

EaD Comprehensive Lesson Plans



or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

BASIC 7

WEEKLY LESSON PLAN – WEEK 7

Strand:	<ul style="list-style-type: none">• Customs & Institutions• Listening & Speaking• Reading		Sub-Strand:	<ul style="list-style-type: none">• Naming Systems: Day names, order of birth names• Listening Comprehension• Reading	
Content Standard:	B7.1.2.1 Exhibit understanding of day names and order of birth names and relate the names to the days and order B7.2.2.1: Demonstrate the ability to listen to extended reading and identify key information B7.3.1.1 Understand the main ideas and supporting points in texts’				
Indicator (s)	B7.1.2.1.2 State the order of birth (i.e. first, second, and so on.) and relate the names accordingly. B7.2.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text B7.3.1.1.2 Read to understand and summarize the main ideas in a given grade level passage.				
Week Ending	19-05-2023				
Class	B.S.7	Class Size:		Duration:	
Subject	Ghanaian Language				
Reference	Ghanaian Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	Reading Book, Poster, Pictures, Word Chart, Sentence Cards		Core Competencies:	Communication and Collaboration	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY 15-05-2023	Strand: Customs & Institutions Sub-Strand: Naming Systems: Day names, order of birth names	1. Assist Learners to identify examples of names according to the order of birth. 2. Learners brainstorm to relate names to the order of birth. 3. Discuss with Learners about the meanings of types of names in their community. <u>Birth-order names</u>			Through questions and answers conclude the lesson.

Discuss with Learners on the types of names given to a newly born child in their community.

Order	Male name	Female name
First born	Pìèsíe	
Second born	Mănu	Máanu
Third born	Meńsǎ	Mánsǎ
Fourth born	Anan, Anané	
Fifth born	Núm, Anúm	
Sixth born	Esǎ	
Seventh born	Esuón	Nsǒwaa
Eighth born	Bótwe	
Ninth born	Ákron, Nkróma	Nkróma Nkrũmǎh
Tenth born	Badú	Badúwaa
Eleventh born	Dúkũ	

		<table><tr><td>Twelfth born</td><td>Dúnu</td></tr><tr><td>Thirteenth born</td><td>Adusa</td></tr><tr><td>Fourteenth born</td><td>Agyeman</td></tr><tr><td>Last born</td><td>Kaakyire</td></tr></table>	Twelfth born	Dúnu	Thirteenth born	Adusa	Fourteenth born	Agyeman	Last born	Kaakyire	
Twelfth born	Dúnu										
Thirteenth born	Adusa										
Fourteenth born	Agyeman										
Last born	Kaakyire										
THURSDAY 18-05-2023	Strand: Listening & Speaking Sub-Strand: Listening Comprehension Review learners knowledge on the previous lesson.	<ol style="list-style-type: none">1. Call individual Learners at random to read a passage aloud from the reading textbook.2. Assist Learners to identify key points from the reading text.3. Learners in small groups to discuss about the key point identified. Identifying Key Points from a reading text; 1) Identify the Topic. Read the passage through completely, then try to identify the topic. 2) Summarize the Passage. 3) Look at the First and Last Sentences of the Passage. 4) Look for Repetition of Ideas.	Learners brainstorm to answer comprehension questions about the text.								
FRIDAY 19-05-2023	Strand: Reading Sub-Strand: Reading Select a model reader to read a passage from the reading textbook to the class.	<ol style="list-style-type: none">1. Assist Learners to identify the main ideas in the reading passage.2. Learners brainstorm to answer comprehension questions before, during and after reading the passage. Strategies for Answering Main Idea Questions: <ul style="list-style-type: none">• Look for key words that identify the question as a main idea question. If the question includes any of the main idea key words listed above, this will help you focus on identifying the author’s point as you read.• Read the passage and make notes. Once you’ve identified the question as a main idea question, read the passage, making mental notes on your scrap paper as you read. * Remember to pay special attention to	Assist Learners to summarize the passage with their own words.								

		<p>words such as but, yet, although, since, except, moreover, unless, nonetheless, however. These words signal a shift, a qualification, something you should note. The ideas that follow these words are usually important to the overall meaning of the passage.</p> <ul style="list-style-type: none"> • Learn to spot wrong answers. Use the process of elimination to rule out wrong answers. Wrong answers for main idea questions are often: a) too broad – the answer covers too much, is too “big” in some way b) too narrow – the answer is too restricted in outlook, too “small c) irrelevant – the answer is not directly related to the question d) incorrect – the answer distorts or contradicts facts in the passage e) illogical – the answer is not supported by facts in the passage. 	
--	--	--	--

Name of Teacher:

School:

District: