

# EaD Comprehensive Lesson Plans



or



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<https://www.TeachersAvenue.net>

<b>Strand:</b>	<ul style="list-style-type: none"><li>• Customs &amp; Institutions</li><li>• Listening &amp; Speaking</li><li>• Reading</li></ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Rites of Passage-Marriage</li><li>• Conversation/Everyday discourse</li><li>• Reading</li></ul>
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<https://TrendingGhana.net>

**BASIC 9**

**WEEKLY LESSON PLAN – WEEK 7**

<b>Content Standard:</b>	B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana			
	B9.2.1.1 Demonstrate use of appropriate language orally in specific situations			
	B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage.			
<b>Indicator (s)</b>	B9.1.1.1.2 Compare and contrast the marriage rites in their culture to other cultures in Ghana.			
	B9.2.1.1.4 Express opinions and advice on a range of everyday issues and situations clearly.			
	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>Week Ending</b>	25-10-2024			
<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>	<b>Strand:</b> Customs and institutions <b>Sub-strand:</b> Rites of Passage-Marriage Assist Learners to dramatize on how marriage rite is initiated in their locality.	<ol style="list-style-type: none"> <li>1. Learners brainstorm to identify list of items included in the traditional marriage list.</li> <li>2. Assist Learners to describe the processes involved in the initiation of traditional marriage in their locality.</li> <li>3. Discuss with the Learners about the importance of marriage rites.</li> </ol>		Learners in small groups to discuss and compare the various types of marriage rites in their locality and report to the class.  <b>Skills Acquisition;</b> <ul style="list-style-type: none"> <li>• Oral Skills</li> <li>• Reading Skills</li> <li>• Role Play</li> </ul>



Ghana traditional marriage rites, back then used to be the duty of the groom's father to look for a wife for his son, and the woman to be must pass all the necessary tests for good family background, medical records, criminal record and good work ethic and so on. The same would also be conducted on the husband to be and when both are satisfied, the bridegroom would give the bride's family some gifts to indicate his interest on their daughter. The gift is usually money and it is called (tin-nsa) which means head wine.

There is another method of traditional marriage practiced in other parts of Ghana common among the Ewe communities

- Listening Skills

		<p>which is a little bit different from some other tribes in the same country.</p>	
<p><b>WEDNESDAY</b></p>	<p><b>Strand:</b> Listening and speaking</p> <p><b>Sub- Strand:</b> Conversation/ Everyday discourse</p> <p>Discuss with the Learners on how to express ideas and opinions clearly.</p>	<ol style="list-style-type: none"> <li>1. Through peer-to-peer conversations, Learners brainstorm to communicate ideas and opinions clearly and persuasively.</li> <li>2. Assist Learners to identify a range of everyday issues.</li> <li>3. Engage Learners in conversations on everyday issues giving your opinion and advice.</li> </ol> <p>● <b>EXPRESSING OPINION</b></p> <p>Personal:</p> <ul style="list-style-type: none"> <li>In my opinion...</li> <li>In my experience...</li> <li>Speaking for myself...</li> <li>Personally, I think...</li> <li>I (strongly) believe that...</li> <li>I really feel that...</li> <li>If you ask me...</li> </ul> <p>General:</p> <ul style="list-style-type: none"> <li>Some people say that...</li> <li>Many/Most people think/believe that...</li> <li>Everybody knows that...</li> <li>According to scientists...</li> <li>The thing is that...</li> <li>The point is that...</li> </ul> <p>● <b>CHECKING IF THEY UNDERSTAND</b></p> <ul style="list-style-type: none"> <li>Do you know what I mean?</li> <li>Does it make sense?</li> <li>I don't know if I'm explaining it correctly.</li> </ul> <p>● <b>EXPLAINING THINGS BETTER</b></p>	<p>Through questions and answers, conclude the lesson.</p> <p><b>Skills Acquisition;</b></p> <ul style="list-style-type: none"> <li>● Oral Skills</li> <li>● Listening Skills</li> <li>● Communication Skills</li> </ul>

What I mean is...  
What I'm trying to say is that...

● **ASKING FOR AN OPINION**

What's your idea (on...)?  
What do you think about it?  
Do you agree with that?  
Is that what you think?  
Have you got an opinion about it?  
How do you feel about it?  
Do you have anything to say about it?  
And you? What do you think?  
Is that right?

● **AGREEING**

Of course  
You're absolutely right  
Yes, I agree.  
I think so too.  
That's a (very) good point.  
Oh yes, that's right.  
Exactly.  
I don't think so either.  
That's true.  
That's just what I was thinking.  
I couldn't agree more.  
That's exactly what I think.  
I think you're right.  
I hear you.  
Yes, me too / me neither.

<p><b>FRIDAY</b></p>	<p><b>Strand:</b> Reading</p> <p><b>Sub-strand:</b> Reading</p> <p>Select a text from the reading textbook for the Learners to read.</p> <p>Discuss with the Learners about meanings of keywords in the reading text.</p>	<ol style="list-style-type: none"> <li>1. In turns, assist learners to read a passage of between 200-250 words aloud to the class.</li> <li>2. Learners brainstorm to identify main ideas in the reading text.</li> <li>3. Assist Learners to answer comprehension questions before, during and after reading the text.</li> </ol> <p><b>Possible Before Reading Questions</b></p> <ul style="list-style-type: none"> <li>• Do you think this is a fiction or nonfiction text? Why?</li> <li>• Based on the title or book cover, what problems do you think the main characters might face? What are some possible solutions?</li> <li>• What clues has the author provided for you in the title and illustrations?</li> <li>• What are you wondering about?</li> </ul> <p><b>Possible During Reading Questions</b></p> <ul style="list-style-type: none"> <li>• Is there anything that you don't understand that we should go back and reread?</li> <li>• What illustration do you think will be on the next page? Why?</li> <li>• What details have been important to the story so far?</li> <li>• How do you think this text will end? Why?</li> </ul> <p><b>Possible After Reading Questions</b></p> <ul style="list-style-type: none"> <li>• What do you think the author wanted you to learn from this text?</li> <li>• If the author wrote a sequel to this text, what do you think the sequel would be about?</li> <li>• Summarize this text in 2-4 sentences.</li> <li>• Is there anything from the text that didn't make sense to you?</li> <li>• What would you have done differently from the main character?</li> <li>• Think about an unusual detail in the text. Why do you</li> </ul>	<p>Learners brainstorm to rewrite the ideas in the reading text logically in their own words.</p> <p><b>Skills Acquisition;</b></p> <ul style="list-style-type: none"> <li>• Reading Skills</li> <li>• Comprehension Skills</li> <li>• Listening Skills</li> <li>• Oral Skills</li> </ul>
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School:

District: