

EaD Comprehensive Lesson Plans



or



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NAME OF TEACHER:

WEEK ENDING...26-05-2023.....

NUMBER ON ROLL:

SUBJECT... GHANAIAN LANGUAGE


DURATION:


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

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

WEEK...8.....

<u>DAY/DURATION</u>	<u>TOPIC/SUB- TOPIC/ASPECT</u>	<u>OBJECTIVES/R.P. K</u>	<u>TEACHER- LEARNER ACTIVITIES</u>	<u>T/L MATERIALS</u>	<u>CORE POINTS</u>	<u>SKILLS ACQUISITION</u>
MONDAY 22-05-2023	Aspect; ORAL SKILLS - CUSTOMS AND INSTITUTIONS Topic; Duties Sub-Topic; Duties and responsibilities of Chiefs and queen mothers.	By the end of the lesson the Pupil will be able to; compare the duties and responsibilities of chiefs and queen mothers. RPK Pupils have chiefs and queen mothers in their Community.	Introduction; Learners brainstorm to identify chiefs, sub- chiefs, queen mothers and elders of their Community. Activities; 1. Discuss the roles and responsibilities of chiefs and queen mothers with the Learners. 2. Assist Learners to dramatize on the roles and responsibilities	Word Chart, Sentence Cards, letter cards	Duties of Chiefs; ❖ He is the spiritual leader of his people. ❖ He is the administrator of the political leader of the traditional area ❖ He is the leader of all developmental projects of the area. ❖ He settle disputes among his people.	1. Oral skills 2. Listening skills 3. identification

			<p>of chiefs and queen mothers.</p> <p>3. Learners in small groups to discuss about the functions of our traditional kingship in ruling the peoples of the land and report to the class.</p> <p>Closure Through questions and answers, conclude the lesson.</p>		 <p>Duties of Queen Mothers;</p> <ul style="list-style-type: none">❖ Queen mothers are considered the spiritual heads of their communities and the keepers of genealogical knowledge.❖ They have veto power of the king or chief and may appoint their own ministers.❖ Queen mothers also select candidates for the next chief if the chief's "stool" is vacant.	
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TUESDAY 23-05-2023	Aspect; GRAMMAR Topic; Word Formation Sub-Topic; Forming new words	Objective By the end of the lesson the Pupil will be able to; use new words formed in sentences appropriately. RPK Pupils can already identify sounds of alphabetic letters.	Introduction; Lead a discussion on the meaning of “word formation”. Activities <ol style="list-style-type: none"> 1. Pupils brainstorm to identify sounds of the alphabetic letters of the language. 2. Discuss with Pupils on how to put together sounds to form a word. 3. Demonstrate forming examples of words. 4. Individual Pupils brainstorm to form words 		Forming New Words; Noun + noun Examples are: master-piece, table-cloth, maid-servant, bread-winner, shoe-maker etc. Noun + gerund Examples are: wool-gathering, snake-charming, bull-baiting, sooth-saying etc. Noun + adjective Examples are: court-martial, knight-errant Gerund + noun Examples are: piping-hot, walking-stick, drawing-room,	<ol style="list-style-type: none"> 1. Grammar skills 2. Vocabulary skills 3. Identification 4. brainstorming

			<p>using sounds from alphabetic letters of their language.</p> <p>Closure Pupils brainstorm to write sentences with new words formed.</p>		<p>laughing-stock, skipping-rope etc.</p> <p>Adverb + noun</p> <p>Examples are: out-patient, over-load, fore-sight, under-tone, in-sight etc.</p> <p>Verb + noun</p> <p>Examples are: dare-devil, cut-throat, break-fast, spend-thrift, pass-port etc.</p> <p>Adjective + noun</p> <p>Examples are: short-hand, free-thinker, lay-man, hardware, strong-hold etc.</p> <p>Present participle + noun</p> <p>Examples are: humming-bird, flying-fish, loving-kindness etc. Pronoun + noun</p> <p>Examples are: he-goat</p>	
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					<p>Possessive noun + noun (In this case, the apostrophe is usually omitted)</p> <p>Examples are: sportsman, craftsman, statesman, hair's-breadth, stone's-throw</p>	
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Name of Teacher:

School:

District: