

WEEK 4

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: B7.1.1.1.2 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 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: B7.2.1.1.2 Ask questions that elicit elaboration and respond to others' questions in a conversation	Lesson:
Performance Indicator: Learners can ask questions for better understanding		Core Competencies: CC 7.3: CC 8.2: DL 5.3:	
References : Ghanaian Language Curriculum Pg. 11			
Keywords: elaborate, conversation			
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 Identify words that can help give elaborate responses to questions in conversation (e.g. why, how, for what reason). Engage in conversation using these words to elicit elaboration. E.g. Ama: Do you think babies should talk? Kofi: Yes Ama: Why do you think so?	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
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. Ask learners how the lesson will benefit them in their daily lives.		

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:	
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			
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 skim a given passage of about one hundred and fifty words and state the main ideas. Guide learners to identify the supporting ideas in texts on themes from other subject areas. (E.g. Social Studies, Science, Religious and Moral Education, Physical Education, ICT, etc.) Let learners explain the relationship between the main ideas and supporting ideas. Have learners to answer recall and inferential questions concerning the text read.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
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.		