

EaD Comprehensive Lesson Plans



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BASIC 9

WEEKLY LESSON PLAN – WEEK 8

Strand:	<ul style="list-style-type: none">• Language & Usage• Composition Writing• Literature			Sub-Strand:	<ul style="list-style-type: none">• Integrating Grammar in written language(Nouns, Adjectives)• Structure and Organize Ideas in Composition Writing• Drum/Horn/Xylophone Language, Prose, Poetry and Drama		
Content Standard:	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.						
Indicator (s)	B9.4.2.2.1 Discuss how adjectives follow each other in a sentence. 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.						
Week Ending	01-11-2024						
Class	B.S. 9			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	<p>Strand: Language & Usage Sub-strand: Integrating Grammar in written language(Nouns, Adjectives)</p> <p>Review Learners knowledge on the types of adjectives.</p>	<ol style="list-style-type: none"> 1. Discuss with the Learners about how to identify adjectives by their endings. 2. Assist Learners to form adjectives from nouns and verbs. 3. Engage Learners in filling gaps in sentences with adjectives that fit. <p>Typical adjective endings</p> <p>Some adjectives can be identified by their endings. Typical adjective endings include:</p> <ul style="list-style-type: none"> ✓ -able/-ible understandable, capable, readable, incredible ✓ -al mathematical, functional, influential, chemical ✓ -ful beautiful, bashful, helpful, harmful ✓ -ic artistic, manic, rustic, terrific ✓ -ive submissive, intuitive, inventive, attractive ✓ -less sleeveless, hopeless, groundless, restless ✓ -ous gorgeous, dangerous, adventurous, fabulous <p>Examples of forming adjectives</p> <ul style="list-style-type: none"> • Our house color is a kind of yellow. → We live in a yellowish house. • He often acts like a child. → He often acts in a childish way. • The event was a big success. → We enjoyed a successful event. 	<p>Through questions and answers, conclude the lesson.</p> <p>Skills Acquisition;</p> <ul style="list-style-type: none"> • Oral Skills • Listening Skills • Vocabulary Skills
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		<ul style="list-style-type: none"> • We enjoyed the sound of the drum's rhythm. → We enjoyed the drum's rhythmic sound. • She adopted a dog without a home. → She adopted a homeless dog. • Look out, that plant is poison. → Look out for that poisonous plant. • It looks like it will rain today. → It looks like we'll have rainy weather today. • She always acts with courtesy. → She always behaves in a courteous manner. • Her hair is pretty. → She has the prettiest hair. • We go for a walk each day. → We go for a daily walk 	
WEDNESDAY	<p>Strand: Composition Writing</p> <p>Sub- Strand: Structure and Organize Ideas in Composition Writing</p> <p>Discuss with the Learners on how to plan a paragraph.</p>	<ol style="list-style-type: none"> 1. Demonstrate on how to start a paragraph. 2. Discuss with the Learners on how to transition a paragraph. 3. Assist Learners to write paragraphs on a given topic. <p>The keys to a strong paragraph;</p> <p>A strong paragraph explores a single topic with details following in a logical order. Paragraphs often use transitions to connect otherwise disjointed sentences, helping every piece of information to work together.</p>	<p>Learners in small groups to discuss about keys to a strong paragraph.</p> <p>Skills Acquisition;</p> <ul style="list-style-type: none"> • Writing Skills • Discussion • Oral skills • Identification.

		<p>How paragraph is structured;</p> <p>Good paragraphs begin with a topic sentence that briefly explains what the paragraph is about. Next come a few sentences for development and support, elaborating on the topic with more detail. Paragraphs end with a conclusion sentence that summarizes the topic or presents one final piece of support to wrap up.</p>	
FRIDAY	<p>Strand: Literature</p> <p>Sub-strand: Drum/Horn/Xylophone Language, Prose, Poetry and Drama</p> <p>Assist Learners to identify occasions or situations in which appellation is used.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to explain 5 importance of appellation. 2. Assist Learners to form sentences using appellations. 3. Engage Learners in identifying examples of appellations used in sentences. <p>Definition of Appellation</p> <p>a term or title by which a person or thing is identified</p> <p>Examples of Appellation in a sentence</p> <ul style="list-style-type: none"> • Because there is no appellation on the product, consumers are confused about the brand's name. • Henry cheated on the bar exam so he does not deserve the appellation of attorney. • In high school my friends would often refer to me as 	<p>Reflect on the importance of appellation.</p> <p>Skills Acquisition;</p> <ul style="list-style-type: none"> • Vocabulary Skills • Brainstorming • Oral Skills • Listening Skills. • Identification

		<p>Penguin, an appellation I earned because of my unusual walk.</p> <ul style="list-style-type: none">• The wine bottle’s appellation revealed the wine was prepared in Italy.• Since the kids’ shampoo does not include an appellation that identifies it as tear-free, I will not buy the product for my son.• It is not surprising that most restaurants near the Grand Canyon use the attraction’s appellation in their names.	
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School:

District: