

## BASIC 9

### WEEKLY LESSON PLAN – WEEK 8

<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> <b>B9.2.2.1: Demonstrate the ability to listen to extended reading and identify key information (Listening &amp; Speaking)</b> <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>B9.1.2.1.2 Discuss reincarnation names and their meanings. ( Customs &amp; Institutions)</b> <b>B9.2.2.1.2 Initiate and participate in meaningful and collaborative discussions on texts and related materials building on others’ ideas and expressing their own clearly and persuasively. (Listening &amp; Speaking)</b> <b>B9.3.1.1.2 Summarize passages read in given number of sentences. (Reading)</b>				
<b>Week Ending</b>	<b>01-03-2024</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>

<b>MONDAY</b>	<p><b>Strand:</b> Customs and Institutions</p> <p><b>Sub-strand:</b> Naming systems — Circumstantial, Reincarnation, Deity name</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>1. Discuss with the Learners about the effects of reincarnation names.</li> <li>2. Engage Learners to dramatize on the effects of giving newly born babies reincarnation names.</li> <li>3. Learners brainstorm to mention names of reincarnation names they know in their community.</li> </ol> <p>Choosing a baby name proves to be a challenging task for many parents. And they're wise to work hard at it. A name can have a profound impact on a child that reverberates well into adulthood, a growing body of research suggests.</p> <p>"There is a reason why baby name books are extremely popular," said David Figlio of Northwestern University in Illinois. "We're always trying to think about the first bit of a child's identity and so if we as a society pay a lot of attention to names it makes a lot of sense that people's names might influence how they think about themselves and the way in which people might think about them."</p> <p>Plenty of research suggests the name chosen impacts a baby's life well into adulthood. For instance, donning your newborn boy with a girly sounding name could mean behavioral problems later in life. And unique baby names that only your child will have can be a hardship too.</p>	<p>Reflect on the effects of giving reincarnation names to newly born babies.</p>
<b>WEDNESDAY</b>	<p><b>Strand:</b> Listening and Speaking</p> <p><b>Sub- Strand:</b> Listening Comprehension</p> <p>Assist Learners to initiate and participate effectively in a range of collaborative discussions.</p>	<ol style="list-style-type: none"> <li>1. Discuss with the Learners about examples of discussion questions.</li> <li>2. Learners brainstorm to pose and respond to specific questions to clarify or follow up on information.</li> <li>3. Assist Learners to make comments that contribute to the discussion and link to the remarks of others.</li> </ol> <p><b>Great discussion questions:</b></p> <ul style="list-style-type: none"> <li>• <b>Are clear and easy to understand.</b> Avoid acronyms and scholarly language. Most students will not spend</li> </ul>	<p>Through questions and answers, conclude the lesson.</p>

		<p>five minutes just trying to decipher what you're asking.</p> <ul style="list-style-type: none"> <li>• <b>Foster a dialogue.</b> Beyond just having no single right answer, a good discussion question leaves room for people to not just answer the question differently but build on those answers to create a back-and-forth discussion as well.</li> <li>• <b>Are inclusive.</b> Everyone in the class should be equally prepared to answer the question, no matter what their background. Avoid questions that include details that are specific to only one culture, economic class, or gender. For example, if you're teaching a class to a group of international students, don't write questions based on the concept of American Thanksgiving.</li> <li>• <b>Align with the course objectives.</b> Just because something is interesting or would spark a lively debate doesn't necessarily mean it's relevant to the course. Your ultimate goal is to encourage students to use and apply the course materials, so your questions should align with that aim.</li> </ul>	
<b>FRIDAY</b>	<p><b>Strand:</b> Reading</p> <p><b>Sub-strand:</b> Reading</p> <p>Discuss with the Learners about the structure of writing summary</p>	<ol style="list-style-type: none"> <li>1. Demonstrate on writing the summary of long sentences.</li> <li>2. Select a reading text from the reading textbook for the Learners to read silently.</li> <li>3. Assist Learners to write the summary of the reading text.</li> </ol> <p><b>How to Write a Summary</b></p> <p>Proficient students understand that <i>summarizing</i>, identifying what is most important and restating the text (or other media) in your own words, is an important tool for college</p>	Learners brainstorm to answer summary questions after reading the text.

		<p>success.</p> <p>After all, if you really know a subject, you will be able to summarize it. If you cannot summarize a subject, even if you have memorized all the facts about it, you can be absolutely sure that you have not learned it. And, if you truly learn the subject, you will still be able to summarize it months or years from now.</p> <p>Proficient students may monitor their understanding of a text by summarizing as they read. They understand that if they can write a one- or two-sentence summary of each paragraph after reading it, then that is a good sign that they have correctly understood it. If they can not summarize the main idea of the paragraph, they know that comprehension has broken down and they need to use fix-up strategies to repair understanding.</p> <p><b>Summary Writing Format</b></p> <ul style="list-style-type: none"><li>• When writing a summary, remember that it should be in the form of a paragraph.</li><li>• A summary begins with an introductory sentence that states the text's title, author and main point of the text as you see it.</li><li>• A summary is written in your own words.</li><li>• A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.</li><li>• Identify in order the significant sub-claims the author uses to defend the main point.</li><li>• Copy word-for-word three separate passages from the essay that you think support and/or defend the</li></ul>	
--	--	--	--

		<p>main point of the essay as you see it.</p> <ul style="list-style-type: none"><li>•Cite each passage by first signaling the work and the author, put “quotation marks” around the passage you chose, and put the number of the paragraph where the passages can be found immediately after the passage.</li><li>•Using source material from the essay is important. Why? Because defending claims with source material is what you will be asked to do when writing papers for your college professors.</li><li>•Write a last sentence that “wraps” up your summary; often a simple rephrasing of the main point</li></ul>	
--	--	--	--

Name of Teacher:

School:

District: