

EaD Comprehensive Lesson Plans



or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

BASIC 7

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 • Vocabulary development (sight and content vocabulary) • Translation |
| Content Standard: | <p>B7.1.3.1: Demonstrate an understanding of the clan system among their people.</p> <p>B7.2.5.1 Exhibit an understanding of recognizing and producing words and using them in sentences.</p> <p>B7.3.2.1 Demonstrate knowledge of translating words phrases and simple sentences.</p> | | |
| Indicator (s) | <p>B7.1.3.1.1 Describe the clan system and state some clans in his/her ethnic community.</p> <p>B7.2.5.1.1 Identify and produce words in the home and school environments and use them to form meaningful sentences.</p> <p>B7.3.2.1.1 Translate words and phrases in his/her language.</p> | | |
| Week Ending | 14-07-2023 | | |
| 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: | <ul style="list-style-type: none"> • Communication and Collaboration |
| DAY/DATE | PHASE 1 : STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |

MONDAY

Strand: Customs & Institutions
Sub-strand: The Clan System

Select a text on “the Clan system” from the reading textbook for the learners to read.

1. Assist Learners to identify the importance of the clan system.
2. Discuss with Learners on the symbols (emblem) of the various clans.
3. Narrate a story about the origin of the various clans.

The clan system

- A clan is a group of people with a *common ancestor*.

- 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.

Functions of a clan

Below are the major functions of the clan in traditional communities.

- Members of the clan ensured that there were **strong ties of loyalty** and sense of belonging among clan members.
- Members ensured that permission of clan elders was sought before marriage.
- Clan elders were **custodians of traditional law**. For example, they

Through questions and answers, conclude the lesson.

Exercise;

1. Explain 4 importance of the clan system
2. State the symbols (emblem) of the various clans.

| | | | |
|------------------------|---|---|---|
| | | <p>knew the traditions of the clan, and everyone was expected to obey them.</p> <ul style="list-style-type: none"> • They also laid down rules about what kind of behaviour was acceptable in society and what was considered to be a taboo. • The clan formed a well-knit group of people related to one another while at the same time existing within the larger society. • Clan members were expected to contribute to communal labour when called upon to do so. • Warriors were expected to <i>fight for the clan</i> and even be prepared to give up their lives defending it. • Members of the ruling families were expected to learn leadership skills in preparation for when they would take over leadership | |
| <p>THURSDAY</p> | <p>Strand: Listening & Speaking Sub-strand: Vocabulary development (sight and content vocabulary)</p> <p>Review Learners knowledge on the previous lesson.</p> | <ol style="list-style-type: none"> 1. Assist Learners to mention items found at the kitchen. 2. Learners brainstorm to spell words in using their local language (Twi). 3. Learners are to assisted to form sentences with the words. <p>Fononoo oven Atere spoon kwantere ladle</p> | <p>Through questions and answers, conclude the lesson.</p> <p>Exercise;</p> <ol style="list-style-type: none"> 1. State 5 items found in the kitchen 2. Form 2 sentences each with the names of items found I the kitchen. |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|---|--|-----------------|------------|--|-----------|-----|----------|---------|---------|-----|-------------------|------------|----------------|-----|------------------|-------|--------|-----|----------------|----------|-------------|-----|----------------------|-------------|-----------------|--|
| | | wɔma pestle waduro mortar kentɛn basket bokiti bucket | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRIDAY | Strand: Reading Sub-strand: Translation Assist Learners to identify vocabularies in a reading text. | <ol style="list-style-type: none"> 1. Conduct a spelling and dictation exercise using the vocabularies in the reading text. 2. Learners brainstorm to translate vocabularies from Twi to English language. 3. Assist Learners to form sentences with the vocabularies. <table border="1"> <tr> <td></td> <td>Really/ Ok</td> <td></td> <td>SAAW/ YOH</td> </tr> <tr> <td>39.</td> <td>Go/ Come</td> <td>Ko/ Bra</td> <td>KO/ BRA</td> </tr> <tr> <td>40.</td> <td>How much is this?</td> <td>Wei ye sɛn</td> <td>WEIGH YEH SANG</td> </tr> <tr> <td>41.</td> <td>Reduce the price</td> <td>Te so</td> <td>TAY SO</td> </tr> <tr> <td>42.</td> <td>Teach/ Show me</td> <td>Kyerɛ me</td> <td>CHER EH MAY</td> </tr> <tr> <td>43.</td> <td>What does that mean?</td> <td>ɛkyerɛ sɛn?</td> <td>EH CHER-EH SANG</td> </tr> </table> | | Really/ Ok | | SAAW/ YOH | 39. | Go/ Come | Ko/ Bra | KO/ BRA | 40. | How much is this? | Wei ye sɛn | WEIGH YEH SANG | 41. | Reduce the price | Te so | TAY SO | 42. | Teach/ Show me | Kyerɛ me | CHER EH MAY | 43. | What does that mean? | ɛkyerɛ sɛn? | EH CHER-EH SANG | Learners brainstorm to answer comprehension questions. |
| | Really/ Ok | | SAAW/ YOH | | | | | | | | | | | | | | | | | | | | | | | | |
| 39. | Go/ Come | Ko/ Bra | KO/ BRA | | | | | | | | | | | | | | | | | | | | | | | | |
| 40. | How much is this? | Wei ye sɛn | WEIGH YEH SANG | | | | | | | | | | | | | | | | | | | | | | | | |
| 41. | Reduce the price | Te so | TAY SO | | | | | | | | | | | | | | | | | | | | | | | | |
| 42. | Teach/ Show me | Kyerɛ me | CHER EH MAY | | | | | | | | | | | | | | | | | | | | | | | | |
| 43. | What does that mean? | ɛkyerɛ sɛn? | EH CHER-EH SANG | | | | | | | | | | | | | | | | | | | | | | | | |

Name of Teacher:

School:

District: