

EaD Comprehensive Lesson Plans



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BASIC 9

WEEKLY LESSON PLAN – WEEK 3

Strand:	<ul style="list-style-type: none">• Customs & Institutions• Listening & Speaking• Reading			Sub-Strand:	<ul style="list-style-type: none">• 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)						
Indicator (s)	B9.1.1.1.1 Discuss the processes involved in performing marriage rites in their culture. (Customs & Institutions) B9.2.1.1.2 Ask questions that link the ideas of several speakers and respond to others’ questions in a discussion.(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	27-09-2024						
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	
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		1. Select a model reader to read the text aloud to the class. 2. Assist Learners to dramatize on how marriage rite is performed in their locality. 3. Learners brainstorm to compare the marriage rite			Learners brainstorm to answers comprehension questions on marriage rites. Skills Acquisition;	

	<p>the reading textbook for the Learners to read.</p> <p>Discuss with the Learners on the meanings of keywords or vocabularies used in the text.</p>	<p>among their ethnic group and that of different ethnic group.</p> <p>Marriage rites</p> <p>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 other arrangements for marriage have long been completed to the expressed satisfaction of both sides, and the sham captures are interpreted as socially sanctioned channels for the expression and relief of feelings of hostility between the two kin groups. In some historically known societies of Africa, such sham battles between kin of brides and grooms may occur, with full societal approval, for years after a marriage during any kind of religious rite.</p>	<p>i. Oral skills</p> <p>ii. Listening skills</p> <p>iii. Vocabulary skills</p> <p>iv. Reading skills</p>
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WEDNESDAY	<p>Strand: Listening and speaking</p> <p>Sub- Strand: Conversation/ Everyday discourse</p> <p>Discuss with the Learners on the types of questions and how they are used appropriately.</p>	<ol style="list-style-type: none"> 1. Assist Learners to use open ended questions to enable link ideas of other speakers on topics or issues. 2. Engage Learners in Peer-to-Peer conversations and encourage the use of open ended questions to link ideas in the conversation. 3. Ensure Learners listen attentively to view points on topics or issues in a conversation and respond appropriately. <p>open-ended questions;</p> <p>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.</p> <p>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 elements that stand out with word cloud visualizations.</p>	<p>Reflect on how to link ideas in a conversation.</p> <p>Skills Acquisition;</p> <ol style="list-style-type: none"> 1. Oral Skills 2. Listening skills 3. Vocabulary Skills
FRIDAY	<p>Strand: Reading</p> <p>Sub-strand: Reading</p> <p>Select a reading text from the reading textbook to be read by the Learners.</p> <p>Discuss keywords or vocabularies in the reading passage.</p>	<ol style="list-style-type: none"> 1. A model reader to read the passage aloud to the class. 2. Call three (3) Learners at random to read in turn the reading passage to the class. 3. Engage Learners in reading silently for about 5 minutes. 4. Learners brainstorm to identify the main ideas in the passage. 5. Learners in small groups to discuss and rewrite the ideas in the reading text logically with their own words. 	<p>Learners brainstorm to answer recall, meaning and inferential questions based on the passage.</p> <p>Skills Acquisition;</p> <ol style="list-style-type: none"> i. Reading skills ii. Vocabulary Skills iii. Comprehension Skills iv. Oral Skills v. Listening skills

		<p>Reading to Analyze</p> <p>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 <i>American Heritage Dictionary</i> 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.</p> <p>There are four main parts to a text that you may analyze, and multiple sections within each part.</p> <ol style="list-style-type: none">1. Content2. Language3. Purpose4. Structure <p>Breaking a Text into its Parts for Analysis</p>	
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		<pre>graph TD; TEXT --- YOU; TEXT --- Content["Content/Main & Supporting Ideas"]; TEXT --- Language; TEXT --- Structure; TEXT --- Purpose; Purpose --- entertain; Purpose --- analyze; Purpose --- persuade; Purpose --- inform; YOU --- type["type of information (e.g., fact, opinion)"]; YOU --- amount["amount of information"]; YOU --- quality["quality of information (e.g., logical claim and conclusion)"]; Content --- type; Content --- amount; Content --- quality; Language --- point["point of view"]; Language --- applications; Language --- tone; Structure --- placement["placement of information"]; Structure --- align["structure aligns with information's purpose, type, point of view?"];</pre> <p>The diagram is a mind map centered on the word 'TEXT'. It branches into five main categories: 'YOU', 'Content/Main & Supporting Ideas', 'Language', 'Structure', and 'Purpose'. Each category further branches into specific sub-points. 'YOU' branches into 'type of information (e.g., fact, opinion)', 'amount of information', and 'quality of information (e.g., logical claim and conclusion)'. 'Content/Main & Supporting Ideas' branches into 'type', 'amount', and 'quality'. 'Language' branches into 'point of view', 'applications', and 'tone'. 'Structure' branches into 'placement of information' and 'structure aligns with information's purpose, type, point of view?'. 'Purpose' branches into 'entertain', 'analyze', 'persuade', and 'inform'.</p>	
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School:

District: