

LESSON PLANS FOR JUNIOR HIGH SCHOOLS

GHANAIAN LANGUAGE

BASIC

7

TERM

1

- Weekly forecast
- Detailed lesson plans



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FIRST TERM GHANAIAI LANGUAGE LESSON NOTES – BASIC 7

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	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
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
3	Customs & Institutions	Naming Systems	B7.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	Customs & Institutions	Naming Systems	B7.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
5	Listening & Speaking	Conversation/Everyday Discourse	B7.2.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
6	Listening & Speaking	Conversation/Everyday Discourse	B7.2.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
7	Listening & Speaking	Listening Comprehension	B7.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



8	Reading	Reading	B7.3.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
9	Language & Usage	Sentences	B7.4.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Language & Usage	Adjectives	B7.4.2.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Composition Writing	Structure & Organize Ideas In Composition Writing	B7.5.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
12	Literature	Folktales and Songs	B7.6.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



WEEK 1

WEEK ENDING:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Customs & Institutions	
Class: B7	Class Size:	Sub Strand: Rites of Passage	
Content Standard: B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures		Indicator: B7.1.1.1.1 Identify the processes involved in naming a child.	Lesson:
Performance Indicator: Learners can describe the process of child naming		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
References : Ghanaian Language Curriculum Pg. 1			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Discuss the outdoorings and the naming process of a child in their community. E.g. outdoorings/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	
PHASE 3: REFLECTOIN	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 2

WEEK ENDING:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Customs & Institutions	
Class: B7	Class Size:	Sub Strand: Rites of Passage	
Content Standard: B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures		Indicator: B7.1.1.2 Discuss the significance of the processes in naming a child.	Lesson:
Performance Indicator: Learners can talk of the importance of child naming.		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 2			
Keywords: libation, significance			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<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	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>		



WEEK 3

Week Ending:	Period:	Subject: Ghanaian Language
Duration: 50MINS		Strand: Customs & Institutions
Class: B7	Class Size:	Sub Strand: Naming Systems
Content Standard: B7.1.2.1 Exhibit an understanding of day names and order of birth names and relate the names to the days and order		Indicator: B7.1.2.1.3 Compare and contrast the day names and order of birth names in their culture to other cultures in Ghana
Performance Indicator: Learners can compare and contrast the day names and order of birth names in their culture to other cultures in Ghana		Lesson: 1 of 1
Core Competencies: CC 9.7: Effectively perform multiple roles within the group. CC 8.1: Speak clearly and explain ideas.		
References: Ghanaian Language Curriculum Pg. 6		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Start the lesson by asking learners to mention their days of birth.</p> <ul style="list-style-type: none"> • How many of you were born on Sundays? • What name is given to Sunday borns? • How many of you were born on Monday? • What name is given to Monday borns? <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>List the days of the week on the board. Brainstorm from learners for the names of these days.</p> <p>Learners in groups, find the names of the days in other cultures. Have learners to present their findings to the class.</p> <p>Through think-pair-share, let learners compare the names of their culture to other cultures to find any difference and similarities.</p> <p>Guide learners to compare the day names and order of birth names in their culture with those of other cultures in Ghana.</p> <p>Discuss with learners the similarities and differences. E.g.:</p> <ul style="list-style-type: none"> • Both are done in order. • Same names for both sexes in some cultures but not same in other cultures, etc. 	Flash cards



	<p>Assessment Provide the names for the following days</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Name</th> </tr> </thead> <tbody> <tr><td>Sunday</td><td></td></tr> <tr><td>Monday</td><td></td></tr> <tr><td>Tuesday</td><td></td></tr> <tr><td>Wednesday</td><td></td></tr> <tr><td>Thursday</td><td></td></tr> <tr><td>Friday</td><td></td></tr> <tr><td>Saturday</td><td></td></tr> </tbody> </table>	Day	Name	Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday										
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<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> Provide the names for the following days in your culture and one other culture.</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Your culture</th> <th>Other culture</th> </tr> </thead> <tbody> <tr><td>Sunday</td><td></td><td></td></tr> <tr><td>Monday</td><td></td><td></td></tr> <tr><td>Tuesday</td><td></td><td></td></tr> <tr><td>Wednesday</td><td></td><td></td></tr> <tr><td>Thursday</td><td></td><td></td></tr> <tr><td>Friday</td><td></td><td></td></tr> <tr><td>Saturday</td><td></td><td></td></tr> </tbody> </table>	Day	Your culture	Other culture	Sunday			Monday			Tuesday			Wednesday			Thursday			Friday			Saturday			
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WEEK 4

Week Ending:	Period:	Subject: Ghanaian Language												
Duration: 50MINS		Strand: Customs & Institutions												
Class: B7	Class Size:	Sub Strand: Naming Systems												
Content Standard: B7.1.2.1 Exhibit an understanding of day names and order of birth names and relate the names to the days and order		Indicator: B7.1.2.1.3 Compare and contrast the day names and order of birth names in their culture to other cultures in Ghana												
		Lesson: 1 of 1												
Performance Indicator: Learners can compare and contrast the day names and order of birth names in their culture to other cultures in Ghana		Core Competencies: CC 9.7: Effectively perform multiple roles within the group. CC 8.1: Speak clearly and explain ideas.												
References: Ghanaian Language Curriculum Pg. 6														
Phase/Duration	Learners Activities	Resources												
PHASE 1: STARTER	<p>Start the lesson by asking learners to mention their days of birth.</p> <ul style="list-style-type: none"> • How many of you were born on Sundays? • What name is given to Sunday borns? • How many of you were born on Monday? • What name is given to Monday borns? <p>Share the performance indicators and introduce the lesson.</p>													
PHASE 2: NEW LEARNING	<p>List the days of the week on the board. Brainstorm from learners for the names of these days.</p> <p>Learners in groups, find the names of the days in other cultures. Have learners to present their findings to the class.</p> <p>Through think-pair-share, let learners compare the names of their culture to other cultures to find any difference and similarities.</p> <p>Guide learners to compare the day names and order of birth names in their culture with those of other cultures in Ghana.</p> <p>Discuss with learners the similarities and differences. E.g.:</p> <ul style="list-style-type: none"> • Both are done in order. • Same names for both sexes in some cultures but not same in other cultures, etc. <p><u>Assessment</u> Provide the names for the following days</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Day</th> <th style="width: 50%;">Name</th> </tr> </thead> <tbody> <tr> <td>Sunday</td> <td></td> </tr> <tr> <td>Monday</td> <td></td> </tr> <tr> <td>Tuesday</td> <td></td> </tr> <tr> <td>Wednesday</td> <td></td> </tr> <tr> <td>Thursday</td> <td></td> </tr> </tbody> </table>	Day	Name	Sunday		Monday		Tuesday		Wednesday		Thursday		Flash cards
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PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> Provide the names for the following days in your culture and one other culture.</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Your culture</th> <th>Other culture</th> </tr> </thead> <tbody> <tr> <td>Sunday</td> <td></td> <td></td> </tr> <tr> <td>Monday</td> <td></td> <td></td> </tr> <tr> <td>Tuesday</td> <td></td> <td></td> </tr> <tr> <td>Wednesday</td> <td></td> <td></td> </tr> <tr> <td>Thursday</td> <td></td> <td></td> </tr> <tr> <td>Friday</td> <td></td> <td></td> </tr> <tr> <td>Saturday</td> <td></td> <td></td> </tr> </tbody> </table>			Day	Your culture	Other culture	Sunday			Monday			Tuesday			Wednesday			Thursday			Friday			Saturday		
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WEEK ENDING:	DAY:	Subject: Ghanaian Language																
Duration:		Strand: Customs & Institutions																
Class: B7	Class Size:	Sub Strand: Naming Systems																
Content Standard: 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		Indicator: B7.1.2.1.1 State the names of the days of the week and relate their names to the days	Lesson:															
Performance Indicator: Learners can state the names of the days of the week		Core Competencies: CC 7.3: CC 8.2: DL 5.3:																
Reference: Ghanaian Language Curriculum Pg. 5																		
Keywords: festival, months, system																		
Phase/Duration	Learners Activities	Resources																
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners																	
PHASE 2: NEW LEARNING	Guide learners to 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. Relate the names of the days of the week or months of the year to human names. <table border="1" data-bbox="483 1045 1091 1243"> <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>• Kodzo/Kudzo</td> </tr> <tr> <td>Gonja:</td> <td>• Atani</td> <td>• N/A</td> </tr> </tbody> </table> Let learners understand that, the day naming system is not applicable to all cultures of Ghana. It is language specific. Teacher should watch out for cultural shocks and address it skilfully.	Monday	Female	Male	Akan:	• Adwoa	• Kodwo/Kwadwo	Dangme/Ga:	• Ajo	• Kojo	Ewe:	• Adzo	• Kodzo/Kudzo	Gonja:	• Atani	• N/A	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
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Gonja:	• Atani	• N/A																
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 5

WEEK ENDING:		DAY:	Subject: Ghanaian Language
Duration:		Strand: Listening & Speaking	
Class: B7		Class Size:	Sub Strand: Conversation/Everyday Discourse
Content Standard: B7.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B7.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	
		Lesson:	
Performance Indicator: Learners can use appropriate language to participate in formal interactions			Core Competencies: CC 7.3: CC 8.2: DL 5.3:
References : Ghanaian Language Curriculum Pg. 11			
Keywords: themes, announcements, jargons, contracted forms			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>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.</p> <p>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.</p> <p>Let learners Identify informal situations: E.g. casual or intimate relationship between friends and acquaintances, family and team mates, etc.</p> <p>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</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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 		<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>



PHASE 3: REFLECTOIN	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.	
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WEEK 6

WEEK ENDING:		DAY:	Subject: Ghanaian Language
Duration:		Strand: Listening & Speaking	
Class: B7		Class Size:	Sub Strand: Conversation/Everyday Discourse
Content Standard: B7.2.1.1 Demonstrate use of appropriate language orally in specific situations		Indicator: B7.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	
Performance Indicator: Learners can use appropriate language to participate in formal interactions			Lesson:
			Core Competencies: CC 7.3: CC 8.2: DL 5.3:
References : Ghanaian Language Curriculum Pg. 11			
Keywords: themes, announcements, jargons, contracted forms			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>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.</p> <p>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.</p> <p>Let learners Identify informal situations: E.g. casual or intimate relationship between friends and acquaintances, family and team mates, etc.</p> <p>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</p> <p><u>Assessment</u></p> <p>1. Engage learners to talk formally on current issues in Ghana.</p> <p>2. In groups, learners engage in a conversation informally about Ghana in the on-going AFCON</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>



PHASE 3: REFLECTOIN	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.	
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WEEK 7

WEEK ENDING:	DAY:	Subject: Ghanaian Language
Duration:		Strand: Listening & Speaking
Class: B7	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information		Indicator: B7.2.2.1.1 Listen to a level-appropriate text attentively and identify key information.
Performance Indicator: Learners can listen to extended reading and identify key information		Lesson:
Reference: Ghanaian Language Curriculum Pg. 12		Core Competencies:
Keywords: millionaire, village, test, sons, gift,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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>	
PHASE 2: NEW LEARNING	<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: <i>o intent or purpose of the message (e.g. to inform, persuade, instruct);</i> <i>o the speaker's enthusiasm and passion for the topic;</i> <i>o main idea (s) and supporting points.</i></p> <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> <p><u>Assessment</u> 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</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>



	<p>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>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



WEEK 8

WEEK ENDING:	DAY:	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	Indicator: B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.		Lesson: 1 of 1
Performance Indicator: Learners can identify the main and supporting points of a given text		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 21			
Keywords: skim, inferential			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<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><u>Assessment</u> 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</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	



	<p>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> <ol style="list-style-type: none"> 1. What is Eid? 2. What surprise did Miriam have for Ahmad? 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>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



WEEK 9

WEEK ENDING:	DAY:	Subject: Ghanaian Language
Duration:		Strand: Language & Usage
Class: B7	Class Size:	Sub Strand: Sentences
Content Standard: B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences		Indicator: B7.4.1.1.2 Discuss the types of sentence structure (simple, compound and complex).
Performance Indicator: Learners can use simple, compound and complex sentences in writing		Lesson: Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 22		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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>	
PHASE 2: NEW LEARNING	<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> Example: 1. <u>Wendy and Kim</u> are <u>walking</u> – without object</p> <div style="margin-left: 40px;"> </div> <p>2. <u>Maggie</u> is <u>flying</u> a <u>kite</u> – with object</p> <div style="margin-left: 40px;"> </div> <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> Examples: She opened the bag and took out a book Do you want coffee or would you prefer lemonade?</p>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



	<p>John is good at English but 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><u>Assessment</u> 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="0"> <thead> <tr> <th></th> <th style="text-align: center;">Simple sentences</th> <th style="text-align: center;">Complex sentences</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. The sun is shining and the sky is blue.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><u>and</u></td> </tr> <tr> <td>2. Mom doesn't like spiders.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td>3. Eat plenty of fruit and vegetables.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td>4. Would you like rice or do you prefer pastor?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td>5. Is your bag red or green?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td>6. Sam saw me and he waved.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td>7. Pass me the dictionary, please.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td>8. I've been to Ohio or Indiana.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td>9. Our new teacher is a young man.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td>10. Switch off the light and go to sleep.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><u> </u></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"/>	<u>and</u>	2. Mom doesn't like spiders.	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	3. Eat plenty of fruit and vegetables.	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	4. Would you like rice or do you prefer pastor?	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	5. Is your bag red or green?	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	6. Sam saw me and he waved.	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	7. Pass me the dictionary, please.	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	8. I've been to Ohio or Indiana.	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	9. Our new teacher is a young man.	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	10. Switch off the light and go to sleep.	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	
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WEEK 10

WEEK ENDING:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Language & Usage	
Class: B7	Class Size:	Sub Strand: Noun	
Content Standard: 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		Indicator: B7.4.2.1.1 Categorize nouns under common, proper and collective and use them correctly in speech and in texts.	Lesson:
Performance Indicator: Learners can use nouns effectively in speech and writing		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 23			
Keywords: common, proper, collective			

Phase/Duration	Learners Activities	Resources																
PHASE 1: STARTER	<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>																	
PHASE 2: NEW LEARNING	<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 passages. 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><u>Assessment</u> I. Write each common noun under the correct heading.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div>lion</div> <div>brother</div> <div>doctor</div> <div>restaurant</div> <div>builder</div> <div>stove</div> </div> <div style="display: flex; justify-content: space-around; text-align: center;"> <div>elephant</div> <div>kangaroo</div> <div>museum</div> <div>library</div> </div> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Things</th> <th style="width: 15%;">Animals</th> <th style="width: 15%;">Places</th> <th style="width: 15%;">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													<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>
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	<p>2. Underline the common nouns and circle the proper nouns in these sentences.</p> <p>a. I told Uncle John about my accident.</p> <p>b. Kim and Stephanie wore masks on Halloween.</p> <p>c. The lawnmower is broken.</p> <p>d. We're going to the movies tomorrow.</p> <p>e. The lion is playing with one of its cubs.</p> <p>f. My sister's favorite soccer player is David Beckham.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	



WEEK 11

WEEK ENDING:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Structure & Organize Ideas In Composition 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: B7.5.1.1.1 Discuss the features of a paragraph	Lesson: 1 of 1
Performance Indicator: Learners can three to four paragraphs on a given topic		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg.			
Keywords: main topic, paragraphs			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Engage learners in a conversation. E.g.,</p> <ol style="list-style-type: none"> 1. <i>how did you spend your christmas holidays?</i> 2. <i>Is it more fun than being at school?</i> <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>		
PHASE 2: NEW LEARNING	<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>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	



	<p>Guide learners to analyze and decide what is important.</p> <ul style="list-style-type: none"> o <i>Do not write the same words as the author.</i> o <i>Think and write in your own words.</i> o <i>Ask, "What is the whole write up about?"</i> <p><u>Assessment</u></p> <p>Write a paragraph of about fifty words on a given topic taking into consideration the features and skills of paragraph writing.</p>	
<p>PHASE 3: REFLECTOIN</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>	



WEEK 12

WEEK ENDING:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Literature	
Class: B7	Class Size:	Sub Strand: Play Songs	
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		Indicator: B7.6.1.1.2 Discuss the components of oral literature	Lesson:
Performance Indicator: Learners can describe play songs as a component of oral literature		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg. 28			
Keywords: oral literature, significance			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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 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> <ol style="list-style-type: none"> 1. What is oral literature? 2. What are the components of oral literature. 3. Write three significance of songs. 	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		



WEEK ENDING:		DAY:	Subject: Ghanaian Language
Duration:		Strand: Literature	
Class: B7	Class Size:		Sub Strand: Songs
Content Standard: B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)		Indicator: B7.6.1.1.2 Discuss the components of oral literature	Lesson: 1 of 1
Performance Indicator: Learners can talk about the significance of songs		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
Reference: Ghanaian Language Curriculum Pg.			
Keywords: oral literature, significance			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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 to sing more songs.</p> <p>Introduce the lesson by sharing the performance indicators.</p>		
PHASE 2: NEW LEARNING	<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"> 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</p>	
PHASE 3: REFLECTOIN	<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

WEEK ENDING:	DAY:	Subject: Ghanaian Language
Duration:		Strand: All Strands
Class: B7	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Recall and summarize all what they have learnt within the term.
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: CC 8.5:
Reference : Ghanaian Language Pg. 1 to 28		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<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>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



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

