

EaD Comprehensive Lesson Plans



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BASIC 7

WEEKLY LESSON PLAN – WEEK 7

Strand:	<ul style="list-style-type: none"> • Customs & Institutions • Listening & Speaking • Reading 			Sub-Strand:	<ul style="list-style-type: none"> • Rites of Passage – Childhood Rights • Conversation/Everyday discourse • Reading
Content Standard:	B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures (Customs & Institutions) B7.2.1.1 Demonstrate use of appropriate language orally in specific situations (Listening & Speaking) B7.3.1.1 Understand the main ideas and supporting points in texts (Reading)				
Indicator (s)	B7.1.1.1.4 Compare and contrast the traditional naming process to the contemporary naming process. (Customs & Institutions) B7.2.1.1.4 Listen to and give accurate directions to familiar places (Listening & Speaking) B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics(Reading)				
Week Ending	25-10-2024				
Class	B.S. 7	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 & Institutions Sub-strand: Rites of Passage – Childhood Rights Learners brainstorm to differentiate between the cotemporary and traditional naming processes.	1. Discuss with Learners the importance of giving names to a newly born babes. 2. Learners in small groups to discuss and report to the class on the contemporary processes involved in naming ceremony. 3. Assist Learners to compare the similarities between			Though questions and answers, conclude the lesson.

		<p>contemporary and traditional naming processes in Ghana.</p> <p>Akan naming ceremony ;</p> <ul style="list-style-type: none"> ○ The preparations for the outdooring and naming ceremony involve the acquisition of gin, a pair of cups – glass is used these days, a bottle of water or some water in a bowl or a container basically, you also need a cutlass in case it is a baby boy or a broom if the baby is a girl. ○ A mat and calabash are also needed. The relevant friends and family of the parents are invited and know to be present on the on eighth day after the child is born. ○ The morning of the ceremony, two elders, by traditional requirement from the father of the child's side of the family are sent to bring the baby and its mother from the mother's house. ○ The elders are chosen according to character and those of the best character are to carry out all the ceremonial rites. ○ The mother is expected to bathe the baby and the two, that is the mother and the baby should both be clad in white and stay put till they are collected by the elders. <p>Contemporary way of naming a child;</p> <ul style="list-style-type: none"> • Welcome and Introduction. • Poem/Reading. • Recognition of siblings (if any) • Naming of the Baby / Child / Adult. • Parents' Promises. • Special Symbolic Rituals. • Acknowledgement and Appointment of Godparents / Guardians. 	
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THURSDAY	<p>Strand: Listening & Speaking Sub-strand: Conversation/Everyday discourse</p> <p>Ask Learners to give directions to their houses using appropriate tenses and figurative expressions.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners on the appropriate languages to use when giving directions to places. 2. Assist Learners to give examples of variety of sentences that can be used to give directions to places. 3. Learners in small groups to read a Passage from the reading textbook that talks about giving directions to places. <p>Asking for Directions</p> <ul style="list-style-type: none"> • How can I get to ...? • Where is the ...? • How far is the ... from the ...? • Is there a ... around here? • Could you tell me how to get to ...? • How do I find ...? • Pardon me, I'm lost. how do I get to ...? • Which is the best way to ...? <p>Giving Directions</p> <ul style="list-style-type: none"> • Go straight ahead. • Turn back./Go back. • Turn left/right. • Go along ... • Cross ... • Take the first/second road on the left/right. • It's on the left/right. • Go past. • The easiest way is to ... 	<p>Reflect on the right tense structures, variety of sentences and figurative expressions to use when giving directions to places.</p>

		<ul style="list-style-type: none"> • The best way is to ... • It's on the corner • It's in the middle of the block. 	
FRIDAY	<p>Strand: Reading</p> <p>Sub-strand: Reading</p> <p>Select a unit reader from the reading textbook to be read by the Learners.</p>	<ol style="list-style-type: none"> 1. Discuss keywords and vocabularies in the Passage with the Learners. 2. Learners brainstorm to read passage silently for 10 minutes. 3. Assist Learners to explain the meaning of inferential questions. 4. Learners brainstorm to identify inferential questions in the reading passage. 5. Assist Learners to answer recall and inferential questions from the text read. <p>Inferential Questions;</p> <p>Inferential questions have responses that are indirectly stated, induced, or require other information.</p> <p>Examples of Inferential Questions</p> <ul style="list-style-type: none"> • Why do you think.? • How does the author feel about • What lesson does this text teach? • Predict what would happen if • What is most likely true about • What can you conclude about • How did you arrive at that conclusion? • Why does salt cause ice to melt? <p>The Complete Guide to Inferential Questions</p> <ol style="list-style-type: none"> 1. Answers can never be found directly from the passage. 	Assist Learners to answer comprehension questions based on the passage read.

		<ul style="list-style-type: none">2. Need to arrive at your answer by using clues from the text.3. Questions could ask about the meaning of a word, a phrase, a sentence or a paragraph.4. Keywords often include the phrases like “suggests” or “imply”	
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Name of Teacher:

School:

District: