

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<p>ASPECT</p> <p>READING</p> <p>TOPIC</p> <p>Fire at Musa’s restaurant</p>	<p>OBJECTIVES</p> <p>By the end of the lesson the pupil will be able to;</p> <p>3.1.1 read fluently</p> <p>2.1.1 Read given text for specific information.</p> <p>RPK Pupils have seen an item caught on fire before</p>	<p>INTRODUCTION</p> <ul style="list-style-type: none"> - review pupils RPK through questions and answers. - Drill pupils on new words <p>PRESENTATION</p> <ul style="list-style-type: none"> - Do model reading - Discuss passage as its being read. - let pupils read silently and infer information from text <p>CONCLUSION</p> <ul style="list-style-type: none"> - Assign pupils to exercise. - Mark and discuss corrections. 	Pupils Reader	<p>SKILLS</p> <p>Speaking Listening Writing Reading</p> <p>Pupils Reader Fire at Musa’s restaurant Pg 127</p>	<p>Exercise Answer question 1 and 2 from the pupils reader</p> <p>REMARKS</p>

3RD WEEK ENDING: 23RD – 27TH MAY, 2022

NAME OF TEACHER: ISAAC DUKER

SUBJECT: ENGLISH LANGUAGE

CLASS: JHS 2

TERM: 2

PROF. DUKER - 0242830522

REFERENCE: ENGLISH SYLLABUS FOR JHS, THE GRAMMAR

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	<p>ASPECT</p> <p>Grammar</p> <p>TOPIC</p> <p>Personal and Possessives</p>	<p>OBJECTIVES</p> <p>By the end of the lesson the pupil will be able to;</p> <p>2.3.1 identify pronouns in sentences/texts</p> <p>2.3.2 Use pronouns appropriately.</p> <p>RPK Pupils know nouns</p>	<p>INTRODUCTION</p> <ul style="list-style-type: none"> - revise pupils RPK on nouns - Assist pupils to construct sentences using nouns that they have mentioned <p>PRESENTATION</p> <ul style="list-style-type: none"> - Guide students to replace some nouns with pronouns in the sentences pupils constructed - Guide students to distinguish between personal and possessive pronouns. - Assist pupils to use pronouns appropriately <p>CONCLUSION</p> <ul style="list-style-type: none"> - Assign pupils to exercise. - Mark and discuss corrections. 	Chalkboard illustration	<p>SKILLS</p> <p>Speaking Listening Writing Reading</p> <p>Pronouns are words used to replace nouns.</p> <p>e.g. <u>Kofi</u> ate the <u>food</u>. <u>He</u> ate all of <u>it</u>.</p> <p>Categorising pronouns: Personal Pronouns 1st person - I, we. 2nd person - You. 3rd person - He, she, it, they.</p> <p>Possessive Pronouns: 1st person: mine, ours 2nd person - yours 3rd person - his/hers its/theirs</p>	<p>Exercise</p> <p>Using pronoun, replace the underlined words.</p> <p>1. <u>Mr. Mensah and I</u> went to the house.</p> <p>2. The books on the table are for Adjoa.</p> <p>REMARKS</p>

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TERM: 2

PROF. DUKER - 0242830522

REFERENCE: ENGLISH SYLLABUS FOR JHS, *Cockcrow*

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	ASPECT Literature TOPIC Ripples	OBJECTIVES By the end of the lesson the pupil will be able to; 5.3.1 state what the play is about. 5.3.2 read play fluently 5.3.3 identify characters and their roles in plays RPK Pupils know child marriage	INTRODUCTION -Discuss the title of the story. - Drill pupils on new words READING STAGE - Guide pupils to read story with fluency - Assist pupils to differentiate the types of stories. - Guide pupils to identify the significance of the stories. CONCLUSION - Assign pupils to exercise	The Cockcrow	SKILLS Speaking Listening Writing Reading The Cockcrow Ripples Pg 79	Exercise 1. What is the theme of the story? 2. Mention 3 characters in the play. REMARKS

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	<p>ASPECT</p> <p>Grammar</p> <p>TOPIC Compound Sentences</p>	<p>OBJECTIVES</p> <p>By the end of the lesson the pupil will be able to;</p> <p>2.5.1 identify the compound sentence</p> <p>2.5.2 join simple sentences to form compound sentences.</p> <p>2.5.3 use compound sentences in oral/written expressions</p> <p>RPK Pupils can construct simple sentences.</p>	<p>INTRODUCTION</p> <p>- Let pupils construct simple sentences.</p> <p>- Write pupils examples on chalk board</p> <p>PRESENTATION</p> <p>- Guide students to join the pairs of simple sentences with appropriate coordinating conjunctions to form compound sentences.</p> <p>- Guide students to write compound sentences.</p> <p>CONCLUSION</p> <p>- Assign pupils to exercise.</p> <p>- Mark and discuss corrections.</p>	<p>Chalkboard illustration</p>	<p>SKILLS Speaking Listening Writing Reading</p> <p>Compound sentences are formed by joining two or more simple sentences.</p> <p>The simple sentences are independent clauses. They are joined by coordinating conjunctions e.g. AND, BUT</p> <p>Simple Sentences (Independent Clauses) I bought a pen. She bought an eraser.</p> <p>Compound Sentence. I bought a pen but she bought an eraser..</p>	<p>Exercise Join the following pairs of sentences with the appropriate coordinating conjunction.</p> <p>1. Ama is tall. Ekow is short.</p> <p>2. Kojo danced well. They clapped for him.</p> <p>3. Rachel will use a pen. Rachel will use a pencil.</p> <p>REMARKS</p>

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	<p>ASPECT Reading</p> <p>TOPIC Tragedy of the One Cedi Note.</p>	<p>OBJECTIVES</p> <p>By the end of the lesson the pupil will be able to;</p> <p>3.1.1 Read and recall simple facts and ideas.</p> <p>3.1.2 Answer inferential and derivative questions.</p> <p>RPK Pupils have seen a dirty money before.</p>	<p>INTRODUCTION</p> <ul style="list-style-type: none"> - guide pupils to discuss the title of the story - Drill pupils on new words <p>PRESENTATION</p> <ul style="list-style-type: none"> - Do model reading - discuss as passage is being read - Guide pupils to recall facts - let pupils read silently <p>CONCLUSION</p> <ul style="list-style-type: none"> - Assign pupils to exercise. - Mark and discuss corrections. 	<p>Pupils Reader</p>	<p>SKILLS</p> <p>Speaking Listening Writing Reading</p> <p>Pupils Reader Tragedy of the One Cedi Note. Pg 166</p>	<p>Exercise Answer question 1 and 2 from pupils reader</p> <p>REMARKS</p>

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	<p>ASPECT</p> <p>Literature</p> <p>TOPIC</p> <p>The Girl Who Can</p>	<p>OBJECTIVES</p> <p>By the end of the lesson the pupil will be able to;</p> <p>5.3.1 State what the story is about.</p> <p>5.3.2 read story fluently</p> <p>5.3.3 identify characters and their roles in story</p> <p>RPK Pupils have seen a lean child before.</p>	<p>INTRODUCTION</p> <p>- Assist pupils to discuss the title</p> <p>- Let pupils discuss and guess the content of the story</p> <p>READING STAGE</p> <p>- guide pupils to identify characters in the story</p> <p>- assist pupils to read with fluency</p> <p>- assist pupils to identify characters in the story and the roles they story</p> <p>POST READING STAGE</p> <p>- Assign pupils to exercise</p>	The Cockcrow	<p>SKILLS</p> <p>Speaking Listening Writing Reading</p> <p>The Cockcrow The Girl Who Can Pg 142</p>	<p>Exercise</p> <p>1. What is the theme of the story</p> <p>2. What was did Adjoa consider as her problem?</p> <p>REMARKS</p>