

DAY / DATE / TIME	TOPIC	OBJECTIVES / RPK	TEACHER – LEARNER ACTIVITIES	TLM	CORE POINTS	EVALUATION / REMARKS
	<p>TOPIC</p> <p>SIMPLE SENTENCE</p> <p>ASENTOW TSIABA</p> <p>SUB-TOPIC</p> <p>ASPECT</p> <p>WRITING SKILLS</p>	<p>OBJECTIVE(S)</p> <p>By the end of the lesson the pupil will be able to:</p> <p>3.5.1.</p> <p>analyse the simple sentence into subject and predicate.</p> <p>3.5.2.</p> <p>state the elements of the subject and predicate</p> <p>R.P.K.</p> <p>Pupils can form sentence</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>Teacher construct simple sentences for analysis.</p> <p>Teacher assist pupil to identify and analyse subject and predicate.</p> <p>CONCLUSION STAGE</p> <p>Teacher summarizes the lesson and assign work to pupils.</p>	Chalk illustration.	<p>SIMPLE SENTENCE</p> <p>A simple sentence contains subject and simple predicate, simple ideas or statement since it contains only one finite verb. It has one subject and one predicate.</p> <p><i>Examples</i></p> <ol style="list-style-type: none"> The famer killed the snake Kofi laughed Kwame dance <ul style="list-style-type: none"> - Ɔye asentow a ɔda adwenmu kor edzi (Ɔdze adwenmu kor pɛr na ɔdze to gua) - Okitsa ɔyɛfo na nkasaho so kor - Okitsa nyɛɛ tsitsir so kor. - No mu biara gyina noho do. - Asentow kor biara kitsa asempruw kor a ɔyɛ asemruw-tsir. - Oyum yɛ nhyɛ, nsɛnka anaa anomusɛm, ntsamu na asembisa - Otum yɛ kasfua kor pɛr. - Nkabɔmudze biara nnyi mu. - Ne nyehyɛɛ so nyɛ kuntann / dzen. <p>Mfatoho:</p> <ol style="list-style-type: none"> Ekow rekenkan buukuu no Ekuawa rodɔw mfikyir hɔ. Amba mmpɛ dɔkon na kyanam. Ɔbaa ha anapa yi Kyɛw no da adaka no mu. Inyim akatasia hoɔfɛfo no? Yenyim hɔn. <p>Dza metwa ase no yɛ ɔyɛfo, nna nkaa no yɛ nkasaho</p> <p>DIMENSION</p> <p>Knowledge and understanding</p>	<p>DWUMADZI</p> <p>Pupils analyse given sentences into subject and predicate</p> <p>REMARKS</p>

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Day 2	<p>TOPIC</p> <p>TSETSE NDWUMA</p> <p>TYPES OF OCCUPATION</p> <p>SUB-TOPIC</p> <p>ASPECT</p> <p>Oral</p>	<p>OBJECTIVE(S)</p> <p>By the end of the lesson the pupil will be able to:</p> <ol style="list-style-type: none"> 1. mention the kinds of occupation 2. State the benefit of occupation. 3. sing each type of occupation songs <p>R.P.K.</p> <p>Pupils know some of the occupations</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> <ol style="list-style-type: none"> 1. Assist pupil to come out with the kinds of occupation 2. Discuss the benefit of occupation 3. Brainstorm the pupils on the benefits of doing your own work. 4. Lead the pupil to sing the various occupation songs. <p>CONCLUSION STAGE</p> <p>Teacher summarizes the lesson and assign work to pupils.</p> <p>AFARFO HON NDWOM</p> <p>Sisi mbo, Tabon mbo Sisi mbo, Tabon mbo Iyi ye adze a woye a! (2x) Ɔfarnyi kwan tabon a Ɔmmfa nkɔ n'ekyir o Sisi mbo, Tabon mbo (2x)</p>	Chalk illustration	<p>APOYE / FAR EDWUMA (FISHING)</p> <p>Apoye anaa far edwuma ye nsumu edwuma a ɔwɔ hɔ fi tsetseberdo. Nyimpa a ɔkɔ po do keyi nam no nye efarnyi anaa pofonyi. Da a afarfo mmfa nnkɔ po do nye Beneda osiande eye Nana Bosompɔ ne da a wɔdza som no. Se afarfo wɔ nsu do anaa po do na wɔmema hɔn tabon do a, nna ɔkyere de asemɔn bi ato hɔn anaa wɔwɔ mbusu mu. Afarfo gu asawu we po mu dze yin am.</p> <p>Nam a Apofo yi bi nye</p> <table border="0"> <tr> <td>Eben</td> <td>poku</td> <td>ewura</td> </tr> <tr> <td>Wiriwiriw</td> <td>tantra</td> <td>nkamfona</td> </tr> <tr> <td>Sukoe</td> <td>ɔpaa</td> <td>ekyinekyin</td> </tr> </table> <p>NDZEMBA A AFARFO DZE YE EDWUMA</p> <table border="1"> <thead> <tr> <th>NDZEMBA</th> <th>DWUMA A WɔDZE DZI</th> </tr> </thead> <tbody> <tr> <td>Hɛmba</td> <td>Wɔtsena mu kɔ po</td> </tr> <tr> <td>Tabon</td> <td>Wɔdze kwan hɛmba no</td> </tr> <tr> <td>Sumbuni</td> <td>Wɔdze gu eboa no n'ano ma ɔkɔ nsu ase yie</td> </tr> <tr> <td>Putuusii</td> <td>Wɔdze gu eboa ano ama woehu beebi a ogu wɔ nsu no mu</td> </tr> <tr> <td>Eboa / asawu</td> <td>Wɔdze yi (pa) nam</td> </tr> <tr> <td>Sekye</td> <td>Wɔdze hɛmba kyekyer amma asorekye ammbɛfa no annkɔ</td> </tr> </tbody> </table> <p>DIMENSION</p> <p>Knowledge and understanding</p>	Eben	poku	ewura	Wiriwiriw	tantra	nkamfona	Sukoe	ɔpaa	ekyinekyin	NDZEMBA	DWUMA A WɔDZE DZI	Hɛmba	Wɔtsena mu kɔ po	Tabon	Wɔdze kwan hɛmba no	Sumbuni	Wɔdze gu eboa no n'ano ma ɔkɔ nsu ase yie	Putuusii	Wɔdze gu eboa ano ama woehu beebi a ogu wɔ nsu no mu	Eboa / asawu	Wɔdze yi (pa) nam	Sekye	Wɔdze hɛmba kyekyer amma asorekye ammbɛfa no annkɔ	<p>DWUMADZI</p> <p>Yiyi nsembisa yi ano</p> <p>1. Ɔtomfo n'edwuma nye.....</p> <p>REMARKS</p>
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