

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<p><b>ASPECT</b> READING</p> <p><b>TOPIC</b> Fire at Musa's restaurant</p>	<p><b>OBJECTIVES</b></p> <p>By the end of the lesson the pupil will be able to;</p> <p><b>3.1.1</b> read fluently</p> <p><b>2.1.1</b> read given text for specific information.</p> <p><b>RPK</b> Pupils have seen an item caught on fire before</p>	<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>- review pupils RPK through questions and answers.</li> <li>- Drill pupils on new words</li> </ul> <p><b>PRESENTATION</b></p> <ul style="list-style-type: none"> <li>- Do model reading</li> <li>- Discuss passage as its being read.</li> <li>- let pupils read silently and infer information from text</li> </ul> <p><b>CONCLUSION</b></p> <ul style="list-style-type: none"> <li>- Assign pupils to exercise.</li> <li>- Mark and discuss corrections.</li> </ul>	Pupils Reader	<p><b>SKILLS</b></p> <p>Speaking Listening Writing Reading</p> <p>Pupils Reader Fire at Musa's restaurant Pg 127</p>	<p><b>Exercise</b> Answer question 3 and 4 from the pupils reader</p> <p><b>REMARKS</b></p>

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<p><b>ASPECT</b> Grammar</p> <p><b>TOPIC</b> Personal and Possessives</p>	<p><b>OBJECTIVES</b></p> <p>By the end of the lesson the pupil will be able to;</p> <p><b>2.3.1.</b> identify pronouns in sentences/texts</p> <p><b>2.3.2</b> Use pronouns appropriately.</p> <p><b>RPK</b> Pupils know nouns</p>	<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>- revise pupils RPK on nouns</li> <li>- Assist pupils to construct sentences using nouns that they have mentioned</li> </ul> <p><b>PRESENTATION</b></p> <ul style="list-style-type: none"> <li>- Guide students to replace some nouns with pronouns in the sentences pupils constructed</li> <li>- Guide students to distinguish between personal and possessive pronouns.</li> <li>- Assist pupils to use pronouns appropriately</li> </ul> <p><b>CONCLUSION</b></p> <ul style="list-style-type: none"> <li>- Assign pupils to exercise.</li> <li>- Mark and discuss corrections.</li> </ul>	Chalkboard illustration	<p><b>SKILLS</b></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 <input type="checkbox"/> yours 3rd person <input type="checkbox"/> 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>

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

4<sup>TH</sup> WEEK ENDING: 30<sup>TH</sup> – 3<sup>RD</sup> JUNE, 2022

NAME OF TEACHER: ISAAC DUKER

SUBJECT: ENGLISH LANGUAGE

CLASS: JHS 2

TERM: 2

PROF. DUKER - 0242830522

REFERENCE: ENGLISH SYLLABUS FOR JHS, *Composition (Writing)*

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<b>ASPECT</b>  Composition  <b>TOPIC</b>  Writing Dialogue	<b>OBJECTIVES</b>  By the end of the lesson the pupil will be able to;  1. Identify the features of a dialogue.  2. write dialogues involving two or three characters with three or four exchanges  <b>RPK</b> Pupils can engage in dialogue	<b>INTRODUCTION</b> Ask pupils to engage in a dialogue in pairs.  <b>READING STAGE</b>  - Play a dialogue for pupils to listen and discuss the features.  - Put pupils in groups and ask them to hold dialogues in given situations.  - Introduce the point that direct statements in a dialogue are enclosed in inverted commas  <b>CONCLUSION</b>  Engage pupils to summarize salient points.  <b>APPLICATION:</b> Pupils can engage in meaningful dialogues	Sample Dialogue music box	A <b>dialogue</b> is a conversation between two person  Dialogues between two or three characters with three or four exchanges.  <b>Focus on Grammar</b> Appropriate use of inverted commas and other punctuation marks. i. Direct speech ii. Contracted forms Direct statements in a dialogue are enclosed in inverted commas, e.g.  Prof: Where are you  Duker: I'm going to school.  Prof: I'll go to school too  Duker: Shall we walk together then?	Exercise  1. Write a brief dialogue between a customer and a shopkeeper.  <b>REMARKS</b>

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<p><b>ASPECT</b> Reading</p> <p><b>TOPIC</b> Tragedy of the One Cedi Note.</p>	<p><b>OBJECTIVES</b></p> <p>By the end of the lesson the pupil will be able to;</p> <p><b>3.1.1</b> read and recall simple facts and ideas.</p> <p><b>3.1.2</b> answer inferential and derivative questions.</p> <p><b>RPK</b> Pupils have seen a dirty money before.</p>	<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>- guide pupils to discuss the title of the story</li> <li>- Drill pupils on new words</li> </ul> <p><b>PRESENTATION</b></p> <ul style="list-style-type: none"> <li>- Do model reading</li> <li>- discuss as passage is being read</li> <li>- Guide pupils to recall facts</li> <li>- let pupils read silently</li> </ul> <p><b>CONCLUSION</b></p> <ul style="list-style-type: none"> <li>- Assign pupils to exercise.</li> <li>- Mark and discuss corrections.</li> </ul>	<p>Pupils Reader</p>	<p><b>SKILLS</b></p> <p>Speaking Listening Writing Reading</p> <p>Pupils Reader Tragedy of the One Cedi Note. Pg 166</p>	<p><b>Exercise</b> Answer question 3 and 4 from pupils reader</p> <p>REMARKS</p>

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<p><b>ASPECT</b> Grammar</p> <p><b>TOPIC</b> Compound Sentences</p>	<p><b>OBJECTIVES</b></p> <p>By the end of the lesson the pupil will be able to;</p> <p><b>2.5.1</b> identify the compound sentence</p> <p><b>2.5.2</b> join simple sentences to form compound sentences.</p> <p><b>2.5.3</b> use compound sentences in oral/written expressions</p> <p><b>RPK</b> Pupils can construct simple sentences.</p>	<p><b>INTRODUCTION</b></p> <p>- Let pupils construct simple sentences.</p> <p>- Write pupils examples on chalk board</p> <p><b>PRESENTATION</b></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><b>CONCLUSION</b></p> <p>- Assign pupils to exercise.</p> <p>- Mark and discuss corrections.</p>	Chalkboard illustration	<p><b>SKILLS</b> Speaking Listening Writing Reading</p> <p><b>Compound sentences</b> are formed by joining two or more simple sentences.</p> <p>The <b>simple sentences</b> 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>

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<p><b>ASPECT</b></p> <p>Literature</p> <p><b>TOPIC</b></p> <p>The Girl Who Can</p>	<p><b>OBJECTIVES</b></p> <p>By the end of the lesson the pupil will be able to;</p> <p><b>5.3.1</b> State what the story is about.</p> <p><b>5.3.2</b> read story fluently</p> <p><b>5.3.3</b> Identify some devices used in the story.</p> <p><b>RPK</b> Pupils have seen a lean child before.</p>	<p><b>INTRODUCTION</b></p> <p>-Assist pupils to discuss the title</p> <p>- Let pupils discuss and guess the content of the story</p> <p><b>READING STAGE</b></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><b>POST READING STAGE</b></p> <p>-Assign pupils to exercise</p>	The Cockcrow	<p><b>SKILLS</b></p> <p>Speaking Listening Writing Reading</p> <p>The Cockcrow The Girl Who Can Pg 142</p>	<p>Exercise</p> <p>1. According to the story what is maami's name?</p> <p>2. What device is being used in the in the underlined group of words..." that is what shuts up maami for good"</p> <p>REMARKS</p>

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<p><b>ASPECT</b></p> <p>Composition</p> <p><b>TOPIC</b></p> <p>Writing Minutes</p>	<p><b>OBJECTIVES</b></p> <p>By the end of the lesson the pupil will be able to;</p> <p>1. Identify features of learners.</p> <p>2. write minutes of and club/society meeting</p> <p><b>RPK</b></p> <p>Pupils can describe how a PTA meeting is held.</p>	<p><b>INTRODUCTION</b></p> <p>- Ask learners to describe how PTA meeting is carried out.</p> <p><b>READING STAGE</b></p> <p>- Teacher reads a minute for with listen.</p> <p>- Ask pupils to point out the various features and illustrate them</p> <p>- In groups, ask pupils to plan and write a minute.</p> <p>- Ask pupils to present their minutes to the class.</p> <p><b>CONCLUSION</b></p> <p>- Summarize salient points</p> <p>- Assign pupils to exercise</p> <p><b>APPLICATION:</b></p> <p>Pupils can write minutes for a club/society meeting.</p>	<p>Sample of PTA meeting minutes</p>	<p><b>Features of Minutes:</b></p> <p>Clear heading covering name of club, type of meeting (executive, general, etc.), date, venue and time, etc.</p> <p><b>Example:</b> Minutes of Meeting of the Executive Committee of the Health Club on Friday 3rd November 2022, at 1.00p.m. in form 3 classroom</p> <p>(The title and particulars of the meeting are underlined as above)</p> <p>Sub-heading following agenda.</p> <p>Clear presentation of decisions, etc.</p> <p>Use of Language: Formal</p> <p>Signature: Secretary or Writer Signature of Chairman/President of Club.</p>	<p>Exercise</p> <p>1. Write minutes on class meeting.</p> <p><b>REMARKS</b></p>



