

# EaD Comprehensive Lesson Plans



or



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**NAME OF TEACHER:** .....

**WEEK ENDING...** 12-05-2023.....

**NUMBER ON ROLL:** .....


**SUBJECT...** GHANAIA N LANGUAGE

**DURATION:** .....

**REFERENCE...** SYLLABUS(CRDD,2007), FOR JHS ..... GH A. LANG.

**FORM.....** BASIC 9.....

**WEEK.....** 6.....

<b><u>DAY/DURATION</u></b>	<b><u>TOPIC/SUB-TOPIC/ASPECT</u></b>	<b><u>OBJECTIVES/R.P.</u></b>	<b><u>TEACHER-LEARNER ACTIVITIES</u></b>	<b><u>T/L MATERIALS</u></b>	<b><u>CORE POINTS</u></b>	<b><u>SKILLS ACQUISITION</u></b>
<b>MONDAY</b>  <b>08-05-2023</b>	<p><b>Aspect;</b> ORAL SKILLS - CUSTOMS AND INSTITUTIONS</p> <p><b>Topic;</b> Chieftaincy: Selection, Enstoolment/ Enskinment</p> <p><b>Sub-Topic;</b> How chiefs and queen mothers are selected, enstooled or enskinned.</p>	<p>By the end of the lesson the Pupil will be able to;</p> <p>state how chiefs and queen mothers are selected and enstooled or enskinned</p> <p><b>RPK</b> Pupils have witnessed how chiefs are enstooled in the Community.</p>	<p><b>Introduction;</b> Discuss the meaning of “enstoolment and enskinment” of chiefs with the Learners.</p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>Pupils brainstorm to differentiate between “enstoolment” and “enskinment” of chiefs.</li> <li>Pupils brainstorm to give personal experiences or an eye-</li> </ol>	Word Chart, Sentence Cards, letter cards	<p><b>Enstoolment of chiefs;</b> The enstoolment process begins when the families contending for the position have agreed or decided upon the person to be appointed. The decision becomes final when the Queen Mother approves the selected person as capable of leading and representing the community.</p> 	<ol style="list-style-type: none"> <li>Oral skills</li> <li>Discussion</li> <li>Identification</li> <li>brainstorming</li> </ol>

			<p>witness account of nomination, enstoolment of a chief or queen-mother in their community.</p> <p>3. Assist pupils to dramatize on how chiefs and enstooled and enskinned.</p> <p>4. Discuss the process of diskinment with the Pupils.</p> <p><b>Closure</b> Reflect on the benefits of chief enstoolment.</p>			
<b>TUESDAY</b>  <b>09-05-2023</b>	<b>Aspect;</b> GRAMMAR  <b>Topic;</b> Word Formation  <b>Sub-Topic;</b>	<b>Objective</b> By the end of the lesson the Pupil will be able to; <p>i. form words through compounding</p>	<b>Introduction;</b> Review Pupils knowledge on the previous lesson.  <b>Activities</b> 1. Assist Pupils to form new words		<b>Word Formation</b> This is the creation of new words from the root words. Sometimes contrasted semantically. It can be at the boundaries or derived from old words. <b>Borrowing:</b> Borrowing words or phrases	<p>i. Identification</p> <p>ii. Observation</p> <p>iii. explanatory</p>

	Compounding and reduplication	<p>ii. form words through reduplication</p> <p><b>RPK</b> Pupils can already form simple words by putting two or more sounds together.</p>	<p>through compounding .</p> <p>2. Illustrate for Pupils to observe on how to form new words through reduplication.</p> <p>3. Pupils brainstorm to form new words applying skills of compounding and reduplication.</p> <p><b>Closure</b> Through questions and answers, conclude the lesson.</p>	<p>from other Languages e.g. English: - kwashiokor - book - hospital - bucket Fante - kwashioko Gonja - kwashioko Nzema - kwashioko Kasem - kwashioko Dagaare - kɔɔseeko Fante - buukuu Gonja - buku Nzema - buluku Dagbani - buku Fante - asopitsi Gonja - ashibiti Nzema - asopito Kasem - asibiti Dagaare - asibiti Dagbani - ashibiti Fante - bokitsi Gonja - boketi Nzema - bokiti Kasem - bogete Dagaare - bogiti Dagbani - bokati Compounding: words stringed together by older words. e.g. earth + quake = earthquake gentle + man = gentleman bath + room = bathroom <b>Compounding</b> Twi : nwoma + sua η nwomasua Dangme : ngmlɛ + fia η ngmlɛfia</p>	
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					Nzema : fa + kye - fakye Dagaare : gane + zanne - ganzanne Reduplication: Repetition of main word. English: quick - quickquick Fante: ntsem – ntsemtsem Ewe: Kaba – kabakaba Ga: Oya – oyaoya Dangme: mla - mlamla Dagaare: - wieŋ - wieŋwieŋ Gonja: - boŋ - boŋboŋ Dagbani: - kaliŋ – kaliŋkaliŋ	
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*Name of Teacher:*

*School:*

*District:*