

EaD Comprehensive Lesson Plans



or



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BASIC 7

WEEKLY LESSON PLAN – WEEK 6

Strand:	<ul style="list-style-type: none">• Language and Usage• Composition Writing• Literature	Sub-Strand:	<ul style="list-style-type: none">• Vocabulary, spelling and punctuation• Structure and organize ideas in composition writing• Folktales, songs, prose, drama, poetry
Content Standard:	B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing. B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing,). B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written).		
Indicator (s)	B7.4.4.1.1 Use vocabulary appropriately and correctly in writing B7.5.1.1.2 Develop a three-paragraph essay using the features of given text type. B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).		
Week Ending	04-08-2023		
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• Can vary the level of detail and the language use when presenting to make it appropriate to the audience
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION

<p>MONDAY</p>	<p>Strand: Language and Usage</p> <p>Sub-Strand: Vocabulary, spelling and punctuation</p> <p>Assist Learners to identify vocabularies related to home and in school.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to spell vocabularies, 2. Discuss the meanings of vocabularies with the learners. 3. Learners in small groups to use the vocabulary of identified items to construct appropriate and correct sentences. <p>A vocabulary can be a list of words used for a particular topic. "Write a short essay using the vocabulary listed at the end of the chapter." "The vocabulary of medicine is difficult to learn." However, vocabularies are not words.</p> <div data-bbox="806 526 1362 860"> <p>VOCABULARY PRACTICE</p> <table> <tr> <td>In the end</td><td>Keen on</td><td>Figure out</td><td>Crucial</td></tr> <tr> <td>At the end</td><td>Fond of</td><td>Accustomed to</td><td>By myself</td></tr> <tr> <td>In the beginning</td><td>Up to</td><td>Used to</td><td>On my own</td></tr> <tr> <td>At the beginning</td><td>Tremendous</td><td>Consequently</td><td>In brief</td></tr> <tr> <td>Give up</td><td>Emphasize</td><td>Make up with</td><td>At hand</td></tr> <tr> <td>At once</td><td>Talk over</td><td>Furthermore</td><td>Call off</td></tr> <tr> <td>Necessarily</td><td>Likely to</td><td>In spite of</td><td>Put off</td></tr> <tr> <td>Go on</td><td>Unlikely to</td><td>Despite</td><td>Nevertheless</td></tr> <tr> <td>All of a sudden</td><td>Undoubtedly</td><td>At a loss</td><td>Worthwhile</td></tr> <tr> <td>Due to</td><td>Unsurprisingly</td><td>In any case</td><td>Worth</td></tr> <tr> <td>In advance</td><td>Unfortunately</td><td>At any rate</td><td>On the whole</td></tr> <tr> <td>Huge</td><td>Eventually</td><td>Remarkable</td><td>By and large</td></tr> </table> </div>	In the end	Keen on	Figure out	Crucial	At the end	Fond of	Accustomed to	By myself	In the beginning	Up to	Used to	On my own	At the beginning	Tremendous	Consequently	In brief	Give up	Emphasize	Make up with	At hand	At once	Talk over	Furthermore	Call off	Necessarily	Likely to	In spite of	Put off	Go on	Unlikely to	Despite	Nevertheless	All of a sudden	Undoubtedly	At a loss	Worthwhile	Due to	Unsurprisingly	In any case	Worth	In advance	Unfortunately	At any rate	On the whole	Huge	Eventually	Remarkable	By and large	<p>Through peer-to-peer interactions, learners brainstorm to use vocabularies appropriately.</p>
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<p>THURSDAY</p>	<p>Strand: Composition Writing</p> <p>Sub-Strand: Structure and organize ideas in composition writing</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Discuss the features of descriptive essay with the Learners. 2. Assist Learners to write a three-paragraph descriptive essay on a given topic. <p>The first steps in writing a descriptive essay.</p> <ul style="list-style-type: none"> • Step 1: Choose a topic. • Step 2: Create a statement. • Step 3: Get the senses right. • Step 4: Create an outline. • Step 5: Write the conclusion. • Step 6: Review your essay. • Step 7: Finish it up. 	<p>Learners brainstorm to read their essays aloud to the class.</p> <p>Exercise;</p> <p>Write a descriptive essay on the topic “Most readily useful childhood memory”.</p>																																																



A descriptive essay is usually written coherently, has a good thesis statement at the end of the introduction, three body paragraphs, and a conclusion. A description however, does not necessarily have a structure.

FRIDAY

Strand: Literature

Sub-Strand: Folktales, songs, prose, drama, poetry

Discuss with Learners on the structure of a drama

1. Assist Learners to describe the form of a drama.
2. Assist Learners to role play a drama on a given topic.
3. Discuss the roles played by each character in the drama.

Forms of Drama

Drama is further subdivided into eight categories, and they are as follows:

- a. **Tragedy:** A tragic play can get any viewing/reading audience emotional by simply creating an overall damp or tragic atmosphere in such a piece. This is often because of the presence of such details as death or suffering. Different filmmakers today incorporate tragic storytelling to their plays for such outcome or reception. Macbeth and Hamlet by William Shakespeare are such great examples of tragic plays.
- b. **Comedy:** This is the opposite of a tragic plays. In a comedy, the goal is to make the audience laugh as much as possible through the infusion of jokes into the dialogue. Comedies are known for their casual style and manner of dialogue. This is why

Through questioning strategy, recap on the lesson.

Exercise

Explain 5 features of a drama.

very thick and complicated plots cannot be used for this form of drama, as it could defeat the aim.

Tragicomedy: Here, the playwright tries to find a balance between tragedy and comedy. The most effective way of doing this is starting out the piece with one of the styles, and then switching to another. The most popular is the creation of a great comedic ending to an otherwise tragic beginning.

d. History Play: This form of play has little or no fictive elements. It is usually based off true life events or records. In the golden era, there were travelling bands and crews that told stories of great rulers and their travails as honestly as they could manage at the time. In the digital era, this form has morphed into different things like live documentaries etc.

e. Farce: This can be mistaken for a work of comedy because of the presence of jokes and comedy. However, the major difference is the excessive exaggeration used in creating a farce that lesser effort is put into making an authentic story than that of creating 'laughs'. The playwright's aim here is creating enough outlandish characters and scenes that the audience barely care about anything else.

f. Opera: This form of drama has to do with songs and musical numbers instead of just dialogue. The songs selected must be able to convey the thoughts of the character effectively to the watching audience. An example of an opera is the classic '**Songs of Solomon**', and adaptation of the Bible story.

g. Melodrama: The goal of this form of drama is creating buzz and laughter and excitement through exaggeration. The scenes here are outrageous, and the elements of tragedy are mostly too fabulous.

h. Mime: This is also known as drama without active speech. The characters here convey their message with expressions, gestures, and sounds. Physical movements and dance numbers can be used here as long as there isn't speech involved. *Ex; Sango by Duro Ladipo.*

Characteristics/Features of Drama

The following are elements that are present in dramatic pieces, regardless of the form they come under. In order for any piece to be qualified as '**drama**', it must include the majority of these elements. Here are ten major features of drama:

1. Cast: A cast is includes every person who played any character in the drama. It includes the lead and supporting actors, as well as people that play a more background role.

2. Playwright: This is the person who creates the dramatic piece. It could be just one person or more.

3. Protagonist: The entire story usually revolves around this character. It is typically just a single character, although there are plays that have more than one protagonist. They are also referred to as chief actors or lead actors. One common trait in mostly all protagonist is that they are often on the same side as the viewing audience

Name of Teacher:

School:

District: