

# EaD Comprehensive Lesson Plans



or



0248043888

<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>• Naming systems — Circumstantial, Reincarnation, Deity name</li><li>• Listening Comprehension</li><li>• Reading</li></ul>
----------------	---	--------------------	--

<https://TrendingGhana.net>

**BASIC 9**

**WEEKLY LESSON PLAN – WEEK 13**

<b>Content Standard:</b>	B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names B9.2.2.1: Demonstrate the ability to listen to extended reading and identify key information B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage.				
<b>Indicator (s)</b>	B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community. B9.2.2.1.1 Listen to a more natural level-appropriate interactions with multiple speakers for example TV shows, dramas, films, etc. B9.3.1.1.2 Summarize passages read in given number of sentences.				
<b>Week Ending</b>	06-12-2024				
<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>	<p><b>Strand:</b> Customs and Institutions</p> <p><b>Sub-strand:</b> Naming systems — Circumstantial, Reincarnation, Deity name</p> <p>Show Learners a poster displaying selection of name quotations from different cultures and languages ( snippet).</p>	<ol style="list-style-type: none"> <li>Assist Learners to circulate and read the quotations silently.</li> <li>facilitate a class discussion to explore the meanings and origins of these names.</li> <li>Using a projected state or country shapes to play a name game ( snippet). Learners brainstorm to identify their shape and call out a friend’s shape, promoting geographic awareness and cultural exchange.</li> <li>Divide the class into small groups and assign each group a theme (e.g., cultural heritage, family traditions, personal preferences).</li> <li>Learners brainstorm on strategies for respectfully approaching unfamiliar names and discuss potential challenges and biases.</li> </ol>			Through questions and answers, conclude the lesson.

		<div> <div>Circumstance</div> <div>Male/Female name</div> <div>Translation</div> </div>	
		<div> <div><i>on the field</i></div> <div>Efum</div> <div>"The field"</div> </div>	
		<div> <div><i>on the road</i></div> <div>Okwán</div> <div>"The road"</div> </div>	
		<div> <div><i>in war</i></div> <div>Bekóe, Bediàkó</div> <div>"war time"</div> </div>	
		<div> <div><i>happy circumstances</i></div> <div>Afriyie/Afiríyie</div> <div>"good year"</div> </div>	
		<div> <div><i>one who loves</i></div> <div>Adofo</div> <div>"the special one from God, warrior"</div> </div>	
		<div> <div><i>great one</i></div> <div>Agyenim</div> <div>"the great one from God"</div> </div>	
		<div> <div><i>after long childlessness</i></div> <div>Nyamékɛ</div> <div>"gift from God"</div> </div>	
		<div> <div><i>premature or sickly</i></div> <div>Nyaméama</div> <div>"what God has given (no man can take away)"</div> </div>	
		<div> <div><i>forceful</i></div> <div>Kumi</div> <div>"forcefulness"</div> </div>	
		<div> <div><i>after death of father</i></div> <div>Antó</div> <div>"it didn't meet him"</div> </div>	
		<div> <div><i>father refuses responsibility</i></div> <div>Obímpé</div> <div>"nobody wants"</div> </div>	
		<div> <div></div> <div>Yempéw</div> <div>"we don't want you"</div> </div>	
WEDNESDAY	<b>Strand:</b> Listening and Speaking  <b>Sub- Strand:</b> Listening Comprehension  Ask Learners to share their experiences with TV	<ol style="list-style-type: none"> <li>1. Play a TV show, drama, or film episode, pausing occasionally to check comprehension.</li> <li>2. Assist Learners to identify the speakers, their roles, and the topics discussed.</li> <li>3. Distribute a worksheet with comprehension questions, focusing on:</li> </ol>	Learners brainstorm to write a short reflection on the episode, using vocabulary and phrases from the listening activity.

	shows, dramas, or films featuring multiple speakers	<div><div><div>a. Main ideas and plot developments</div><div>b. Character interactions and relationships</div><div>c. Key phrases and expressions used</div></div><div>4. Assist Learners to complete the worksheet individually.</div><div><div><div>• <b>Dialogue:</b> Characters’ words and tone convey their personalities, relationships, and emotions. Dialogue is often layered with subtext, allowing audiences to infer underlying motivations and conflicts.</div><div>• <b>Conversational dynamics:</b> Interactions between characters involve turn-taking, interruptions, and overlaps, mirroring real-life conversations. This creates a sense of realism and makes characters feel more relatable.</div><div>• <b>Emotional intelligence:</b> Characters demonstrate emotional intelligence by picking up on cues, responding empathetically, and navigating conflicts. This helps build complex relationships and drives plot development.</div><div>• <b>Power imbalances:</b> Interactions often involve power struggles, with characters using language and tone to assert dominance, negotiate, or manipulate others.</div><div>• <b>Cultural and social context:</b> Characters’ interactions are influenced by their cultural backgrounds, social norms, and historical settings, adding depth and authenticity to the storytelling.</div><div>• <b>Subplots and character arcs:</b> Conversations between characters can reveal underlying themes, foreshadow plot twists, and advance character development, making the narrative more engaging and satisfying.</div></div><div>Examples of TV shows, dramas, and films that excel in natural level-appropriate interactions with multiple speakers include:</div><div><div>• <b>The West Wing:</b> Characters’ witty banter and debates reflect their personalities and values, while also advancing the plot and exploring themes.</div><div>• <b>Breaking Bad:</b> The complex relationships between Walter White, Jesse Pinkman, and Hank Schrader are driven by nuanced conversations that reveal their characters’ motivations and emotions.</div><div>• <b>The Social Network:</b> The film’s dialogue-driven</div></div></div></div>	
--	---	--	--

		<p>portrayal of the Winklevoss twins’ and Eduardo Saverin’s interactions captures the tension and rivalry between them, while also exploring themes of ambition and betrayal</p>	
<b>FRIDAY</b>	<p><b>Strand:</b> Reading <b>Sub-strand:</b> Reading</p> <p>Select a model reader to read a passage aloud to the class.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate on how to summarize a reading text in 3-4 sentences. Highlight the main idea and key supporting details.</li> <li>2. Provide Learners with a passage and ask them to work individually to summarize it in 3-4 sentences.</li> <li>3. Through peer-to-peer conversations, allow Learners to share their summaries with a partner.</li> <li>4. Facilitate a discussion to reinforce understanding and address any common challenges.</li> </ol> <p><b>Worksheet Guiding Questions :</b></p> <ul style="list-style-type: none"> <li>• What is the main idea of the passage?</li> <li>• What are the most important details that support the main idea?</li> <li>• How can you condense the passage into 3-4 sentences while still maintaining its key points?</li> </ul>	<p>Use a rubric to assess the main idea, supporting details, and sentence structure.</p>

Name of Teacher:

School:

District: