

DAY / DATE / TIME	TOPIC	OBJECTIVES / RPK	TEACHER – LEARNER ACTIVITIES	TLM	CORE POINTS	EVALUATION / REMARKS
	<p>TOPIC</p> <p>Reading and Comprehension</p> <p>(Akenkan na Ntseasee)</p> <p>SUB-TOPIC</p> <p>ASPECT</p> <p>READING AND LITERATURE</p>	<p>OBJECTIVE(S)</p> <p>By the end of the lesson the pupil will be able to:</p> <p>2.1.1</p> <p>Read aloud fluently with emphasis on punctuation marks.</p> <p>2.2.1</p> <p>Identify the main Ideas in the passages read.</p> <p>2.2.2</p> <p>Narrate or rewrite in summary form what has been read.</p> <p>R.P.K.</p> <p>Pupils can now read loud without making mistakes</p>	<p>INTRODUCTION STAGE</p> <p>Teacher introduces the lesson by reviewing pupils RPK through the question and answer method.</p> <p>PRESENTATION STAGE</p> <p>1. Pupils read given passages silently and discuss passages based on leading questions from the teacher.</p> <p>2. Discussion of passage read followed by answering of oral/written comprehension questions.</p> <p>3. Teacher to write a passage of one page and assist pupils to discuss the main ideas.</p> <p>4. Pupils to summarise the passage in a few sentences.</p> <p>CONCLUSION STAGE</p> <p>Teacher summarizes the lesson and assign work to pupils.</p>	Chalk illustration.	<p>SIKA MFUTUW</p> <p>Ansaana Ngyiresi Aborɔfo rebɛba ɔman yi mu no, nna tsetse mpanyimfo dze sika mfutuw na wɔdze tɔ adze dzi gua so. Nna yetu mfutu no bi wɔ asaase mu na yehor bi so wɔ esutsen mu.</p> <p>Ɔe ekɔ nkurow bi mu wɔ Asanteman mu nde mber yi a, ibohu tsetsefo sika amona no bi de ɔdeda ho. Ɔman bi tse de Manso dze ɔnnyɛ na kora. Wɔfre de m amona no de nkum. Tsetse no so, se nsu tɔ na ogyae a, mbofra hwehwɛ famu nye amona mu a, wɔtaa nya tsetsefo sika yi bi wɔ detse mu. Tsetseberdo no so nna se Asantsefo kɔ mpoano kɔtɔ ndzɛmba a, wɔdze sika mfutu na wɔdze tua kaw. Osian sika mfutuw pii a nna ɔwɔ ɔman yi mu ntsi na aborɔfo a wodzii kan baa ɔman yi mu no too ɔman yid zin sika mpoano no.</p> <p>Adze a wɔdze ker sika mfutuw no nye Abrambo.</p> <p>Nsembisa</p> <p>1. Asaana Nyyiresi Aborɔfo rebɛba ɔman yi mu no, nna tsetse mpanyimfo dze ebɛn adze dzi gua?</p> <p>2. Ebɛn dzin na wɛdxe frɛ tsetse sika amonna?</p> <p>3. Tsetse no nna hɛnfa na wɛtaa nya sika mfutu?</p> <p>4. Adze a wɔdze ker sika mfutu no wɔfre no de n.</p> <p>DIMENSION</p> <p>Knowledge and understanding</p>	<p>DWUMADZI</p> <p>Yiyi nsembisa yi ano</p> <p>REMARKS</p>

DAY / DATE / TIME	TOPIC	OBJECTIVES	TEACHER – LEARNER ACTIVITIES	TLM	CORE POINTS	EVALUATION / REMARKS
	<p>TOPIC</p> <p>Names and Appellations of chief.</p> <p>SUB-TOPIC</p> <p>AKAN CHIEFTAINCY</p> <p>ASPECT</p> <p>ORAL SKILLS</p>	<p>OBJECTIVE(S)</p> <p>By the end of the lesson the pupil will be able to;</p> <p>1. know that within the Akan ethnic group there are different kin groups, such as the <u>Ashanti</u>, <u>Bono</u>, <u>Akyem</u>, <u>Kwahu</u>, <u>Akwapim</u>, <u>Assin</u>, or the <u>Fante</u>, [Denkyira]</p> <p>2. The highest ranked of the entire Akan chieftaincy institution is the paramount chief.</p> <p>R.P.K.</p> <p>Pupils know the names of chief in their community.</p>	<p>INTRODUCTION STAGE</p> <p>Teacher introduces the lesson by reviewing pupils RPK through the question and answer method.</p> <p>PRESENTATION STAGE</p> <p>1. Teacher brainstorm pupil on Akan chieftaincy institution.</p> <p>2. Teacher explain to pupils that chiefs have their own territories.</p> <p>3. Teacher discuss the function of each chief.</p> <p>CONCLUSION STAGE</p> <p>Teacher summaries the lesson And ask pupils to answer questions in their exercise book.</p>	Chalk board illustration	<p>Omanhene - <i>is the</i> Paramount Chief. In rare cases, <u>Queens</u> themselves would be Custodians of the Chieftaincy until a relevant male from the Royal Household is chosen as chief. This and the position of Obaapanin or Queen are the only ones that are obtained through descent from the ruling clan.</p> <p>Krontihene - The Krontihene is caretaker of the land and second-in-command after the Omanhene.</p> <p>Ankobeahene - <i>Ankobe</i> means one who stays at home or does not go anywhere. The Ankobeahene is the caretaker of the palace.</p> <p>Obaatan - Obaatan means "parent" and is a female role. Her symbol is the egg, out of which all other chiefs came. She is Omanhene's counsellor. When Omanhene's stool is vacant, Obaatan suggests the next incumbent.</p> <p>Tufohene - The "warlord" is the head of all the <u>Asafo</u> companies and the defense minister (or head of the gunners). Tufohene translates loosely in Akan as 'the chief of the gunners',</p> <p>Asafohene - The Asafohene is the head of a single Asafo company.</p> <p>Manwrehene - The head of the interior.</p> <p>Sanaahene - The head of the treasury.</p> <p>Adontehene - There are four positions describing military flanks. The Adontehene is the one who goes in front of the army.</p> <p>DIMENSION</p> <p>Application of knowledge</p>	<p>NSEMBISA</p> <p>REMARKS</p>

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