

Day/ Duration	Topic/Sub- topic/Aspect	Objectives / R. P. K	Teacher- Learner Activities	Teaching Learning Resources	Core Points	Evaluation and Remarks
<b><u>DAY:</u></b> Monday  <b><u>DATE:</u></b> 27 <sup>th</sup> June, 2022.  <b><u>DURATION</u></b>  70 minutes	<b><u>ASPECT:</u></b> Reading Comprehension  <b><u>TOPIC:</u></b> Silenced By War	<b><u>OBJECTIVES:</u></b> By the end of the lesson, the learner will be able to:  i. read the passage fluently. ii. explain and use keywords in sentences. iii. answer correctly, questions on the passage.  <b><u>RPK:</u></b> Learners are able to mention some effects of war.	<b><u>INTRODUCTION:</u></b> -Ask learners to mention some negative effects of war.  <b><u>ACTIVITIES:</u></b> i. Drill learners on the correct pronunciation of keywords. ii. Ask learners to find meaning to the keywords and use them in sentences. iii. Teacher does model reading and learners listen attentively. iv. Ask learners to read in turns. v. Ask learners to do a whole-class reading.  <b><u>APPLICATION:</u></b> Learners are able to say, spell and use keywords in sentences.  <b><u>CLOSURE:</u></b> Engage learners to summarize the passage and talk about the character in the story.	<b><u>TLRs</u></b> Word cards	<b><u>CORE POINTS:</u></b> <b>Keywords:</b> <ol style="list-style-type: none"> <li>1. whispered</li> <li>2. sympathy</li> <li>3. muzzle</li> <li>4. pretended</li> <li>5. constitutional</li> <li>6. supervise</li> <li>7. uniform</li> <li>8. yelled</li> <li>9. restore</li> </ol>	<b><u>EVALUATION EXERCISE</u></b> <i>Answer the following questions. -</i> <ol style="list-style-type: none"> <li>1. Why do you think Sonia was asked to go to her room?</li> <li>2. What made Paye, Paa and Maa rush to the compound?</li> <li>3. According to the passage, what was the soldiers' mission in the house?</li> <li>4. What did Sonia pretend she could not do?</li> </ol> <b><u>REMARKS</u></b>

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<b><u>DAY:</u></b> Thursday  <b><u>DATE:</u></b> 30th June, 2022.  <b><u>DURATION</u></b> 70 minutes	<b><u>ASPECT:</u></b> Grammar  <b><u>TOPIC:</u></b> Conditional Sentences (Type 1)	<b><u>OBJECTIVES:</u></b> By the end of the lesson, the learner will be able to:  i. identify conditional sentences  ii. distinguish between the various types of conditional sentences  iii. use conditional sentences appropriately in speech and writing  <b><u>RPK:</u></b> Learners can form simple sentences orally.	<b><u>INTRODUCTION:</u></b> Ask learners to form simple oral sentences. . <b><u>ACTIVITIES:</u></b> i. Revise with learners on simple sentences. ii. Introduce learners to conditional sentences. iii. Guide learners to identify The various types of conditional sentences. iv. Discuss conditional sentence type 1 with learners. v. Guide learners through the formation of conditional sentence type 1. vi. Ask learners to give examples of sentences using the conditional sentence type 1. . <b><u>APPLICATION:</u></b> Learners are able to write sentences in the conditional sentence type 1.  <b><u>CLOSURE:</u></b> Summarize salient points and give evaluation exercise.	<b><u>TLRs:</u></b> Sentence cards  Word cards  Substitution table	<b><u>CORE POINT:</u></b> A conditional sentence is the type of sentence that usually has “If” and often has a conditional verb form. Conditional sentences always have the auxiliary verbs will/would and shall/should. E.g., 1. <b>If he comes, I will tell him.</b> 2. <b>I shall mark it if they write it.</b> There are three kinds of conditional sentences namely; 1. Simple present conditional sentence (Type1) 2. Simple past conditional sentence (Type 2) 3. Past perfect conditional sentence (Type 3) The Type 1 is formed using If +present simple= future simple. Eg If she fails the test, she will repeat her present class.	<b><u>EVALUATION EXERCISE</u></b> <b><u>Change the tense of each conditional sentence to type 1</u></b>  1. If I had seen him, I would have asked for my book.  2. If I knew the way, I would go alone.  3. If I had known, I would not have given him any support.  4. If I had been you, I wouldn't have given him the money.  5. He would not have known if even he had called.  <b><u>REMARKS:</u></b>

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<b><u>DAY:</u></b> Tuesday  <b><u>DATE:</u></b> 28th June, 2022.  <b><u>DURATION</u></b> 70 minutes	<b><u>ASPECT:</u></b> Literature  <b><u>TOPIC:</u></b> Mama is a Sunrise (Poetry)	<b><u>OBJECTIVES:</u></b> By the end of the lesson, the learner will be able to:  i. identify devices used e.g. symbol, imagery  ii. identify features that make poems  <b><u>RPK:</u></b> Learners can recite a poem.	<b><u>INTRODUCTION:</u></b> Ask learners to recite previous poems.  <b><u>ACTIVITIES:</u></b> i. Ask learners to read out the poem aloud. ii. Guide learners to identify the devices used in the poems to bring out the meaning. iii. Ask learners use the devices i.e., simile, metaphor, symbol, etc. in their own expressions. iv. Ask learners to identify features that make a poem  <b><u>APPLICATION:</u></b> Learners are able to recite the poem.  <b><u>CONCLUSION:</u></b> Engage learners to summarize salient points.	<b><u>TLRs</u></b>  Word cards	<b><u>CORE POINTS</u></b>  Devices used e.g. symbols, imagery, or words that appeal to the senses of taste, sight, etc.  Vocabulary, expressions, cultural/social background, sound effects.	<b><u>EVALUATION EXERCISE</u></b>  <i>Answer the following questions:</i>  1. The persona speaks about ..... 2. “Like lump coal lighted” contains .....  3. State two literary devices used in the poem  <b><u>REMARKS</u></b>

