

# EaD Comprehensive Lesson Plans



or



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<https://www.TeachersAvenue.net>

<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 7**

<b>Content Standard:</b>	B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives.(Language & Usage)				
	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)				
	B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idiom (Literature)				
<b>Indicator (s)</b>	B8.4.2.1.2 Determine and categorize adjectives under size, colour, shape, quantity, etc. in their language. (Language & Usage)				
	B8.5.1.1.1 Develop coherent essays using the features of given text type (Composition Writing)				
	B8.6.1.1.1 Discuss the features of proverbs and idioms (Literature)				
<b>Week Ending</b>	25-10-2024				
<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>
<b>MONDAY</b>	<b>Strand:</b> Language & Usage  <b>Sub-Strand:</b> Integrating grammar inwritten language (use of nouns, pronouns and adjectives)  Through questions and answers, review Learners knowledge on adjectives.	1. Learners brainstorm to identify examples of Adjectives. 2. Discuss with Learners the roles of Adjectives in sentences. 3. Assist Learners to form examples of sentences involving adjectives.  <b>Examples of Adjectives;</b>  adorable                      adventurous                      aggressive  amused                      angry                      annoyed			Reflect on the roles of adjectives in sentences.

		<p> annoying                      anxious                      arrogant  ashamed                      attractive                      average  awful                      bad                      Beautiful </p> <p> 1. They live in a <b>beautiful</b> house.  2. Lisa is wearing a <b>sleeveless</b> shirt today. This soup is not <b>edible</b>.  3. She wore a <b>beautiful</b> dress.  4. He writes <b>meaningless</b> letters.  5. This shop is much <b>nicer</b>.  6. She wore a <b>beautiful</b> dress.  7. Ben is an <b>adorable</b> baby.  8. Linda's hair is <b>gorgeous</b>.  9. This glass is <b>breakable</b>.  10. I met a <b>homeless</b> person in NY. </p>	
<b>THURSDAY</b>	<p><b>Strand:</b> Composition Writing</p> <p><b>Sub-Strand:</b> Structure and organize ideas in composition writing</p> <p>Briefly explain the meaning of Informative Writing to the Learners.</p>	<p> 1. Discuss examples of informative writing with the Learners.  2. Using a Newspaper article as a reference, discuss the features of an informative writing with the Learners.  3. Assist Learners to write informative articles. </p> <p><b>Steps for writing an Informative article;</b></p> <p> 1. Select an appropriate topic.  2. Research and gather ideas about the subject.  3. Make a list of these important facts. </p>	Individual Learners brainstorm to write informative articles.

		<ol style="list-style-type: none"> <li>Create an outline that will organize your facts in a logical way.</li> <li>Write your essay based on the outline you've created.</li> </ol> <p><b>Techniques for writing Informative articles;</b></p> <ul style="list-style-type: none"> <li>Turn a Writing Prompt into a Topic Sentence.</li> <li>Identify and Order Key Ideas.</li> <li>Connect Ideas with Transitions.</li> <li>Write Successful Conclusions.</li> <li>Improve Writing with Revision.</li> <li>Add Text Features and Graphics.</li> </ul>	
<b>FRIDAY</b>	<p><b>Strand:</b> Literature</p> <p><b>Sub-Strand:</b> Proverbs, idioms, prose, drama, poetry</p> <p>Discuss the meaning of Idiomatic expressions with the Learners.</p>	<ol style="list-style-type: none"> <li>Learners brainstorm to identify examples of Idioms.</li> <li>Assist Learners to describe the features of Idioms</li> <li>Discuss with Learners the meanings of idiomatic expressions.</li> </ol> <p><b>Examples of Idioms in Twi – “ kasakoa”;</b></p> <p><b>1. W’aso yɛ den</b>  Meaning: You’re stubborn  This literally translates to: your ear is hard</p> <p><b>2. N'ano yɛ toro</b>  Meaning: Gossiper  This literally translates to: Your mouth is slippery</p> <p><b>3. N'ano yɛ duru</b>  Meaning: Can keep a secret  This literally translates to: He/she has a heavy mouth</p> <p><b>4. Pa no ho ntoma</b>  Meaning: To expose someone/thing  This literally translates to: Sew fabric for him/her</p>	Through questions and answers, conclude the lesson.

		<p><b>5. Mɛtɛ wo to</b>  Meaning: I will expose you  This literally translates to: I will scratch your bottom</p> <p><b>6. Yareɛ bi abɛtena no so</b>  Meaning: He/she is sick  This literally translates to: A sickness has sat on him/her</p> <p><b>7. W'ayi me baako ahyɛ me nsa</b>  Meaning: Unwillingly alone  This literally translates to: He/she has put one in my hand</p> <p><b>8. M'ani awu</b>  Meaning: I'm embarrassed  This literally translates to: My eyes are dead</p> <p><b>9. Ma wo nan yɛ ntiantia</b>  Meaning: To go somewhere regularly/ always available  This literally translates to: Make your legs short</p>	
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School:

District:

