

# EaD Comprehensive Lesson Plans



or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 4**

<b>Strand:</b>	<ul style="list-style-type: none"><li>• Language and Usage</li><li>• Composition Writing</li><li>• Literature</li></ul>			<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Sentences – Simple, compound and complex</li><li>• Structure and organize ideas in composition writing</li><li>• Folktales, songs, prose, drama, poetry</li></ul>		
<b>Content Standard:</b>	<b>B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences</b> <b>B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)</b> <b>B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)</b>						
<b>Indicator (s)</b>	<b>B7.4.1.1.2 Discuss the types of sentence structure (simple, compound and complex)</b> <b>B7.5.1.1.1 Discuss the features of a paragraph.</b> <b>B7.6.1.1.1 Discuss the components of literature.</b>						
<b>Week Ending</b>	04-10-2024						
<b>Class</b>	B.S.7			<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>			
<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> Language and Usage  <b>Sub-strand:</b> Sentences – Simple, compound and complex</p> <p>Engage Learners in spelling and dictation of vocabularies related to home and school.</p>	<ol style="list-style-type: none"> <li>1. Learners brainstorm to identify more examples of vocabularies related to home and school.</li> <li>2. Assist Learners to form sentences with the vocabularies related to home and school.</li> <li>3. Learners brainstorm to identify vocabularies related to home and school in sentences.</li> </ol>	Through questions and answers, conclude the lesson.
<b>THURSDAY</b>	<p><b>Strand:</b> Composition Writing  <b>Sub-strand:</b> Structure and organize ideas in composition writing</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>1. Discuss with Learners ways of identifying salient points in Compositions.</li> <li>2. Assist Learner to identify salient points in compositions.</li> <li>3. Learners brainstorm to explain why those identified facts are salient points.</li> </ol> <p><b>Salient Points;</b></p> <p>Salience is a critical low level cognitive ability that supports situational awareness.</p> <p><b>For example,</b> a driver going at 40 miles per hour who is able to quickly focus on relevant things such as pedestrians, bicycles, vehicles and traffic lights from a fast-moving stream of visual information.</p> <p>The salient points or facts of a situation are the most important ones.</p>	Reflect on the understanding of salient points in compositions.
<b>FRIDAY</b>	<p><b>Strand:</b> Literature  <b>Sub-strand:</b> Folktales, songs, prose, drama, poetry</p> <p>Individual Learners brainstorm to recite Poems they have ever come across.</p>	<ol style="list-style-type: none"> <li>1. Select a Poem in the reading textbook to be read by the Learners.</li> <li>2. Call Individual Learners one after the other to read selected poem in the reading textbook.</li> <li>3. Assist Learners to answer questions about the Poem they have read.</li> </ol> <p><b>Example of Poem in Twi;</b></p>	Summarize the lesson.

		<p>❖ <b>Abrokwah mmadwoa</b></p> <p>Abrokwah mmadwoa nni dwoa nti Na ɔsonɔn ne ho te se aboa oguan Na baabi a mmayowa di asa nnye ne tenabea Baabia ɔɔ ntoklo deda nnye ne kwan Mpo na w’ako tena ɔɔ dua ase ...n’ankampese w’akote bi adi b Na ne sumye mu mmakom nisuo ...betumi ahye Akwasua mma Nso na onyin papa.</p> <p>❖ <b>Ahobanɔ</b></p> <p>Se afe afe ne ho afiri n’apro ...eko to afe foforo nhyiaso yi Asan afedie bebree na asumsum Enti ahweye ne ahobanɔ afidie ...na onipa biara hia de aye ahowen II Bɔ wo ho ban firi asan ho ...na ma w’adɔfo adwen nko adidie ...wo asomdwoe agɔdibea Bɔ wo ho ban firi ɔhaw ho ...na</p>	
--	--	--	--

Name of Teacher:

School:

District: