

EaD Comprehensive Lesson Plans



or



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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
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<https://TrendingGhana.net>

BASIC 9

WEEKLY LESSON PLAN – WEEK 2

Content Standard:	<p>B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages. (Language & Usage)</p> <p>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.(Composition Writing)</p> <p>B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs.(Literature)</p>				
Indicator (s)	<p>B9.4.2.1.1 Discuss nouns under singular and plural forms in an increasing and abstract range of texts.(Language & Usage)</p> <p>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.(Composition Writing)</p> <p>B9.6.1.1.1 Explore drum language/appellations and war songs respectively(Literature)</p>				
Week Ending	20-09-2024				
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 Book, Poster, Pictures, Word Chart, Sentence Cards			Core Competencies:	<ul style="list-style-type: none"> • Communication and collaboration • Cultural Identity
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 “Nouns”.</p>	<ol style="list-style-type: none"> 1. Discuss with the Learners on types and examples of Nouns. 2. Learners brainstorm to form sentences using Nouns. 3. Assist Learners to identify and classify nouns in a passage according to their singular and plural forms. 4. Write singular nouns on the chalkboard and assist Learners to change it to plural forms. 			Learners brainstorm to construct examples of simple and compound sentences with the singular and plural nouns

		<table><tr><th>Singular</th><th>Plural</th></tr><tr><td>boat</td><td>boats</td></tr><tr><td>house</td><td>houses</td></tr><tr><td>cat</td><td>cats</td></tr><tr><td>river</td><td>rivers</td></tr></table> <p>A singular noun ending in s, x, z, ch, sh makes the plural by adding-es.</p> <p>Examples</p> <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>bus</td><td>buses</td></tr></table>	Singular	Plural	boat	boats	house	houses	cat	cats	river	rivers	Singular	Plural	bus	buses	
Singular	Plural																
boat	boats																
house	houses																
cat	cats																
river	rivers																
Singular	Plural																
bus	buses																

wish

wishes

pitch

pitches

box

boxes

A singular noun ending in a consonant and then **y** makes the plural by dropping the y and adding **-ies**.

Examples

Singular

Plural

penny

pennies

spy

spies

baby

babies

		<div>city</div> <div>cities</div>		
		<div>daisy</div> <div>daisies</div>		
WEDNESDAY	<p>Strand: Composition Writing</p> <p>Sub- Strand: Structure and Organize Ideas in Composition Writing</p> <p>Discuss with the Learners on the steps to follow to write a good composition.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify the structure of an essay. 2. Learners brainstorm to write a descriptive essay on a given topic. 3. Discuss with the Learners on how to identify topic and supporting sentences in paragraphs. 4. Learners brainstorm to explain the importance of supporting sentences. <p>How to Write a Descriptive Essay</p> <p>Step 1: Choose a topic A descriptive essay will usually focus on a single event, a person, a location or an item. When you write your essay, it is your job to convey your idea about that topic through your description of that topic and the way that you lay things out for your reader. You need to show your reader (not tell them) what you are trying to describe by illustrating a picture in their mind’s eye very carefully.</p> <p>Step 2: Create a statement The next step is to create a thesis statement. This is a single idea that will be prominent throughout your essay. It not only sets out the purpose of the essay, but regulates the way that the information is conveyed in the writing of that essay. This is an introductory paragraph that sets out your topic</p>	Assist Individual Learners to write a descriptive essay on a given topic.	

framework.

Step 3: Get the senses right

Next, create five labelled columns on a sheet of paper, each one having a different of the five senses. This labelled list will help you to sort out your thoughts as you describe your topic – the taste, sight, touch, smell and sound of your topic can be sketched out among the columns.

Once you have the columns laid out you can start to fill them with details that help to support your thesis. These should be the most interesting items that you have noted in your columns and will the details that you flesh out into the paragraphs of the body of your essay. Topics are set out in each separate paragraph and a topic sentence begins that paragraph and need to relate to your introductory paragraph and your thesis.

Step 4: Create an outline

The next step is to create an outline listing the details of the discussion of each paragraph. Students in high school are generally asked to write a five paragraph essay while college students are given more freedom with the length of their piece.

Step 5: Write the conclusion

Finally, the conclusion paragraph makes a summary of the entirety of your essay. This conclusion also needs to reaffirm your thesis (if necessary).

		<p>Step 6: Review your essay</p> <p>It is important to take a break from your writing once you have completed the work. By stepping away from the work for a short time you can clear your mind and take a short rest. You can then take a look at the essay with fresh eyes and view it in much the same way that a person reading it will when they first see the piece.</p>	
FRIDAY	<p>Strand: Literature</p> <p>Sub-strand: Drum/Horn/Xylophone Language, Prose, Poetry and Drama</p> <p>Lead the class in singing a war song.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to identify examples of war songs. 2. Discuss features of war songs with the Learners. 3. Assist learners to identify the importance of war songs. 4. Learners in small groups to discuss and compare war songs to other forms of songs. <p>Examples of War Songs;</p> <ol style="list-style-type: none"> 1. Asafo mba yenko oooo! 2. Obudumankomaa ! Obudumankomaa ! Obudumankomaa ! eee! 3. yenyi abre! <p>Importance of War songs;</p> <ol style="list-style-type: none"> 1. it increase morale 2. It shows that danger is about happening 3. Used to call the spirits of ancestors to help in time of need. 4. Sung during festival and enstoolment of kings. 	<p>Assist Learners to identify occasions or time when it is appropriate to sing war songs.</p>

			
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School:

District: