

# EaD Comprehensive Lesson Plans



or



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<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 rights</li><li>• Conversation/Everyday discourse</li><li>• Reading</li></ul>
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<https://TrendingGhana.net>

**BASIC 9**

**WEEKLY LESSON PLAN – WEEK 9**

<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>	B9.1.1.1.3 Compare and contrast the traditional marriage rites to the contemporary marriage rites and dramatize both. B9.2.1.1.4 Express opinions and advice on a range of everyday issues and situations clearly. B9.2.1.1.5 Demonstrate appropriate turn taking and use techniques for effective argument (debate) . 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>	08-11-2024				
<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 Rite Discuss with the Learners about the meaning of “Contemporary Marriage”.	1. Learners brainstorm to identify some of the contemporary marriage rites in their culture. 2. Assist Learners to compare contemporary marriage to the traditional marriage. 3. Assist Learners to dramatize marriage rites session of their culture.  <b>Difference between Traditional Marriage and Contemporary Marriage;</b> <ul style="list-style-type: none"> <li>▪ Alternatives.</li> </ul> Traditional marriage within one state did not have an alternative accepted by society. If someone wanted to live		Discuss with the Learners about the advantages of contemporary marriage over the traditional marriage.  <b>Skills Acquisition;</b> <ul style="list-style-type: none"> <li>• Oral Skills</li> <li>• Listening Skills</li> <li>• Vocabulary Skills</li> </ul>	

		<p>openly in another form of marriage, then such a person should have moved to the country where this form of marriage was legalized. Modern marriage has such alternatives - civil marriage or cohabitation without registration, a permanent mistress, and so on.</p> <ul style="list-style-type: none"> <li>▪ The usual age for marriage.</li> </ul> <p>In traditional marriage people got married at the age of about 16-20 years - modern newlyweds usually create an official family at about 25-30 years old.</p> <ul style="list-style-type: none"> <li>▪ Acquaintance before marriage.</li> </ul> <p>Personal acquaintance of young people before entering into a traditional marriage was not necessary, although it was recognized as desirable; at the same time, the future newlyweds before the wedding could see each other only a few times. Before entering into a modern marriage, society requires that young people must meet for some time - usually a period from 2-3 months to a year or more is considered acceptable; during this time, the future spouses will spend dozens, if not hundreds of love dates and various meetings</p> <ul style="list-style-type: none"> <li>▪ Love.</li> </ul> <p>The actual presence of love is not necessary for a traditional marriage: if it is, then it is good, if not, then it is possible without it. Modern marriage is impossible without love</p>	
<b>WEDNESDAY</b>	<p><b>Strand:</b> Listening and speaking</p> <p><b>Sub- Strand:</b> Conversation/ Everyday discourse</p> <p>Discuss with the Learners about the features of a debate.</p>	<ol style="list-style-type: none"> <li>1. Select an interesting topic for the Learners to debate on.</li> <li>2. Engage Learners in a debate competition among groups of learners.</li> <li>3. Learners brainstorm to observe and use the skills of turn taking in arguments and debates.</li> </ol> <p><b>characteristics of the debate</b></p> <p><b>1- It is informative</b></p> <p>In a debate, complete facts-based information is presented</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>• Vocabulary Skills</li> </ul>

		<p>that serves to make the public aware of all the details they need to know about the topic to be addressed.</p> <p>It also aims to educate viewers and help them create their own criteria in order to achieve a total and logical understanding of the facts.</p> <p><b>2- It is based on firm arguments</b></p> <p>Arguments are all those reasons that together explain, justify or refute an idea.</p> <p>In a debate, the arguments put forward must be logical, competent, relevant and must be explained in an extensive way. They should also have a link or direct relationship with the subject being dealt with.</p> <p><b>3- It is persuasive</b></p> <p>One of the objectives of the people participating in a debate is to convince as many people as possible of the position or vision they have about the subject.</p> <p><b>4- It is tidy</b></p> <p>A debate is governed by a series of rules Strict. The moderator of the debate is in charge of enforcing these rules, which have been established previously and are known by the participants.</p> <p><b>5- It is dynamic</b></p> <p>In a debate two opposing visions are set out on a particular subject, each represented by a team.</p> <p>The development of the debate is dynamic because the important points are questioned by one and answered by the other, many times during the exhibition of an idea.</p>	
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<b>FRIDAY</b>	<p><b>Strand:</b> Reading</p> <p><b>Sub-strand:</b> Reading</p> <p>Engage Learners in spellings and dictation of keywords in a reading text.</p>	<ol style="list-style-type: none"><li>1. Learners brainstorm to explain the meanings of keywords in a reading text.</li><li>2. Assist Learners to read silently a reading text from the reading textbook.</li><li>3. Assist Learners to answer recall, meaning and inferential questions based on the passage.</li></ol> <p><b>Literal, Inferential, and Evaluative Question Answering</b></p> <ul style="list-style-type: none"><li>• <b>Literal</b> questions have responses that are directly stated in the text.</li><li>• <b>Inferential</b> questions have responses that are indirectly stated, induced, or require other information.</li><li>• <b>Evaluative</b> questions require the reader to formulate a response based on their opinion.</li></ul> <p><b><i>Literal, Inferential, or Evaluative?</i></b></p> <table><tr><td>Puppies are very small when they are born. They cannot see until they are about two weeks</td><td><ul style="list-style-type: none"><li>• What are puppies like when they are born?</li><li>• Are puppies born blind?</li></ul></td></tr></table>	Puppies are very small when they are born. They cannot see until they are about two weeks	<ul style="list-style-type: none"><li>• What are puppies like when they are born?</li><li>• Are puppies born blind?</li></ul>	<p>Learners brainstorm to answer comprehension questions.</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>
Puppies are very small when they are born. They cannot see until they are about two weeks	<ul style="list-style-type: none"><li>• What are puppies like when they are born?</li><li>• Are puppies born blind?</li></ul>				

		<p>old. During this time, they stay very close to their mothers.</p>	<ul style="list-style-type: none"><li>• Why do they stay close to their mothers?</li><li>• Would you like to have a puppy?</li></ul>	
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School:

District: