## **EaD Comprehensive Lesson Plans**



https://www.TeachersAvenue.net https://TrendingGhana.net

BASIC 9

**WEEKLY LESSON PLAN – WEEK 3** 

Strand:	<ul><li>Customs &amp; Institutions</li><li>Listening &amp; Speaking</li><li>Reading</li></ul>		Su	b-Strand:	•	Rites of Passage-Puberty rights Conversation/Everyday discourse Reading		
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)  B9.1.1.1.1 Discuss the processes involved in performing marriage rites in their culture. ( Customs & Institutions)							
Indicator (s)	B9.2.1.1.2 Ask questions that link the ideas of several speakers and respond to others' questions in a discussion. ( <b>Listening &amp; Speaking</b> ) 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. ( <b>Reading</b> )							
Week Ending	27-09-2024							
Class	B.S. 9		Class Size:		Durati	ion:		
Subject	Ghanaian Language							
Reference	Ghanaian Language Curriculum, Teachers Resource	Pack, Learners Resource Pack, Textbe	ook					
Teaching / Learning Resources	eading Book, Poster, Pictures, Word Chart, Sentence Cards		Core Competen	cies:	Communication and collaboration			
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE	3: REFLECTION		
MONDAY	Strand: Customs and institutions  Sub-strand: Rites of Passage- Puberty right  Select a reading text about marriage and the marriage rites among ethnic groups in Ghana from							

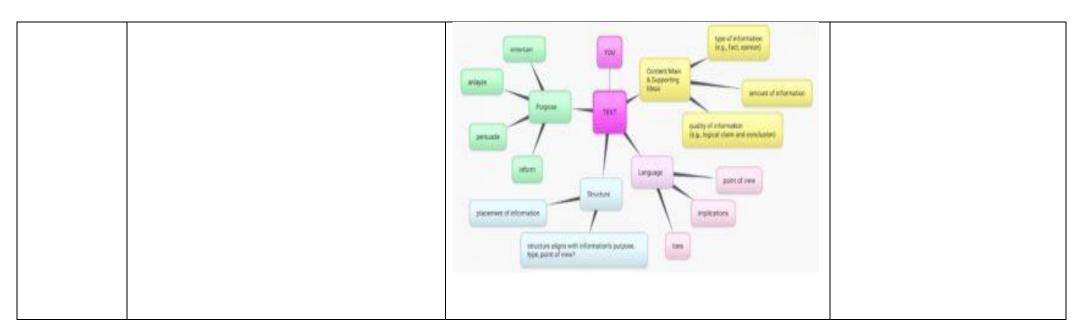
the reading textbook for the Learners to read.  Discuss with the Learners on the meanings of keywords or vocabularies used in the text.	among their ethnic group and that of different ethnic group.  Marriage rites  It is assumed by anthropologists that marriage is one of the earliest social institutions invented, and, as already noted, rites of marriage are observed in every historically known society. These rites vary from extremes of elaboration to utmost simplicity, and they may be secular events or religious ceremonies. Subclasses of rites of marriage, named and unnamed, exist in many societies, beginning with ceremonies of betrothal that require complex formalities of transfer and exchange of goods, which are often regarded as compensation to the bride's kin group for their loss of the bride. Ceremonies of dramatic sham "capture" of the bride by the groom and his relatives and friends have been common in both preliterate and literate societies. Marriage in these societies is seen by social scientists as a cooperative liaison between two different groups of kin, between which some feelings of hostility exist. Ceremonies of token capture are conducted even when betrothal and all	i. ii. iii. iv.	Oral skills Listening skills Vocabulary skills Reading skills
	both preliterate and literate societies. Marriage in these societies is seen by social scientists as a cooperative liaison between two different groups of kin, between which some feelings of hostility exist. Ceremonies of		

WEDNESDAY	Sub- Strand: Conversation/ Everyday discourse Discuss with the Learners on the types of questions and how they are used appropriately.	<ol> <li>Assist Learners to use open ended questions to enable link ideas of other speakers on topics or issues.</li> <li>Engage Learners in Peer-to-Peer conversations and encourage the use of open ended questions to link ideas in the conversation.</li> <li>Ensure Learners listen attentively to view points on topics or issues in a conversation and respond appropriately.</li> <li>open-ended questions;</li> <li>Open-ended questions are questions that cannot be answered with a simple 'yes' or 'no', and instead require the respondent to elaborate on their points.</li> <li>Open-ended questions help you see things from a customer's perspective as you get feedback in their own words instead of stock answers. You can analyze open-ended questions using spreadsheets, view qualitative trends, and even spot</li> </ol>	Reflect on how to link ideas in a conversation.  Skills Acquisition;  1. Oral Skills 2. Listening skills 3. Vocabulary Skills
FRIDAY	Strand: Reading Sub-strand: Reading Select a reading text from the reading textbook to be read by the Learners.  Discuss keywords or vocabularies in the reading passage.	<ol> <li>A model reader to read the passage aloud to the class.</li> <li>Call three (3) Learners at random to read in turn the reading passage to the class.</li> <li>Engage Learners in reading silently for about 5 minutes.</li> <li>Learners brainstorm to identify the main ideas in the passage.</li> <li>Learners in small groups to discuss and rewrite the ideas in the reading text logically with their own words.</li> </ol>	Learners brainstorm to answer recall, meaning and inferential questions based on the passage.  Skills Acquisition;  i. Reading skills ii. Vocabulary Skills iii. Comprehension Skills iv. Oral Skills v. Listening skills

## Reading to Analyze Analytical reading starts with finding and understanding a main idea, and then considers the validity of that main idea by studying its parts, to see how logically those parts fit together. As the American Heritage Dictionary states, analysis is "the separation of an intellectual...whole into constituents for individual study." Analysis essentially takes apart the whole text and examines how the parts relate to one another to make up the text's ideas and content, in order to determine the quality of the ideas and content. There are four main parts to a text that you may analyze, and multiple sections within each part. 1. Content 2. Language

3. Purpose4. Structure

**Breaking a Text into its Parts for Analysis** 



Name of Teacher: School: District: