students to list the vowel sounds of the letters of the alphabet.</li> <li>Students to identify vowel sounds in given words</li> </ol>
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.

Week Ending: 14 <sup>TH</sup> OCT, 2022 Period:			Subject: Ghanaian		an Language		
Duration:				Strand: Reading			
Class: B7		Class Size:		Sub Strand: Tra	nslation		
Content Standard: B7.3.2.1 Demonstrate know words. Phrases and simple s		nslating	Indicator: B7.3.2.1.1 Transl phrases in his/he		Lesson:		
Performance Indicator: Learners can translate wor	ds and phr	ases in their o	own language		ncies: nd Collaboration (CC), nd Global Citizenship		
References: Ghanaian La	nguage Cu	rriculum Pg. 2	21				
DI (D							
Phase/Duration		Activities	m	اداده ما اما ما اما	Resources		
PHASE I: <b>STARTER</b>	lesson.		n what was studie e indicators with le	·			
PHASE 2: <b>NEW LEARNING</b>	phrases is language. Guide le from the language. Guide le the sour.  Assessm Translate language a. elepha b. house c. car d. accide	Share the performance indicators with learners  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 of study to a target language.  Guide learners to translate simple sentences from the source language to a target language.  Assessment  Translate the following words into your own language.  a. elephant b. house					
PHASE 3: REFLECTION	from lear	ners what the	nd effective question ey have learnt dur arners and summa	ing the lesson.			

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## TERM THREE WEEKLY LESSON NOTES – B7 WEEK 6

Week Ending: 21st	Ist OCT, 2022 Period:			Subject: Ghanaian Language		
Duration:				Strand: Language & Usage		
Class: B7		Class Size:		Sub Strand: Spelling		
Content Standard: B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing Performance Indicator: Learners can explain clan and mention the names of so the locality.			home and so	cell words related to chool correctly  Core Competencies: Communication and Coldentity and Global Citiz	Lesson:  Ilaboration (CC), Cultural enship (CG)	
Reference : Ghana	iian Language Pg. 2	2.6				
Phase/Duration PHASE I: STARTER	Learners Activities Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners				Resources	
PHASE 2: NEW LEARNING	Give a passage  Select all the ni write them on  Discuss the wo learners, the w  Call individual I  Dictate the wo  Put learners int groups	ine and ten I the board. ords with lea ords on the earners to s	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library			
PHASE 3: REFLECTION		ey have learn	nt during the			

Week Ending: 21st OCT, 2022 Period:			Period: Subject: Ghanaian Lang		guage	
<b>Duration:</b> 60mins				Strand: Writing		
Class: B7 Class Size:				Sub Strand: Composit	ion Writi	ng
Content Standard: B7.5.1.1 Demonstrate know the features of a paragraph (narrative, descriptive, creates)	ous text types		1.2 Write a brief report or activity they have witnes		Lesson:	
Performance Indicator: Learners can pronounce and	d spell word	s with vowel sound	s	Core Competencies: Communication and Colla Identity and Global Citize		
References: Ghanaian Lar	nguage Curri	culum Pg. 27				
Dhara / Danna dia na	11	A -4: ::4:			D	
Phase/Duration PHASE I: <b>STARTER</b>	Recap wi vowels.		Resourc	ces		
PHASE 2: <b>NEW LEARNING</b>	Show a structure Ask lear which the Discuss of Assessment Assist lear particula involved	st learners to write a report or an account of a icular event or activity in which they were				rds, sentence ter cards, ing on a manila a class library
PHASE 3: REFLECTION	from lear	ners what they ha	ve learr	uestioning to find out		

Week Ending: 21st OCT, 2022		Period:		Subject: Ghanaian Language		
Duration: 60MINS				Strand: Literature		
Class: B7		Class Size:		Sub Strand: Drama		
Content Standard: B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)				uss the components of e (prose, drama and	Lesson:	
Performance Indicator: Learners can read fluently w	Performance Indicator:Core CompetencieLearners can read fluently with appropriate voice modulationCC 7.3: CC 8.2: DL 5.					
Reference: Ghanaian Lang	guage Curr	iculum Pg. 21				
Phase/Duration	Learners	A ativities			Dagayyaga	
PHASE I: <b>STARTER</b>			n the previous l	esson.	Resources	
	Share per	formance ind	·			
PHASE 2: NEW LEARNING	Allow lea  V V A P Put learner Model the follow as Guide lear the drama Use voice the drama Ask learn scenes in Assessme Share role the class.	Share performance indicators with learners and introduce the lesson.  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 drama by reading it line by line. Ask learners to follow as you read.  Guide learners to identify the plot and the characters in the drama.  Use voice modulation and gestures as you read to make the drama interesting.  Ask learners to work in groups. Let them role play some scenes in the drama.  Assessment Share roles and guide learners to role play the drama to				
PHASE 3: REFLECTION				tioning to find out uring the lesson.		
	Take feed	lback from lea	arners and sumi	marize the lesson.		

# TERM THREE WEEKLY LESSON NOTES – B7 WEEK 7

Week Ending: 28th OCT, 2022		Period:		Subject: Ghanaian Language		
Duration: 60MINS	<b>Duration:</b> 60MINS			Strand: Literature		
Class: B7		Class Size:		Sub Strand: Drama		
Content Standard: B7.6.1.1 Demonstrate the k understanding of literature (				uss the components of e (prose, drama and	Lesson:	
Performance Indicator: Learners can read fluently w	vith appropri	iate voice mod	ulation	Core Competencie CC 7.3: CC 8.2: DL 5		
Reference: Ghanaian Lan	guage Curr	iculum Pg. 21				
Phase/Duration	Learners	Activities			Resources	
PHASE I: STARTER			n the previous le	esson.	resources	
	Share per		licators with lea	rners and introduce		
PHASE 2: NEW LEARNING	Allow lea  V V P Put learner Model the follow as Guide lear the dram. Use voice the dram. Ask learn scenes in Assessme Share rol the class.	rners to gland What is the tit What stories of the stories of the storie rose?  ers into groupe drama by regular you read.  erners to idental and interesting.  ers to work if the drama.	tle of the book? does the book cost the book cost the book cost drama, narrative ps for them to reading it line by latify the plot and and gestures as in groups. Let the learners to role	analyze it carefully.  ontain?  ve, poetry or  ead the text.  line. Ask learners to  the characters in  you read to make  em role play some  play the drama to	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
PHASE 3: REFLECTION	from lear	ners what the	ey have learnt di	tioning to find out uring the lesson.		

Week Ending: 28th OCT, 2022		DAY:		Subject: Ghanaian Language			
Duration:				Strand: Customs & Inst	itutions		
Class: B7		Class Siz	e:	Sub Strand: The Cla	n System		
Content Standard: B7.I.3.I Demonstrate an un clan system among their per		of the		cribe the clan system e clans in their ethnic	Lesson: 2 OF 3		
Performance Indicator: Learners can describe the cl	naracteristic	s of identifie	ed clan system.	Core Competencies Communication and Co Identity and Global Citi	ollaboration (CC), Cultural		
References: Ghanaian Lai	nguage Cur	riculum Pg	. 8	,	, , ,		
Di (D							
Phase/Duration PHASE I: <b>STARTER</b>		Activities	on what was	studied in the previous	Resources		
PHASE I. STARTER	lesson.	cii learriers	o OII WHAT Was s	studied in the previous			
	Share the	performai	nce indicators v	with learners			
PHASE 2: <b>NEW</b> <b>LEARNING</b>			on the definition on the some examples	ion of a clan. es of clans they know.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library		
	system. E.g. symb  Let learner associated Example: Totem: F Qualities: Patriarch: Stools Octoor Engage le clan system Have learner their own  Assessment The Bretter Curious attraggressive the Mamp battled the commander commander their own and the commander the system and the commander the symbol of the system and the system	ols, taboos ers identify d symbols, Oyoko Cla alcon Statesman s: Twum ar ccupied: As arners to rem. erners to rem. erners to rea ers write the words. ent uo Clan i image of the tributes of E ness. The co ong Hene. In e Denkyiras er of the As	other clan systaboos, totems an.  Iship, Patience and Antwi of Assantehene, Kokerelate their clans and a passage or the main ideas in the main ideas in the significant that it was the Mamphanti Army. Wh	tem and their s, names, etc and Bravely. antemanso and Kokofu			

	of Bretuo clan is Nana Asiama Guahyia. Towns of this faction	
	incorporate Gyamaase, Adanse, Ofoase, Asenemanso, etc.	
	Write 3-4 sentence summary of the above text.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

Week Ending: 28 <sup>th</sup> OCT, 2022 DAY:			Subject: Ghanaian Lang		
Duration: 50MINS	Duration: 50MINS			Strand: Listening & Spea	king
Class: B7		Class S	Size:	Sub Strand: Tones	
Content Standard: B7.2.4.1 Recognize the basic language	tones in the	eir	Indicator: B7.2.4.1.1 Iden basic tones in t	tify and produce the heir language.	Lesson:
Performance Indicator: Learners can identify and language	l produce th	ne basic t	tones in their	Core Competencies Communication and Co Identity and Global Citi	ollaboration (CC), Cultural
References: Ghanaian La	nguage Cur	riculum l	Pg. 17		
Phase/Duration PHASE I: <b>STARTER</b>	Learners Revise wi lesson.		Resources		
PHASE 2: <b>NEW LEARNING</b>	Students by vowel usure po/si/tive, Guide lear language. E.g.: low ( Pronounce connected Use the kind have differ Teacher postudents polisted under	E.g.: low (`), high ('), and mid (¯).  Pronounce words with tones correctly and fluently in connected speech.  Use the knowledge of tone to pronounce same words that have different tones in context.  Teacher plays/reads a passage with correct stress.  Students practice pronouncing words examples of which are			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.				

Week Ending: 28th OCT,	eek Ending: 28 <sup>th</sup> OCT, 2022		Subject: Ghanaian Language			
Duration:			Strand: Reading			
Class: B7		Class Size:	Sub Strand: Reading			
Content Standard: B7.3.1.1 Understand the main ideas and supporting points in texts		ideas and supporting	Indicator: B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.			
Performance Indicator: Learners can identify the material text	ain and suppo	orting points of a given	Core Competencies CC 8.3	:		
References: Ghanaian La	anguage Cui	rriculum Pg. 21				
Phase/Duration	Learners	Activities		Resources		
Phase/Duration PHASE I: <b>STARTER</b>		th learners on what was	studied in the previous			
PHASE 2: <b>NEW</b>	lesson.	Share the performance indicators and introduce the lesson.				
LEARNING	one hund Guide lea passage re	Guide learners to skim through a given passage of about one hundred and fifty words and state the main ideas.  Guide learners to identify the supporting ideas in the passage read.  Let learners explain the relationship between the main ideas and supporting ideas and identify the links between				
	Have learners to answer recall and inferential questions concerning the text read.  Assessment Have learners read a given passage and answer the comprehension questions.					
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.					

# TERM THREE WEEKLY LESSON NOTES – B7 WEEK 8

Week Ending: 4 <sup>™</sup> NOV, 2022		DAY:		Subject: Ghanaian Language		
Duration: 50MINS	Duration: 50MINS			Strand: Language & Usage		
Class: B7		Class Size:		Sub Strand: Punctuations		
Content Standard: B7.4.4.1 Demonstrate know of vocabulary, spelling and p				dentify and use punctuatior	ns	Lesson:
Performance Indicator: Learners can identify and and correctly in writing	use punctu	ations approp	riately	Core Competencies: Communication and Colla Identity and Global Citize		
References: Ghanaian Lar	nguage Cur	riculum Pg. 26	5			
D. (D. )						
Phase/Duration PHASE I: <b>STARTER</b>		Activities			Res	ources
	What     What     Today we marks.	<ul> <li>What are they used for?</li> <li>Today we are going to practice using these punctuation</li> </ul>				
DUIACE O NIENA					\\/\-	ud sauda santansa
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson.  Point to the punctuation marks on the board. Point to each symbol and ask:  What is this called?  When do we use a question mark?  Write the following sentences on the board:  a) She goes shopping every day  b) What does she buy  c) She buys okra pineapple rice and wine  What punctuation is missing in the first sentence?  (Answer: a full stop)  Why do we need a full stop? (Answer: It is a sentence.)  What punctuation is missing in the second sentence?  (Answer: a question mark)  Why do we need a question mark? (It is a question.)  Revise with learners on words like 'what, where, why, when, how, who, can, could, will, do, did' are all used to ask a question.				s, letter cards, Iwriting on a manila	

	Why do we need commas? (Answer: It is a list.) How many commas do we need? (Answer: 2)  Write another set of sentence on the board with no punctuation: "Have any of you been to the seaside I have not been I	
	would love to go because I have heard it is beautiful sunny and fun"	
	Ask learners to tell you where to write the punctuation and rewrite the sentence again with correct punctuations.	
	In pairs, learners write thier own short text about riding a bicycle. There must be questions, sentences and a list.	
	Give the learners time to write. Move around the classroom to make sure they understand and are doing the task.	
	Invite I-2 pairs to read their texts to the class.	
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.	

Week Ending: 4 <sup>TH</sup> NOV, 2022		Period:		Subject: Ghanaian Language			
Duration: 60MINS				Strand: Literature			
Class: B7		Class	Size:	Sub Strand: Drama	and: Drama		
Content Standard: B7.6.1.1 Demonstrate the ki understanding of literature (			Indicator: B7.6.1.1.3 Discuss the literature (prose, dran			Lesson:	
Performance Indicator: Learners can read fluently w	vith appropri	iate voice	e modulation	Core Competencie CC 7.3: CC 8.2: DL 5			
Reference: Ghanaian Lang				CC 7.5. CC 0.2. DL 3	.5.		
Treferences Grianatan Lang	Sauge Garr		. 9				
Phase/Duration	Learners				Res	ources	
PHASE I: <b>STARTER</b>	Revise wi	ith learn	ers on the previous l	esson.			
			ce indicators with lea	rners and introduce			
PHASE 2: NEW LEARNING	Allow lea  V V A P Put learner Model the follow as Guide lear the drams: Use voice the drams: Ask learn scenes in Assessme Share role the class.	Share performance indicators with learners and introduce the lesson.  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 drama by reading it line by line. Ask learners to follow as you read.  Guide learners to identify the plot and the characters in the drama.  Use voice modulation and gestures as you read to make the drama interesting.  Ask learners to work in groups. Let them role play some scenes in the drama.  Assessment				s, letter cards, Iwriting on a manila	
PHASE 3: REFLECTION	from lear	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.					
		Take reedback from rearriers and summarize the resson.					

Week Ending: 4 <sup>TH</sup> N	IOV, 2022	Period: Subject: Ghanaian La		Subject: Ghanaian Langu	age
Duration:				Strand: Writing	
Class: B7		Class Size:		Sub Strand: Narrative V	<b>Vriting</b>
	7.5.1.1 Demonstrate knowledge and understanding the features of a paragraph and the various text using the features of a given text type.			Lesson:	
Performance Indica				Core Competencies:	
Learners can write a sl				CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaiar		icululli Fg. 27			
Keywords: main topic	c, paragrapns				
Phase/Duration	Learners Activ	rities			Resources
PHASE I: STARTER	lesson			lerstanding in the previous	
	•				
PHASE 2: NEW LEARNING	Students narrachool or howay to school or howay to school or howay to school in pairs, studenarrative and in pairs, studenarrative and in pairs, studenarrative and in pairs, studenarraches and stud	Write a three-paragraph essay on a topic on the text types			
PHASE 3:	Use peer discu	ussion and eff	ective questi	an incident or event. oning to find out from	
REFLECTION	learners what	•	_		
	Take feedback	trom learner	rs and summ	arize the lesson.	

## TERM THREE WEEKLY LESSON NOTES – B7

### WEEK 9

Week Ending: 11th NOV	2022	2022 DAY: Subject: Ghanaian Lang					
<b>Duration:</b> 60mins	Strand: Listening & Speaking				ng		
Class: B7		Class Size: Sub Strand: Vocabulary Developmen					
Content Standard: B7.2.5.1 Exhibit an underst recognizing and producing them in sentences  Performance Indicator:	words and usi		Indicator: B7.2.5.1.1 Identify and produce words in the home and school environments and use them to form meaningful sentences				Lesson: I of I encies:
Learners can identify and in sentences.	produce wo	ras in ti	ne nome and scho	ool and use them		3: CC 8.2:	
References: Ghanaian La	inguage Curr	riculum	Pg. 18				
Phase/Duration	Learners A					Resource	ces
PHASE I: <b>STARTER</b>	lesson.		ers on what was s mance indicators v	·	vious		
PHASE 2: NEW LEARNING	the home. E.g. dining Write the learners. Ask learners entences. Again, Have relation to E.g. classroetc. Learners uneaningful In groups, correct profits a parin turns. With sent	words ers to s ve learn the scoom, he use the guide l ronunci	ead teacher's offic	then use them in cabulary items in e, school compoutified to form he sentences alough allow learners to in groups, help learners to be a sentence to be a sente	and, d with read	cards, lett handwriti	rds, sentence ter cards, ng on a manila a class library

	Give passages of about three paragraphs, and let learners read in their groups.
	Call leaders of the groups to read the whole passage to the class.
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.

Week Ending: 11th NOV,	DAY:		n Language			
<b>Duration:</b> 60mins			Strand: Reading			
Class: B7	Class: B7			Sub Strand: Tran	slation	
Content Standard: B7.3.2.1 Demonstrate know words. Phrases and simple s		nslating	Indicator: B7.3.2.1.1 Translate w in his/her language		Lesson:	
Performance Indicator:		• .	ukatan albah sasa	Core Competend CC 7.3: CC 8.2: DL		
Learners can translate wo				CC 7.3: CC 8.2: DL	. 3.3:	
References : Ghanaian La	inguage Cu	rriculun	11 Fg. 21			
Phase/Duration	Learners	Activiti	es		Resources	
PHASE I: <b>STARTER</b>	Revise will lesson.	th learr	ners on what was studie	·		
PHASE 2: NEW LEARNING	Share the performance indicators with learners  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.  Guide learners to translate simple sentences from the source language to a target language.  Assessment  Translate the following words into your own language.  a. dining b. cooking c. bathing					
PHASE 3: REFLECTION	from lear	ners wł	ion and effective questing they have learnt dure on learners and summa	ing the lesson.		

Week Ending: 11th NOV,	DAY: Subject		Subject: Gha	Subject: Ghanaian Language			
<b>Duration:</b> 60mins				Strand: Customs & Institutions			
Class: B7		Class Size:		Sub Strand: Chieftaincy			
Content Standard: B7.1.4.1 Demonstrate know understanding of how chiefs selected, enstooled/ enskinn duties and responsibilities	and queen	mothers are	Indicator:  B7.1.4.1.1 Discuss how chiefs and queen mothers are selected in their ethnic community.  Lesson:  I OF I				
Performance Indicator: Learners can state how chie enskinned	fs and queer	n mothers are	selected and e	enstooled or	<b>Core Co</b> CC 7.3: C		
References: Ghanaian Lar	nguage Cur	riculum Pg. 8					
Phase/Duration PHASE I: <b>STARTER</b>		Activities th learners o	n what was s	tudied in the p	previous	Resou	urces
PHASE 2: NEW LEARNING	Engage le communi Chiefs obtat The enstoo position ha The decisio selected percommunity The role of consent is essecret ritual elders of the Engage le selected i Queen mot the royal for Occasionali as mother and nepher Students account queen-marked Guide le queen mot the royal for Occasionali as mother and nepher and nepher and nepher and nepher and nepher account queen-marked Guide le queen marked the royal for Occasionali as mother and nepher and nepher and nepher account queen-marked guide le queen marked the state of the service of the	in their position Iment process by agreed or den becomes final irson as capable if the Queen mot essential for ensuls performed by the community.  That is the formulation of nomination of nomination of nomination of their are selected and son, but mow, cousins, etc.  The give person of nomination of their in the arners to resorthers are selected and son, but mow, cousins, etc.	through enstood egins when the cided upon the lawhen the Que et of leading and ther in the process how a quality.  The family that fir queen mother ore often they community and a passage selected in the control of the community and a passage selected in the control of the community and a passage selected in the control of the community and a passage selected in the control of the community and a passage selected in the control of the community and a passage selected in the control of the community and a passage selected in the control of the community and a passage selected in the control of the community and a passage selected in the control of the community and a passage selected in the control of th	bliment (coronation of families contend person to be appeared in the contend of a chief ty.  The presenting the contend of the community of a chief ty.  The presenting the contend of the contend of a chief ty.  The presenting the contend of the contend of a chief ty.  The presenting the contend of the contend of a chief ty.  The presenting the contend of the contend of a chief ty.  The presenting the contend of the contend	n). ling for the cointed. ves the as her dergoes y the s lders of community. ch other ce, aunt witness of or efs and ity.	Pictur	res and charts
		the tradition E.g. chiefs, s		nentioned in t and so on.	he		

	Relate how chiefs and queen mothers are selected among their people to the passage read.
	Assessment Student s dramatized the enstoolment and enskinment of a chief/king and queen mother
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.

# TERM THREE WEEKLY LESSON NOTES – B7 WEEK 10

<del>-</del>		•				
Week Ending: 18 <sup>™</sup> NOV	, 2022	DAY:		Subject: Ghanaian Language		
Duration: 50MINS				Strand: Language & Usage		
Class: B7		Class Size:		Sub Strand: Punctuation	ons	
Content Standard: B7.4.4.1 Demonstrate know of vocabulary, spelling and p				dentify and use punctuation	าร	Lesson:
and correctly in writing	Learners can identify and use punctuations appropriately  Communication and Coll					
References: Ghanaian La	nguage Cur	riculum Pg. 26	5			
		_				
Phase/Duration	Learners				Res	ources
PHASE I: STARTER		ese symbols o				
		do we call th	,	S:		
	• VVhat	are they use	d for!			
	Today we marks.	e are going to	practice usi	ng these punctuation		
	Share per	formance indi	icators and	introduce the lesson.		
PHASE 2: NEW LEARNING	each symbol and ask:  a. What is this called?					rd cards, sentence s, letter cards, dwriting on a manila and a class library
		nctuation is m commas and	-	last sentence? t the end)		

	Why do we need commas? (Answer: It is a list.)
	How many commas do we need? (Answer: 2)
	Write another set of sentence on the board with no punctuation: "Have any of you been to the seaside I have not been I would love to go because I have heard it is beautiful sunny and fun"
	Ask learners to tell you where to write the punctuation and rewrite the sentence again with correct punctuations.
	In pairs, learners write thier own short text about riding a bicycle. There must be questions, sentences and a list.
	Give the learners time to write. Move around the classroom to make sure they understand and are doing the task.
	Invite I-2 pairs to read their texts to the class.
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.

Week Ending: 18 <sup>TH</sup> NOV, 2022		Period:		Subject: Ghanaian Language			
Duration: 60MINS				Strand: Literature			
Class: B7		Class	Size:	Sub Strand: Drama			
Content Standard: B7.6.1.1 Demonstrate the k understanding of literature (	•		Indicator: B7.6.1.1.3 Discuss the literature (prose, dran			Lesson:	
Performance Indicator: Learners can read fluently w	vith appropri	iate voic	e modulation	Core Competencie CC 7.3: CC 8.2: DL 5			
Reference: Ghanaian Lan							
					_		
Phase/Duration	Learners				Res	ources	
PHASE I: <b>STARTER</b>		forman	ners on the previous lo				
PHASE 2: <b>NEW LEARNING</b> PHASE 3:	• V	rners to What is a What is a What store the store a what is a what	card hanc	rd cards, sentence s, letter cards, dwriting on a manila and a class library			
REFLECTION	from lear	ners wh	om learners and sumr	uring the lesson.			

Week Ending: 18 <sup>TH</sup> NOV, 2022		Period:		Subject: Ghanaian Language			
Duration:		1		Strand: Writing			
Class: B7		Class Size:		Sub Strand: Narrative Wr	riting		
B7.5.1.1 Demonstrate I of the features of a par types	Lesson:						
Performance Indicat	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 Curr	iculum Pg. 27	7				
Keywords: main topic	, paragraphs						
Phase/Duration	Learners Activ				Resources		
PHASE I: STARTER	lesson			derstanding in the previous			
	Share perform	ance indicato	ors and intro	duce the lesson.			
PHASE 2: NEW LEARNING	Students narischool or howay to school In pairs, studenarrative and	rate and discome e.g. foot oll.  ents pick out write thements arrange	cuss incidentiball match, at important down.	es of narrative writing.  Its or events in the oware, events on the expoints or ideas in the expoints or ideas in the expoints raised in the expoints raised in the	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library		
PHASE 3: REFLECTION	above. Focus on gra - Use of the vo - Use of adject - Correct punc - Correct use of - Use of conjunct  Assessment Students write Use peer disco	us on grammar. e of the verb-Tense e of adjectives and adverbs. rrect punctuation, e.g. comma, full-stop. rrect use of capital letters. e of conjunctions					
		•	_	arize the lesson.			

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# TERM THREE WEEKLY LESSON NOTES – B7 WEEK II

Week Ending: 25 <sup>TH</sup> NOV, 2022 DAY:			DAY: Subject: Ghanaian			_anguage	
Duration: 50MINS				Strand: Listening & Speaking			
Class: B7		Class Size:		Sub Strand	d: Presen	tation	
Content Standard: B7.2.6.1 Present information topics using appropriate land		cribe daily activities using I Of			Lesson:   OF		
Performance Indicator:  Learners can describe daily activities using appropriate register structure  Core					Core C	ompeten	icies:
References: Ghanaian La	anguage Cur	riculum Pg. 26	5				
Phase/Duration	Learners	Activities				Resource	200
PHASE I: <b>STARTER</b>	lesson.	Revise with learners on what was studied in the previous lesson.  Share the performance indicators with learners					
PHASE 2: <b>NEW LEARNING</b>	Narrate v school, and Develop about dai Make a p school, he village, far	Outline some activities that you do on a daily basis.					rds, sentence ter cards, ng on a manila a class library
PHASE 3: REFLECTION	from lear	discussion an ners what the dback from lea					

Week Ending: 25 <sup>TH</sup> NOV	DAY:		Subject: Ghanaian Language				
Duration: 60mins				Strand: Customs & Institutions			
Class: B7		Class Size:		Sub Strand: Chieftain	ncy		
Content Standard: B7.I.4.I Demonstrate knowledge in and an understanding of how chiefs and queen mothers are selected, enstooled/ enskinned and compare their duties and responsibilities			modern tre enstoolme	Discuss and compare ends affecting the nt/enskinement of queenmothers	Lesson:		
Performance Indicator: Learners can state how chie and enstooled or enskinned		n mothers are	-	Core Competencies CC 7.3: CC 8.2: DL 5.3			
References: Ghanaian La	nguage Cur	riculum Pg. 8					
Phase/Duration	Learners	Activities			Resources		
PHASE I: <b>STARTER</b>	lesson.	th learners o					
PHASE 2: <b>NEW</b>		performance rners to ider	Pictures and charts				
LEARNING	mother in  Evaluate to your people the stoolm your people to the stool	n their comm the duties of	g				
PHASE 3: REFLECTION	Use peer from lear						

Week Ending: 25 <sup>TH</sup> NOV, 2022		Period:		Subject: Ghanaian Language			
Duration: 60MINS			Strand: Lite		terature		
Class: B7		Class	Size:	Sub Strand: Drama			
Content Standard: B7.6.1.1 Demonstrate the ki understanding of literature (			Indicator: B7.6.1.1.3 Discuss the literature (prose, dran	• • • • • • • • • • • • • • • • • • • •		Lesson:	
Performance Indicator:	iith annuani	iata vais	n modulation	Core Competencie CC 7.3: CC 8.2: DL 5			
Learners can read fluently w Reference: Ghanaian Lang				CC 7.3. CC 6.2. DL 3	.3.		
Melerence. Ghanalan Lang	guage Curr	icululli	1 8. 21				
Phase/Duration	Learners	Activitie	es		Res	ources	
PHASE I: <b>STARTER</b>	Revise wi	th learn	ers on the previous le	esson.			
	Share per the lessor		ce indicators with lear	rners and introduce			
PHASE 2: <b>NEW LEARNING</b>	• V		card:	rd cards, sentence s, letter cards, Iwriting on a manila and a class library			
	Put learne						
	Guide lea the drama Use voice the drama	rners to a. e modul a intere					
	Ask learners to work in groups. Let them role play some scenes in the drama.  Assessment Share roles and guide learners to role play the drama to the class.						
PHASE 3: REFLECTION			ion and effective ques nat they have learnt du	•			
	Take feed	dback fr	om learners and sumr	marize the lesson.			

Week Ending: 25 <sup>TH</sup> NOV,	2022	DAY:	Subject: Ghanaian Language				
<b>Duration:</b> 60mins			Strand: Reading				
Class: B7		Class Size:	Sub Strand: Reading				
Content Standard: B7.3.1.1 Understand the main ideas and supporting points in texts  Performance Indicator:	B7.3.	ator: 1.1.1 Read and understan s in a range of texts on fa	miliar and unfamiliar topi				
Learners can identify the mai text	n and suppe	orting points of a given	Core Competencies: CC 8.3				
References : Ghanaian Lar	nguage Cu	rriculum Pg. 21					
Phase/Duration	Loarnors	Activities		Resources			
PHASE I: <b>STARTER</b>		ith learners on what was s	studied in the previous	Kesources			
	lesson.	e performance indicators a	·				
PHASE 2: <b>NEW LEARNING</b>		rners to skim through a g red and fifty words and s		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library			
	Guide lea passage r	rners to identify the suppead.	oorting ideas in the	,			
		Let learners explain the relationship between the main ideas and supporting ideas and identify the links between them.					
		Have learners to answer recall and inferential questions concerning the text read.					
	Have lear	Assessment Have learners read a given passage and answer the comprehension questions.					
PHASE 3: REFLECTION	•	discussion and effective on the mers what they have learn					
	Take feed	dback from learners and s	ummarize the lesson.				