

WEEK 1 & 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: B7.1.1.1.1 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	<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>Discuss the outdoorings and the naming process of a child in their community.</p> <p>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.</p> <p>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).</p> <p>Explain the significance of the items used for the naming ceremony.</p> <p><u>Assessment</u> Learners to role play a child naming scene</p>	<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> <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: B7.2.1.1.1 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	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
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"> Engage learners to talk formally on current issues in Ghana. In groups, learners engage in a conversation informally about Ghana in the on-going AFCON 		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

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 ENDING:	DAY:	Subject: Ghanaian Language	
Duration:		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Translation	
Content Standard: B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences		Indicator: B7.3.2.1.1 Translate words and phrases in his/her language	Lesson:
Performance Indicator: Learners can translate words and phrases in their own language		Core Competencies: CC 8.3	
References : Ghanaian Language Curriculum Pg. 21			
Keywords: translate			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Guide learners to translate given words and simple phrases from the source language to a target language. Guide learners to translate phrases simple sentences from the source language of study to a target language. Guide learners to translate simple sentences from the source language to a target language. <u>Assessment</u> Translate the following words into your own language. a. elephant b. house c. car d. accident	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
PHASE 3: 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.		