

EaD Comprehensive Lesson Plans



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BASIC 9

WEEKLY LESSON PLAN – WEEK 6

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(Nouns, Adjectives)• Structure and Organize Ideas in Composition Writing• Drum/Horn/Xylophone Language, Prose, Poetry and Drama		
Content Standard:	B9.4.2.2 Demonstrate knowledge of how adjectives are combined in a sentence. B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types. B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs.						
Indicator (s)	B9.4.2.2.1 Discuss how adjectives follow each other in a sentence. B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language. B9.6.1.1.1 Explore drum language/appellations and war songs respectively.						
Week Ending	18-10-2024						
Class	B.S. 9			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	
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(Nouns, Adjectives)</p> <p>Review Learners knowledge on the meaning of Adjective.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to form sentences with examples of adjectives. 2. Write sentences on the chalkboard and ask Learners to identify adjectives used in the sentences. 3. Discuss with the Learners about the types of adjectives. <p>Adjectives modify nouns</p> <p>As you may already know, adjectives are words that modify (describe) nouns. Adjectives do not modify verbs or adverbs or other adjectives.</p> <ul style="list-style-type: none"> ○ Margot wore a beautiful hat to the pie-eating contest. ○ Furry dogs may overheat in the summertime. ○ My cake should have sixteen candles. ○ The scariest villain of all time is Darth Vader. <p>In the sentences above, the adjectives are easy to spot because they come immediately before the nouns they modify.</p>	<p>Through questions and answers, conclude the lesson.</p> <p>Skills Acquisition;</p> <ul style="list-style-type: none"> • Oral Skills • Listening Skills • Identification • Brainstorming
WEDNESDAY	<p>Strand: Composition Writing</p> <p>Sub- Strand: Structure and Organize Ideas in Composition Writing</p> <p>Discuss with the Learners about the types of</p>	<ol style="list-style-type: none"> 1. Assist Learners to explain “Supporting Paragraphs”. 2. Learners brainstorm to identify the characteristics of a well written paragraph. 3. Discuss with the Learners about the meaning of a topic sentence. 4. Demonstrate on how to start a paragraph with a 	<p>Reflect on how to identify a topic sentence in a paragraph.</p> <p>Skills Acquisition;</p> <ol style="list-style-type: none"> 1. Discussion 2. Brainstorming

	<p>Paragraphs.</p>	<p>topic sentence.</p> <p>Supporting Paragraphs</p> <p>"A paragraph is a sentence or group of sentences that develops a main idea. Paragraphs serve as the primary building blocks of essays, reports, memos, and other forms of written composition" (Hult and Huckin, <i>The New Century Handbook</i>, 103).</p> <p>In essence, paragraphs control the design and structure of the written composition. Paragraphs in the middle of your composition develop the thesis statement and provide transition ideas between supporting details.</p> <p>The main characteristics of a well-written paragraph</p> <hr/> <table><tr><td>Unity</td><td>Is achieved by keeping details in the paragraph focused around the central idea.</td></tr></table> <hr/> <table><tr><td>Coherence</td><td>Linking individual sentences within a paragraph should be done in a logical way; the paragraph itself should be connected with the rest of the composition by following the natural progression of thought. Use transitional words and phrases to ensure the smooth flow of</td></tr></table>	Unity	Is achieved by keeping details in the paragraph focused around the central idea.	Coherence	Linking individual sentences within a paragraph should be done in a logical way; the paragraph itself should be connected with the rest of the composition by following the natural progression of thought. Use transitional words and phrases to ensure the smooth flow of	<p>3. Oral skills</p> <p>4. Writing Skills.</p>
Unity	Is achieved by keeping details in the paragraph focused around the central idea.						
Coherence	Linking individual sentences within a paragraph should be done in a logical way; the paragraph itself should be connected with the rest of the composition by following the natural progression of thought. Use transitional words and phrases to ensure the smooth flow of						

		<div>thought.</div> <div><div>Adequate Development</div><div>Each paragraph should be long enough to develop in full the main idea expressed in the topic sentence.</div></div>					
FRIDAY	<div>Strand: Literature</div> <div>Sub-strand: Drum/Horn/Xylophone Language, Prose, Poetry and Drama</div> <div>Demonstrate playing a talking drum whilst Learners listen attentively.</div>	<div><div><div>1. Ask Learners to identify names of talking drums by language or ethnic groups in Ghana.</div><div>2. Learners brainstorm to interpret a talking drum played.</div><div>3. Assist Learners to play talking drums to carry a specific message.</div><div>4. Discuss the importance of talking drum with the Learners.</div></div><div><div>Names of talking drums by language or region</div><table><tr><th>Language</th><th>Name</th></tr><tr><td>Akan languages (Fante, Twi, Baoule)</td><td>Dondo, Odondo</td></tr></table></div></div>	Language	Name	Akan languages (Fante, Twi, Baoule)	Dondo, Odondo	<div>Through questions and answers, conclude the lesson.</div> <div>Skills Acquisition;<div><div>Oral Skills</div><div>Listening Skills</div><div>Identification</div><div>Brainstorming</div></div></div>
Language	Name						
Akan languages (Fante, Twi, Baoule)	Dondo, Odondo						

		Bambara, Bozo, Dyula	Tamanin	
		Dagbani, Gurunsi, Moore	Lunna, Donno	
		Efik	Obodom	
		Fulani	Mbaggu, Baggel	
		Hausa	Kalangu, Dan Kar'bi	
		Songhai	Doodo	
		Serer, Wolof, Mandinka	Tama, Tamma	
		Yoruba	Dùndún, Gáangan	

Name of Teacher:

School:

District: