

## *EaD Comprehensive Lesson Plans*



or



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**BASIC 8**

**WEEKLY LESSON PLAN – WEEK 7**

|                                      |  |   |                           |   |   |
|--------------------------------------|--|---|---------------------------|---|---|
| <b>Strand:</b>                       | <ul style="list-style-type: none"><li>• Customs &amp; Institutions</li><li>• Listening &amp; Speaking</li><li>• Reading</li></ul>  | <b>Sub-Strand:</b>  |                           | <ul style="list-style-type: none"><li>• Rites of passage: puberty rites</li><li>• Listening Comprehension</li><li>• Reading</li></ul> |   |
| <b>Content Standard:</b>             | B8.1.2.1 Recognise and understand family names, kinship terms and proverbial and insinuation names.<br>B8.2.5.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas.<br>B8.3.1.1 Understand the main ideas and supporting points in texts |   |                           |   |   |
| <b>Indicator (s)</b>                 | B8.1.2.1.4 Discuss proverbial and insinuation names.<br>B8.2.5.1.1 Develop and modify his/her language in narrating some selected daily activities.<br>B8.3.1.1.2 Summarize long passages read.  |   |                           |   |   |
| <b>Week Ending</b>                   | 19-05-2023   |   |                           |   |   |
| <b>Class</b>                         | B.S.8  | <b>Class Size:</b>  |                           | <b>Duration:</b>  |   |
| <b>Subject</b>                       | Ghanaian Language  |   |                           |   |   |
| <b>Reference</b>                     | Ghanaian Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook   |   |                           |   |   |
| <b>Teaching / Learning Resources</b> | Reading Book, Poster, Pictures, Word Chart, Sentence Cards   |   | <b>Core Competencies:</b> | <ul style="list-style-type: none"><li>• Communication and Collaboration</li><li>• Cultural Identity</li></ul>                         |   |
| <b>DAY/DATE</b>                      | <b>PHASE 1 : STARTER</b>   | <b>PHASE 2: MAIN</b>  |                           |   | <b>PHASE 3: REFLECTION</b>                          |
| <b>TUESDAY</b><br><b>16-05-2023</b>  | <b>Strand:</b> Customs & Institutions<br><br><b>Sub-Strand:</b> Rites of passage: puberty rites  | 1. Assist Learners to identify the characteristics of proverbial and insinuation names.<br>2. Learners brainstorm to identify situations that lead to proverbial and insinuation names.<br>3. Discuss with Learners on the examples of proverbial and insinuation names used among the people of their locality.<br><br>A proverbial phrase or a proverbial expression is a type of conventional saying similar to proverbs and transmitted by oral tradition. The difference is that a |                           |   | Through questions and answers, conclude the lesson. |

Discuss the meaning of proverbial and insinuation names with the Learners.

proverb is a fixed expression, while a proverbial phrase permits alterations to fit the grammar of the context

**Linguistics: sentences & expressions**

- adage
- asyndetic
- asyndetically
- asyndeton
- backchannel
- clause
- coin
- complex sentence
- compound sentence
- concessive clause
- dictum
- motto
- operative
- phrase
- sentence
- slogan
- subsentence
- the operative word *idiom*
- to coin a phrase *idiom*
- Trumpism

**Synonyms of insinuation**

- innuendo.
- imputation.
- suggestion.
- slander.
- insult.
- libel.
- slight.

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|  |  | <ul style="list-style-type: none"> <li>• affront.</li> </ul>  |   |
| <b>THURSDAY</b><br><br><b>18-05-2023</b> | <b>Strand:</b> Listening & Speaking<br><br><b>Sub-Strand:</b><br>Conversation/Everyday Discourse<br><br>Learners brainstorm to identify the features of narrative writing. | <ol style="list-style-type: none"> <li>1. Learners brainstorm to narrate to the class what they do at home every Saturday.</li> <li>2. Assist Learners to describe what they saw on their last visit to a market.</li> <li>3. Individual Learners brainstorm to describe a visit to the hospital.</li> </ol> <p><b>Features of Narrative Writing;</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Characters</li> <li>• point of view</li> <li>• setting</li> <li>• theme</li> <li>• Conflict</li> <li>• Style</li> </ul> <p><b>Plot</b></p> <p>Plot in narrative is defined by the events that take place within a story. When writing a narrative piece, the writer is primarily concerned with the main events that are central to the story, how these events lead from one to another, how they influence one another and how they effect one another. The conflict that makes up the plot sparks interest when it is able to produce an artistic effect and provoke emotion in the reader.</p> <p><b>Characters</b></p> <p>Characters are central to any piece of narrative writing. It is the writer's job to use these characters by presenting them through the narrative. This is done by means of</p> | Reflect on the features of narrative writing. |

describing them, through their actions, speech and thoughts. A good character is one who has been developed in great detail, using the narrative.

### **Setting**

The setting is the place and the time that the events that make up your narrative story occur. Setting is generally considered essential to any narrative writing because it allows the readers to establish familiar ground with the characters in the story and everything that surrounds them.

### **Structure**

The structure is the general order and shape of the narrative. In the beginning of a traditional narrative it is common for the writer to introduce the reader to the setting, characters, situation and the main character's goal. In the middle of a narrative piece the story will develop through a series of (problematic) events and find itself in the middle of a crisis that must be resolved. In the end of the piece the climax is resolved, and the tension is dissipated during what is called the denouement.

### **Theme**

The theme allows any narrative writing to do more than purely entertain. Good narratives also suggest a truth about, or a meaning to, life. A theme in a story can really move the reader and make a piece of writing much more memorable, as well as help illuminate it as a work of art. A good example of a narrative theme might be "the price of conformity."

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| <p><b>FRIDAY</b></p> <p><b>19-05-2023</b></p> | <p><b>Strand:</b> Reading</p> <p><b>Sub-Strand:</b> Reading</p> <p>Select a unit reader text from the Ghanaian Language reading book.</p> <p>Discuss meanings of keywords or vocabularies in the reading text with the Learners.</p> | <ol style="list-style-type: none"> <li>1. In turns, Learners brainstorm to read longer texts.</li> <li>2. Assist Learners to apply summary skills to identify the main ideas and supporting ideas in the reading text.</li> <li>3. Learners in small groups to read long texts silently for 10 minutes and discuss about the main ideas in the text.</li> </ol> <p><b>Writing a Good Summary</b></p> <ul style="list-style-type: none"> <li>• Find the main idea. A useful summary distills the source material down to its most important point to inform the reader.</li> <li>• Keep it brief. A summary is not a rewrite—it's a short summation of the original piece.</li> <li>• Write without judgment.</li> <li>• Make sure it flows.</li> </ul> <p><b>SUMMARY SKILLS</b></p> <p><b>STEP 6: READY TO WRITE</b></p> <p>At this point, your first draft is done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some transition words (for example: <i>then, however, also, moreover</i>) that help with the overall structure and flow of the summary. Once you start writing, take note of these points:</p> <ul style="list-style-type: none"> <li>→ Write in the present tense.</li> <li>→ Make sure to include the author and title of the work.</li> <li>→ Be concise: a summary should not be equal in length to the original text.</li> <li>→ If you must use the words of the author, cite them. Otherwise, <b>USE YOUR OWN WORDS!</b></li> <li>→ Do not add in your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.</li> </ul> | <p>Learners brainstorm to answer comprehension questions on the text.</p> |
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**Name of Teacher:**

**School:**

**District:**