

# EaD Comprehensive Lesson Plans



or



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<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 (use of nouns, pronouns and adjectives)</li><li>• Structure and organize ideas in composition writing</li><li>• Proverbs, idioms, prose, drama, poetry</li></ul>
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<https://TrendingGhana.net>

**BASIC 8**

**WEEKLY LESSON PLAN – WEEK 5**

<b>Content Standard:</b>	<b>B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives.(Language &amp; Usage)</b> <b>B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types (persuasive/ argumentative writing, informative/ academic/ expository and letter writing). (Composition Writing)</b> <b>B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idiom (Literature)</b>				
<b>Indicator (s)</b>	<b>B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them.(Language &amp; Usage)</b> <b>B8.5.1.1.1 Develop coherent essays using the features of given text type (Composition Writing)</b> <b>B8.6.1.1.1 Discuss the features of proverbs and idioms (Literature)</b>				
<b>Week Ending</b>	11-10-2024				
<b>Class</b>	B.S. 8	<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>	Communication and collaboration	
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>		<b>PHASE 3: REFLECTION</b>	

MONDAY	<p><b>Strand:</b> Language &amp; Usage</p> <p><b>Sub-Strand:</b> Integrating grammar inwritten language (use of nouns, pronouns and adjectives)</p> <p>Review Learners knowledge on the types of nouns.</p>	<ol style="list-style-type: none"><li>1. Discuss the meaning of Abstract noun with the Learners.</li><li>2. Assist Learners to identify examples of Abstract noun.</li><li>3. Using Sentence Cards, assist Learners to identify examples of Abstract noun used in sentences.</li><li>4. Individual Learners brainstorm to form sentences with Abstract Nouns.</li></ol> <p><b>Abstract Noun;</b></p> <p>Abstract nouns describe conceptual things that cannot be sensed. They include all emotions, feelings, characteristics, philosophical concepts, states of being, and time. For example, independence, beauty, love, anger, and Monday are all abstract nouns</p> <p><b>Examples of Abstract Nouns</b></p> <ul style="list-style-type: none"><li>• Glory.</li><li>• Honour.</li><li>• Courage.</li><li>• Love.</li><li>• Truth.</li><li>• Honesty.</li><li>• Symbolism.</li><li>• Puritanism.</li></ul> <p><b>Abstract Nouns in Twi (Adwenemudeɛ)</b></p> <p>Examples of abstract nouns in Twi</p> <table><tr><td><b>Twi</b></td><td><b>English</b></td></tr></table>	<b>Twi</b>	<b>English</b>	<p><b>Groups work</b></p> <p>Learners in small groups to discuss and form sentences and underline Abstract nouns used in the sentences.</p>
<b>Twi</b>	<b>English</b>				

		ahoɔfɛ	beauty	
		animuonyam	honour	
		nimdeɛ	knowledge	
		ɔtan	hatred	
		ɔɔ	love	
		ahocɣaa	jealousy	
		akokoɔduro	bravery	
		suban	character	
		ohia	poverty	

		ayamyē kindness	
<b>THURSDAY</b>	<b>Strand:</b> Composition Writing  <b>Sub-Strand:</b> Structure and organize ideas in composition writing  Engage Learners in spellings and dictations.	<ol style="list-style-type: none"><li>1. Discuss the meaning of Persuasive or Argumentative writing with the Learners.</li><li>2. Assist learners to describe the features of Argumentative writing.</li><li>3. Discuss types of Argumentative writing with the Learners.</li><li>4. Learners brainstorm to write argumentative writings on given topics.</li></ol> <p><b>Steps to Writing an Argument</b></p> <ol style="list-style-type: none"><li>1. Introduce. Introduce your argument by setting the context.</li><li>2. Establish. Establish your context for writing the</li></ol>	Reflect on the features of Argumentative Writing.

		<p>argument and the context for your topic.</p> <p>3. Clarify. Clarify the issues; explain why the topic is important.</p> <p><b>Parts of an Argumentative;</b></p> <ul style="list-style-type: none"> <li>the claim</li> <li>the data (also called grounds or evidence), which support the claim</li> <li>the warrant</li> </ul>	
<b>FRIDAY</b>	<p><b>Strand:</b> Literature</p> <p><b>Sub-Strand:</b> Proverbs, idioms, prose, drama, poetry</p> <p>Assist learners to explain the meaning of “proverbs”.</p>	<ol style="list-style-type: none"> <li>Tell Learners about 5 proverbs and their meanings.</li> <li>Learners brainstorm to give examples of Proverbs and their meanings.</li> <li>Discuss with Learners the significance of Proverbs.</li> </ol> <p><b>Proverbs;</b> a short statement, usually known by many people for a long time, that gives advice or expresses some common truth</p> <p><b>proverb examples</b></p> <ul style="list-style-type: none"> <li>The apple doesn't fall far from the tree.</li> <li>All that glitters is not gold.</li> <li>A picture is worth a thousand words.</li> <li>Beggars can't be choosers.</li> <li>A bird in the hand is worth two in the bush.</li> <li>An apple a day keeps the doctor away.</li> <li>Better safe than sorry.</li> <li>Blood is thicker than water</li> </ul>	Through questions and answers, conclude the lesson.

Name of Teacher:

School:

District: