

# EaD Comprehensive Lesson Plans



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**BASIC 9**

**WEEKLY LESSON PLAN – WEEK 4**

<b>Strand:</b>	<ul style="list-style-type: none"><li>• Language &amp; Usage</li><li>• Composition Writing</li><li>• Literature</li></ul>			<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Integrating Grammar in written language(Nouns, Adjectives)</li><li>• Structure and Organize Ideas in Composition Writing</li><li>• Drum/Horn/Xylophone Language, Prose, Poetry and Drama</li></ul>		
<b>Content Standard:</b>	B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages. 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.						
<b>Indicator (s)</b>	B9.4.2.1.1 Discuss nouns under singular and plural forms in an increasing and abstract range of texts 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.						
<b>Week Ending</b>	04-10-2024						
<b>Class</b>	B.S. 9			<b>Class Size:</b>		<b>Duration:</b>	
<b>Subject</b>	Ghanaian Language						
<b>Reference</b>	Ghanaian Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook						
<b>Teaching / Learning Resources</b>	Reading Book, Poster, Pictures, Word Chart, Sentence Cards			<b>Core Competencies:</b>		<ul style="list-style-type: none"><li>• Communication and collaboration</li></ul>	
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>		<b>PHASE 2: MAIN</b>			<b>PHASE 3: REFLECTION</b>	

<b>MONDAY</b>	<p><b>Strand:</b> Language &amp; Usage</p> <p><b>Sub-strand:</b> Integrating Grammar in written language(Nouns, Adjectives)</p> <p>Review Learners knowledge on the meaning of a Noun.</p>	<ol style="list-style-type: none"><li>1. Discuss with the Learners on the various types of Noun.</li><li>2. Learners brainstorm to form sentences with examples of different types of Nouns.</li><li>3. Assist Learners to identify and classify nouns in a passage according to their singular and plural forms.</li></ol> <p><b>What are plural nouns?</b></p> <p>A noun is plural when it represents two or more people, places, things, or ideas. You can identify most plural nouns because they end in <i>–s</i> or <i>–es</i>, although there are plenty of exceptions. In particular, irregular plural nouns each have their own special plural forms, such as <i>child</i> and its plural form, <i>children</i>.</p> <p><b>Plural nouns vs. singular nouns</b></p> <p>English distinguishes grammatical nouns as either singular or plural. Singular nouns represent one of something.</p> <p><i>one car</i></p>	<p>Learners in small groups to discuss and construct simple and compound sentences with the singular and plural nouns .</p> <p><b>Skills Acquisition;</b></p> <ol style="list-style-type: none"><li>i. Oral Skills</li><li>ii. Listening Skills</li><li>iii. Vocabulary Skills</li><li>iv. Reading Skills</li><li>v. Writing Skills.</li></ol>
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		<p><i>a friend</i></p> <p><i>this daisy</i></p> <p>Plural nouns, on the other hand, represent two or more of something.</p> <p><i>five cars</i></p> <p><i>a few friends</i></p> <p><i>these daisies</i></p> <p>You can tell the difference between most singular and plural nouns by how the word ends, except for irregular nouns.</p> <p><b>Plural nouns vs. possessive nouns</b></p> <p>Possessive nouns are nouns that show ownership, usually with an –’s at the end. So if you had a friend named Marja and Marja owned a bike, you would write:</p> <p><b><i>Marja’s bike</i></b></p> <p>Plural nouns are often confused with possessive nouns because both usually</p>	
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end in –s. However, the major **difference between plural and possessive nouns is the apostrophe;**

possessive nouns have it, but plural nouns don't (unless they're plural possessive nouns).

[singular] *boss*

[singular possessive] *boss's*

[plural] *bosses*

[plural possessive] *bosses'*

**How do plural nouns work?**

To make a regular noun plural, you add –s or –es to the end, depending on the word's ending. Sometimes, letters of the original word get changed to make the plural form, such as *half* and its plural form, *halves*. We explain which words get which suffixes in the next section.

Irregular plural nouns are an exception. Each irregular plural noun has its own unique plural form, such as *mouse* and its plural, *mice*, or *goose* and its

plural, *geese*.

Most nouns can be turned into plural nouns, including collective nouns that represent groups.

*one team*

*two teams*

However, mass nouns, also known as uncountable nouns or non-count nouns, like *art*, usually aren't expressed as plurals, even when they represent multiple things.

### **Plural noun rules**

There are many plural noun rules, and because we use nouns so frequently when writing, it's important to know all of them! The correct spelling of plurals usually depends on what letter the singular noun ends in.

**1** To make regular nouns plural, add –s to the end.

*cat – cats*

		<p><i>house – houses</i></p> <p><b>2</b> If the singular noun ends in –s, –ss, –sh, –ch, –x, or –z, you usually add -es to the end to make it plural.</p> <p><i>iris – irises</i></p> <p><i>truss – trusses</i></p> <p><i>marsh – marshes</i></p> <p><i>lunch – lunches</i></p> <p><i>tax – taxes</i></p> <p><i>blitz – bl</i></p>	
<b>WEDNESDAY</b>	<p><b>Strand:</b> Listening and speaking</p> <p><b>Sub- Strand:</b> Conversation/ Everyday discourse</p> <p>Discuss the features of narrative essay writing with the Learners.</p>	<ol style="list-style-type: none"> <li>1. Learners brainstorm to identify examples of narrative essays.</li> <li>2. Demonstrate writing a coherent essay on a given topic.</li> <li>3. Assist Learners to write a coherent narrative essay on a given topic.</li> <li>4. Learners brainstorm to identify and write the topic and supporting sentences in the paragraphs.</li> </ol> <p><b>Elements of a good narrative essay</b></p> <p>There are certain key elements that will be included in every good narrative essay. We will now share these secrets of the craft with you.</p>	<p>Through questions and answers, conclude the lesson.</p> <p><b>Skills Acquisition;</b></p> <ol style="list-style-type: none"> <li>i. Oral Skills</li> <li>ii. Listening Skills</li> <li>iii. Vocabulary Skills</li> </ol>

❖ Use a strong voice

One of the best ways to draw your reader into your narrative essay is to develop and utilize a strong *voice*. In writing, voice refers to the way you express specific things, the sentence structures you use, the different parts of speech, and so on. Everyone knows that there's a difference between reading a thriller and an instruction manual—and that difference has everything to do with voice.

❖ Use strong imagery

Imagery in your vocabulary paints a picture for the reader so they can put themselves in the setting or situation. Use descriptive language to foster strong imagery.

One way to develop strong voice is to use effective vocabulary and strong modifiers. Vocabulary refers to the range of words at your disposal: the broader your vocabulary, the more able you will be to find the perfect words for the situation you are describing.

Modifiers refer to adjectives and adverbs that add meaning nouns and verbs, respectively. Modifiers can be powerful tools, but in general, you do not want to overuse them, and it is often better to just find a stronger noun or verb if one is available.

▪ Parts of speech and vocabulary

The table below is an example of how the effective use of parts of speech and vocabulary can do a lot to change your voice.

▪ Using proper parts of speech and vocabulary



Using strong modifiers and other parts of speech can add more color to your descriptive writing, which is essential for writing a strong narrative essay that will entice readers to keep turning the page.

Part of speech	Example	Full phrase
adjective	medium-sized	the medium-sized dog
verb	ran	the medium-sized dog ran
adverb	happily	the medium-sized dog happily ran
stronger verb	pranced	the medium-sized dog pranced
stronger noun	collie	the collie pranced

There is no hard and fast rule about which specific voice is "better." However, most writers and readers would probably agree that "the collie pranced" is more compelling and effective than "the medium-sized dog happily ran". This is an example of how voice can seriously affect the quality of a narrative essay.

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Use a consistent point of view

		<p>Point of view refers to the perspective from which a story is being told. For narrative essays, the point of view is almost always first person: the writer speaks in his own voice, using "I" statements. This also means, though, that the writer should not include anything that he could not have known or seen for himself within the story, unless an explanation is given for how he knew or saw it. This is an example of what it means to keep the point of view <i>consistent</i>.</p>	
<b>FRIDAY</b>	<p><b>Strand:</b> Reading</p> <p><b>Sub-strand:</b> Reading</p> <p>Engage Learners in singing examples of War songs familiar to Learners.</p>	<ol style="list-style-type: none"> <li>1. Discuss the importance of War songs with the Learners.</li> <li>2. Assist Learners to identify the features of drum language or appellation.</li> <li>3. Assist Learners to practice playing drum to carry message or meaning to audience or listeners.</li> <li>4. Learners brainstorm to tell the occasions or situations on/in which drum language/appellation is used.</li> <li>5. Discuss the importance of drum language and appellation with the Learners.</li> </ol> <p><b><u>Talking drum</u></b></p> <p>While the tone and articulation of this type of <u>hourglass</u>-shaped instrument can be finely controlled, it cannot be heard at distances beyond a gathering or market-place, and it is primarily used in ceremonial settings. Ceremonial functions could include dance, rituals, story-telling and communication of points of order.</p> <p>Some of the groups of variations of the talking drum among West African ethnic groups:</p> <ul style="list-style-type: none"> <li>• <b>Tama</b> (<u>Wolof</u> of <u>Senegal</u>)</li> <li>• <b>Gan gan, Dun Dun</b> (<u>Yoruba</u> of <u>Nigeria</u> and eastern <u>Benin</u>)</li> <li>• <b>Dondo</b> (<u>Akan</u> of central <u>Ghana</u> and <u>Cote d'Ivoire</u>)</li> <li>• <b>Lunna</b> (<u>Dagomba</u> of northern <u>Ghana</u>; <u>Mossi</u> of <u>Burkina Faso</u>)</li> <li>• <b>Kalangu</b> (<u>Hausa</u> of northern <u>Nigeria</u>, <u>Niger</u>, northern <u>Ghana</u>, <u>Benin</u> and <u>Cameroon</u>)</li> </ul>	<p>Learners in small groups to discuss about the importance of war songs and report to the class.</p>

- **Dodo** (Songhai and Zarma of Mali, Burkina Faso, and Niger)



Name of Teacher:

School:

District:

