


DAY / DATE / TIME	TOPIC	OBJECTIVES / RPK	TEACHER – LEARNER ACTIVITIES	TLM	CORE POINTS	EVALUATION / REMARKS
	<p><b>TOPIC:</b></p> <p><b>CROCHETING</b></p> <p><b>SUB-TOPIC:</b></p>	<p><b>OBJECTIVE(S)</b> By the end of the lesson the pupil will be able to;</p> <ol style="list-style-type: none"> <li>1. State the basic crochet stitches.</li> <li>2. Hold the hook for crocheting.</li> <li>3. Hold the yarn.</li> </ol> <p><b>R.P.K.</b></p> <p>Pupils have been introduced to the lesson already.</p>	<p><b>PRE - PRESENTATION</b></p> <p>Teacher introduces the lesson by reviewing pupils RPK through the question and answer method.</p> <p><b>PRESENTATION</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher</b> brainstorms students to come out with the basic crochet stitches.</li> <li>2. <b>Teacher</b> demonstrate how the hook is held to pupils.</li> <li>3. <b>Teacher</b> demonstrates on how to hold the yarn to pupils.</li> </ol> <p><b>POST PRESENTATION</b></p> <p>Teacher summaries the lesson and let pupil practice it then after pupils answer question.</p>	<p>Pictures of basic crochet stitches</p>	<p><b>BASIC CROCHET STITCHES</b></p> <ul style="list-style-type: none"> <li>- chain</li> <li>- slip stitches</li> <li>- treble</li> </ul> <p><b>HOW TO HOLD THE HOOK</b></p> <p>The hook is held almost in the same way as for a pen or pencil, the tip of the middle finger in positioned about one and half inches away from the head of the hook.</p> <p>The head of the hook should face downward when stitches are being worked.</p> <p><b>HOW TO HANDLE THE YARN</b></p> <p>The thread or yarn could be wound round the fore finger or could go over the fore finger and middle finger to regulate the tension.</p> <p><b>DIMENSION</b> Knowledge and understanding</p>	<p>Teacher evaluates through class work</p> <ol style="list-style-type: none"> <li>1. Mention the basic crochet stitches.</li> <li>2. Demonstrate how to hold the hook and the yarn.</li> </ol> <p><b>REMARKS</b></p>

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	<p><b>TOPIC:</b></p> <p><b>MEAL PLANNING</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>BREAKFAST</b></p>	<p><b>OBJECTIVE(S)</b> By the end of the lesson the pupil will be able to;</p> <ol style="list-style-type: none"> <li>1. explain the term breakfast</li> <li>2. state at least three qualities of good breakfast.</li> <li>3. state the types of breakfast.</li> <li>4. plan a light and a heavy breakfast</li> </ol> <p><b>R.P.K.</b> Pupils have been taken breakfast.</p>	<p><b>PRE - PRESENTATION</b> Teacher introduces the lesson by reviewing pupils RPK through the question and answer method.</p> <p><b>PRESENTATION</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher</b> brainstorms students to come out with the meaning of breakfast.</li> <li>2. Teacher guides students to come out with the qualities of breakfast</li> <li>3. Teacher plans a light and heavy breakfast on the board and ask students to plan their own in their books.</li> </ol> <p><b>POST PRESENTATION</b></p> <p>Teacher summaries the lesson and pupils answer questions</p>	<p>Chart containing examples of heavy and light breakfast</p>	<p><b>WHAT IS BREAKFAST</b> Is a very important meal. This is because it is the first meal of the day after the body has been without meal for eight hours from the previous day’s supper.</p> <p><b>BREAKFAST MUST</b></p> <ol style="list-style-type: none"> <li>1. be easy to digest</li> <li>2. be easy to prepare</li> <li>3. contain all the nutrients</li> <li>4. supply the body with energy to do days’ work</li> </ol> <p><b>TYPES OF BREAKFAST</b></p> <ol style="list-style-type: none"> <li>1. Light</li> <li>2. Heavy</li> </ol> <p><b>LIGHT BREAKFAST</b></p> <ul style="list-style-type: none"> <li>– pineapple juice</li> <li>– groundnut in ekuwgbemli</li> <li>– omelette on toasted break</li> <li>– tea or chocolate drink</li> </ul> <p><b>HEAVY BREAKFAST</b></p> <ul style="list-style-type: none"> <li>– plain rice</li> <li>– meal in gravy</li> </ul>  <p><b>DIMENSION</b> Knowledge and understanding</p>	<p>Teacher evaluates through class work</p> <ol style="list-style-type: none"> <li>1. What is breakfast?</li> <li>2. State three qualities of breakfast.</li> <li>3. State the types of breakfast.</li> </ol> <p><b>REMARKS</b></p>

