

WEEK 3

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:
Reference: Ghanaian Language Curriculum Pg. 22		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
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 is flying</u> a kite – 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</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

Do you want coffee **or** would you prefer lemonade?
 John is good at English **but** he's not very good at math.

Guide learners to identify the components of a complex sentence in your language and give examples.

Assessment

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.

	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"/>	_____
3. Eat plenty of fruit and vegetables.	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. Would you like rice or do you prefer pastor?	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. Is your bag red or green?	<input type="checkbox"/>	<input type="checkbox"/>	_____
6. Sam saw me and he waved.	<input type="checkbox"/>	<input type="checkbox"/>	_____
7. Pass me the dictionary, please.	<input type="checkbox"/>	<input type="checkbox"/>	_____
8. I've been to Ohio or Indiana.	<input type="checkbox"/>	<input type="checkbox"/>	_____
9. Our new teacher is a young man.	<input type="checkbox"/>	<input type="checkbox"/>	_____
10. Switch off the light and go to sleep.	<input type="checkbox"/>	<input type="checkbox"/>	_____

**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 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> <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> 	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p><i>o Ask, "What is the whole write up about?"</i></p> <p><u>Assessment</u> 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 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"> 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: 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>		