

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	<p>ASPECT READING</p> <p>TOPIC Looking for Oil</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 been using kerosine</p>	<p>INTRODUCTION</p> <ul style="list-style-type: none"> - Guide pupils to discuss the source of kerosene. - 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 LOOKING FOR OIL PG 138</p>	<p>Exercise Answer question 1 and 2 from reader.</p> <p>REMARKS</p>

5TH WEEK ENDING: 6TH – 10TH JUNE, 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 GRAMMAR</p> <p>TOPIC REFLEXIVE PRONOUN</p>	<p>OBJECTIVES</p> <p>By the end of the lesson the pupil will be able to;</p> <p>2.9.2 use possessive and reflexive pronouns appropriately in speech and in writing.</p> <p>RPK Pupils know personal pronouns</p>	<p>INTRODUCTION</p> <p>Revise pronouns. Students identify pronouns in given sentences.</p> <p>PRESENTATION</p> <p>Assist students in pairs/groups write sentences using the two kinds of pronouns.</p> <p>Guide students read out sentences for discussion.</p> <p>CONCLUSION</p> <p>- Assign pupils to exercise.</p> <p>- Mark and discuss corrections.</p>	<p>Chalkboard illustration</p>	<p>Reflexive pronouns are used to show that an action performed by the subject (doer) in a sentence refers back to the subject.</p> <p>OR</p> <p>These are pronouns that show that the person who is doing the action is the same person who is affected by it.</p> <p>Examples</p> <p>i. The girl hurts herself.</p> <p>ii . The students praised themselves.</p> <p>iii. He solved it himself.</p> <p><i>The reflexive pronouns are:</i></p> <table border="1" data-bbox="1388 1002 1862 1279"> <thead> <tr> <th>Examples</th> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>1st Person</td> <td>Myself</td> <td>Ourselves</td> </tr> <tr> <td>2nd Person</td> <td>Yourself</td> <td>Yourselves</td> </tr> <tr> <td>3rd Person</td> <td>Herself</td> <td>Themselves</td> </tr> <tr> <td>3rd Person</td> <td>Himself</td> <td>Themselves</td> </tr> <tr> <td>3rd Person</td> <td>Itself</td> <td>Themselves</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>SKILLS</p> <table data-bbox="1388 1352 1812 1425"> <tr> <td>Speaking</td> <td>Listening</td> </tr> <tr> <td>Writing</td> <td>Reading</td> </tr> </table>	Examples	Singular	Plural	1 st Person	Myself	Ourselves	2 nd Person	Yourself	Yourselves	3 rd Person	Herself	Themselves	3 rd Person	Himself	Themselves	3 rd Person	Itself	Themselves				Speaking	Listening	Writing	Reading	<p>Exercise</p> <p>Construct two sentences using personal pronouns.</p> <p>REMARKS</p>
Examples	Singular	Plural																													
1 st Person	Myself	Ourselves																													
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NAME OF TEACHER: ISAAC DUKER

SUBJECT: ENGLISH LANGUAGE

CLASS: JHS 2

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	OBJECTIVES By the end of the lesson the pupil will be able to;	INTRODUCTION -Discuss the title of the story. - Drill pupils on new words	The COCKCROW	SKILLS Speaking Listening Writing Reading	Exercise 1. Identify two characters in the story? 2. State the theme of the poem.
	TOPIC A DAYS WAIT	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 have been sick before	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 A DAYS WAIT	REMARKS

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	<p>ASPECT</p> <p>Composition</p> <p>TOPIC</p> <p>Writing Dialogue</p>	<p>OBJECTIVES</p> <p>By the end of the lesson the pupil will be able to;</p> <p>1. Identify the features of a dialogue.</p> <p>2. write dialogues involving two or three characters with three or four exchanges</p> <p>RPK Pupils can engage in dialogue</p>	<p>INTRODUCTION Ask pupils to engage in a dialogue in pairs.</p> <p>READING STAGE</p> <p>- Play a dialogue for pupils to listen and discuss the features.</p> <p>- Put pupils in groups and ask them to hold dialogues in given situations.</p> <p>- Introduce the point that direct statements in a dialogue are enclosed in inverted commas</p> <p>CONCLUSION Engage pupils to summarize salient points.</p> <p>APPLICATION: Pupils can engage in meaningful dialogues</p>	<p>Sample Dialogue music box</p>	<p>A dialogue allows the audience or readers to hear what the characters have to say about themselves and others.</p> <p>Features Of A Dialogue</p> <p>a. In a dialogue the speakers' exact words are closed in quotation marks. Eg: " I am going to school"</p> <p>b. The speakers are identified by words of saying Eg: "Said Patrick,"</p> <p>c. When writing a dialogue, a new paragraph is started whenever the speaker changes.</p> <p>d. Direct speech and contracted forms of words are used in a dialogues.</p>	<p>Exercise</p> <p>1. Write a brief dialogue between a customer and a shopkeeper.</p> <p>REMARKS</p>

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	ASPECT READING TOPIC ADOLESCENCE	<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 are in their adolescent stage</p>	<p>INTRODUCTION</p> <p>- guide pupils to discuss the title of the story</p> <p>- Drill pupils on new words</p> <p>PRESENTATION</p> <p>- Do model reading</p> <p>- discuss as passage is being read</p> <p>- Guide pupils to recall facts</p> <p>- let pupils read silently</p> <p>CONCLUSION</p> <p>- Assign pupils to exercise.</p> <p>- Mark and discuss corrections.</p>	Pupils Reader	<p>SKILLS</p> <p>Speaking Listening Writing Reading</p> <p>Pupils Reader ADOLESCENCE Pg 176</p>	<p>Exercise</p> <p>Answer question 1 and 2 from pupils reader</p> <p>REMARKS</p>

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	<p>ASPECT</p> <p>GRAMMAR</p> <p>TOPIC</p> <p>COMPLEX SENTENCES</p>	<p>OBJECTIVES</p> <p>By the end of the lesson the pupil will be able to;</p> <p>2.6.1 identify complex sentences</p> <p>2.6.2 Construct complex sentences.</p> <p>2.6.3 use complex sentences in Oral/written expressions.</p> <p>RPK Pupils can construct simple sentences.</p>	<p>INTRODUCTION</p> <p>- Guide students to provide pairs of simple sentences.</p> <p>- Introduce pupils to subordinating Conjunctions and assist pupils to find more.</p> <p>PRESENTATION</p> <p>- Assist pupils to join their simple sentences using the conjunctions.</p> <p>- Assist pupils to identify main clause and dependent clause.</p> <p>CONCLUSION</p> <p>- Assign pupils to exercise.</p> <p>- Mark and discuss corrections.</p>	<p>Chalk board illustration</p>	<p>Complex sentences are formed by joining two or more simple sentences with a subordinating conjunction.</p> <p>OR</p> <p>A complex sentence contains one main clause and one or more subordinate or dependent clauses.</p> <p>It is a combination of more than two simple sentences with the use of 'and', 'but' or commas.</p> <p><i>Example</i> Because, so, after, before, while, if, since, unless, until.</p> <p>Simple sentence: E.g. Kofi arrived late. He missed the bus.</p> <p>Complex sentence: Kofi arrived late because he had missed the bus.</p> <p>He left the room. The teacher arrived.</p> <p>He left the room before the teacher arrived.</p>	<p>Exercise Construct two complex sentences.</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 some devices used in the 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 play</p> <p>POST READING STAGE</p> <p>- Assign pupils to exercise</p>	<p>The Cockcrow</p>	<p>SKILLS</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 underlined group of words... that is what shuts up maami for good?"</p> <p>REMARKS</p>

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	<p>ASPECT</p> <p>Composition</p> <p>TOPIC</p> <p>Writing Minutes</p>	<p>OBJECTIVES</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>RPK</p> <p>Pupils can describe how a PTA meeting is held.</p>	<p>INTRODUCTION</p> <p>- Ask learners to describe how PTA meeting is carried out.</p> <p>READING STAGE</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>CONCLUSION</p> <p>- Summarize salient points</p> <p>- Assign pupils to exercise</p> <p>APPLICATION:</p> <p>Pupils can write minutes for a club/society meeting.</p>	<p>Sample of PTA meeting minutes</p>	<p>Features of Minutes:</p> <p>i. Clear heading - Minutes must have a clear heading. It includes the name of the club or association holding the meeting, the venue and the date. This is underlined</p> <p>example: <u>Minutes of meeting of JHS Headmasters in Kumasi Metropolis, Held in G.N.A Hall, Kumasi, On 2nd June, 2022</u></p> <p>Time of Opening - The time for the commencement of the meeting is also noted. If a prayer is said by any member before the start of the meeting, it is recorded.</p> <p>Agenda - A list of subjects to be considered at a meeting. This includes</p> <p>a) The reading of previous minutes. If the meeting is being held for the first time no previous minutes are read.</p> <p>b) Starting the day's meeting</p> <p>i. examination writing</p> <p>ii. submission of exams questions for typing</p> <p>iii. date for the start of the exams</p> <p>iv. time table / invigilators</p> <p>c) Other matters</p> <p>d) Next meeting's date</p> <p>e) Closing</p>	<p>Exercise</p> <p>1. Write minutes on class meeting.</p> <p>REMARKS</p>