

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 3

Strand:	<ul style="list-style-type: none"> • Customs & Institutions • Listening & Speaking • Reading 	Sub-Strand:	<ul style="list-style-type: none"> • The Clan System • Conversation/Everyday discourse • Translation
Content Standard:	<p>B8.1.3.1: Exhibit knowledge of the clan system in their locality by discussing the importance and threats to the clan systems.</p> <p>B8.2.5.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas.</p> <p>B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.</p>		
Indicator (s)	<p>B8.1.3.1.1 Discuss the importance and threats to the clan system.</p> <p>B8.2.5.1.1 Develop and modify his/her language in narrating some selected daily activities.</p> <p>B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages</p>		
Week Ending	14-07-2023		
Class	B.S.8	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:	<ul style="list-style-type: none"> • Communication and Collaboration • Cultural Identity
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY	<p>Strand: Customs & Institutions</p> <p>Sub-strand: The Clan System</p> <p>Learners brainstorm to tell the clan they belong to.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify the various clan systems we have. 2. Discuss with Learners on the importance of the clan system. 3. Learners in small groups to discuss and report to the class on the disadvantages of the clan system. <p>The clan system</p>	Assist learners to dramatize on the clan system.

		<ul style="list-style-type: none"> - A clan is a group of people with a <i>common ancestor</i>. - In the past, clan members lived in the same area. - Today, this has changed as more and more clan members migrate to towns. - This has also made the clan system less effective. - The role played by the clan members like defending the clan against attacks from other communities is now played by the government through the police force. - In some areas the clan system is still strong, and clan leaders play an important role in decision making. 	
<p>THURSDAY</p>	<p>Strand: Listening & Speaking Sub-strand: Conversation/Everyday discourse</p> <p>In turns, assist Individual Learners to narrate what they do at home every Saturday verbally.</p>	<ol style="list-style-type: none"> 1. Assist Learners to use appropriate choice of words in describing what they do at home every Saturday. 2. Engage Learners in activities that can assist them develop their oral skills. <p>Encourage conversation.</p> <p>Every social interaction gives students a new opportunity to practice language. Some of your students might need a little guidance from you to engage in conversations, so spark interactions whenever you can. Ask questions, rephrase the student’s answers, and give prompts that encourage oral conversations to continue.</p> <p>Model syntactic structure.</p> <p>Your students may not use complete oral syntax in informal speech, but encourage them to do so when they’re in the classroom. When a student uses fragmented syntax, model complete syntax back to them. This builds oral language skills <i>and</i> gives students</p>	<p>Ask Learners questions about their narrations.</p>

practice in a skill necessary for mastering written language.

Maintain eye contact.

Engage in eye contact with students during instruction and encourage them to do the same. Maintaining eye contact will help learners gauge their audience's attention and adjust their language, their volume, or the organization of their speech. This will help them be better understood, communicate more clearly, and successfully interpret nonverbal cues about their clarity.

Remind students to speak loudly and articulate clearly.

Ask students to feel the muscles used for speech while they're talking and monitor their volume and articulation. Remind them that clear and loud-enough speech is essential for holding the attention of the group and communicating their information and opinions effectively.

Have students summarize heard information.

Encourage students to verbally summarize or otherwise discuss the information they hear. This should begin in kindergarten and continue with increasingly difficult questions as students grow older. Teach students to ask for clarification when they don't understand something, and emphasize that they can ask you directly or query fellow students.

Model and guide sentence construction.

Some students have trouble getting started with the wording of a sentence. Saying the beginning word or phrase for the student can help the student structure their response. Give students time for thinking and formulating an oral or written response. Students' explicit experience in both producing their own oral

language and processing others' language will help facilitate their comprehension of reading material.

Explain the subtleties of tone.

Your students have probably experienced playground arguments related to tone; misunderstandings are common when students are using loud outdoor voices. Remind your students how tone of voice—which includes pitch, volume, speed, and rhythm—can change the meaning of what a speaker says. Often, it's not what they say, it's how they say it that can lead to misunderstanding of motives and attitudes. Ask your students to be mindful of tone when they're trying to get a message across, and adjust their volume and pitch accordingly.

Attend to listening skills.

Ensure that your students are listening by using consistent cues to get their attention. You might use a phrase like "It's listening time" to give students a reminder. Some students might also benefit from written reminders posted prominently on your wall.

Incorporate a "question of the day."

During each school day's opening activities, ask a question to encourage talk. (You can even write one on the board so your students can read it and start thinking about their answer as soon as they come in.) Start with simple one-part questions like "What is your favorite animal?" If a student doesn't answer in a complete sentence, model a complete sentence and ask the student to repeat your model. Once your students are successfully answering these simple questions in complete sentences, move to two-part questions that require more complex answers: "What is your favorite animal? Why?"

FRIDAY	<p>Strand: Reading</p> <p>Sub-strand: Translation</p> <p>Engage Learners in dictation of words in their local language.</p>	<ol style="list-style-type: none"> 1. Assist Learners to translate words from source language to target language. 2. Demonstrate on translating a sentence from source language to target language. 3. Learners brainstorm to translate whole sentences from source language to target language. <p>Translation Process;</p> <ol style="list-style-type: none"> 1. read and understand the source text. 2. keep the meaning or message of that text in mind. 3. select the most appropriate vocabulary in the target language. 4. use the grammatical structure of the target language. 5. compose that meaning/message in the target language. 	<p>Through questions and answers, conclude the lesson.</p>
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School:

District: