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| 711 | | |
| | or | 0248043888 |
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| WEEN ENDING10/03/2022 |
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| SUBJECTENGLISH LANGUAGE |
| REFERENCESYLLABUS(CRDD,2007), ENGLISH LAN. FOR JHS |
| FORMBASIC 8WEEK1 |

| DAY/DURATION | TOPIC/SUB- TOPIC/ASPECT | OBJECTIVES/R.P. K | TEACHER- LEARNER ACTIVITIES | T/L MATERIALS | CORE POINTS | EVALUATION AND REMARKS | |
|----------------|----------------------------|--------------------------|-----------------------------------|------------------|---|------------------------------|--|
| TUESDAY | Aspect; | Objective; | Introduction | 1. Word | Exposition is defined as "a literary | Exercise; | |
| | | By the end of the | Select a process and | chart | device in which the author tells | Describe the | |
| 13-09-2022 | COMPOSITION | lesson the Pupil will be | discuss it with the | 2. Textbook | readers what is happening in the | processes | |
| 19-09-2022 | | able to; | Pupils. | 3. Sentence | piece." The word <i>exposition</i> comes | involved in | |
| | Topic; | | | cards. | from the Latin word expositionem, | preparing your | |
| | | describe processes | Activities | 4. Pictures. | which means "to place." It informs, | favorite food. | |
| | Exposition | clearly | Pupils in | | describes and explains. Exposition | | |
| 8:00AM- 9:20AM | | using appropriate | small | | usually appears in the very first | | |
| 80min | Sub-Topic; | vocabulary | groups to | | section of a piece, but it can appear | | |
| | | and structures. | choose and | | later. | | |
| | Processes and | | discuss | | | | |
| | Directions | RPK | specific | | Describing various processes such as; | | |
| | | Pupils have already | processes. | | | | |
| | | been stating | Assist Pupils | | cultivation of some crops | | |
| | | processes. | to use | | preparation of | | |
| | | | appropriate | | dishes | | |
| | | | vocabularies | | soap making | | |
| | | | and | | basketry | | |
| | | | structures | | | | |

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| | | | for describing processes. Closure Through questions and answers, conclude the lesson. | | | | | | |
|---|--|---|--|--|-------------------------------------|--|---|--------|--|
| THURSDAY | Aspect; | Objective; | Introduction | | Textbook | | ying Inference Questions; | Exerci | - |
| 15-09-2022 12:00PM- 1:20AM 80min | READING Topic; Reading comprehension Sub-Topic; Inferential and Derivative Questions. | By the end of the lesson the Pupil will be able to; answer inferential and derivative questions RPK Pupils have been answering comprehension | Assist Pupils to read texts in the Textbook silently. Activities 1. Assist Pupils to provide answers to questions about the reading text to show understanding of texts. 2. Pupils brainstorm | | Word Chart Sentence Cards. | 1. 2. 3. 4. 5. | could be suggested that." "Which of the following statements is best supported by the passage?" "The passage suggests that this primary problem." | 2. | Identify inferential questions in the reading text. Write 5 derivative questions in passages |
| | | questions. | to answer questions about the texts they read. | | | (i) Rep words and ca enmity unique | les of Derivative Questions; place the following with single or phrases that mean the same, in replace them in the passage: in, partnership, neglected, trivial, it (ii) Why did the teacher cane adents? (iii) Select ONE word | | |

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| | | | Through questions and answers, conclude the lesson. | | | from the passage that describes the mental state of the teacher after the student had defied his instruction. | |
|------------------------------|---------------------------------|--|--|----------|----------------------------|---|-------------------------------|
| FRIDAY | Aspect; | Objective; By the end of the | Introduction Review Pupils | 1. 2. | | Roles of Characters in a story. • Protagonist. | Exercise; Write the roles of |
| 16-09-2022 | LITERATURE | lesson the Pupil will be able to; | knowledge on the previous lesson. | 3. | book Sentence cards. | Antagonist.Deuteragonist. | Characters in the story read. |
| 10:50AM- 12:10pm 80min | Topic; Prose: short stories | state roles played by various | Activities 1. Assist Pupils to | | carus. | Tertiary.Confidante. | |
| gomin. | Sub-Topic; | characters. | read stories in the Textbook. | | | Love interest. | |
| | Roles of Characters in stories. | RPK Pupils have been taught how to identify characters in a story. | 2. Pupils brainstorm to tell what a story is about. 3. Pupils in groups to discuss about the roles of the Characters. Closure Through questions | | | Role Play Character Invalidation Emotional Appraisal Social Importance | REMARKS |
| | | | and answers, conclude the lesson. | | | | |