

EaD Comprehensive Lesson Plans



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Strand:	<ul style="list-style-type: none">• Customs & Institutions• Listening & Speaking• Reading	Sub-Strand:	<ul style="list-style-type: none">• Rites of Passage-Marriage• Conversation/Everyday discourse• Reading
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<https://www.TeachersAvenue.net>
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BASIC 9

WEEKLY LESSON PLAN – WEEK 1

Content Standard:	B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana (Customs & Institutions)				
	B9.2.1.1 Demonstrate use of appropriate language orally in specific situations (Listening & Speaking)				
	B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage.(Reading)				
Indicator (s)	B9.1.1.1.1 Discuss the processes involved in performing marriage rites in their culture. (Customs & Institutions)				
	B9.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues.(Listening & Speaking)				
	B9.3.1.1.1 Locate the main and subsidiary points in a range of texts and rewrite logically with accuracy in their own words.(Reading)				
Week Ending	13-09-2024				
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 Textbook, Word Chart, Sentence Cards, Poster.			Core Competencies:	<ul style="list-style-type: none"> • Communication and collaboration • Cultural Identity • Global Citizenship.
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION	
MONDAY	Strand: Customs and institutions Sub-strand: Rites of Passage- Puberty right Engage Learners in spellings and dictation of keywords pertaining to marriage rite.	<ol style="list-style-type: none"> 1. Learners brainstorm to explain the term “Marriage”. 2. Select a text about marriage rite from the reading textbook for the Learners to read. 3. Call individual Learners at random to read the text aloud to the class. 4. Discuss with the Learners on types of marriage. 5. Assist Learners to identify some of the marriage rites in their culture. <p>The customary marriage ceremony;</p> <p>The groom's family then presents the dowry and other items on the engagement list. Depending on what both families agreed on during the knocking ceremony, the man can pay the dowry in full (before the wedding) or in instalments (after</p>		Assist Learners to dramatize on how marriage rite is performed in their community.	

		<p>the wedding).</p> <p>Marriage under ordinance;</p> <p>Often times, many mistakes the church/white wedding for Marriage under Ordinance. This is because some churches have officiants who have the license to perform marriages under the law. This is however not always the case. A marriage ceremony held in a church without proper licensing and registration procedure is simply a church blessing. It is therefore the couple’s responsibility to find out if their officiant has these powers and if not, to follow the appropriate procedure.</p> <p>Islamic/mohammedan marriage in Ghana;</p> <p>Islamic/Mohammedan Marriage is performed according to the the religious requirements of Islam. In this type of marriage, the only form of polygamy permitted is polygyny (a man marrying more than one woman, but not more than four at a time). For this marriage to be recognized by law, it must also be registered with the appropriate authorities, as is required in Customary and Ordinance Marriages.</p> <p>In order to have a valid Islamic marriage, the following must be ensured:</p> <p>mutual agreement by both parties to be married, a Wali (a person with authority or guardianship over another person, in this case, the bride) is present to legally represent the bride, the required dowry is paid to the bride’s family, two witnesses are present during the ceremony, the marriage ceremony is performed by a licensed Islamic priest, just as in the case of marriage by a Marriage Officer (explained in Ordinance Marriage section below). the marriage is registered at the District Office with the</p>	
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		Registrar of Mohammedan marriages and divorces within one week of the marriage ceremony.													
WEDNESDAY	<p>Strand: Listening and speaking</p> <p>Sub- Strand: Conversation/ Everyday discourse</p> <p>Assist Learners to construct simple sentences using their local language.</p>	<div><div><div>1. Discuss with the Learners on the features of formal and informal language.</div><div>2. Through Peer-to-Peer conversation, Learners brainstorm to engage in conversation with peers using the appropriate register.</div><div>3. Assist Learners to act scenes on texts and issues using both formal and informal register to distinguish characters.</div></div><table><thead><tr><th>Formal language</th><th>Informal language</th></tr></thead><tbody><tr><td>When you are communicating with someone that you don't know very well</td><td>Situations that are more relaxed and that involve people that you know well or know each other well</td></tr><tr><td>Business emails</td><td>Some business correspondence</td></tr><tr><td>Academic writing/ articles</td><td>In everyday conversations</td></tr><tr><td>Professional academic situations</td><td>Personal emails</td></tr><tr><td>Presentations</td><td>Social media</td></tr></tbody></table></div>	Formal language	Informal language	When you are communicating with someone that you don't know very well	Situations that are more relaxed and that involve people that you know well or know each other well	Business emails	Some business correspondence	Academic writing/ articles	In everyday conversations	Professional academic situations	Personal emails	Presentations	Social media	Through questions and answers, conclude the lesson.
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		Reports	Advertising
		Public tenders	Spontaneous speech
		Official documents	Text messages
		Talking to superiors	Talking to peers
		Legal documents	Some meeting minutes
		Public speaking (speeches, lectures, etc)	Networking or socialising with clients
		Job interviews	Team meetings
		2. Grammar In formal language, grammar is more complex and sentences are generally longer. For example: We regret to inform you that the delivery will be delayed due to adverse weather conditions [formal] Sorry, but the delivery will be late because of the weather [informal] Have you seen my glasses? [formal] Seen my glasses? [informal] I am sorry to have kept you waiting [formal] Sorry to keep you waiting [informal]	

FRIDAY	<p>Strand: Reading</p> <p>Sub-strand: Reading</p> <p>Select a text from the reading textbook for the Learners to read.</p>	<ol style="list-style-type: none"> 1. Call individual Learners at random to read the selected text aloud to the class. 2. Learners brainstorm to identify the main idea in the lesson. 3. Learners in small groups to discuss and rewrite the identified ideas logically in their own words <p>How to Find the Main Idea</p> <p>Finding the main idea is critical to understanding what you are reading. It helps the details make sense and have relevance, and provides a framework for remembering the content. Try these specific tips to pinpoint the main idea of a passage.</p> <p>1) Identify the Topic</p> <p>Read the passage through completely, then try to identify the topic. Who or what is the paragraph about? This part is just figuring out a topic like "cause of World War I" or "new hearing devices;" don't worry yet about deciding what argument the passage is making about this topic.</p> <p>2) Summarize the Passage</p> <p>After reading the passage thoroughly, summarize it in your own words in one sentence. Pretend you have just ten to twelve words to tell someone what the passage is about—what would you say?</p> <p>3) Look at the First and Last Sentences of the Passage</p> <p>Authors often put the main idea in or near either the first or last sentence of the paragraph or article, so isolate those sentences to see if they make sense as the overarching theme of the passage. Be careful: sometimes the author will use words like <i>but</i>, <i>however</i>, <i>in contrast</i>, <i>nevertheless</i>, etc. that indicate that the second sentence is actually the main idea. If you see one of these words that negate or qualify the first sentence, that is a clue that the second sentence is the main idea.</p>	<p>Assist Learners to answer inferential questions about the text.</p>
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School:

District: