

BASIC 7

WEEKLY LESSON PLAN – WEEK 9

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| Learning Indicator(s) | B7.1.4.1 B7.2.5.1 B7.3.2.1 | | |
| Performance Indicator | <p>B7.1.4.1.1 Discuss how chiefs and queen mothers are selected in their ethnic community.</p> <p>B7.2.5.1.1 Identify and produce words in the home and school environments and use them to form meaningful sentences.</p> <p>B7.3.2.1.1 Translate words and phrases in his/her language.</p> | | |
| Week Ending | 11-11-2022 | | |
| FORM | B.S.7 | | |
| Subject | Ghanaian Language | | |
| Reference | Teachers Resource Pack, Learners Resource Pack, Textbook. | | |
| Teaching / Learning Resources | Word Chart, Sentence Cards, letter cards | | |
| DAYS | PHASE 1 : STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| TUESDAY 08-11-2022 | <p>Strand</p> <p>Customs & Institutions</p> <p>Sub-Strand</p> <p>Chieftaincy</p> <p>Select a model reader to read a passage about how chiefs and queen</p> | <ol style="list-style-type: none"> 1. Discuss the meanings of keywords or vocabularies with the Learners. 2. Assist Learners to read individually. 3. Learners brainstorm to answer questions about the passage after reading. <p>CHAPTER 4 THE AFRICAN CHIEF A nation without a culture has no soul. We are the custodians of our culture. —Nana Kwame Nyi XII, Paramount Chief of the Assin Apimanim ethnic group of the central Ghana and also president of the Central Region's House of Chiefs (July 1990). A. THE SELECTION OF THE CHIEF In the chiefdoms, or states, rules for selection of chiefs varied from one ethnic group to another. Chieftaincy, in most tribal</p> | <p>Core Competencies;</p> <p>Demonstrate behaviour and skills of working towards group goals.</p> |

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| | <p>mothers are selected.</p> | <p>systems, was hereditary and reserved to certain lineages by right of genealogical link to the founding ancestors. Founding ancestors are member of the family that first settled or founded the settlement. In the Akan political communities of Ghana, these clans or lineages (mmusua or mmusua kuw) numbered eight in Ashanti and seven in Fante.¹ The “ancestral” lineages chose the chief but succession was not always automatic. The chief must hail from the royal clan (the “ancestral” lineages). A person outside this royal clan is ineligible to be chief. But within the royal clan, several may be eligible, giving rise to competition and therefore room for choice. Since this competition can spark a palace feud, “The Tallensi (of Ghana) normally resolved the competitive struggle by rotating the position among the heads of those lineages” (Arhin 1985, 28). For the Akan of Ghana, the chief must be handsome, intelligent, wise, and bodily whole. Any physical deformity—a lost finger or even circumcision—is a disqualification. While alive, the chief may appoint a vice or heir apparent with the advice and consent of the Queen-Mother and the council. In the Akan systems, the heir apparent was known as abadiakyire. The chief may choose not to appoint one, or, if he did appoint one, he might leave the village or die before the chief himself.</p> <p>1 In Ashanti, these were Aduana, Agona, Asona, Asinie, Asokore, Beretuo, Ekuona, and Oyoko. In Fante, they were Nsona/Dwimina, Annona/Yoko/Aguna/Eguana, Twidan/Eburotow, Kwonna/Ebiradzi/Odumna, Aburadzi/Eduana/Ofurna/Egyira, Ntwa/Abadzi, Adwinadzi/Aowin (Arhin 1985, 29).</p> | |
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| WEDNESDAY 09-11-2022 | Strand Listening & Speaking Sub-Strand Vocabulary Development Review Learners knowledge on the previous lesson. | <ol style="list-style-type: none"> 1. Assist Learners to mention items found at the kitchen. 2. Learners brainstorm to spell words in using their local language (Twi). 3. Learners are to assisted to form sentences with the words. <div> <div>Fononoo</div> <div>oven</div> <div>Atere</div> <div>spoon</div> <div>kwantere</div> <div>ladle</div> <div>wɔma</div> <div>pestle</div> <div>waduro</div> <div>mortar</div> <div>kentɛn</div> <div>basket</div> <div>bokiti</div> <div>bucket</div> </div> | Core Competencies; Identify words or sentences in context appropriately. | | | | | | | | | | | | | | | | | | | | | | | | |
| FRIDAY 11-11-2022 | Strand Reading Sub-Strand Translation Assist Learners to identify vocabularies in a reading text. | <ol style="list-style-type: none"> 1. Learners are to be guided to spell vocabularies. 2. Learners brainstorm to translate vocabularies from Twi to English language. 3. Assist Learners to form sentences with the vocabularies. <table border="1"> <tbody> <tr> <td></td><td>Really/ Ok</td><td></td><td>SAAW/ YOH</td></tr> <tr> <td>39.</td><td>Go/ Come</td><td>Ko/ Bra</td><td>KO/ BRA</td></tr> <tr> <td>40.</td><td>How much is this?</td><td>Wei yɛ sɛn</td><td>WEIGH YEH SANG</td></tr> <tr> <td>41.</td><td>Reduce the price</td><td>Tɛ so</td><td>TAY SO</td></tr> <tr> <td>42.</td><td>Teach/ Show me</td><td>Kyerɛ me</td><td>CHER EH MAY</td></tr> <tr> <td>43.</td><td>What does that mean?</td><td>ɛkyerɛ sɛn?</td><td>EH CHER-EH SANG</td></tr> </tbody> </table> | | Really/ Ok | | SAAW/ YOH | 39. | Go/ Come | Ko/ Bra | KO/ BRA | 40. | How much is this? | Wei yɛ sɛn | WEIGH YEH SANG | 41. | Reduce the price | Tɛ so | TAY SO | 42. | Teach/ Show me | Kyerɛ me | CHER EH MAY | 43. | What does that mean? | ɛkyerɛ sɛn? | EH CHER-EH SANG | Core Competencies; Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes. |
| | Really/ Ok | | SAAW/ YOH | | | | | | | | | | | | | | | | | | | | | | | | |
| 39. | Go/ Come | Ko/ Bra | KO/ BRA | | | | | | | | | | | | | | | | | | | | | | | | |
| 40. | How much is this? | Wei yɛ sɛn | WEIGH YEH SANG | | | | | | | | | | | | | | | | | | | | | | | | |
| 41. | Reduce the price | Tɛ so | TAY SO | | | | | | | | | | | | | | | | | | | | | | | | |
| 42. | Teach/ Show me | Kyerɛ me | CHER EH MAY | | | | | | | | | | | | | | | | | | | | | | | | |
| 43. | What does that mean? | ɛkyerɛ sɛn? | EH CHER-EH SANG | | | | | | | | | | | | | | | | | | | | | | | | |

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