

BASIC 9

WEEKLY LESSON PLAN – WEEK 2

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| Strand: | <ul style="list-style-type: none">• Customs & Institutions• Listening & Speaking• Reading | | | Sub-Strand: | <ul style="list-style-type: none">• Naming systems — Circumstantial, Reincarnation, Deity name• Listening Comprehension• Reading | |
| Content Standard: | B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names (Customs & Institutions) B9.2.2.1: Demonstrate the ability to listen to extended reading and identify key information (Listening & Speaking) B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarise the passage. (Reading) | | | | | |
| Indicator (s) | B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community. (Customs & Institutions) B9.2.2.1.1 Listen to a more natural level-appropriate interactions with multiple speakers for example,TV shows, dramas, films, etc. (Listening & Speaking) B9.3.1.1.2 Summarize passages read in given number of sentences. (Reading) | | | | | |
| Week Ending | 19-01-2024 | | | | | |
| Class | B.S. 9 | | | 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 | Strand: Customs and Institutions Sub-strand: Naming systems — Circumstantial, Reincarnation, Deity name Learners brainstorm to identify examples of circumstantial names in their community. | | 1. Discuss with the Learners about circumstances that lead to circumstantial names. 2. Assist learners to explain 5 importances of circumstantial names. 3. Assist Learners to dramatize on the circumstances that lead to giving circumstantial names. | | | Write examples of circumstantial names on the chalkboard and ask Learners to relate them to the circumstances. |

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| | | <p>Ghanaian Baby Names Based On Circumstances;</p> <ul style="list-style-type: none">• Childlessness; <p>Ghanaians place a lot of emphasis on children, and in most places, male children. This is because they are the ones that will carry the family name onward. Hence, when married couples are unable to bear children, they feel ostracized, especially the women. Some mothers-in-law go as far as getting other wives for their sons. Therefore, after waiting for a child for a long time, it is typical to see parents give names that reflect their long wait.</p> <ul style="list-style-type: none">• Beliefs; <p>Ghanaians believe that children are blessings from God and are capable of attracting or bringing them more blessings. Thus, childlessness is believed to be a curse, regardless of how successful the couple may be. Also, it is a common belief that names affect what a child becomes and how they behave. Therefore, parents sometimes name their children based on what they wish them to become. Another common belief is that children are a continuation of the parent or a reincarnation of an ancestor.</p> <ul style="list-style-type: none">• Place of time of birth; <p>In some parts of Africa, women prefer to give birth outside the hospital. Therefore, local midwives help women deliver in their homes or anywhere. Also, the season during which a child is born is equally important in the African baby naming tradition. The reason is that it is believed the place and time of a child's birth determine his or her horoscope. Consequently, a child can be named based on the place or when he is born.</p> | |
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| WEDNESDAY | <p>Strand: Listening and Speaking</p> <p>Sub- Strand: Listening Comprehension</p> <p>Briefly explain the term “tone words” to the Learners.</p> | <ol style="list-style-type: none">1. Learners brainstorm to differentiate between “tone” and “voice”.2. Assist Learners to identify ways of finding the right tone for natural level-appropriate interactions.3. Discuss with the Learners about various moods in level appropriate texts and speeches. <p>Tone vs Voice</p> <p>Many writers confuse tone and voice or use the two terms interchangeably. In fact, they’re very different.</p> <p>As we’ve already discussed, tone indicates an author or character’s attitude towards a certain topic or situation. In nonfiction, tone words indicate what the author thinks. In fiction, tone words can help to set the mood, showing whether a particular situation or interaction is tense, happy, sad, etc.</p> <p>Voice, on the other hand, refers to the overall personality of a work. An author’s voice may be sarcastic, informative, friendly, or something else entirely.</p> <p>You can remember the difference this way: tone changes all the time. Voice refers to the character that a piece has throughout. Tone can change from sentence to sentence, while voice stays consistent.</p> <p>Here’s an example:</p> <p>In a young adult novel, the author has a casual voice. She doesn’t use a particularly complex vocabulary and her writing is very approachable. Within the story, the character experiences conflict and triumph. In the scenes where there is conflict, the tone words indicate tension. In the scenes where there is triumph, tone words indicate joy.</p> | <p>Learners brainstorm to write key information in texts and speeches.</p> |
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| FRIDAY | <p>Strand: Reading Sub-strand: Reading</p> <p>Select a reading text from the textbook for the Learners to read silently for 10 minutes.</p> | <ol style="list-style-type: none"> 1. Demonstrate on how to summarize paragraphs and sentences in the reading text. 2. Assist Learners to differentiate between comprehension and summary writing. 3. Learners brainstorm to identify main and supporting ideas in the reading text. <p>How to summarize a given passage</p> <p>In the busy world of today people have little time to read long winding reports and documents. Summaries, on the other hand, are easy to read. They are short and include only information that is relevant. Here are some guidelines for summarizing a passage.</p> <p>Read the given passage to find out</p> <ol style="list-style-type: none"> 1. What the passage is about 2. What its tone is 3. What type of writing it is <p>Find a title for the passage</p> <p>The title should be a brief statement of the central theme. It should be pointed, not vague.</p> <p>Read the passage again, as carefully as possible trying to understand every sentence. Since you have already understood the central theme of the passage, it should be easy for you to find out what is important and what is not important.</p> <p>Anything that is not related to the central theme is irrelevant or superfluous and should not be mentioned the summary.</p> <p>In the passage the author may have expressed the same idea in different words for emphasis. There is no room for repetition of ideas in a summary.</p> <p>Examples and illustrations are often easy to dispense with. If</p> | <p>Through questions and answers, conclude the lesson.</p> |
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| | | <p>you find an example indispensable, it may be included in the summary.</p> <p>Do not include quotations, metaphors, similes and other figures of speech.</p> <p>Before you start writing the summary, jot down the important ideas in the passage. Do not copy words and phrases from the passage. As far as possible the summary should be written in your own words.</p> | |
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School:

District: