

EaD Comprehensive Lesson Plans

Strand:	<ul style="list-style-type: none">• Customs & Institutions• Listening & Speaking• Reading	Sub-Strand:	<ul style="list-style-type: none">• Rites of Passage – Childhood Rights• Conversation/Everyday discourse• Reading
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or



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<https://www.TeachersAvenue.net>



<https://TrendingGhana.net>

BASIC 7

WEEKLY LESSON PLAN – WEEK 3

Content Standard:	B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures B7.2.1.1 Demonstrate use of appropriate language orally in specific situations B7.3.1.1 Understand the main ideas and supporting points in texts				
Indicator (s)	B7.1.1.1.2 Discuss the significance of the processes in naming a child. B7.2.1.1.2 Ask questions that elicit elaboration and respond to others' questions in a conversation B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.				
Week Ending	27-09-2024				
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:	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Strand: Customs & Institutions Sub-strand: Rites of Passage – Childhood Rights Show Learners video and pictures displaying the naming ceremony process among different ethnic groups.	<ol style="list-style-type: none"> 1. Discuss a libation text used during naming ceremony with the Learners. 2. Assist Learners to identify the parts of a libation text. 3. Learners in small groups to discuss and report to the class the significance of the processes involved in naming ceremony. <p>Libation text;</p> <p>The text to be considered is a libation prayer which is offered to the gods and ancestors in the morning of the festival day before the hunt takes place.</p> <p>Stages of libation;</p>			Reflect on the significance of the processes involved in naming ceremony.

		<ul style="list-style-type: none"> • The personal name of the Supreme Being, Kwame, is mentioned first and He is asked to come and drink. • The next to be called is the earth, personified as Thursday Earth (Asaase Yaa). • After these two come the other Akan deities and ancestral spirits. 	
THURSDAY	<p>Strand: Listening & Speaking</p> <p>Sub-strand: Conversation/Everyday discourse</p> <p>Engage Learners in spellings and dictations for 5 minutes.</p>	<ul style="list-style-type: none"> ✚ Have a meaningful conversation with the Learners. ✚ Assist Learners to identify words that can help give elaborate responses to questions in conversation. ✚ Learners brainstorm to use words that can help give elaborate responses to questions in conversations <p>examples of eliciting questions;</p> <ul style="list-style-type: none"> ✚ What would happen if...? ✚ Is there another way to (draw, explain or say) that? ✚ How do you know your solution is reasonable? ✚ How can you convince me that your answer makes sense? ✚ What happened at the meeting? ✚ Why did he react that way? ✚ How was the party. 	Through questions and answers, conclude the lesson.
FRIDAY	<p>Strand: Reading</p> <p>Sub-strand: Reading</p> <p>Select a unit reader from the Reading textbook.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners the meanings of keywords and vocabularies in the reading text. 2. A model reader to read aloud text to the class. 3. Assist Learners to identify main and supporting ideas in the reading text. 4. Learners brainstorm to identify the relationship between main ideas and supporting ideas in reading texts. 	Individual Learners to read silently the passage and answer comprehension question that follows.

		<div data-bbox="947 59 1583 376"><div><div><h3>Main Idea</h3><p>The main idea is the most important point of a text.</p><p>Good readers determine the main idea by looking for details in the text.</p></div><div><h3>Supporting Details</h3><p>These details describe or explain the main idea of the text.</p><p>These details are important to the text and support the main idea.</p></div></div><div data-bbox="1435 304 1583 376">ink saving Eco</div></div>	
<p>The supporting ideas are the more focused arguments that bolster the main ideas. They have a clear and direct connection with the main ideas. They are backed-up by evidence or illustrated by examples. In general, the supporting ideas that bolster the same main idea are grouped into one paragraph.</p>			

Name of Teacher:

School:

District: