

EaD Comprehensive Lesson Plans

Strand:	<ul style="list-style-type: none">• Language and Usage• Composition Writing• Literature	Sub-Strand:	<ul style="list-style-type: none">• Integrating grammar in written language (verbs, adverbs, conjunctions, postpositions/prepositions)• Structure and organize ideas in composition writing• Folktales, songs, prose, drama, poetry
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or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

BASIC 7

WEEKLY LESSON PLAN – WEEK 8

Content Standard:	<p>B7.4.3.1 Recognise the use of verbs, adverbs, conjunctions and postpositions/Prepositions in sentences.</p> <p>B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing,).</p> <p>B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written).</p>				
Indicator (s)	<p>B7.4.3.1.1 Identify and classify verbs into their types.</p> <p>B7.5.1.1.2 Develop a three-paragraph essay using the features of given text type.</p> <p>B7.6.1.1.2 Discuss the components of oral literature (folktales and songs-lullabies and play songs).</p>				
Week Ending	01-03-2024				
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
MONDAY	<p>Strand: Language & Usage</p> <p>Sub-Strand: Integrating grammar in written language (verbs, adverbs, conjunctions, postpositions/prepositions)</p> <p>Learners brainstorm to explain “Verb”.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify the types of verbs. 2. Discuss with Learners on examples of the types of verbs identified. 3. Learners brainstorm to use verbs appropriately and correctly in simple sentences. 4. Assist Learners to construct sentences using types of verbs. <p>Types of Verbs;</p> <ul style="list-style-type: none"> • A transitive verb is a verb that acts on someone or something and therefore takes a direct object (the thing being acted upon). • Intransitive verbs do not act on someone or something and therefore do not take a direct object. 			Reflect on the meanings of the types of verb.

Examples of Verb in Sentences

1. Hiya is **going** home. She loves her home.
2. Dravid is **writing** a novel about the wildlife of Ghana.
3. Kohli is **playing** cricket at the college tournament.
4. He is **riding** his new bicycle all-day.
5. **Leave** me alone!
6. She **apologized** to the teachers.
7. This temple will **close** after an hour.
8. He is **sitting** next to you.
9. Don't try to **run** before you can walk.
10. That Aeroplane was **flying** above the clouds.
11. It may **rain** today.
14. She is **smiling** in front of the audience.
15. You are **coming** right now at the seminar.
19. Everyone likes to **watch** a magic show.
20. We are **participating** in the cultural program.

THURSDAY	<p>Strand: Composition Writing</p> <p>Sub-Strand: Structure and organize ideas in composition writing</p> <p>Discuss with Learners on the features of creative or free writing.</p>	<ol style="list-style-type: none"> 1. Demonstrate to write a three-paragraph essay on a topic on creative or free writing. 2. Assist Learners to write a three-paragraph essay on a given topic using the free writing strategies. 3. Learners brainstorm to differentiate between descriptive, narrative and creative writing. <p>Freewriting is a writing exercise used by authors to generate ideas without the constrictions of traditional writing structure. Similar to brainstorming and stream-of-consciousness writing, freewriting is an entirely open form of writing. However, freewriting occurs in paragraph form. The only constrictions in freewriting are that the writer must continue to write for a prescribed amount of time and write about whatever they are thinking.</p> <p>Freewriting is a common prewriting exercise. It allows the writer to get their ideas on paper without worrying about spelling, grammar, or even topic. The writer should not pay attention to typos or read over their work until the time is over. Generally, authors will begin with ten-minute free writes. It is often used to generate ideas for other written works, like stories or poems. There are various forms of freewriting, including standard, focused, journaling, and character response.</p> <p>Types of creative of free writing;</p> <ul style="list-style-type: none"> ○ Journals ○ Essays ○ fiction writing. 	<p>Assign a topic to small groups of Learners to write a free or creative writing about.</p> <p>A representative from each group to read the group’s essay to the class.</p>
FRIDAY	<p>Strand: Literature</p> <p>Sub-Strand: Folktales, songs, prose, drama, poetry</p> <p>Discuss the features of oral Literature with the Learners.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to identify examples of oral Literature 2. Assist Learners to describe the structure of a folktale and songs. 3. Discuss with Learners about the significance of folktales and songs. <p>Oral Literature;</p> <p>Oral literature, orature or folk literature is a genre of literature that is spoken or sung as opposed to that which is written, though much oral literature has been transcribed. There is no standard definition, as anthropologists have used varying descriptions for oral literature or folk literature.</p>	<p>Through questions and answers, conclude the lesson.</p>

What is oral literature

- Literature is primarily oral and then written
- It is a spoken literary tradition
- It represents the psycho-cultural needs of human society
- It serves the whole members of the society so age appropriate- intergenerational
- literature both oral and written has commonalities in terms of human creativity, expression, communication and transmission, Oral is direct – interpersonal or communal and written is individualistic, no direct relation between writer and reader

The Structure of Folktales;

- Context – where the characters and setting is explained
- Turning point – where the problem is introduced
- Action – where the characters in the story react to the problem
- Reversal – where more things go wrong
- Resolution – the story dilemma is resolved and the characters react to that resolution

Name of Teacher:

School:

District: