

EaD Comprehensive Lesson Plans

Strand:	<ul style="list-style-type: none">• Language & Usage• Composition Writing• Literature	Sub-Strand:	<ul style="list-style-type: none">• Integrating grammar in written language (use of nouns, pronouns and adjectives)• Structure and organize ideas in composition writing• Proverbs, idioms, prose, drama, poetry
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or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

BASIC 8

WEEKLY LESSON PLAN – WEEK 4

Content Standard:	B8.4.2.1 Demonstrate knowledge and understanding of verbs, adverb, conjunction (Language & Usage) B8.5.1.1 Demonstrate knowledge and understanding of the ability to write meaningful compositions on the various text types (persuasive/argumentative writing, informative/academic/expository and letter writing).(Composition Writing) B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.(Literature)		
Indicator (s)	B8.4.2.1.2 Identify and use adverbs appropriately in sentences. (language & Usage) B8.5.1.1.1 Develop coherent essay using the features of given text types.(Composition Writing) B8.6.1.1.1 Discuss the features of proverbs and idioms.(Literature)		
Week Ending	02-02-2024		
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	
TUESDAY	<p>Strand: Language & Usage</p> <p>Sub-Strand: Integrating grammar in written language (use of nouns, pronouns and adjectives)</p> <p>Learners brainstorm to explain the meaning of adverb.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners on examples of adverbs. 2. Assist Learners to identify adverbs used in sentences. 3. Learners brainstorm to form sentences with adverbs. <p>Adverb</p> <p>An adverb is a word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella). Adverbs often end in –ly, but some (such as fast) look exactly the same as their adjective counterparts.</p> <p>Examples of Adverbs;</p> <ul style="list-style-type: none"> • You always want to play games or get attention from me while I'm studying or busy at work. 	
	PHASE 3: REFLECTION		

		<ul style="list-style-type: none"> • I usually eat popcorns for a snack before my dinner. • I normally go to work on foot. • I frequently watch TV series. • I sometimes read a book. • Stop it, you are eating quickly. <p>Twi Adverbs;</p> <ul style="list-style-type: none"> • Manner Adverbs (Yebea Kyerefo) • Place Adverbs (Beaee Kyerefo) • Time Adverbs (Berε Kyerefo) • Frequency Adverbs (Dodoɔ Kyerefo) • Degree Adverbs (Anoɔden Kyerefo) • Probability Adverbs (Akyinnyegyee Kyerefo) 	
<p>THURSDAY</p>	<p>Strand: Composition Writing</p> <p>Sub-Strand: Structure and organize ideas in composition writing</p> <p>Discuss with Learners about the meaning of Persuasive Writing,</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify the features of Persuasive writing. 2. Demonstrate on composing a Persuasive writing on a given topic. 3. Learners in small groups to discuss and compose a Persuasive writing on a given topic. 4. A representative from each group to read the groups persuasive writing to the class. <p>features of persuasive writing</p> <ul style="list-style-type: none"> • It states the writer's viewpoint in the opening sentence. • It puts forward arguments and evidence to support this viewpoint. • It sometimes (but certainly not always!) • It uses the present tense. <p>Examples of Persuasive Writings;</p>	<p>Through questions and answers, conclude the lesson.</p>

		<p>✓ Dove: Real Beauty</p> <p>Beauty brand Dove changed the game by choosing “real” women to tell their stories instead of models. They used relatable images and language to make connections, and inspired other brands to try the same concept. Learn why Global Brands considers this one a true success story.</p> <p>✓ Wendy’s: Where’s the Beef?</p> <p>Today’s kids are too young to remember the cranky old woman demanding to know where the beef was on her fast-food hamburger. But in the 1980s, it was a catchphrase that sold millions of Wendy’s burgers. Learn from Better Marketing how this ad campaign even found its way into the 1984 presidential debate.</p>	
<p>FRIDAY</p>	<p>Strand: Literature</p> <p>Sub-Strand: Proverbs, idioms, prose, drama, poetry</p> <p>Through questions and answers, review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners about the meaning of “Proverbs”. 2. Assist Learners to describe the features of proverbs. 3. Learners brainstorm to tell examples of proverbs. 4. Assist Learners to identify Proverbs used in sentences. <p>A proverb (from Latin: proverbium) is a simple and insightful, traditional saying that expresses a perceived truth based on common sense or experience.</p> <p>Examples of Proverbs and their meanings;</p> <ol style="list-style-type: none"> 1. All that glitters is not gold Meaning: Something might not be as valuable as it seems to be Example: Radhika bought an attractive bracelet recently, but it broke in less than a week. All that glitters is not gold. 2. A picture is worth a thousand words 	<p>Learners brainstorm to form sentences with Proverbs.</p>

Meaning: Explaining something is easier through a picture than by words
Example: It's easier to learn from pictures than only text, since a picture is worth a thousand words.

3. All good things come to an end

Meaning: Nothing great lasts forever

Example: It was a fantastic vacation, but all good things come to an end.

4. Beggars can't be choosers

Meaning: People dependent on others must be content with what is offered to them

Example: People who depend on the generosity of others can't pick & choose things as per their liking. They've to accept what is given to them.

5. A journey of a thousand miles begins with a single step

Meaning: It is necessary to take the first step to reach your goal

Example: I feel overwhelmed with all the tasks I have to finish, but I have to start with something since a journey of a thousand miles begins with a single step.

6. A bird in the hand is worth two in the bush

Meaning: What you have is better than what you might get

Example: I think I'll sell my car at the offered price instead of waiting for something higher. After all, a bird in hand is worth two in the bush.

Akan Proverbs;

1. Okoto nwo anoma

Twi spelling: Okoto nwo anoma

Literally: A crab does not give birth to a bird.

This used to acknowledge the resemblance between a child and his parent. The resemblance could be in physical features or character. It is similar to the English

saying “the apple does not fall far from the tree.”

2. **Woforo dua pa a na yepia wo**

Literally: It is when you climb a good tree that we push you.

We the society and the elders in it can only support a good cause, not a bad one. Hence, if you want our support, you should do good things with which all can publicly identify and support.

Woforo Dua Pa A is an Adinkra symbol with for this proverb.

3. **Ti koro nko agyina**

Literally: One head (or person) does not hold council.

One person discussing an issue with himself cannot be said to have held a meeting. We need a group of people to hold a meeting. This proverb is similar to the English one that says “two heads are better than one.”

The Adinkra symbol Kuronti ne Akwamu admonishes the involvement of the various arms of the state in decision-making because “Ti koro nko agyina,” to wit, “One person does not constitute a council.”

4. **Abofra bo nnwa na ommo akyekyedee**

Literally: A child breaks a snail, not a tortoise.

A child breaks the shell of a snail and not that of a tortoise. The shell of a snail is easier to break than that of a tortoise. Thus, children should do things that pertain to

children and not things that pertain to adults.

In Akan culture, it is a taboo for a child to challenge adults in any endeavour. Hence, children should take care when engaging with adults lest their actions be misunderstood.

5. Obanyansofoo yebu no be, yennka no asem

Literally: The wise is spoken to in proverbs, not plain language.

There seems to be great reluctance to being direct in Akan culture, especially in speech. It is not clear why this is so but in many instances where the uninitiated may not see the need, it is the preferred mode of address.

This proverb is also used to indicate that one is expected to learn from his circumstances and the experiences of others.

It is also used to mean that we don't need to belabour a point for the wise to understand. A few words of exhortation should be fine. In that sense, it is similar to the English proverb, "A word to the wise is enough."

Name of Teacher:

School:

District: