

## BASIC 9

### WEEKLY LESSON PLAN – WEEK 4

|                                      |   |                      |  |                           |  |
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| <b>Strand:</b>                       | <ul style="list-style-type: none"> <li>• Customs &amp; Institutions</li> <li>• Listening &amp; Speaking</li> <li>• Reading</li> </ul>   |                      |  | <b>Sub-Strand:</b>        | <ul style="list-style-type: none"> <li>• Naming systems — Circumstantial, Reincarnation, Deity name</li> <li>• Listening Comprehension</li> <li>• Reading</li> </ul> |
| <b>Content Standard:</b>             | <b>B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names ( Customs &amp; Institutions)</b><br><b>B9.2.2.1: Demonstrate the ability to listen to extended reading and identify key information (Listening &amp; Speaking)</b><br><b>B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarise the passage. (Reading)</b> |                      |  |                           |  |
| <b>Indicator (s)</b>                 | <b>B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community. ( Customs &amp; Institutions)</b><br><b>B9.2.2.1.1 Listen to a more natural level-appropriate interactions with multiple speakers for example,TV shows, dramas, films, etc. (Listening &amp; Speaking)</b><br><b>B9.3.1.1.2 Summarize passages read in given number of sentences. (Reading)</b>                   |                      |  |                           |  |
| <b>Week Ending</b>                   | <b>02-02-2024</b>   |                      |  |                           |  |
| <b>Class</b>                         | B.S. 9  | <b>Class Size:</b>   |  | <b>Duration:</b>          |  |
| <b>Subject</b>                       | Ghanaian Language   |                      |  |                           |  |
| <b>Reference</b>                     | Ghanaian Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook  |                      |  |                           |  |
| <b>Teaching / Learning Resources</b> | Reading Book, Poster, Pictures, Word Chart, Sentence Cards  |                      |  | <b>Core Competencies:</b> | <ul style="list-style-type: none"> <li>• Communication and collaboration</li> </ul>  |
| <b>DAY/DATE</b>                      | <b>PHASE 1 : STARTER</b>  | <b>PHASE 2: MAIN</b> |  |                           | <b>PHASE 3: REFLECTION</b>   |

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| <b>MONDAY</b> | <p><b>Strand:</b> Custom and Institution</p> <p><b>Sub-strand:</b> Naming systems — Circumstantial, Reincarnation, Deity name</p> <p>Learners brainstorm to identify examples of some unique names given to children in their community.</p> | <ol style="list-style-type: none"> <li>1. Assist Learners to explain reasons to why those unique names are given to newly born babies.</li> <li>2. Discuss with the learners about the effects of those unique names given to newly born babies.</li> <li>3. Assist Learners to dramatize on given a newly born child a name.</li> </ol> <p><b>Examples of Circumstantial names;</b></p> <p><b>1. Ababio</b></p> <p>Originating from Ghana, this name means ‘kid that keeps coming’.</p> <p><b>2. Abam</b></p> <p>Used predominantly in the Akan and Ghanaian region, this name means the second child after twins’.</p> <p><b>3. Aban</b></p> <p>For an old-fashioned and time-honoured feel, choose this name as it means ‘water’.</p> <p><b>4. Abeiku</b></p> <p>This Ghanaian name denotes ‘child born on a Wednesday’.</p> <p><b>5. Kojo</b></p> <p>For boys born on Monday, the name Kojo is a popular choice.</p> | <p>Reflect on the effects of given circumstantial names to newly born children.</p> |
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**6. Aboagye**

If you are looking for a powerful name, Abogaye is the right choice as it means 'one who is powerful and absolute'.

**7. Abronoma**

Denoting the symbol of peace, this name means 'dove'.

**8. Acheampong**

Facilitating the mother-son duo, this one-of-a-kind name means 'one that gave birth to the king'.

**9. Addae**

Of Ghanaian origin, this name denotes 'dawn' or 'the morning sun'.

**10. Adekorafo**

Highly popular among families, this name means 'treasurer' as it is believed that the boys become efficient in managing money.

**11. Adjo**

Adjo is a traditional Ghanaian name that represents a boy born on a Monday.

**12. Afi**

Afi is also of Ghanaian origin, and it means 'child born on Friday'.

**13. Ampah**

Originating from Akan, this name means 'trust' and 'faith'.

**14. Ashon**

Popular among traditional Akan households, this name means 'seventh born son'.

**15. Abeeku**

The name is of African origin and means 'one who is born on Wednesday'.

**16. Adjua**

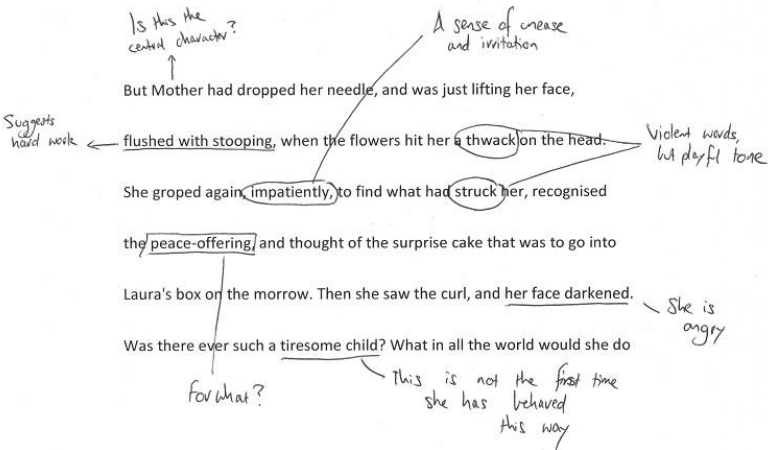
The name is of Ghanaian origin and represents someone born on a Monday.

**17. Adwenpa**

The name represents someone who gives good ideas.

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|                  |   | <p><b>18. Agyenim</b></p> <p>The name means ‘the great one from God’.</p> <p><b>19. Bediako</b></p> <p>This Akan name is also used popularly in Ghana. It means ‘one who is in battle’.</p> <p><b>20. Bobo</b></p> <p>Another ethnic name, this name represents Tuesday born and is originated from African, Fante, and Ghanaian.</p> <p><b>21. Botwe</b></p> <p>This Akan and Ghana origin name means ‘the eighth born son’.</p>   |   |
| <b>WEDNESDAY</b> | <p><b>Strand:</b> Listening and speaking</p> <p><b>Sub- Strand:</b> Listening Comprehension</p> <p>Discuss with the Learners about examples of themes used in level appropriate texts and speeches.</p> | <ol style="list-style-type: none"> <li>1. Briefly explain “annotating text” to the Learners.</li> <li>2. Show Learners literacy in practice video about annotating texts.</li> <li>3. Assist Learners listen to and compare information written from texts and speeches.</li> </ol> <p><b>Annotating text (reading and viewing, writing)</b></p> <p>Language teachers often use annotations as a way to support students with their comprehension and to develop a closer reading of texts.</p> | Through questions and answers, conclude the lesson. |

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|  |  | <p>One way to do this is to guide them to identify the key words, quotes, sections or passages within the text, and makes notes as they go. The annotations form two functions, to help with understanding and to be a reference point for revision at a later stage of learning.</p> <p>When students learn to annotate text, for example, by underlining key words or writing the main idea in the margin, which students can be guided to do on both electronic and paper texts, they should be provided the opportunity to talk to each other about the text using their annotations. This will help them to:</p> <ul style="list-style-type: none"> <li>• further develop their interpretations</li> <li>• challenge others' interpretations</li> <li>• explain the processes by which they came to their interpretations</li> <li>• learn how others read and interpret texts.</li> </ul> <p>Putting into words both interpretations and thought processes adds to students' awareness of the strategies they are using and the characteristics of texts.</p> <p>A teaching model of how to annotate a text is an important step in building students' independence with their own reading and note-taking.</p> <p>A set of step-by-step instructions about how to approach annotations is also crucial.</p> <p><b>Annotations:</b></p> <ul style="list-style-type: none"> <li>• Ask a question.</li> <li>• Look for the answer to the question.</li> <li>• Circle a word you don't understand (look up its meaning).</li> <li>• Underline an important quote (line or phrase).</li> <li>• Make a connection (how does this relate to something else you've</li> </ul> |  |
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|        |   | <p>seen or read?).</p> <ul style="list-style-type: none"> <li>• Give an opinion.</li> <li>• Look for clues to help draw an inference.</li> <li>• Retell what has been read (make summary note).</li> <li>• Visualize a picture.</li> </ul>  <p>The handwritten annotations on the text passage are as follows:</p> <ul style="list-style-type: none"> <li>"Is this the central character?" with an arrow pointing to "But Mother".</li> <li>"A sense of unease and irritation" with an arrow pointing to "thwack".</li> <li>"Violent words, but playful tone" with an arrow pointing to "thwack".</li> <li>"She is angry" with an arrow pointing to "her face darkened".</li> <li>"This is not the first time she has behaved this way" with an arrow pointing to "impatiently".</li> <li>"For what?" with an arrow pointing to "Was there ever such a tiresome child?".</li> <li>"Suggests hard work" with an arrow pointing to "flushed with stooping".</li> </ul> |                       |
| FRIDAY | <p><b>Strand:</b> Reading</p> <p><b>Sub-strand:</b> Reading</p> <p>Select a unit reader from the reading textbook for the Learners to read silently for about 10 minutes.</p> | <ol style="list-style-type: none"> <li>1. Assist Learners to summarize sentences and paragraphs in the reading text.</li> <li>2. Learners brainstorm to arrange the main ideas in the passage logically and coherently.</li> <li>3. Engage Learners in answering comprehension questions after reading the text.</li> </ol> <p><b>How to Summarize a Paragraph</b></p> <ol style="list-style-type: none"> <li>1. Preview and read. Preview and read the paragraph closely. You probably will find that you need to read the paragraph more than one time.</li> <li>2. Make a list or outline. Determine the main idea and the supporting details of the paragraph. Make a list or outline of these ideas. Be sure to use your own words.</li> </ol>  | Summarize the lesson. |

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|  |  | <p>3. Write a summary. Using your list, write a summary of the paragraph. State the main ideas, followed by important ideas. Limit your summary to just one or two sentences.</p> <p>4. Read aloud and correct. Read the summary aloud, correcting any mistakes</p> |  |
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Name of Teacher:

School:

District: