

SEMESTER ONE
BASIC SIX
ANNUAL SCHEME OF LEARNING
FIRST SEMESTER SCHEME OF LEARNING
WEEK 1 – 19

NANA FIIFI ACQUAH SCH

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GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

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YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1		Listening Comprehension
	Phonics	Comprehension
	Nouns	Idiomatic Expressions
	Penmanship and Handwriting	Narrative Writing
	Using Capitalisation	Using Qualifying Words- Adverbs
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Asking and Answering Questions
	Phonics	Comprehension
	Nouns	Idiomatic Expressions
	Penmanship and Handwriting	Narrative Writing
	Using Capitalisation	Using Qualifying Words- Adverbs
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	Poems	Giving and Following Commands
	Word Families	Comprehension
	DeSEMESTERiners	Conjunctions
	Paragraph Development	Creative/Free Writing
	Using Punctuation	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Presentation
	Diphthongs	Silent Reading
	DeSEMESTERiners	Conjunctions
	Paragraph Development	Creative/Free Writing
	Using Punctuation	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	Presentation
	Blends and Consonant Clusters	Fluency
	Pronouns	Modals

	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming Words/Nouns	Using Conjunctions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Dramatisation and Role Play	Presentation
	Vocabulary	Fluency
	Pronouns	Modals
	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming Words/Nouns	Using Conjunctions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Conversation	
	Vocabulary	Vocabulary
	Adjectives	Nouns
	Narrative Writing	Paragraph Development
	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Listening Comprehension	Poems
	Vocabulary	Vocabulary
	Adjectives	Nouns
	Narrative Writing	Paragraph Development
	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
9	Asking and Answering Question	Dramatisation and Role Play
	Comprehension	Comprehension
	Verbs	DeSEMESTERiners
	Creative/Free Writing	Writing as a Process
	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
10	Giving and Following Commands	Conversation
	Comprehension	Comprehension
	Verbs	Verbs

	Creative/Free Writing	Writing as a Process
	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Presentation	Conversation
	Comprehension	Comprehension
	Verbs	Verbs
	Descriptive Writing	Argumentative/Persuasive Writing
	Using Action Words	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
12	Presentation	Listening Comprehension
	Comprehension	Comprehension
	Verbs	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing
	Using Action Words	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
13		
14	Songs	Listening Comprehension
	Phonics	Silent Reading
	Nouns	Adjective Phrases
	Penmanship and Handwriting	Argumentative/Persuasive Writing
	Using Naming Words/Nouns	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
15	Songs	Presentation
	Phonics	Fluency
	Nouns	Adjective Phrases

	Penmanship and Handwriting	Expository /Informative Writing
	Using Naming Words/Nouns	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
16	Poems	Presentation
	Word Families	Fluency
	DeSEMESTERiners	Adverb Phrases
	Paragraph Development	Expository /Informative Writing
	Using Action Words	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
17	Story Telling	Presentation
	Blends and Consonant Clusters	Summarizing
	Verbs	Adverb Phrases
	Paragraph Development	Letter Writing
	Using Action Words	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
18	Dramatisation and Role Play	Presentation
	Vocabulary	Summarizing
	Verbs	Direct and Reported Speech
	Writing as a Process	Letter Writing
	Using Qualifying Words-Adjectives	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
19	Conversation	Presentation
	Vocabulary	Summarizing
	Adverbs	Direct and Reported Speech
	Writing as a Process	Letter Writing
	Using Qualifying Words-Adjectives	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
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YEARLY SCHEME OF LEARNING

COMPUTING

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	SURFING THE WORLD WIDE WEB FAVOURITE PLACES AND SEARCH ENGINE
2	GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	USING ONLINE FORMS
3	GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	CUSTOMISING YOUR BROWSER
4	INTRODUCTION TO MS-WINDOWS INTERFACE (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER.)	ELECTRONIC EMAIL
5	INTRODUCTION TO MS-WINDOWS INTERFACE (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER.)	NETWORK OVERVIEW WEB BROWSERS AND WEB PAGES
6	INTRODUCTION TO MS-WINDOWS INTERFACE (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER.)	NETWORK OVERVIEW WEB BROWSERS AND WEB PAGES
7	DATA, SOURCES AND USAGE	WEB BROWSERS AND WEB PAGES
8	DATA, SOURCES AND USAGE	SURFING THE WORLD WIDE WEB
9	DATA, SOURCES AND USAGE	FAVOURITE PLACES AND SEARCH ENGINE
10	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	USING ONLINE FORMS
11	INTRODUCTION TO MS-POWERPOINT	USING ONLINE FORMS
12	INTRODUCTION TO MS-POWERPOINT	CUSTOMIZING YOUR BROWSER
13		
14	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	ELECTRONIC EMAIL
15	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	ELECTRONIC EMAIL
16	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	ELECTRONIC EMAIL
17	INTRODUCTION TO ELECTRONIC SPREADSHEET	INTERNET OF THINGS (IOT) INTERNET ETIQUETTE
18	INTRODUCTION TO ELECTRONIC SPREADSHEET	DIGITAL LITERACY
19	INTRODUCTION TO ELECTRONIC SPREADSHEET	HEALTH AND SAFETY IN USING ICT TOOLS

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YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	ELECTRICITY AND ELECTRONICS
2	LIVING AND NON-LIVING THINGS	ELECTRICITY AND ELECTRONICS
3	MATERIALS	ELECTRICITY AND ELECTRONICS
4	MATERIALS	ELECTRICITY AND ELECTRONICS
5	MATERIALS	ELECTRICITY AND ELECTRONICS
6	EARTH SCIENCE	ELECTRICITY AND ELECTRONICS
7	EARTH SCIENCE	FORCES AND MOVEMENT
8	EARTH SCIENCE	FORCES AND MOVEMENT
9	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
10	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
11	LIFE CYCLES OF ORGANISMS	PERSONAL HYGIENE AND SANITATION
12	LIFE CYCLES OF ORGANISMS	DISEASES
13		
14	LIFE CYCLES OF ORGANISMS	DISEASES
15	THE HUMAN BODY SYSTEMS	DISEASES
16	THE SOLAR SYSTEM	SCIENCE AND INDUSTRY
17	ECOSYSTEM	CLIMATE CHANGE
18	SOURCES AND FORMS OF ENERGY	CLIMATE CHANGE
19	SOURCES AND FORMS OF ENERGY	CLIMATE CHANGE
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YEARLY SCHEME OF LEARNING

OWOP

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Nature of God	Population and Settlement
2	Myself	Worship
3	Myself	Festivals
4	My Family and the Community	Being a Leader
5	Home and School	Being a Citizen
6	The Environment and the Weather	Being a Citizen
7	Plants and Animals	Being a Citizen
8	Map Making and Land Marks	Being a Citizen
9	Map Making and Land Marks	Authority and Power
10	Map Making and Land Marks	Authority and Power
11	Map Making and Land Marks	Authority and Power
12	Map Making and Land Marks	Responsible use of Resources
13		
14	The Environment and the Weather	Farming in Ghana
15	Plants and Animals	Our Neighbouring Countries
16	Plants and Animals	Our Neighbouring Countries
17	Map Making and Land Marks	Our Neighbouring Countries
18	Map Making and Land Marks	Our Neighbouring Countries
19	Population and Settlement	Our Neighbouring Countries
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YEARLY SCHEME OF LEARNING

MATHS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Counting, Representation, Cardinality & Ordinality	Pattern and Relationships
2	Counting, Representation, Cardinality & Ordinality	Geometric Reasoning
3	Counting, Representation, Cardinality & Ordinality	Data Collection, Organization, Presentation, Interpretation and Analysis
4	Number Operations	Chance or Probability
5	Number Operations	Chance or Probability
6	Number Operations	Chance or Probability
7	Fractions	Counting, Representation, Cardinality & Ordinality
8	Ratios and Proportion	Counting, Representation, Cardinality & Ordinality
9	Ratios and Proportion	Number Operations
10	Pattern and Relationships	Number Operations, Fractions
11	Geometric Reasoning	Fractions
12	Data Collection	Number,
13		
14	Counting, Representation, Cardinality & Ordinality	Algebra
15	Counting, Representation, Cardinality & Ordinality	Variables and Equations
16	Number Operations	Data Collection, Organization, Presentation, Interpretation and Analysis
17	Number Operations	Chance or Probability
18	Fractions	Chance or Probability
19	Ratios and Proportion	Chance or Probability
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YEARLY SCHEME OF LEARNING

RME

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	God the Creator	The Latter Lives of Leaders of the Three Major Religions in Ghana
2	God the Creator	The Latter Lives of Leaders of the Three Major Religions in Ghana
3	The Environment	Commitment to the God
4	The Environment	Commitment to the God
5	The Environment	Commitment to the God
6	The Environment	Commitment to the God
7	Religious Worship in the Three Major Religions in Ghana	Commitment to the God
8	Religious Worship in the Three Major Religions in Ghana	Commitment to the God
9	Festivals in the Three Major Religions	Authority and Obedience
10	Festivals in the Three Major Religions	Authority and Obedience
11	Festivals in the Three Major Religions	Authority and Obedience
12	Festivals in the Three Major Religions	Authority and Obedience
13		
14	Festivals in the Three Major Religions	Roles, Relationships in the Family and Character Formation
15	Festivals in the Three Major Religions	Roles, Relationships in the Family and Character Formation
16	Festivals in the Three Major Religions	Roles, Relationships in the Family and Character Formation

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17	Festivals in the Three Major Religions	Roles, Relationships in the Family and Character Formation
18	The Latter Lives of Leaders of the Three Major Religions in Ghana	Roles, Relationships in the Family and Character Formation
19	The Latter Lives of Leaders of the Three Major Religions in Ghana	Roles, Relationships in the Family and Character Formation
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YEARLY SCHEME OF LEARNING

HISTORY

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Impact of European Presence	Ghana Gains Independence
2	Impact of European Presence	Ghana Gains Independence
3	Impact of European Presence	The Republics
4	Political Developments Under Colonial Rule	The Republics
5	Political Developments Under Colonial Rule	The Republics
6	Political Developments Under Colonial Rule	The Republics
7	Formation of Political Parties	The Republics
8	Formation of Political Parties	The Republics
9	Formation of Political Parties	The Republics
10	Formation of Political Parties	Military Rule
11	Formation of Political Parties	Military Rule
12	Formation of Political Parties	Military Rule
13		
14	Ghana Gains Independence	The Republics
15	Ghana Gains Independence	The Republics
16	Ghana Gains Independence	The Republics
17	Ghana Gains Independence	The Republics
18	Ghana Gains Independence	The Republics
19	Ghana Gains Independence	The Republics
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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Thinking and exploring (Visual Arts)	Appreciating and Appraising (Visual Arts)
2	Thinking and exploring (Performing Arts)	Appreciating and Appraising (Performing Arts)
3	Thinking and Exploring Ideas (Visual Arts)	Thinking and Exploring Ideas (Visual and Performing Arts)
4	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Visual and Performing Arts)
5	Planning, Making and Composing (Visual Arts)	Displaying and Sharing (Visual and Performing Arts)
6	Planning, Making and Composing (Performing Arts)	Appreciating and Appraising (Performing Arts)
7	Displaying and Sharing (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)
8	Displaying and Sharing (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
9	Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Planning, Making and Composing (Performing Arts)
10	Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Displaying and Sharing (Performing Arts)
11	Appreciating and Appraising (Visual and Performing Arts)	Displaying and Sharing (Visual Arts)
12	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Performing Arts)

13		
14	Thinking and Exploring Ideas (Visual Arts)	Appreciating and Appraising (Visual Arts)
15	Thinking and Exploring Ideas (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
16	Thinking and Exploring Ideas (Performing Arts)	Planning, Making and Composing (Visual and Performing Arts)
17	Planning, Making and Composing (Performing Arts)	Displaying and Sharing (Visual and Performing Arts)
18	Displaying and Sharing (Visual Arts)	Appreciating and Appraising (Visual and Performing Arts)
19	Displaying and Sharing (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	SONGS Poems	Persuasive Writing
2	Poems Listening and Story Telling Dramatisation and Role Play	Argumentative Writing
3	Phonics: Letter Sound Knowledge	Integrating Grammar in Written Language (Use of action words) / (Use of qualifying words)
4	vocabulary (Sight and content vocabulary)	Integrating Grammar in Written Language (Use of qualifying words) / (Use of postpositions)
5	Penmanship/Handwriting	Building the Love and Culture of Reading in Learners / Read Aloud with Children
6	Narrative Writing	Reading Texts, Poems Narratives and Short Stories and Responding to them
7	Creative/ Free Writing	Giving and Following Commands/ Instructions
8	Descriptive Writing	Presentation
9	Integrating Grammar in Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation)	Fluency

10	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	Summarising
11	Building the Love and Culture of Reading in Learners	Informative/ Academic Writing
12	Building the Love and Culture of Reading in Learners	Informative/ Academic Writing)
13		
14	Conversation	Literary Writing
15	Talking about Oneself, Family, People and Places / Asking and Answering Questions	Letter Writing
16	Comprehension	Integrating Grammar in Written Language (Use of simple and compound sentences)
17	Comprehension / Silent Reading	Integrating Grammar in Written Language Integrating Grammar in Written Language (spelling) and (Conjunctions)
18	Penmanship/ Handwriting	Reading Texts, Poems Narratives and Short Stories and Responding to them
19	Descriptive Writing	Reading Texts, Poems Narratives and Short Stories and Responding to them
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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Relations
2	LOCOMOTOR SKILLS	Body Management
3	MANIPULATIVE SKILLS	Strategies
4	MANIPULATIVE SKILLS	Aerobic Capacity
5	MANIPULATIVE SKILLS	Manipulative Skills
6	MANIPULATIVE SKILLS	Manipulative Skills
7	MANIPULATIVE SKILLS	FLEXIBILITY
8	MANIPULATIVE SKILLS	BODY COMPOSITION
9	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
10	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
11	MANIPULATIVE SKILLS	HEALTHY DIET
12	MANIPULATIVE SKILLS	SAFETY AND INJURIES
13		
14	Manipulative Skills	SUBSTANCES/DRUGS
15	Manipulative Skills	SUBSTANCES/DRUGS
16	Rhythmic Skills	SELF-RESPONSIBILITY

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17	Rhythmic Skills	SOCIAL INTERACTION
18	Space Awareness	GROUP DYNAMICS
19	Dynamics	CRITICAL THINKING
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FIRST SEMESTER SCHEME OF LEARNING

Scheme of Learning (SOL) for B6 SEMESTER 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	
	Writing	Penmanship and Handwriting	B6.4.2.1.	B6.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B6.5.1.1..	B6.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
2	Oral Language	Songs	B6.1.1.1.	B6.1.1.1.1	Word cards sentence cards, class library
	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	
	Writing	Penmanship and Handwriting	B6.4.2.1.	B6.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B6.5.1.1..	B6.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1.	
3	Oral Language	Poems	B6.1.3.1.	B6.1.3.1.1	Word cards sentence cards, class library
	Reading	Word Families	B6.2.3.1.	B6.2.3.1.1	
	Grammar Usage At Word	DeSEMESTERiners	B6. 3.2.1..	B6. 3.2.1.1.	
	Writing	Paragraph Development	B6.4.6.1.	B6.4.6.1.1	
	Using Writing Conventions	Using Punctuation	B6.5.2.1..	B6.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
4	Oral Language	Story Telling	B6.1.4.1.	B6.1.4.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B6.2.3.1..	B6.2.3.1.1.	
	Grammar Usage At Word	DeSEMESTERiners	B6. 3.2.1.	B6. 3.2.1.2	
	Writing	Paragraph Development	B6.4.6.1.	B6.4.6.1.1	
	Using Writing Conventions	Using Punctuation	B6.5.2.1..	B6.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1.	
5	Oral Language	Dramatisation and Role Play	B6.1.5.1.	B6.1.5.1.1	Word cards

	Reading	Blends and Consonant Clusters	B6.2.5.1.	B6.2.5.1.1	sentence cards, class library
	Grammar Usage At Word	Pronouns	B6.3.3.1.	B6.3.3.1.1	
	Writing	Writing as a Process	B6.4.9.1..	B6.4.9.1.1.	
	Using Writing Conventions	Using Naming Words/Nouns	B6.5.3.1.	B6.5.3.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
6	Oral Language	Dramatisation and Role Play	B6.1.5.1.	B6.1.5.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.1.	B6.2.6.1.1	
	Grammar Usage At Word	Pronouns	B6.3.3.1.	B6.3.3.1.1	
	Writing	Writing as a Process	B6.4.9.2.	B6.4.9.2.1	
	Using Writing Conventions	Using Naming Words/Nouns	B6. 5.3.1.	B6. 5.3.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
7	Oral Language	Conversation	B6.1.6.1.. B6.1.6.2..	B6.1.6.1.1. B6.1.6.2.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.1.	B6.2.6.1.2	
	Grammar Usage At Word	Adjectives	B6.3.4.1..	B6.3.4.1.1.	
	Writing	Narrative Writing	B6.4.9.3.	B6.4.9.3.1	
	Using Writing Conventions	Using Naming Words/Nouns	B6. 5.3.1	B6. 5.3.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
8	Oral Language	Listening Comprehension	B6.1.7.1. B6.1.7.1.	B6.1.7.1.1 B6.1.7.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.2.	B6.2.6.2.1	
	Grammar Usage At Word	Adjectives	B6.3.4.1..	B6.3.4.1.1.	
	Writing	Narrative Writing	B6.4.9.3.	B6.4.9.3.1	
	Using Writing Conventions	Using Naming Words/Nouns	B6. 5.3.1..	B6. 5.3.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1.	
9	Oral Language	Asking and Answering Question	B6.1.8.1..	B6.1.8.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.1	
	Writing	Creative/Free Writing	B6.4.11.1.	B6.4.11.1.1	

	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
10	Oral Language	Giving and Following Commands	B6.1.9.1.	B6.1.9.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.2	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.2	
	Writing	Creative/Free Writing	B6.4.11.1	B6.4.11.1.1	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
11	Oral Language	Presentation	B6.1.10.1..	B6.1.10.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.3	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.3	
	Writing	Descriptive Writing	B6.4.12.1..	B6.4.12.1.1.	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
12	Oral Language	Presentation	B6.1.10.1.	B6.1.10.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.3	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.3	
	Writing	Descriptive Writing	B6.4.12.1..	B6.4.12.1.1.	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
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14					Word cards sentence cards, class library
	Reading	Phonics	B6.2.2.1.	B6.2.2.1.2.	
	Grammar Usage At Word	Nouns	B6.3.1.1..	B6.3.1.1.2.	
	Writing	Penmanship and Handwriting	B6.4.2.1..	B6.4.2.1.2.	

	Using Writing Conventions	Using Naming Words/Nouns	B6.5.3.1.	B6.5.3.1.4	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
15	Oral Language	Songs	B6.1.1.1.	B6.1.1.1.2	Word cards sentence cards, class library
	Reading	Phonics	B6.2.2.1..	B6.2.2.1.2.	
	Grammar Usage At Word	Nouns	B6.3.1.1..	B6.3.1.1.2.	
	Writing	Penmanship and Handwriting	B6.4.2.1..	B6.4.2.1.2.	
	Using Writing Conventions	Using Naming Words/Nouns	B6.5.3.1.	B6.5.3.1.4	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
16	Oral Language	Poems	B6.1.3.1..	B6.1.3.1.2.	Word cards sentence cards, class library
	Reading	Word Families	B6.2.3.1..	B6.2.3.1.2.	
	Grammar Usage At Word	DeSEMESTERiners	B6.3.2.1..	B6.3.2.1.3.	
	Writing	Paragraph Development	B6.4.6.1.	B6.4.6.1.3	
	Using Writing Conventions	Using Action Words	B6.5.4.1..	B6.5.4.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
17	Oral Language	Story Telling	B6.1.4.1.	B6.1.4.1.2	Word cards sentence cards, class library
	Reading	Blends and Consonant Clusters	B6.2.5.1.	B6.2.5.1.2	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.4	
	Writing	Paragraph Development	B6.4.6.1.3	B6.4.6.1.3	
	Using Writing Conventions	Using Action Words	B6.5.4.1.3.	B6.5.4.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.1.	B6.6.1.1.1.	
18	Oral Language	Dramatisation and Role Play	B6.1.5.2.2	B6.1.5.2.2	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.3.1	B6.2.6.3.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.4	B6.3.5.1.4	
	Writing	Writing as a Process	B6.4.9.3.1.	B6.4.9.3.1.	
	Using Writing Conventions	Using Qualifying Words-Adjectives	B6.5.5.1	B6.5.5.1	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1.	
19	Oral Language	Conversation	B6.1.6.2.. B6.1.6.3..	B6.1.6.2.2. B6.1.6.3.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.4.	B6.2.6.4.1	

	Grammar Usage At Word	Adverbs	B6.3.6.1.	B6.3.6.1.1	
	Writing	Writing as a Process	B6.4.9.3.	B6.4.9.3.2	
	Using Writing Conventions	Using Qualifying Words- Adjectives	B6.5.5.1	B6.5.5.1	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B6 SEMESTER 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B6.1.1.1.	B6.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B6.1.1.1.	B6.1.1.1.1	
3	DIVERSITY OF MATTER	MATERIALS	B6.1.2.1.	B6.1.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	MATERIALS	B6.1.2.1.	B6.1.2.1.2	
5	DIVERSITY OF MATTER	MATERIALS	B6.1.2.2.	B6.1.2.2.1	
6	DIVERSITY OF MATTER	EARTH SCIENCE	B6.2.1.1.	B6.2.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	CYCLES	EARTH SCIENCE	B6.2.1.2.	B6.2.1.2.1	
8	CYCLES	EARTH SCIENCE	2.1.3.1	2.1.3.1	
9	CYCLES	EARTH SCIENCE	B6.2.1.4.	B6.2.1.4.1	Plants and animals in the environment, plastics, stones, pictures videos paper
10	CYCLES	EARTH SCIENCE	B6.2.1.5	B6.2.1.5.2	
11	CYCLES	LIFE CYCLES OF ORGANISMS	B6.2.2.1.	B6.2.2.1.1	
12	CYCLES	LIFE CYCLES OF ORGANISMS	B6.2.2.1.	B6.2.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
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14	CYCLES	LIFE CYCLES OF ORGANISMS	B6.2.2.1.	B6.2.2.1.2	Plants and animals in the environment, plastics, stones, pictures videos paper

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15	CYCLES	THE HUMAN BODY SYSTEMS	B6.3.1.1.	B6.3.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
16	SYSTEMS	THE SOLAR SYSTEM	B6.3.2.1.	B6.3.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
17	SYSTEMS	ECOSYSTEM	B6.3.3.1.	B6.3.3.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
18	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B6.4.1.1.	B6.4.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
19	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B6.4.1.2.	B6.4.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B6 SEMESTER 1 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	INTRODUCTION TO COMPUTING	GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	B6.1.1.1. B6.1.1.1.	B6.1.1.1.1 B6.1.1.1.2	Laptops, Images of clipboard, styles, fonts, paragraph
2	INTRODUCTION TO COMPUTING	GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	B6.1.1.1. B6.1.1.1.	B6.1.1.1.3 B6.1.1.1.4 B6.1.1.1.5	Laptops,
3	INTRODUCTION TO COMPUTING	INTRODUCTION TO MS-WINDOWS INTERFACE (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER.)	B6.1.2.1.	B6.1.2.1.1 B6.1.2.1.2 B6.1.2.1.3	Laptops,
4	INTRODUCTION TO COMPUTING	INTRODUCTION TO MS-WINDOWS INTERFACE (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER.)	B6.1.2.1. B6.1.2.1. B6.1.2.1. B6.1.2.1.	B6.1.2.1.4 B6.1.2.1.5 B6.1.2.1.6	Laptops,
5	INTRODUCTION TO COMPUTING	INTRODUCTION TO MS-WINDOWS INTERFACE (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER.)	B6.1.2.1. B6.1.2.1. B6.1.2.1.	B6.1.2.1.7 B6.1.2.1.8 B6.1.2.1.9 B6.1.2.1.10	Laptops,
6	INTRODUCTION TO COMPUTING	DATA, SOURCES AND USAGE	B6.1.2.1. B6.1.2.1. B6.1.2.1.	B6.1.3.1.1 B6.1.3.1.2 B6.1.3.1.3	Laptops,
7	INTRODUCTION TO COMPUTING	DATA, SOURCES AND USAGE	B6.1.3.1. B6.1.3.1. B6.1.3.1.	B6.1.3.1.4 B6.1.3.1.5 B6.1.3.1.6	Laptops,
8	INTRODUCTION TO COMPUTING	DATA, SOURCES AND USAGE	B6.1.3.1. B6.1.3.1.	B6.1.3.1.7 B6.1.3.1.8 B6.1.3.1.9	Laptops,
9	INTRODUCTION TO COMPUTING	DATA, SOURCES AND USAGE	B6.1.3.1. B6.1.3.1. B6.1.3.1.	B6.1.3.1.10 B6.1.3.1.11	Laptops,
10	INTRODUCTION TO COMPUTING	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B6.1.4.1. B6.1.4.1. B6.1.4.1. B6.1.4.1.	B6.1.4.1.1 B6.1.4.1.2 B6.1.4.1.3 B6.1.4.1.4	Laptops,

11	PRESENTATION	INTRODUCTION TO MS-POWERPOINT	B6.2.1.1. B6.2.1.1. B6.2.1.1.	B6.2.1.1.1 B6.2.1.1.2 B6.2.1.1.3	Laptops,
12	WORD PROCESSING	INTRODUCTION TO MS-POWERPOINT	B6.3.1.1. B6.3.1.1. B6.3.1.1.	B6.3.1.1.1 B6.3.1.1.2 B6.3.1.1.3	Laptops,
13					Laptops,
14	PROGRAMMING AND DATABASES	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	B6.5.1.1. B6.5.1.1. B6.5.1.1.	B6.5.1.1.1 B6.5.1.1.2 B6.5.1.1.3	Laptops,
15	PROGRAMMING AND DATABASES	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	B6.1.2.1. B6.1.2.1. B6.1.2.1.	B6.5.1.1.4 B6.5.1.1.5 B6.5.1.1.6	Laptops,
16	PROGRAMMING AND DATABASES	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	B6.5.1.1. B6.5.1.1. B6.5.1.1.	B6.5.1.1.7 B6.5.1.1.8 B6.5.1.1.9	Laptops,
17	PROGRAMMING AND DATABASES	INTRODUCTION TO ELECTRONIC SPREADSHEET	B6.5.3.1. B6.5.3.1.	B6.5.3.1.1. B6.5.3.1.2	Laptops,
18	PROGRAMMING AND DATABASES	INTRODUCTION TO ELECTRONIC SPREADSHEET	B6.5.3.1. B6.5.3.1.	B6.5.3.1.3. B6.5.3.1.4	Laptops,
19	PROGRAMMING AND DATABASES	INTRODUCTION TO ELECTRONIC SPREADSHEET	B6.5.1.1. B6.5.1.1. B6.5.1.1.	B6.5.3.1.5. B6.5.3.1.6 B6.5.3.1.7	Laptops,
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FIRST SEMESTER SCHEME OF LEARNING

Scheme of Learning (SOL) for B6 SEMESTER 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.1.	B6.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Counting, Representation, Cardinality	B6.1.1.1. B6.1.1.1.	B6.1.1.1.2 B6.1.1.1.3	
3	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.1.	B6.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Number Operations	B6.1.2.1	B6.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Number Operations	B6.1.2.1.	B6.1.2.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Number Operations	B6.1.2.2..	B6.1.2.2.1.	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Fractions	B6.1.3.1	B6.1.3.1.1 B6.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Ratios and Proportion	B6.1.4.1	B6.1.4.1.1 B6.1.4.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Number	Ratios and Proportion	B6.1.4.1 B6.1.4.2.	B6.1.4.1.2 B6.1.4.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Algebra	Pattern and Relationships	B6.2.1.1	B6.2.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Geometry and Measurement	Geometric Reasoning	B6.3.1.1. B6.3.1.1.	B6.3.1.1.1 B6.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Data	Data Collection	B6.3.3.5 B6.4.1.1.	B6.3.3.5.2 B6.4.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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14	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.1.	B6.1.1.1.5	Counters, bundle and loose straws, Paper strips, Cut out cards
15	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.1. B6.1.1.2.	B6.1.1.1.6 B6.1.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
16	Number	Number Operations	B6.1.2.3. B6.1.2.4	B6.1.2.3.1 B6.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
17	Number	Number Operations	B6.1.2.5.	B6.1.2.5.1	Counters, bundle and loose straws, Paper strips, Cut out cards
18	Number	Fractions	B6.1.3.1.	B6.1.3.1.2 B6.1.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
19	Number	Ratios and Proportion	B6.1.4.2.	B6.1.4.2.1 B6.1.4.2.3	Counters, bundle and loose straws, Paper strips, Cut out cards
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B6 SEMESTER 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Europeans in Ghana	Impact of European Presence	B6.3.4.1.	B6.3.4.1.1	A map of Ghana, Posters, documentary
2	Europeans in Ghana	Impact of European Presence	B6.3.4.1	B6.3.4.1.1	A map of Ghana, Posters, documentary
3	Europeans in Ghana	Impact of European Presence	B6.3.4.1.	B6.3.4.1.1	A map of Ghana, Posters, documentary
4	Colonisation and Developments under Colonial Rule in Ghana	Political Developments Under Colonial Rule	B6.4.4.1.	B6.4.4.1.1	A map of Ghana, Posters, documentary
5	Colonisation and Developments under Colonial Rule in Ghana	Political Developments Under Colonial Rule	B6.4.4.1.	B6.4.4.1.1	A map of Ghana, Posters, documentary
6	Colonisation and Developments under Colonial Rule in Ghana	Political Developments Under Colonial Rule	B6.4.4.1.	B6.4.4.1.1	A map of Ghana, Posters, documentary
7	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary
8	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary
9	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana,

10	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary
11	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary
12	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary
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14	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.1	A map of Ghana, Posters, documentary
15	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.1	A map of Ghana, Posters, documentary
16	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.1	A map of Ghana, Posters, documentary
17	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.1	A map of Ghana, Posters, documentary
18	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.2	A map of Ghana, Posters, documentary
19	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.2	A map of
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B6 SEMESTER 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B6.1.1.1.	B6.1.1.1.1:	Balls, Pictures and Video
2	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B6.1.1.1.	B6.1.1.1.2	Pictures and Video
3	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.1	Drums, Clappers, Video and Pictures Video and Pictures
4	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.2	
5	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.3	Pictures and Video
6	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.4	Pictures and Video
7	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.5	Pictures and Video
8	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.6	Pictures and Video
9	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.7	Pictures and Video
10	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.8	Drums, Laptop, Speakers
11	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.9	Drums, Laptop, Speakers,
12	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.10	Drums, Laptop, Speakers
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14	Motor Skills and Movement Patterns	Manipulative Skills	B6.1.2.1.	B6.1.2.1.11	Drums, Laptop, Speakers,

15	Motor Skills and Movement Patterns	Manipulative Skills	B6.1.2.1.	B6.1.2.1.12	Drums, Laptop, Speakers,
16	Motor Skills and Movement Patterns	Rhythmic Skills	B6.1.3.1.	B6.1.3.1.1	Drums, Laptop, Speakers,
17	Motor Skills and Movement Patterns	Rhythmic Skills	B6.1.3.1.	B6.1.3.1.2	Drums, Laptop, Speakers,
18	Movement Concepts, Principles and Strategies	Space Awareness	B6.2.1.2.	B6.2.1.2.1	Drums, Laptop, Speakers,
19	Movement Concepts, Principles and Strategies	Dynamics	B6.2.2.2.	B6.2.2.2.1	Drums, Laptop, Speakers,
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B6 SEMESTER 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation and Attributes	God the Creator	B6. 1.1.1.	B6. 1.1.1.1	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B6. 1.1.1.	B6. 1.1.1.1	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	The Environment	B6.1.2.1.	B6.1.2.1.1	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	The Environment	B6. 1.2.1.	B6. 1.2.1.1	wall charts, wall words, posters, video clip, etc
5	God, His Creation and Attributes	The Environment	B6. 1.2.1.:	B6. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
6	God, His Creation and Attributes	The Environment	B6. 1.2.1.:	B6. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
7	Religious Practices and their Moral Implications	Religious Worship in the Three Major Religions in Ghana	B6.2.1.1.	B6.2.1.1.1:	wall charts, wall words, posters, video clip, etc
8	Religious Practices and their Moral Implications	Religious Worship in the Three Major Religions in Ghana	B6.2.1.1.:	B6.2.1.1.1:	wall charts, wall words, posters, video clip, etc
9	Religious Practices and their Moral Implications	Festivals in the Three Major Religions	B6.2.2.1.:	B6.2.2.1.1:	wall charts, wall words, posters, video clip, etc
10	Religious Practices and their Moral Implications	Festivals in the Three Major Religions	B6.2.2.1.:	B6.2.2.1.1:	wall charts, wall words, posters, video clip, etc
11	Religious Practices and their Moral Implications	Festivals in the Three Major Religions	B6.2.2.1.:	B6.2.2.1.1:	wall charts, wall words, posters, video clip, etc
12	Religious Practices and their Moral Implications	Festivals in the Three Major Religions	B6.2.2.1.:	B6.2.2.1.1:	wall charts, wall words, posters, video clip, etc
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14	Religious practices and their moral implications	Festivals in the Three Major Religions	B6.2.2.1.	B6.2.2.1.2	wall charts, wall words, posters, video clip, etc

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15	Religious practices and their moral implications	Festivals in the Three Major Religions	B6.2.2.1.	B6.2.2.1.2	wall charts, wall words, posters, video clip, etc
16	Religious practices and their moral implications	Festivals in the Three Major Religions	B6.2.2.1.	B6.2.2.1.3	wall charts, wall words, posters, video clip, etc
17	Religious practices and their moral implications	Festivals in the Three Major Religions	B6.2.2.1.	B6.2.2.1.3:	wall charts, wall words, posters, video clip, etc
18	Religious Leaders	The Latter Lives of Leaders of the Three Major Religions in Ghana	B6. 3.1.1.	B6. 3.1.1.1	wall charts, wall words, posters, video clip, etc
19	Religious Leaders	The Latter Lives of Leaders of the Three Major Religions in Ghana	B6. 3.1.1.	B6. 3.1.1.1	wall charts, wall words, posters, video clip, etc
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B6 SEMESTER 1 OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B6.1.1.1 .	B6.1.1.1 .1	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B6.1.1.1 .	B6.1.1.1 .1	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B6.1.2.1. .	B6.1.2.1. 1.	
4	ALL ABOUT US	Myself	B6.1.2.2 .1.	B6.1.2.2 .1.	Pictures, Charts, Video Clip
5	ALL ABOUT US	Myself	B6.1.2.1.	B6.1.2.1.2	
6	ALL ABOUT US	Myself	B6.1.2.1.	B6.1.2.1.2	
7	ALL ABOUT US	Myself	B6.1.2.3..	B6.1.2.3.1.	Pictures, Charts, Video Clip
8	ALL ABOUT US	Myself	B6.1.2.3..	B6.1.2.3.1.	Pictures, Charts, Video Clip
9	ALL AROUND US	My Family and the Community	B6.1.3.1..	B6.1.3.1.1.	Pictures, Charts, Video Clip
10	ALL AROUND US	Home and School	B6.1.4.1.	B6.1.4.1.1	Pictures, Charts, Video Clip
11	ALL AROUND US	Home and School	B6.1.4.1.	B6.1.4.1.1	Pictures, Charts, Video Clip
12	ALL AROUND US	Home and School	B6.1.4.1.	B6.1.4.1.1	Pictures, Charts, Video Clip
13					
14	ALL AROUND US	The Environment and the Weather	B6.2.1.1..	B6.2.1.1.1.	Pictures, Charts, Video Clip
15	ALL AROUND US	Plants and Animals	B6.2.2.1.	B6.2.2.1.1	Pictures, Charts, Video Clip
16	ALL AROUND US	Plants and Animals	B6.2.2.1.	B6.2.2.1.1	Pictures, Charts, Video Clip
17	ALL AROUND US	Map Making and Land Marks	B6.2.3.1..	B6.2.3.1.1.	Pictures, Charts, Video Clip
18	ALL AROUND US	Map Making and Land Marks	B6.2.3.1..	B6.2.3.1.1.	Pictures, Charts, Video Clip
19	ALL AROUND US	Population and Settlement	B6.2.4.1.1.	B6.2.4.1.1.	Pictures, Charts, Video Clip
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B6 SEMESTER 1 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B6 1.1.1.	B6 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B6 2.1.1.	B6 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B6 1.2.2.	B6 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B6 2.2.2.	B6 2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B6 1.2.3.	B6 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B6 2.2.3.	B6 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B6 1.3.4.	B6 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B6 2.3.4.	B6 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B6 1.3.4. B6 2.4.6.	B6 1.3.4.1 B6 2.4.6.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B6 1.3.5. B6 2.4.7	B6 1.3.5.1 B6 2.4.7.2	-do-
11	Visual and Performing Arts	Appreciating and Appraising	B6 1.4.6. B6 2.4.6.	B6 1.4.6.2 B6 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B6 1.4.6. B6 2.4.6.	B6 1.4.6.2 B6 2.4.6.2	-do-
13					
14	Visual Arts	Thinking and Exploring Ideas	B6. 1.1.1.	B6. 1.1.1.3.	-do-
15	Performing Arts	Thinking and Exploring Ideas	B6. 2.1.1.	B6. 2.1.1.3	-do-

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16	Performing Arts	Thinking and Exploring Ideas	B6 1.2.2.	B6 1.2.2.2	-do-
17	Performing Arts	Planning, Making and Composing	B6 2.2.2.	B6 2.2.2.2	-do-
18	Visual Arts	Displaying and Sharing	B6 1.3.4.	B6 1.3.4.2	-do-
19	Performing Arts	Displaying and Sharing	B6 2.3.4.	B6 2.3.4.2	-do-
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FIRST SEMESTER SCHEME OF LEARNING

Scheme of Learning for B6 SEMESTER 1 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	SONGS Poems	B6.1.1.1. B6.1.1.1.	B6.1.1.1.1 B6.1.1.1.2	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Poems Listening and Story Telling Dramatisation and Role Play	B6.1.3.1. B6.1.4.1. B6.1.4.1. B6.1.5.1. B6.1.5.1.	B6.1.3.1.1 B6.1.4.1.1 B6.1.4.1.2 B6.1.5.1.1 B6.1.5.1.2	
3.	Reading	Phonics: Letter Sound Knowledge	B6.2.4.1. B6.2.4.1. B6.2.4.1.	B6.2.4.1.1 B6.2.4.1.2 B6.2.4.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	vocabulary (Sight and content vocabulary)	B6.2.5.1.. B6.2.5.1.	B6.2.5.1.1. B6.2.5.1.2	Manila cards, markers, recorded audio-visual
5.	Writing	Penmanship/Handwriting	B6.3.1.1.	B6.3.1.1.1	Manila cards, markers, recorded audio-visual
6.	Composition Writing	Narrative Writing	B6.4.1.1. B6.4.1.1. B6.4.1.1.	B6.4.1.1.1 B6.4.1.1.2 B6.4.1.1.3	Manila Cards, Class reader
7.	Composition Writing	Creative/ Free Writing	B6.4.2.1. B6.4.2.1. B6.4.2.1.	B6.4.2.1.1 B6.4.2.1.2 B6.4.2.1.3	Manila Cards, Markers

8.	Composition Writing	Descriptive Writing	B6.4.3.1. B6.4.3.1. B6.4.3.1.	B6.4.3.1.1 B6.4.3.1.2 B6.4.3.1.3	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation)	B6.5.1.1. B6.5.1.1. B6.5.2.1.	B6.5.1.1.1 B6.5.1.1.2 B6.5.2.1.1	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	B6.5.2.1. B6.5.2.1. B6.5.3.1.	B6.5.2.1.2 B6.5.2.1.3 B6.5.3.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Library	Building the Love and Culture of Reading in Learners	B6.6.1.1. B6.6.1.1.	B6.6.1.1.1 B6.6.1.1.2	Reading materials
12.	Extensive Reading/ Children Library	Building the Love and Culture of Reading in Learners	B6.6.1.1. B6.6.1.1.4	B6.6.1.1.3 B6.6.1.1.4	Manila Cards, Markers
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14	Oral Language	Conversation	B6.1.6.1. B6.1.6.1. B6.1.6.1.	B6.1.6.1.1 B6.1.6.1.2 B6.1.6.1.3	Manila Cards, Markers
15	Oral Language	Talking about Oneself, Family, People and Places / Asking and Answering Questions	B6.1.7.1. B6.1.7.1. B6.1.7.1. B6.1.9.1.	B6.1.7.1.1 B6.1.7.1.2 B6.1.7.1.3 B6.1.9.1.1	Manila Cards, Markers
16	Reading	Comprehension	B6.2.6.1.. B6.2.6.1.	B6.2.6.1.1. B6.2.6.1.2	Manila Cards, Markers
17	Reading	Comprehension / Silent Reading	B6.2.6.1. B6.2.7.1..	B6.2.6.1.3 B6.2.7.1.1.	Manila Cards, Markers
18	Writing	Penmanship/ Handwriting	B6.3.1.1.	B6.3.1.1.2	Manila Cards, Markers
19	Composition Writing	Descriptive Writing	B6.4.3.1. B6.4.3.1. B6.4.3.1.	B6.4.3.1.1 B6.4.3.1.2 B6.4.3.1.3	Manila Cards, Markers
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SEMESTER ONE

BASIC SIX

WEEK 1

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WEEK ONE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 21st January, 2022		Class size:		
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022		
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1		
Strand : A. Reading B. Grammar Usage at Word C. Writing D. Using Writing Conventions/ E. Extensive Reading		Sub-strand : A. Phonics B. Nouns C. Penmanship and Handwriting D. Using Capitalisation E. Building the Love and Culture of Reading		
Indicator (code)	B6.2.2.1.1	B6.3.1.1.1	B6.4.2.1.1	B6.5.1.1.1. B6.6.1.1.1.
Content standard (code)	B6.2.2.1.	B6.3.1.1.	B6.4.2.1.	B6.5.1.1.. B6.6.1.1..
Performance Indicator	A. Learners can read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch B. Learners can identify and use nouns or noun phrases to describe conditions. C. Learners can write with a legible, fluent and personal handwriting style D. Learners can follow appropriate mechanical convention E. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>"Make me complete" (word formation)</p> <p>(pick and match) reading words with digraphs activity</p> <p>learners unfold the word cards and use –sure, -ture, -tch, as cues to circle all the words in the passage ending with – sure. –ture, -tch within a specific</p> <p>DEBRIEFING: What did you do to win? Why didn't you win the game? Mention other words with a prefixes. What can you do to build your vocabulary with prefixes?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch. • Guide learners to play the Pick and Read game to practise reading the target words. • Have groups write sentences with the target words and read out the sentences to the class. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write sentences with the target words and read out the sentences to the class</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday , 60 minutes	<p>Catch and pass (using nouns in speech and writing activity)</p>	<p>C.GRAMMAR Identify and use nouns or noun phrases to describe conditions.</p>	<p>What new things have you learned today?</p>

	<p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners use nouns or noun phrases to describe conditions.</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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<p>Thursday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Have learners select sentences from their readers. • As learners observe, demonstrate the activity by writing the sentences in joint script on the board. • Have individual learners read out the sentences. • Let learners copy the sentences into their exercise books. • Have pupils share their work with their partners. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners copy sentences into their exercise books in joint script</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Divide learners into small groups and assign one topic to each group for learners to describe what the word or words mean Many groups can have the same topic.</p> <p>DEBRIEFING:</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE Ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation marks, apostrophe, hyphen etc</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	Assessment: let learners write a formal letter each on a given topic	Independent Activity/ Homework:
Friday, 60 minutes	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? 	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates <p>Assessment: let learners read and critique a variety of age- and level</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share the lesson indicator and explain the key words	appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
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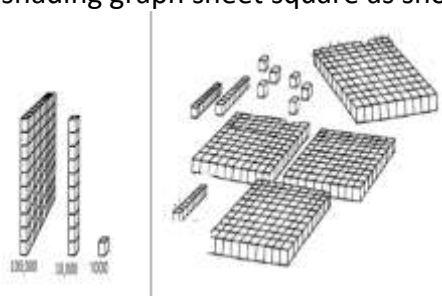
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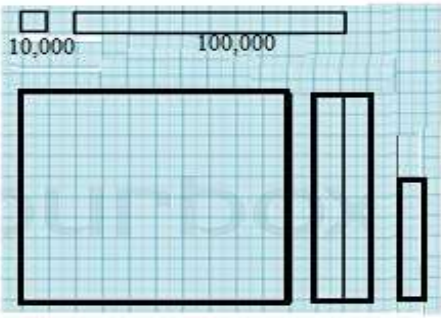
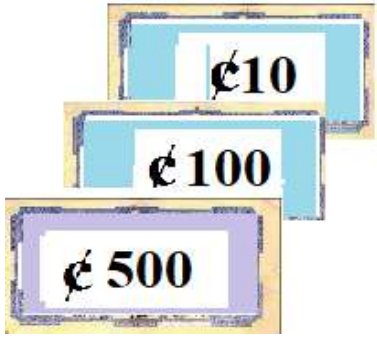
WEEK ONE : LESSON PLAN


SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 21st January, 2022			Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes			Date : 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : Number		Sub-strand : Counting, Representation, Cardinality & Ordinality		
Indicator (code)		B6.1.1.1.1		
Content standard (code)		B6.1.1.1.		
Performance Indicator		Learners can model number quantities up to 1,000,000 using graph sheets and multi-base block		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Place value, digits, expanded form, multiples, whole numbers,		
T. L .R. (s)		graph sheets, multi-base blocks, number cards, number bonds, Number value charts number wheel, number chart,		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Tuesday, 60 minutes	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and	Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 1000 unit; a rod = 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials		What new things have you learned today? Learning progress voting: Ask learners to show

	<p>have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Learners form convenient groups. Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the</p>	<p>Ask pupils to model the number 137,000 shading graph sheet square as shown below</p> 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees 	<p>Give learners teacher-make token currency notes [¢10, ¢100 & ¢500 notes] on different coloured-paper and ask them work out how many will be required to model given amounts up to ¢1,000,000; e.g. ¢123,480</p> 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
Friday, 60 minutes	<p>Learners form convenient groups. Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p>	<p>Give learners teacher-make token currency notes [¢10, ¢100 & ¢500 notes] on different coloured-paper and ask them work out how many will be required to model given amounts up to ¢1,000,000; e.g. ¢123,480</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>	
Tuesday, 60 minutes	<ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your 	<p>Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 1000 unit; a rod = 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	<p>number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>		
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WEEK ONE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 21st January, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 17th January, 2022 20th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B6.1.1.1.1		
Content standard (code)		B6.1.1.1.		
Performance Indicator		Learners can classify plants based on their root system		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Roots, taproot, fibrous root		
T. L .R. (s)		Pictures of plants with different roots.		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?		• Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class. • Learners are shown pictures of the root systems of different plants. • Learners observe and identify the similarities and differences between	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the roots of the various plants.</p> <ul style="list-style-type: none"> • Task learners to put the plants into two main groups based on the similarities in their roots system. • Learners give reasons for their classifications <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify the similarities between the roots of the various plants.</p>	
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WEEK ONE : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 21st January, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 18th January, 2022 20th January, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Europeans in Ghana		Sub-strand : Impact of European Presence
Indicator (code)	B6.3.4.1.1	
Content standard (code)	B6.3.4.1.	
Performance Indicator	Learners can assess the changes that the European presence brought to Ghana.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	settlers, settlements, impact, establishment, commodity, exports, 17th century, trade relations, 18th century, merchants, Western education, raw materials, industries, expeditions, explorer, libations, barbaric, uncivilised, inferior, missionaries, natural resources, bauxite, TransAtlantic slave trade, informal education, formal education, integrate, literate, raw materials, manganese, infrastructure, agriculture, trades, vocational, technical, denominations, accountants, lawyers, colonial, political movements, nationalists, industrial schools, vocations, carpentry, masonry, screen printing (batik), artisans, bubonic plague, National Health Insurance Scheme, healthcare, imported, exported, manufactured, textiles, ceramics, collapse, ammunition, profit, ethnic groups, plantations, identity, self-esteem, self-reliance, generations, and origins, governed, traditional system of rule, government, population, development, overexploited, economy	

T. L .R. (s)		internet, library books, pictures or photographs of cloth, mirrors, beads, guns and gunpowder, metal knives, alcohol, gold, ivory	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Show and discuss a documentary of European presence in Ghana</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the changes that the European presence brought to Ghana.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to</p>	<p>Show and discuss a documentary of European presence in Ghana</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1</p>

	<p>describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the changes that the European presence brought to Ghana.</p>	<p>as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK ONE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 21st January, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 18th January, 2022 20th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : Nature of God	
Indicator (code)		B6.1.1.1 .1		
Content standard (code)		B6.1.1.1 .		
Performance Indicator		Learners can describe the attributes of God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Creator, Holy, merciful, patience, love, omniscient, omnipresent, just, nature, spirit, omnipotent, eternal, sovereignty		
T. L .R. (s)		Pictures, posters, Videos		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	Learners in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient- All-knowing. Learners role play scenarios to reflect the attributes of God in their lives. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners describe the attributes of God</p>	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners write essays on the attributes of God in relations to themselves.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: Let learners write essays on the attributes of God in relations to themselves	
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WEEK ONE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 21st January, 2022			Class size:	
Day : Friday, 60 minutes			Date : 21st January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS			Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)		B6.1.1.1.1:		
Content standard (code)		B6.1.1.1.		
Performance Indicator		Learners can jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		cones		
Ref:		PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After warm up activities, learners perform long jump by: i. Practicing approach run. ii. Practicing approach run and single take off with a comfortable foot. iii. Practice landing on both feet with emphasis on bending the hips, knees, and ankles to reduce the impact force.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

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		<p>iv. Learners practice at their own pace base on their abilities.</p> <p>v. Learners cool down to end the lesson</p>	
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WEEK ONE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 21st January, 2022			Class size:	
Day : Friday, 60 minutes			Date : 21st January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B6. 1.1.1.1		
Content standard (code)		B6. 1.1.1.		
Performance Indicator		Learners can describe the nature of God through His attributes		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	• Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc. • Guide learners to discuss the attributes of God in English and local languages. • In groups, ask learners to identify the attributes of God that are present in	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>humankind: love, patience, merciful, etc.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify the attributes of God that are present in humankind</p>	
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WEEK ONE : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 21st January, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 19th January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : INTRODUCTION TO COMPUTING			Sub-strand : GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)		B6.1.1.1.1 B6.1.1.1.2		
Content standard (code)		B6.1.1.1. B6.1.1.1.		
Performance Indicator		<ul style="list-style-type: none">• Learners can describe the Generation of Computers• Learners can identify components of a Computer System: Hardware, Software and Liveware.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		supercomputers, mainframe computers, minicomputers, microprocessors, mobile phones, generations of computers mouse, keyboard, monitor, central processing unit and its components, memory, hard disk drive, CD-ROM, speakers and peripherals, applications software, bespoke software, utility software, liveware		
T. L. R. (s)		Laptop		
Ref:		Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT	Guide learners to discuss the Generation of Computers. Microprocessors - Super Computers, Mainframe, Minicomputers and the main computer mixed	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Microcomputers, Mobile Phones, etc</p> <p>Guide learners to identify Hardware (input, output, storage and communication), Software, Liveware and discuss the components and how they are used NB: the discussion should be limited to definition level.</p> <p>Assessment: Let learners identify components of a Computer System</p>	<p>Independent Activity/ Homework:</p>
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WEEK ONE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 21st January, 2022			Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 17th January, 2022 19th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : Visual Arts			Sub-strand : Thinking and Exploring Ideas	
Indicator (code)		B6 1.1.1.1		
Content standard (code)		B6 1.1.1.		
Performance Indicator		Learners can explore and study the artworks of some international visual artists and analyse how their artworks reflect the history and culture of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word	Learners are to: ☐ use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international visual artists (e.g. Meshack Asare, Zingaro, Leonardo, Michelangelo, Picasso, El-Anatsui, Kara Walker, Ibrahim Mahama, Rebecca Horn);	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>2 discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. For example, Ibrahim Mahama uses the transformation of materials to explore among other themes the issue of migration and the socio-economic and cultural heritage of a people;</p> <p>2 writing a brief about their choice of artist using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred Media - Contribution to the development of art <p>Assessment: let learners explain how their artworks of some international visual artists reflect the history and culture of some communities in the world</p>	<p>Independent Activity/ Homework:</p>
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WEEK ONE : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Songs Poems	
Indicator (code)	B6.1.1.1.1	B6.1.1.1.2.	
Content standard (code)	B6.1.1.1.	B6.1.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should sing some traditional songs which are used for traditional dances and their correct rhythms Learners should discuss the importance and some moral lessons of the songs and the dances 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the	<ul style="list-style-type: none"> Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Demonstrate how some of the dances are performed. • Allow learners to dance to the rhythm of the song. <p>Assessment: let learners sing traditional songs with their correct rhythms and dance to the rhythm of the song</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:</p>	<ul style="list-style-type: none"> • With a recorded traditional song played in class, let learners listen and sing along, and on their own. • Lead learners to discuss some morals of the traditional song. • Discuss some importance of traditional songs to the community and to the people. • Lead learners to discuss the history or relevance of the songs. <p>Assessment: let learners write importance and some moral lessons of</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the songs and the dances</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • With a recorded traditional song played in class, let learners listen and sing along, and on their own. • Lead learners to discuss some morals of the traditional song. • Discuss some importance of traditional songs to the community and to the people. • Lead learners to discuss the history or relevance of the songs. <p>Assessment: let learners write importance and some moral lessons of the songs and the dances</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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SEMESTER ONE

BASIC SIX

WEEK 2

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WEEK TWO : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 28th January, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 24th January, 2022 25th January, 2022 26th January, 2022 27th January, 2022 28th January, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Songs, Poems B. Phonics C. Nouns D. Penmanship and Handwriting E. Using Capitalisation F. Building the Love and Culture of Reading
Indicator (code)	(B6.1.1.1.1 B6.1.3.1.1) B6.2.2.1.1. B6.3.1.1.2 B6.4.2.1.1 B6.5.1.1.1. B6.6.1.1.1.	
Content standard (code)	(B6.1.1.1. B6.1.3.1.) B6.2.2.1. B6.3.1.1. B6.4.2.1. B6.5.1.1. B6.6.1.1..	
Performance Indicator	A. Learners can relate the central messages in songs to personal experiences. relate the central messages of poems to personal experiences B. Learners can read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch C. Learners can identify and use: Proper nouns to refer to organisations/events; Count/non-count, Singular, Plural (regular, irregular), Without plural marker.	

		D. Learners can write with a legible, fluent and personal handwriting style E. Learners can follow appropriate mechanical convention. F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression. •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. DEBRIEFING: 1. What are some of the sentences you read in the game?	A.ORAL LANGUAGE • Engage learners to sing some familiar songs from their cultural background. • Write lines of songs on chalk board and have learners read through the lines. • Demonstrate singing of the songs as learners listen attentively. • Guide learners to sing songs with stress and rhythm by clapping. • Invite learners to sing individually and in groups • Engage learners in reciting some familiar poems. • Introduce learners to an eight-line poem on the board. • Read/recite the poem clapping/tapping its rhythm. • Have learners read lines of the poem ensuring correct pronunciation of words.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively. Independent Activity/ Homework:

	<p>2. What challenges did you face in reading with good pace and expression?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners take turns to read in groups and individually. • Have learners discuss the central message and relate it to their personal experiences <p>Assessment: let learners relate the central messages in songs and poems to personal experiences.</p>	
<p>Tuesday, 60 minutes</p>	<p>"Make me complete" (word formation)</p> <p>(pick and match) reading words with digraphs activity</p> <p>learners unfold the word cards and use –sure, -ture, -tch, as cues to circle all the words in the passage ending with –sure. –ture, -tch within a specific</p> <p>DEBRIEFING: What did you do to win? Why didn't you win the game? Mention other words with a prefixes. What can you do to build your vocabulary with prefixes?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch. • Guide learners to play the Pick and Read game to practise reading the target words. • Have groups write sentences with the target words and read out the sentences to the class. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write sentences with the target words and read out the sentences to the class.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Catch and pass (using nouns in speech and writing activity)</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise all the types of nouns (refer to B1- B5). 	<p>What new things have you learned today?</p>

	<p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back t a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Provide learners with opportunities to further practise using these nouns. E.g. a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback. b. Use a language drill to help learners do practice activities. E.g. Pair Drill for singular/plural nouns – Learner “A” gives a noun – mango – Learner “B” gives its plural form “mangoes” and uses it in a sentence – I love mangoes. C – Learners play the “Lucky Dip game” for practice. Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep D – Learners can look for types of nouns using the internet and use them in sentences <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
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		Assessment: let learners use proper nouns count/non-count in sentences	
Thursday, 60 minutes	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Have learners select sentences from their readers. • As learners observe, demonstrate the activity by writing the sentences in joint script on the board. • Have individual learners read out the sentences. • Let learners copy the sentences into their exercise books. • Have pupils share their work with their partners. <p>Assessment: let learners copy sentences into their exercise books in joint script</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team.</p> <p>Cut up the sentences so you have a handful of words.</p> <p>Put each sentence into a bowl keeping each separate.</p> <p>Split your class into teams 3.</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation marks, apostrophe, hyphen etc</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or</p>

	<p>Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners write a formal letter each on a given topic</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance of books widely. • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-page summary of the book read. • Invite individuals to present their summaries to the class for feedback. • Encourage them to visit the local library and borrow books. • Encourage them to share whatever they learned with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WEEK TWO : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 21st January, 2022			Class size:
Day :		Date :	
Monday, 60 minutes		17th January, 2022	
Tuesday, 60 minutes		18th January, 2022	
Wednesday, 60 minutes		19th January, 2022	
Thursday, 60 minutes		20th January, 2022	
Friday, 60 minutes		21st January, 2022	
Period :		Lesson :	
2		1 of 2	
2		2 of 2	
2		1 of 3	
2		2 of 3	
2		3 of 3	
Strand : Number		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)		B6.1.1.1.2	B6.1.1.1.3
Content standard (code)		B6.1.1.1.	B6.1.1.1.
Performance Indicator		Learners can read and write numbers in figures and in words up to 1,000,000,000 Learners can identify numbers in different positions around a given number in a number chart	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Place value, digits, expanded form, multiples, whole numbers	
T. L .R. (s)		graph sheets, multi-base blocks, number cards, Number value charts number wheel, number chart, number cards	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	1. Learners form convenient groups.	Play the place value number wheel game: Use the million number wheel to generate 7-digit numbers and represent the number generated on a place value frame. Throw a	What new things have you learned today?

2. Give each group a number chart/Bingo grid

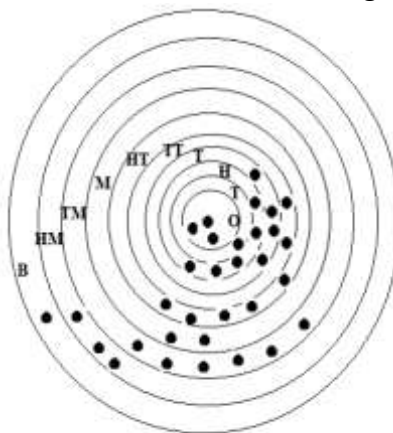
4	1	6
5	7	40
3	16	13
10	14	2
42	19	36
18	25	35

3. Groups study the number chart / Bingo grid
4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.
5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.

DEBRIEFING

number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 5 landed in the hundred-thousands' ring making the number twenty-thousand or 500,000).

The representations to use also include verbal, and numerals. Learners must match number word cards to the figures



Place value number wheel

Place value chart

Billion	Hundred Million	Ten Million	Million	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones
1	3	6	2	5	2	4	5	1	3

Ask pupils to write given numbers on the expanded form of the number : 1,362,524,513
 $= 1,000,000,000 \times 1 + 100,000,000 \times 3$
 $+ 10,000,000 \times 6 + 1,000,000 \times 2 + 100,000 \times 5$
 $+ 10,000 \times 2 + 1,000 \times 4 + 100 \times 5 + 10 \times 1 + 1 \times 3$
 $= 1,000,000,000 + 300,000,000 + 60,000,000$
 $+ 2,000,000 + 500,000 + 20,000 + 4,000 + 500 + 10 + 3$

Differentiated learning

Learning progress voting:

Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/
Homework:

	<p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>																						
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randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.

5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.

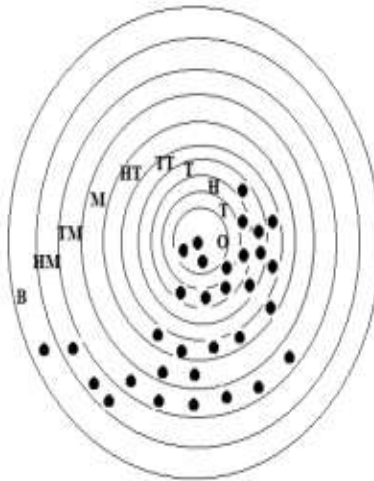
DEBRIEFING

1. How was the game? What makes it so?

2. How were you able to identify the numbers mentioned?

3. Has there been a situation in your life where you have to identify something and its position? How did you do it?

Share lesson indicator and treat key words with learner .



Place value number wheel

Place value chart

Billion	Hundred Million	Ten Million	Million	Hundred-thousands	Ten-thousands	Thousands	Hundreds	Tens	Ones
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Differentiated learning

Ask stronger learners to answer some questions

first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
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Wednesday, 60 minutes	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table border="1"><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>Display a number chart in multiples of 1,500 between 10,000 and 50,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</p> <table border="1"><tr><td>10,000</td><td>11,500</td><td>12,000</td><td>13,500</td></tr><tr><td>20,000</td><td>21,500</td><td>22,000</td><td>23,500</td></tr><tr><td>30,000</td><td>31,500</td><td>33,000</td><td>34,500</td></tr><tr><td>40,000</td><td>41,500</td><td>43,000</td><td>44,500</td></tr><tr><td>50,000</td><td>51,500</td><td>53,000</td><td>54,500</td></tr><tr><td>60,000</td><td>61,500</td><td>63,000</td><td>64,500</td></tr></table> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	10,000	11,500	12,000	13,500	20,000	21,500	22,000	23,500	30,000	31,500	33,000	34,500	40,000	41,500	43,000	44,500	50,000	51,500	53,000	54,500	60,000	61,500	63,000	64,500	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
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	<p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>																																												
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	<table><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p>				<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	

	Share lesson indicator and treat key words with learner .																																															
Friday, 60 minutes	<div>1. Learners form convenient groups.</div> <div>2. Give each group a number chart/Bingo grid</div> <table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <div>3. Groups study the number chart / Bingo grid</div> <div>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</div> <div>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the</div>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<div>Display a number chart in multiples of 1,500 between 10,000 and 50,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</div> <table><tr><td>10,000</td><td>11,500</td><td>12,000</td><td>13,500</td></tr><tr><td>20,000</td><td>21,500</td><td>22,000</td><td>23,500</td></tr><tr><td>30,000</td><td>31,500</td><td>33,000</td><td>34,500</td></tr><tr><td>40,000</td><td>41,500</td><td>43,000</td><td>44,500</td></tr><tr><td>50,000</td><td>51,500</td><td>53,000</td><td>54,500</td></tr><tr><td>60,000</td><td>61,500</td><td>63,000</td><td>64,500</td></tr></table> <div>Differentiated learning</div> <div>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</div> <div><ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</div> <div>Assessment: have learners to practice with more examples</div>	10,000	11,500	12,000	13,500	20,000	21,500	22,000	23,500	30,000	31,500	33,000	34,500	40,000	41,500	43,000	44,500	50,000	51,500	53,000	54,500	60,000	61,500	63,000	64,500	<div>What new things have you learned today?</div> <div>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</div> <div>Independent Activity/ Homework:</div>
4	1	6																																														
5	7	40																																														
3	16	13																																														
10	14	2																																														
42	19	36																																														
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10,000	11,500	12,000	13,500																																													
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40,000	41,500	43,000	44,500																																													
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60,000	61,500	63,000	64,500																																													

	<p>numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and it position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>		
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Vetted by : Signature: Date :

WEEK TWO : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 28th January, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 24th January, 2022 27th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B6.1.1.1.1		
Content standard (code)		B6.1.1.1.		
Performance Indicator		Learners can classify plants based on their root system		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Roots, taproot, fibrous root		
T. L .R. (s)		Pictures of plants with different roots.		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:	<ul style="list-style-type: none">Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers).Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class.Learners are shown pictures of the root	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>systems of different plants.</p> <ul style="list-style-type: none"> • Learners observe and identify the similarities and differences between the roots of the various plants. • Task learners to put the plants into two main groups based on the similarities in their roots system. • Learners give reasons for their classifications. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify the differences between the roots of the various plants.</p>	
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<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Build the vocabulary of learners by explaining to them the two main root systems of plants, namely: tap roots and fibrous roots. • Learners to mould tap root and fibrous root using blu tack and display for discussion. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners classify plants based on their root system</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK TWO : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 28th January, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 25th January, 2022 27th January, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Europeans in Ghana		Sub-strand : Impact of European Presence
Indicator (code)	B6.3.4.1.1	
Content standard (code)	B6.3.4.1.	
Performance Indicator	Learners can assess the changes that the European presence brought to Ghana.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	settlers, settlements, impact, establishment, commodity, exports, 17th century, trade relations, 18th century, merchants, Western education, raw materials, industries, expeditions, explorer, libations, barbaric, uncivilised, inferior, missionaries, natural resources, bauxite, TransAtlantic slave trade, informal education, formal education, integrate, literate, raw materials, manganese, infrastructure, agriculture, trades, vocational, technical, denominations, accountants, lawyers, colonial, political movements, nationalists, industrial schools, vocations, carpentry, masonry, screen printing (batik), artisans, bubonic plague, National Health Insurance Scheme, healthcare, imported, exported, manufactured, textiles, ceramics, collapse, ammunition, profit, ethnic groups, plantations, identity, self-esteem, self-reliance, generations, and origins, governed, traditional system of rule, government, population, development, overexploited, economy	
T. L .R. (s)	internet, library books, pictures or photographs of cloth, mirrors, beads, guns and gunpowder, metal knives, alcohol, gold, ivory	

Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Discuss the activities the Europeans engaged in (trade, vocational training centres, health facilities, development of local alphabet, translation of the Bible).</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention activities the Europeans engaged in</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Discuss the activities the Europeans engaged in (trade, vocational training centres, health facilities, development of local alphabet, translation of the Bible).</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention activities the Europeans engaged in</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK TWO : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 28th January, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 25th January, 2022 27th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : Nature of God	
Indicator (code)		B6.1.1.1 .1		
Content standard (code)		B6.1.1.1 .		
Performance Indicator		Learners can describe the attributes of God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Creator, Holy, merciful, patience, love, omniscient, omnipresent, just, nature, spirit, omnipotent, eternal, sovereignty		
T. L .R. (s)		Pictures, posters, Videos		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	Learners in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient- All-knowing. Learners role play scenarios to reflect the attributes of God in their lives. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners describe the attributes of God</p>	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners write essays on the attributes of God in relations to themselves.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: Let learners write essays on the attributes of God in relations to themselves	
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WEEK TWO : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 28th January, 2022		Class size:	
Day : Friday, 60 minutes		Date : 28th January, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B6.1.1.1.2		
Content standard (code)	B6.1.1.1.		
Performance Indicator	Learners can perform the differences in applying and receiving force when jumping for height and distance (high jump).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners after adequate warm up, they go through a vertical jumping approach. Learners use both arms efficiently to control balance as needed during approach run and take-off. Learners control the flight phase by leaning their trunk slightly backwards, one-foot take-off, two feet take-off, feet land shoulder width apart and flexion of knees with the height of the jump and landing on the balls of feet (double landing).	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively. Independent Activity/ Homework:

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WEEK TWO : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 28th January, 2022			Class size:	
Day : Friday, 60 minutes			Date : 28th January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B6. 1.1.1.1		
Content standard (code)		B6. 1.1.1.		
Performance Indicator		Learners can describe the nature of God through His attributes		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	• Through questions and answers, let learners show how they can relate the attributes of God to their lives. • Guide learners to write essays on the attributes of God and present their works to class for discussion Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write essays on how they can relate the attributes of God to their lives</p>	
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WEEK TWO : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 28th January, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 26th January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : INTRODUCTION TO COMPUTING			Sub-strand : GENERATION OFCOMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)		B6.1.1.1.3	B6.1.1.1.4	B6.1.1.1.5
Content standard (code)		B6.1.1.1.	B6.1.1.1.	
Performance Indicator		<ul style="list-style-type: none">Learners can identify the left, right mouse button, holding of mouse, performing single, double and triple clicking, dragging object and using the scroll wheelLearners can demonstrate proper use of keyboarding technique.Learners can summarise the generation of computers (second generation of computers.).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Laptop		
Ref:		Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has	Guide learners to master the use of mouse through practical sessions and games.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Guide learners to type stories using Word Processor or typing tutorial (e.g. Mavis Beacon) to improve typing speed</p> <p>Assessment: Let learners describe proper use of keyboarding technique.</p> <p>Group learners into groups. Guide them to summarise the generation of computers. Thereafter, let them present their findings in groups to the class. eg. First generation, Second generation, Third generation etc.</p> <p>Assessment: Let learners summarise the generation of computers</p>	<p>Independent Activity/ Homework:</p>
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Signature:

Date :

WEEK TWO : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 28th January, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 24th January, 2022 26th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Performing Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)		B6 2.1.1.1	
Content standard (code)		B6 2.1.1.	
Performance Indicator		Learners can explore and study performing artworks of some international performing artists and analyse how their compositions reflect the history and culture of some communities in the world	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word	Learners are to: ☑ use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson, Fred Astaire, Elton John, Bright Okpocha (Basket Mouth), Osei Boateng, Fela Ransome Kuti,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Bob Marley, Kojo Antwi, Seidou Keita, Eddie Murphy);</p> <p>☐ discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. For example, 'Exodus' by Bob Marley;</p> <p>☐ write briefs about choice of artists using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry <p>Assessment: let learners explain how artworks of some international performing artists and their compositions reflect the history and culture of some communities in the world</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p>	<p>Learners are to:</p> <p>☐ use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson, Fred Astaire, Elton John, Bright Okpocha (Basket Mouth), Osei Boateng, Fela Ransome Kuti, Bob Marley, Kojo Antwi, Seidou Keita, Eddie Murphy);</p> <p>☐ discuss the works of the international artists studied in</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>relation to the history and cultures of some communities in the world. For example, 'Exodus' by Bob Marley;</p> <p>write briefs about choice of artists using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry <p>Assessment: let learners explain how artworks of some international performing artists and their compositions reflect the history and culture of some communities in the world</p>	
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Vetted by : Signature: Date :

WEEK TWO : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Poems Listening and Story Telling Dramatisation and Role Play	
Indicator (code)	B6.1.3.1.1. B6.1.4.1.1 B6.1.4.1.2. B6.1.5.1.1 B6.1.5.1.2		
Content standard (code)	B6.1.3.1. B6.1.4.1. B6.1.4.1. B6.1.5.1. B6.1.5.1.		
Performance Indicator	<ul style="list-style-type: none"> • Learners should explore poems correctly and recognise the key words and talk about their themes • Learners should indicate the similarities and differences between folktales and stories. • Learners should discuss the values or morals of folktales and of stories. • Learners should tell a story of about eight to ten characters, and recognise the characters, setting, costumes and the stage • Learners should perform a drama 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Read the poem aloud and let learners read the poem in turns. • Call a learner to explore the poem with the correct stress and rhythm. • Let learners to explore poems in groups. • With the given copies of poems, allow learners to read through the poem and discuss it. • Lead learners to recognise the key words in the poem. • With the copies of the poem, brainstorm and lead learners to say the theme of the poem. • Bring a resource person to explore a poem, or play back a poem recital. • Put learners into groups to bring out the issues discussed in the poem and the theme. • Listen to each group's theme and discuss it. <p>Assessment: let learners identify the key words and themes in poems.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 	<ul style="list-style-type: none"> • Ask a learner to tell a folktale and another learner to tell a story. • Tell a folktale and a story. • Revise the lesson on the structure of a folktale and a story. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some</p>

	<p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners discuss the similarities between folktales and stories in their groups. • Let a learner recount a folktale and another learner a story. • Let learners discuss the differences between folktales and stories in pairs. • Write out some of the differences on the board. • Let learners debate to confirm the differences found from the discussion. • Let learners discuss the values or morals of folktales and stories in groups. • Let each group present the findings to the whole class <p>Assessment: let learners mention the values or morals of folktales and stories.</p>	<p>of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. 	<ul style="list-style-type: none"> • Discuss a story line with learners. • Let a learner tell a story and lead learners to recognise the storyline. • Write out the story line on the board. • Guide learners to recognise the characters, setting, costumes and of a play shown to them. • Let the learners write the characters identified on the board and discuss their role in the story 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Allow learners to read a story. • Guide learners to re-tell the story. • Let learners identify the characters and suggest costumes for the characters where necessary. • Let learners discuss the setting for the story read. • Discuss with learners some processes and key considerations in changing a story into a drama. • Direct learners to perform the drama. <p>Assessment: let learners perform a drama</p>	
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SEMESTER ONE

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WEEK 3

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WEEK THREE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 4th February, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 31st January, 2022 1st February, 2022 2nd February, 2022 3rd February, 2022 4th February, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Story Telling B. Word Families C. DeSEMESTERiners D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading
Indicator (code)	B6.1.4.1.1. B6.2.3.1.1 B6. 3.2.1.1 B6.4.6.1.1. B6.5.2.1.1. B6.6.1.1.1.	
Content standard (code)	B6.1.4.1. B6.2.3.1. B6. 3.2.1. B6.4.6.1. B6.5.2.1. B6.6.1.1.	
Performance Indicator	A. Learners can make connections between texts or stories and personal experiences B. Learners can use common minimal pairs to decode words C. Learners can identify and use definite and indefinite articles D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audience, and	

		contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features	
		E. Learners can use the comma around a phrase for the modifying of the proceeding noun; quotation marks to indicate direct speech; apostrophe to show plural possession,	
		F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrate s it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression. •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point.	A.ORAL LANGUAGE Have the learners recall one or two stories read/heard. • Tell or read a story to learners. • Invite individuals to retell the story sequentially using story map/herringbone strategy. • Lead the class to discuss the story and guide them to relate the story to their personal experiences Assessment: let learners retell the story sequentially and relate the story to their personal experiences	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <p>1. What are some of the sentences you read in the game?</p> <p>2. What challenges did you face in reading with good pace and expression?</p> <p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>						
Tuesday, 60 minutes	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING</p>	<p>B.READING</p> <p>Give examples of minimal pairs</p> <p>Using “think-pair-share”, let learners come up with more examples of minimal pairs. E.g.</p> <table><tr><td>Two sounds difference</td><td>One sound difference</td></tr><tr><td>goat, coat, boat, wall, ball train, chain Bridge, fridge</td><td>road, loan</td></tr></table> <p>Introduce and revise these and other similar spelling patterns using examples (two or three patterns at a time). Drill the pronunciation of the sounds.</p> <p>Have learners read several words having the spelling pattern.</p> <p>Let learners also read the words in context.</p>	Two sounds difference	One sound difference	goat, coat, boat, wall, ball train, chain Bridge, fridge	road, loan	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Two sounds difference	One sound difference						
goat, coat, boat, wall, ball train, chain Bridge, fridge	road, loan						

	<p>What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use common minimal pairs to decode words</p>	
<p>Wednesday, 60 minutes</p>	<p>Catch and pass (using nouns in speech and writing activity)</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Briefly revise nouns. Learners read/listen to a passage having several nouns. • Have them identify the nouns stating their types. • Learners identify the nouns noting words that precede them e. g. the, an • Select sentences containing nouns and articles and use them to explain the use of the articles "a", "an" and "the" simply. • In groups, learners write sentences and underline the articles. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write sentences and underline the articles.</p>	
Thursday, 60 minutes	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Put word cards on the table/floor/in a bowl. 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. S/he then picks the card and shows it to the class. 4. The class checks to see if the pupil's word is correct. 5. The pupil with the correct number of words wins the game. <p>DEBRIEFING What did you like about the game? What did you dislike about the game?</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Work with learners to select sample texts from a variety of models of writing from learners' readers and teacher's resources e.g. newspapers, magazines etc. You may take learners to the library for this exercise. Examples of modes of writing. <ol style="list-style-type: none"> i. Process ii. Narrative iii. Descriptive iv. Persuasive v. Argumentative vi. Letter • Put learners into small groups and assign each group a mode of writing. • Have learners study the sample text. • Guide them through appropriate questions to identify the: <ol style="list-style-type: none"> i. Mode of writing/types of essay ii. Purpose 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>iii. Audience</p> <ul style="list-style-type: none"> • Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece. <p>iv. Encourage learners to use search engines to search for the different modes of writing they have studied.</p> <p>Assessment: let learners choose one of the modes of writing, to write on</p>	
Friday, 60 minutes	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team.</p> <p>Cut up the sentences so you have a handful of words.</p> <p>Put each sentence into a bowl keeping each separate.</p> <p>Split your class into teams</p> <p>3.</p> <p>Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise punctuations with learners. <p>– Give out samples of relevant texts to groups of learners to identify the punctuation marks used.</p> <p>e.g. 1. Kofi, my friend, will help me do my homework</p> <p>2. I like football," said Ama.</p> <p>3. This is girls' work.</p> <p>4. Mary: Kofi, do you like my pen?</p> <p>Kofi: Yes, I do.</p> <ul style="list-style-type: none"> • Write a text on the board, leaving out the punctuation marks. • Have the whole class punctuate it. • Have them study unpunctuated texts individually for a few minutes and then re-write the texts using appropriate punctuation marks where they have been omitted. <p>Assessment: let learners punctuate unpunctuated texts using appropriate punctuation marks where they have been omitted.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday, 60 minutes</p>	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by :.....

Signature:

Date :

WEEK THREE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 4th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 31st January, 2022 1st February, 2022 2nd February, 2022 3rd February, 2022 4th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : Number		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)		B6.1.1.1.4	
Content standard (code)		B6.1.1.1.	
Performance Indicator		Learners can compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Place value, digits, expanded form, multiples, whole numbers, equivalence symbols (, or =), ascending order, descending order, less than/smaller than, greater than/bigger than, equal to, rounding up/down, rounding off, less than/ smaller than, greater than/bigger than, equal to	
T. L .R. (s)		graph sheets, multi-base blocks, number cards, beads, plastic straws, number bonds, Number value charts number wheel, number chart, abacus, pictures of animals, see-saw, number line, number cards	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday, 60 minutes</p>	<p>< / ></p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by saying greater or less than he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? <p>Share lesson indicator and treat key words with learner</p>	<p>Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 123,400 is 10,000 less than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 100200=100200,2746794>2646796</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday, 60 minutes</p>	<p>< / ></p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by saying greater or less than 	<p>Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 123,400 is 10,000 less than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 100200=100200,2746794>2646796</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? <p>Share lesson indicator and treat key words with learner</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? 	<p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. For instance, 140230,17025,75 267389,287368,</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner		
Thursday, 60 minutes	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. For instance; 140230,17025,75 267389,287368,</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>< / ></p> <p>1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them</p>	<p>Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or</p>

	<p>mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by saying greater or less than he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>bigger than (greater than) 234675, or 234675 is almost 20000 less than 253874 etc.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 4th February, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 31st January, 2022 3rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B6.1.2.1.1		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can know the general properties of metals such as lustre, malleability, conductivity and ductility		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Metals, lustre, malleability, conductivity, ductility.		
T. L .R. (s)	Wood, plastic, pictures or videos of different metals including aluminium, dry cell, bulb, plastic cup, piece of wood, aluminium saucepan, steel wool, sticks.		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the	Learners, in groups, gather different objects such as ruler, erasers, exercise books, comb, plastic bowls, connecting wires, cups, plates, cooking pans, roofing sheets, iron nails, pins, etc. • Learners classify the various materials as metals or non-metals based on the following properties: lustre, malleability, conductivity and ductility.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’

	<p>word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners give reasons for their classification. • Relate the lesson to everyday activities that involve the use of metals. • Given a piece of aluminium foil and a drinking straw, learners describe how they will use conductivity to classify them as metals or non-metals. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain following properties of metals: lustre, malleability, conductivity and ductility</p>	<p>, 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Learners design and make simple machines with metals.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners design and make simple machines with metals.</p>	<p>Independent Activity/ Homework:</p>
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WEEK THREE : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 4th February, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st February, 2022 3rd February, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Europeans in Ghana		Sub-strand : Impact of European Presence
Indicator (code)	B6.3.4.1.1	
Content standard (code)	B6.3.4.1.	
Performance Indicator	Learners can assess the changes that the European presence brought to Ghana.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	settlers, settlements, impact, establishment, commodity, exports, 17th century, trade relations, 18th century, merchants, Western education, raw materials, industries, expeditions, explorer, libations, barbaric, uncivilised, inferior, missionaries, natural resources, bauxite, TransAtlantic slave trade, informal education, formal education, integrate, literate, raw materials, manganese, infrastructure, agriculture, trades, vocational, technical, denominations, accountants, lawyers, colonial, political movements, nationalists, industrial schools, vocations, carpentry, masonry, screen printing (batik), artisans, bubonic plague, National Health Insurance Scheme, healthcare, imported, exported, manufactured, textiles, ceramics, collapse, ammunition, profit, ethnic groups, plantations, identity, self-esteem, self-reliance, generations, and origins, governed, traditional system of rule, government, population, development, overexploited, economy	

T. L .R. (s)		internet, library books, pictures or photographs of cloth, mirrors, beads, guns and gunpowder, metal knives, alcohol, gold, ivory	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Debate the impacts of European presence on Ghana</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write about the impacts of European presence on Ghana</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means</p>	<p>Debate the impacts of European presence on Ghana</p> <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really</p>

	<p>or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write about the impacts of European presence on Ghana</p>	<p>got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK THREE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 4th February, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st February, 2022 3rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)		B6.1.2.1. 1.	
Content standard (code)		B6.1.2.1.	
Performance Indicator		Learners can explain problems associated with adolescence	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Counselling, peer pressure, abuse, poverty, pregnancy, adolescent, adolescence, parenthood, acquiring, streetism, transmitted, infections, challenges, associated,	
T. L .R. (s)		Pictures, Videos, Posters, chart, computer, projector,	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners talk about and list changes that occur during adolescence. Learners think-pair-share on challenges associated with adolescence Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners explain problems associated with adolescence</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners illustrate challenges facing adolescence using the Future’s Wheel e.g.</p> <ol style="list-style-type: none"> engaging in sexual activity can result in acquiring sexually transmitted infections (STIs) including HIV teenage pregnancy and parenthood streetism and poverty drug use and abuse negative peer pressure leading to criminal activities <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

		<ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners illustrate challenges facing adolescence using the Future's Wheel</p>	
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WEEK THREE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 4th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 4th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)		B6.1.2.1.1	
Content standard (code)		B6.1.2.1.	
Performance Indicator		Learners can roll ball using a stick in a game situation (hockey).	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After a warm-up, learners practice how to: i. hold or handle a hockey stick. ii. role the ball from place to place at learners’ pace. iii. play a mini hockey game in groups using rolling skill.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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		iv. Learners cool down to end the lesson.	
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WEEK THREE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 4th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 4th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B6.1.2.1.1		
Content standard (code)		B6.1.2.1.		
Performance Indicator		Learners can explain how humankind and the environment interrelate.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game?	• With questions and answers, guide learners to explain the natural environment: things around us that were created by God and can affect our lives. • Let learners mention things around us that were created by God: - air , water, land, plants, animals, etc.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Guide learners to discuss the interrelationship among God's creatures: <ul style="list-style-type: none"> - Humankind and animals depend on plants for air, food, medicine, shelter, etc. - Plants depend on humankind and other animals for survival (dispersal of seeds, planting of trees, etc.). - Some animals depend on other animals for food (carnivores) and shelter (parasites). <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners give examples of the interrelationship among God's creatures:</p>	
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WEEK THREE : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 4th February, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 2nd February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Introduction to computing			Sub-strand : INTRODUCTION TO MS-WINDOWS INTERFACE	
Indicator (code)		B6.1.2.1.1. B6.1.2.1.2 B6.1.1.1.3		
Content standard (code)		B6.1.2.1. B6.1.2.1. B6.1.1.1.		
Performance Indicator		<ul style="list-style-type: none">Learners can explore the use of the desktop Background, changing the themes, colours and User account. (e.g. classic, icons and Taskbar of the background)Learners can demonstrate the use of the Recycle Bin or Trash CanLearners can perform permanent delete or Empty Trash can and restoring files or icons in the recycle bin		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		File Explorer, folder, file, clipboard copy, paste, delete, cut, pop-up permanent delete, empty trash can, restore : delete, recover, drag and dro		
T. L .R. (s)		Laptop		
Ref:		Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write		Guide learners to use the desktop Background, change the themes, colours	What new things have you learned today? Learning progress voting: Ask learners to show by their

	<p>the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>and the User account</p> <p>Guide learners to use the recycle bin by deleting and viewing deleted files.</p> <p>Support learners to liken the Recycle bin and its use to the real-world office trash can.</p> <p>.</p> <p>Assessment: Let learners perform permanent delete or Empty Trash can and restoring files or icons in the recycle bin</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK THREE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 4th February, 2022			Class size:		
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 31st January, 2022 2nd February, 2022		
Period : 2 2			Lesson : 1 of 2 2 of 2		
Strand : Performing Arts			Sub-strand : Thinking and Exploring Ideas		
Indicator (code)		B6 1.2.2.1			
Content standard (code)		B6 1.2.2.			
Performance Indicator		Learners can experiment with available visual arts media and methods to create visual artworks based on own views, knowledge and understanding of the artworks of some international visual artists			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Pictures			
Ref:		Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☐ critically examine the works of some international artists; ☐ make similar works of the international artists studied using available materials and tools from the local environment. e.g.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.		

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> - clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting; - straw, yarn, paper etc. for weaving; - odds and ends for constructing and assembling; - brushes and paint for painting; <p>☞ discuss, compare and share their experiences through jury and peer review.</p> <p>Assessment: let learners create visual artworks based on own views, knowledge and understanding of the artworks of some international visual artists</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<p>Learners are to:</p> <ul style="list-style-type: none"> ☞ critically examine the works of some international artists; ☞ make similar works of the international artists studied using available materials and tools from the local environment. <p>e.g.</p> <ul style="list-style-type: none"> - craft tools for perforating, shaping and punching; - folding and shaping paper to make origami and quilling; 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>- spatula and scooping tools for modelling; - needle for sewing, etc. ? discuss, compare and share their experiences through jury and peer review.</p> <p>Assessment: let learners create visual artworks based on own views, knowledge and understanding of the artworks of some international visual artists</p>	
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WEEK THREE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter Sound Knowledge	
Indicator (code)	B6.2.4.1.1.	B6.2.4.1.2	B6.2.4.1.3.
Content standard (code)	B6.2.4.1.	B6.2.4.1.	B6.2.4.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should read and recognise words with diagraphs in sentences and paragraphs • Learners should blend three or more syllables to form words and read them. • Learners should recognise and say consonant clusters in passages. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left	<ul style="list-style-type: none"> • Revise the alphabet sounds briefly with learners. • Ask learners to mention some words and write them on the board. 	What new things have you learned today? Learning progress voting: Ask learners to show by

	<p>to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Group the words into two, those consisting of diagraphs and those without diagraphs. • Discuss the concept of diagraphs with learners. • Write words which consist of diagraphs with their diagraphs underlined on flashcards. • Ask learners to say the words aloud. • Write sentences which have words that consist of diagraphs in them on flashcards. • Help learners to recognise the diagraphs in the words found in the sentences. • Ask learners to use the diagraphs identified to form some new words. <p>Assessment: let learners read and identify words with diagraphs in sentences and paragraphs</p>	<p>their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside.</p> <p>Example S ink Sink</p>	<ul style="list-style-type: none"> • Revise the lesson on syllables with the learners. • Write some words on the board and ask learners to form sentences with them. • Show flashcards with syllables written on them to the learners. • Help learners blend three or more syllables to form words and read them out aloud <p>Assessment: let learners blend three or more syllables to form words and read them.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Ask learners to mention words they know and write the words on the board. • Discuss the sounds in the words and discuss consonant clusters. • Show flashcards with words that have consonant clusters written on them to learners. • Help learners recognise and read the words with consonant clusters <p>Assessment: let learners identify and say consonant clusters in passages</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK 4

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WEEK FOUR : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 11th February, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Diphthongs C. DeSEMESTERiners D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading
Indicator (code)	B6.1.5.1.1. B6.2.3.1.1 B6.3.2. 1.2. B6.4.6.1.2 B6.5.2.1.1 B6.6.1.1.1.	
Content standard (code)	B6.1.5.1. . B6.2.3.1. B6.3.2. 1.. B6.4.6.1. B6.5.2.1. B6.6.1.1.	
Performance Indicator	A. Learners can dramatise/role-play whole/parts of stories/scenes, events B. Learners can use words with centering diphthongs (e.g. / iə, eə, ʊə) to make meaningful sentences C. Learners can identify and use quantifiers: ordinal first, second etc., Some, few/little etc., No/both, all each/every, Another, other, Fewer, less, etc.	

		<p>D. Learners can use key words, phrases or clauses to introduce the main idea in the paragraph.</p> <p>E. Learners can use the comma around a phrase for the modifying of the proceeding noun; quotation marks to indicate direct speech; apostrophe to show plural possession,</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>“Pick and Read”</p> <ul style="list-style-type: none">•Learners in convenient groups.•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. <p>DEBRIEFING:</p> <p>1. What are some of the sentences you read in the game?</p>	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none">• Guide learners through discussion to identify some stories/scenes, events etc.• Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending.• Have learners prepare and dramatise/role-play whole/parts of stories/scene, events). <p>Ensure the role-play/dramatisation depicts selected theme.</p> <ul style="list-style-type: none">• Ensure appropriate vocabulary use as well as correct pronunciation.	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners dramatise/role-play whole/parts of stories/scenes, events</p>	
<p>Tuesday, 60 minutes</p>	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner. <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • In a discussion have learners talk about diphthongs. • Give several examples and elicit examples from them. /iə/ - fear, ear, near, clear /eə/ - prepare, there, stairs /ʊə/ - pure, secure • Have learners use words with diphthongs in meaningful sentences. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use words with diphthongs in meaningful sentences.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Wednesday, 60 minutes</p>	<p>Catch and pass (using nouns in speech and writing activity)</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back t a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise nouns and articles briefly. • Introduce quantifiers in context. <p>Learners listen to or read a text having several quantifiers.</p> <ul style="list-style-type: none"> • Learners identify the nouns and the words that go with them (quantifiers). • Elicit examples from learners. • In pairs, one says a sentence containing a qualifier/quantifier and the other identifies the quantifiers. Role(s) are reversed <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners in pairs, one says a sentence containing a qualifier/quantifier and the other identifies the quantifiers.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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<p>Thursday, 60 minutes</p>	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Put word cards on the table/floor/in a bowl. 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. S/he then picks the card and shows it to the class. 4. The class checks to see if the pupil's word is correct. 5. The pupil with the correct number of words wins the game. <p>DEBRIEFING</p> <p>What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Display a Model Paragraph. • Put learners into groups to read the paragraph and identify what the passage is about or the main idea. • Have them identify the sentence that contains the main idea. • Let the group identify the supporting ideas and what each sentence says about the main idea. • Ask each group choose a given topic and write five sentences about the topic. <p>Assessment: let learners read a paragraph and identify what the passage is about and identify the sentence that contains the main idea.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team.</p> <p>Cut up the sentences so you have a handful of words.</p> <p>Put each sentence into a bowl keeping each separate.</p> <p>Split your class into teams 3.</p> <p>Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING:</p> <p>What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise punctuations with learners. <p>– Give out samples of relevant texts to groups of learners to identify the punctuation marks used.</p> <p>e.g. 1. Kofi, my friend, will help me do my homework 2. I like football," said Ama. 3. This is girls' work. 4. Mary: Kofi, do you like my pen? Kofi: Yes, I do.</p> <ul style="list-style-type: none"> • Write a text on the board, leaving out the punctuation marks. • Have the whole class punctuate it. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	<ul style="list-style-type: none"> • Have them study unpunctuated texts individually for a few minutes and then re-write the texts using appropriate punctuation marks where they have been omitted. <p>Assessment: let learners study unpunctuated texts and then re-write the texts using appropriate punctuation marks where they have been omitted</p>	
Friday, 60 minutes	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the imp widely. • Have learners read books independently during the lib • Learners think-pair-share t peers. • Ask each learner to write a summary of the book read. • Invite individuals to present class for feedback. • Encourage them to visit th read and borrow books. • Encourage them to share v with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature:

Date :

WEEK FOUR : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 11th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : Number		Sub-strand : Number Operations	
Indicator (code)		B6.1.2.1.1	
Content standard (code)		B6.1.2.1.	
Performance Indicator		Learners can apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9s and 11s facts, using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division fact	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Multiplier, multiplicand, product, doubling, halving, factors	
T. L .R. (s)		multiplication tables, distributive and associative property chart	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	* 1. Learners write numbers on a ball using a marker.	Describe the mental Mathematics strategies used to determine a given basic fact, such as	What new things have you learned today?

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>□ skip count up by one or two groups from a known fact (e.g., if $5 \times 7 = 35$, then 6×7 is equal to $35 + 7$ and 7×7 is equal to $35 + 7 + 7$)</p> <p>□ skip count down by one or two groups from a known fact (e.g., if $8 \times 8 = 64$, then 7×8 is equal to $64 - 8$ and 6×8 is equal to $64 - 8 - 8$)</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>*</p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p>	<p>Describe the mental Mathematics strategies used to deSEMESTERine a given basic fact, such as</p> <p>□ doubling (e.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$)</p> <p>□ patterns when multiplying by 9 (e.g., for 9×6, think $10 \times 6 = 60$, and $60 - 6 = 54$; for 7×9, think $7 \times 10 = 70$, and $70 - 7 = 63$)</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday, 60 minutes</p>	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Describe the mental Mathematics strategies used to deSEMESTERine a given basic fact, such as</p> <p>▢ repeated doubling (e.g., if 2×6 is equal to 12, then 4×6 is equal to 24 and 8×6 is equal to 48)</p> <p>▢ repeated halving (e.g., for $60 \div 4$, think $60 \div 2 = 30$ and $30 \div 2 = 15$)</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Thursday, 60 minutes</p>	<p>1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Describe the mental Mathematics strategies used to deSEMESTERine a given basic fact, such as \square relating division to multiplication (e.g., for $64 \div 8$, think $8 \times \dots = 64$)</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back</p>	<p>Recall multiplication facts to 81and related division facts</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>	
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Vetted by : Signature: Date :

WEEK FOUR : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 11th February, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 7th February, 2022 10th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : MATERIALS	
Indicator (code)		B6.1.2.1.2		
Content standard (code)		B6.1.2.1.		
Performance Indicator		Learners can investigate the uses of metals in everyday life and link the uses to their properties		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Thursday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:	<ul style="list-style-type: none">• Display different objects made from metals.• Engage learners in groups to write names of the objects and present their answers in class.• Learners, through discussion, come out with uses of metals by observing the objects displayed in class or from a video (these include farm tools,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>jewellery, ornaments, cars, bridges, metallic spoons).</p> <p>Assessment: let learners mention the uses of metals in everyday life</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week: 11th February, 2022		Class size:
Day : Tuesday, 60 minutes Ending Thursday, 60 minutes		Date : 8th February, 2022 10th February, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Colonisation and Developments under Colonial Rule in Ghana		Sub-strand : Political Developments Under Colonial Rule
Indicator (code)	B6.4.4.1.1	
Content standard (code)	B6.4.4.1.	
Performance Indicator	Learners can describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874-1957.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	political developments, colonisation, military, colony, representatives, colonised, independence, colonial rule, colonising, rivalry, rivals, treaties, peace agreements, supervision, Bond, surveyor, wars, force, defeated, officials, direct rule system, indirect rule system, Colonial Office, subdivisions, cantons, administrative policies, public servants, governor, Secretary of State, Legislative Council, Executive Council of Officials, Regional/Chief Administrator, Provincial Commissioners, subdivided, provinces, districts, institutions, monarch, ceremonial head, minister, British Parliament, provincial, commissioner, resident, paramount ruler, laws, policies, programmes, revenue, appointed, district officers, supervise, Native Authority, Native Court, Minor Courts, appeals, Supreme Court, Native Treasury, taxes, court fines and fees, qualified, elected, citizenship, infrastructure, economic opportunities, democratically, forced labour	

T. L .R. (s)		internet, library books, map of Africa showing the countries that were colonised and by who, map of current day Ghana showing provinces, Gold Coast colonial flag	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Explain the concepts of 'direct' and 'indirect' rule.</p> <p>Discuss the features of 'direct' and 'indirect' rule.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the features of 'direct' and 'indirect' rule</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	Play the HOT SEAT game using the key words.	Discuss the division of the colony into provinces	What new things have you learned today?

	<p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners narrate the division of the colony into provinces</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK FOUR : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week: 11th February, 2022			Class size:
Day : Tuesday, 60 minutes Ending Thursday, 60 minutes		Date : 8th February, 2022 10th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)		B6.1.2.2. 1.	
Content standard (code)		B6.1.2.2.	
Performance Indicator		Learners can explain how to maintain personal hygiene during adolescence	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Counselling, peer pressure, abuse, poverty, pregnancy, adolescent, adolescence, parenthood, acquiring, streetism, transmitted, infections, challenges, associated,	
T. L .R. (s)		Pictures, Videos, Posters, chart, computer, projector,	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners think-pair-share on how to maintain personal hygiene during adolescence e.g. i. keeping their teeth clean ii. bathing regularly and using lime/deodorant iii. keeping their clothes clean iv. keeping their rooms and environment clean v. taking good health care of their genital organs vi. changing their pads regularly during menstruation vii. Keeping healthy and happy	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners explain how to maintain personal hygiene during adolescence</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? 	<p>Learners discuss how adolescent problems affect national development e.g. i. The most active segment of the population (between 15-45 years) can be affected by STIs ii. Productivity decreases iii. Increase in cost of health care iv. Increases the number of people in the poverty bracket v. Increase in crime wave due to drug abuse resulting in insecurity in community vi. Educate the young people to be responsible</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners describe how adolescent problems affect national development</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 11th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 11th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS			Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)		B6.1.2.1.2		
Content standard (code)		B6.1.2.1.		
Performance Indicator		Learners can perform simple small stunts while shifting base of support from one part of the body to the other.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		cones		
Ref:		PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through warm ups to make the body flexible for performance. i. Learners move into simple steps in a rhythm over a rotatory rope performed by two peers at a spot. As they jump, the rope is withdrawn from their feet. ii. Learners hop over obstacles and land with the other foot while in motion.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

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		iii. Learners practices using different strategies at their own pace and ability.	
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WEEK FOUR : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 11th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 11th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B6.1.2.1.1		
Content standard (code)		B6.1.2.1.		
Performance Indicator		Learners can explain how humankind and the environment interrelate.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	• Through group discussions, let learners demonstrate ways humankind should relate with the environment. • Let learners, in groups, discuss the importance of the environment to humankind. • Ask learners to write about their findings and present to class for discussion:	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>- our survival depends on the environment, - leaves and trees provide us with oxygen, food and medicine, etc.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the importance of the environment to humankind.</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 11th February, 2022			Class size:		
Day : Wednesday, 60 minutes			Date : 9th February, 2022		
Period : 2			Lesson : 1 of 1		
Strand : Introduction to computing			Sub-strand : INTRODUCTION TO MS-WINDOWS INTERFACE		
Indicator (code)		B6.1.2.1.4	B6.1.2.1.5	B6.1.2.1.6	
Content standard (code)		B6.1.2.1.	B6.1.2.1.	B6.1.2.1.	
Performance Indicator		<ul style="list-style-type: none">Learners can explore the use of Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu.Learners can illustrate the use of File Explorer window and locations of the computer through the file explorerLearners can locate the hard drives, and other removable storage icons in the File explorer.			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Laptop			
Ref:		Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT		Guide learners to use the Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu.		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Guide learners to use File Explorer window and locations of the computer through the file explorer.</p> <p>Guide learners to locate the hard drives and other removable storage icons in the File explorer</p> <p>Assessment: Let learners describe the use of Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu</p> <p>Let learners describe the use of the File Explorer Ribbon</p>	<p>Independent Activity/ Homework:</p>
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WEEK FOUR : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 11th February, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 7th February, 2022 9th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)		B6 2.2.2.1	
Content standard (code)		B6 2.2.2.	
Performance Indicator		Learners can experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of artworks produced by some international performing artists	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to	Learners are to: ☐ critically examine the compositions and performances of some international artists; ☐ make similar compositions or performances of the international artists	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>studied using available media, techniques, elements, instruments, melodies etc. for example:</p> <ul style="list-style-type: none"> - Song by Bob Marley - Film by Eddie Murphy <p>☑ discuss and share their experiences through peer review</p> <p>Assessment: let learners create performing artworks based on own views, knowledge and understanding of artworks produced by some international performing artists</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ critically examine the compositions and performances of some international artists; ☑ make similar compositions or performances of the international artists studied using available media, techniques, elements, instruments, melodies etc. for example: <ul style="list-style-type: none"> - Song by Bob Marley - Film by Eddie Murphy <p>☑ discuss and share their experiences through peer review</p> <p>Assessment: let learners create performing</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner .	artworks based on own views, knowledge and understanding of artworks produced by some international performing artists	
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WEEK FOUR : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : vocabulary (Sight and content vocabulary)	
Indicator (code)	B6.2.5.1.1 B6.2.5.1.2		
Content standard (code)	B6.2.5.1. B6.2.5.1.		
Performance Indicator	<ul style="list-style-type: none"> • Learners should read dialogues aloud with correct pronunciation and tone. • Learners should read long text/passages aloud with correct pronunciation and tone. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask	<ul style="list-style-type: none"> • Do a sample reading for learners to hear. • In their groups, help learners to take turns to read dialogues, using correct pronunciations and tonations. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners read dialogues aloud with correct pronunciation and tone.</p>	<p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> • Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen. • Select some of the unfamiliar words in the passage with the help of the learners. • Pronounce the words with the correct tone aloud for learners to repeat. • Help learners read passages aloud with correct pronunciation and tone in their groups. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners read long text/passages aloud with correct pronunciation and tone.</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen. • Select some of the unfamiliar words in the passage with the help of the learners. • Pronounce the words with the correct tone aloud for learners to repeat. • Help learners read passages aloud with correct pronunciation and tone in their groups. <p>Assessment: let learners read long text/passages aloud with correct pronunciation and tone.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK FIVE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 18th February, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th February, 2022 15th February, 2022 16th February, 2022 17th February, 2022 18th February, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Blends and Consonant Clusters C. Pronouns D. Writing as a Process E. Using Naming Words/Nouns F. Building the Love and Culture of Reading
Indicator (code)	B6.1.5.2.1. B6.2.5.1.1 B6.3.3.1.1. B6.4.9.1.1 B6.5.3.1.1 B6.6.1.1.1.	
Content standard (code)	B6.1.5.2. B6.2.5.1. B6.3.3.1. B6.4.9.1. B6.5.3.1. B6.6.1.1.	
Performance Indicator	A. Learners can express personal opinion about moral lessons in sketches B. Learners can orally produce three-syllable words by blending sounds (phonemes), including consonant blends C. Learners can identify and use: Reflexive pronouns to emphasis that an objects of a verb is the same person as the subject e.g. myself, yourself etc., Relative pronouns to link ideas or add information to a noun or a noun phrase e.g. which, where, whose etc., Reciprocal pronouns e.g. each other, one another	

		<p>D. Learners can select a topic of choice on a national issue or from different learning areas, brainstorm ideas and organize them before writing</p> <p>E. Learners can identify and use nouns or noun phrases to describe conditions.</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>“Pick and Read”</p> <ul style="list-style-type: none">•Learners in convenient groups.•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. <p>DEBRIEFING:</p>	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none">• Guide learners with questions to identify the structure (beginning, middle and ending) of familiar stories, e.g. Maame Akua at the Market.• Lead learners to discuss the plot of the particular story chosen.• Guide learners to role-play the story as others listen and observe and relate them to real life situations.• Using an example from the story guide learners to identify some moral values.• Learners express personal opinions about the moral lessons identified. <p>Assessment: let learners express personal opinion about moral lessons in sketches</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>1. What are some of the sentences you read in the game?</p> <p>2. What challenges did you face in reading with good pace and expression?</p> <p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Tuesday, 60 minutes</p>	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Revise consonant blends and clusters using several spelling patterns e.g. bl, br, cl, cr, gl, gr, spr, scr, str, chr. • Drill the pronunciation of the consonant blends and clusters in isolation and in words. • Learners work in groups to identify and list words having the blends and clusters. • Have learners read the words in isolation and in context <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify and list words having the blends and clusters.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .		
Wednesday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a pronoun</p> <p>Another member in Group B uses the pronoun to form a sentence. The group earns a point for the given pronoun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five pronoun each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Use a text to revise the different pronouns learnt in B1-B5. • Introduce reflexive pronouns with examples in sentences. • Discuss the reflexive pronouns with learners. • Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences. • Repeat the procedure to teach relative and reciprocal pronouns. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify reflexive pronouns, and use the pronouns identified in sentences.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Scaffold the writing process. <p>i. Pre-writing</p> <ul style="list-style-type: none"> • Have learners select and discuss a national issue with their partners. 	<p>What new things have you learned today?</p>

	<p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Have learners brainstorm to generate as many ideas as possible about the topic. • Have them organise the ideas into a writing plan using an outline, a chart or an appropriate graphic organiser. E.g. line diagram <div style="text-align: center;"> <p>Bush fires</p> <pre> graph TD A[Bush fires] --- B[Causes] A --- C[Effect(s)] A --- D[Solution(s)] </pre> </div> <p>Assessment: let learners select a topic of choice on a national issue and write about it</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention an abstract noun</p> <p>Another member in Group B uses the abstract noun</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Identify and use nouns or noun phrases to describe conditions.</p> <p>Assessment: let learners use nouns or noun phrases to describe conditions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>to form a sentence. The group earns a point for the given abstract noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five abstract noun each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		<p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? 	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance of reading • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with a partner • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to borrow books. • Encourage them to share whatever they have read with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share the lesson indicator and explain the key words	page critical commentary based on a set of criteria, on each book read	
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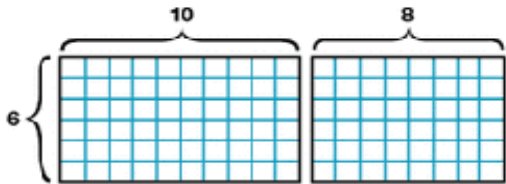
WEEK FIVE : LESSON PLAN

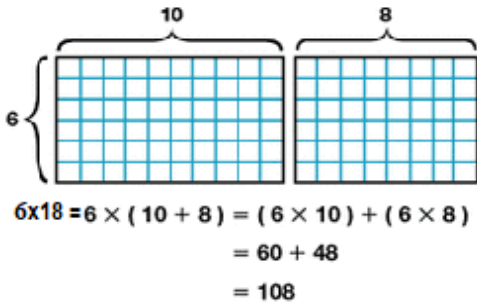
SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 18th February, 2022			Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th February, 2022 15th February, 2022 16th February, 2022 17th February, 2022 18th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : Number		Sub-strand : Number Operations	
Indicator (code)		B6.1.2.1.2	
Content standard (code)		B6.1.2.1.	
Performance Indicator		Learners can apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Multiplier, multiplicand, product, doubling, halving, factors	
T. L .R. (s)		multiplication tables, distributive and associative property chart	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other	DeSEMESTERine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros (e.g., for 3×200 think of 3×2 and then add two zeros)	What new things have you learned today?

	<p>learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p>	<p>Apply halving and doubling when deSEMESTERining a given product (e.g., 32×5 is the same as 16×10)</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Wednesday, 60 minutes</p>	<p>*</p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Apply the distributive property to deSEMESTERine a given product involving multiplying factors that can be written in the expanded form (e.g., $6 \times 18 = (6 \times 10) + (6 \times 8) = 60 + 48 = 108$. Or apply distributive property to deSEMESTERine a given product involving multiplying factors that are close to multiples of 10 (e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$.</p>  $6 \times 18 = 6 \times (10 + 8) = (6 \times 10) + (6 \times 8)$ $= 60 + 48$ $= 108$ <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday, 60 minutes</p>	<p>*</p> <ol style="list-style-type: none"> Learners write numbers on a ball using a marker. Learners bounce or throw the ball to other learners and have them mention the number they see first. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> How did you find the game? How difficult/easy was it adding your number to your friends number? What were some of the numbers you heard your friends calling out? <p>Share lesson indicator and treat key words with learner</p>	<p>Apply the distributive property to deSEMESTERine a given product involving multiplying factors that can be written in the expanded form (e.g., $6 \times 18 = (6 \times 10) + (6 \times 8) = 60 + 48 = 108$. Or apply distributive property to deSEMESTERine a given product involving multiplying factors that are close to multiples of 10 (e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$.</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>*</p> <ol style="list-style-type: none"> Learners write numbers on a ball using a marker. Learners bounce or throw the ball to other learners and have them 	<p>Explain the property for deSEMESTERining the answer when multiplying numbers by</p> <ol style="list-style-type: none"> one zero. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p>

	<p>mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 18th February, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 14th February, 2022 17th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)		B6.1.2.2.1	
Content standard (code)		B6.1.2.2.	
Performance Indicator		Learners can examine some uses of mixtures in everyday life.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none">Review previous lesson on mixtures with learners.Learners watch videos and pictures of different types of mixtures.Provide samples of materials and guide learners to produce mixtures such as salt solution, sugar solution, concrete, sand and water.In groups, learners investigate the daily uses and applications of	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>mixtures, e.g. salt solution, sugar solution, concrete, gari and beans.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention some uses of mixtures in everyday life</p>	
Thursday, 60 minutes, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? 	<ul style="list-style-type: none"> • Review previous lesson on mixtures with learners. • Learners watch videos and pictures of different types of mixtures. • Provide samples of materials and guide learners to produce mixtures such as salt solution, sugar solution, concrete, sand and water. • In groups, learners investigate the daily uses and applications of mixtures, e.g. salt solution, sugar solution, concrete, gari and beans. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention some uses of mixtures in everyday life</p>	
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WEEK FIVE : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 18th February, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 15th February, 2022 17th February, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Colonisation and Developments under Colonial Rule in Ghana		Sub-strand : Political Developments Under Colonial Rule
Indicator (code)	B6.4.4.1.1	
Content standard (code)	B6.4.4.1.	
Performance Indicator	Learners can describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874-1957.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	political developments, colonisation, military, colony, representatives, colonised, independence, colonial rule, colonising, rivalry, rivals, treaties, peace agreements, supervision, Bond, surveyor, wars, force, defeated, officials, direct rule system, indirect rule system, Colonial Office, subdivisions, cantons, administrative policies, public servants, governor, Secretary of State, Legislative Council, Executive Council of Officials, Regional/Chief Administrator, Provincial Commissioners, subdivided, provinces, districts, institutions, monarch, ceremonial head, minister, British Parliament, provincial, commissioner, resident, paramount ruler, laws, policies, programmes, revenue, appointed, district officers, supervise, Native Authority, Native Court, Minor Courts, appeals, Supreme Court, Native Treasury, taxes, court fines and fees, qualified, elected, citizenship, infrastructure, economic opportunities, democratically, forced labour	
T. L .R. (s)	internet, library books, map of Africa showing the countries that were colonised and by who, map of	

		current day Ghana showing provinces, Gold Coast colonial flag	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>Discuss the advantages and disadvantages of 'direct' rule</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention advantages and</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		disadvantages of 'direct'	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Discuss the advantages and disadvantages of 'indirect' rule</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention advantages and disadvantages of 'indirect' rule</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature:

Date :

WEEK FIVE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 18th February, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 15th February, 2022 17th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B6.1.2.1.2.		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can explain how to manage the problems that occur during adolescence.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Counselling, peer pressure, abuse, poverty, pregnancy, adolescent, adolescence, parenthood, acquiring, streetism, transmitted, infections, challenges, associated, clothes, bath, diet,		
T. L .R. (s)	Pictures, Videos, Posters, chart, computer, projector,		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g. i. counselling from a responsible adult ii. discussing problems with peers and siblings	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>iii. dressing in a modest way to avoid enticing the</p> <p>iv. opposite sex</p> <p>v. being assertive (self-confidence to say 'NO' to premarital</p> <p>Groups to present reports for class discussion</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners explain how to manage the problems that occur during adolescence.</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g.</p> <p>vi. sex and other actions which may destroy</p> <p>vii. your future plans)</p> <p>viii. respecting the sexual rights of others</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>ix. not forcing to have sex with pupils, etc.</p> <p>Groups to present reports for class discussion</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners explain how to manage the problems that occur during adolescence.</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK FIVE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 18th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 18th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B6 1.2.1.3		
Content standard (code)	B6 1.2.1.		
Performance Indicator	Learners can change direction quickly to maintain ones' balance while running with an object through obstacles.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through adequate warm up. Arrange a set of cones in a straight line. Learners walk through the spaces within the cones. Learners jog through and stop at every cone/station to change direction. Learners run and stop in front of a cone and change direction. Learners practice the skill at their own pace. Learners cool down to end the lesson.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively. Independent Activity/ Homework:

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 18th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 18th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B6. 1.2.1.2:		
Content standard (code)		B6. 1.2.1.		
Performance Indicator		Learners can explain the religious and moral lessons in preserving the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	• Guide learners to talk about the religious and moral lessons in preserving the environment: - humankind must account for his or her stewardship of the environment, - to promote healthy life, - to respect other creatures’ right to survival, - it is a command from God, etc. • Through questions and answers, let learners show how they can preserve the environment: - Afforestation,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> - proper methods of fishing and hunting, - proper disposal of refuse, - legal methods of mining, - avoiding indiscriminate bush-burning, - proper ways of sand-winning, etc. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain the moral lessons in preserving the environment.</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 18th February, 2022			Class size:		
Day : Wednesday, 60 minutes			Date : 16th February, 2022		
Period : 2			Lesson : 1 of 1		
Strand : Introduction to computing			Sub-strand: Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)		
Indicator (code)		B6.1.2.1.7	B6.1.2.1.8	B6.1.2.1.9	B6.1.2.1.10
Content standard (code)		B6.1.2.1.	B6.1.2.1.	B6.1.2.1.	B6.1.2.1
Performance Indicator		<ul style="list-style-type: none">Learners can use the File Explorer Ribbon (Home Ribbon only), that is, the use of the Clipboard and Organise tools of the Home Ribbon of the File Explorer, as well as the Open New Window and Close tools of the File Menu of the File Explorer.Learners can demonstrate the use of the navigation Pane of the File Explorer to access different locations of the computer from the navigation pane.Learners can demonstrate the use of Frequent Folders Section of the File Explorer to access frequently used locations of the computer.Learners can demonstrate the use of Recent Files Section of the File Explorer to access frequently used files of the computer.			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Laptop			
Ref:		Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	

<p>Wednesday, 60 minutes, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Guide learners to use the File Explorer Ribbon (Home Ribbon only); the use of the Clipboard and Organise tools of the Home Ribbon of the File Explorer, and Open New Window and Close tools of the File Menu of the File Explorer</p> <p>Guide learners to use the navigation Pane of the File Explorer to access different locations of the computer from the navigation pane.</p> <p>Guide learners to explore the use of Frequent Folders Section of the File Explorer to access frequently used locations of the computer</p> <p>Guide learners to explore the use of Recent Files Section of the File Explorer to access frequently used files of the computer.</p> <p>Assessment: Let learners describe how to use of Recent Files Section of the File Explorer to access frequently used files of the computer</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK FIVE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 18th February, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 14th February, 2022 16th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Visual Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)		B6 1.2.3.1	
Content standard (code)		B6 1.2.3.	
Performance Indicator		Learners can create functional and decorative visual artworks based on own views, knowledge and understanding of the medium and style of some international visual artists studied	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☑ present and share design concepts that reflect knowledge and understanding of the history and culture of some communities in the world; ☑ demonstrate embedded knowledge, skill and experience in the application and use of selected	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>medium and style of an international artist: e.g.</p> <ul style="list-style-type: none"> ☐ elements and principles of art ☐ media: materials (oil paint, clay, paper, cement, stone, yarns, fabric etc.), tools (craft tools, carving tools, brushes, modelling tools, etc.) ☐ methods and techniques: painting, modelling, casting, carving, slabbing, pinching, coiling, sewing, stitching, printing, weaving, dyeing, embossing, quilling, etc.; ☐ make own artworks similar to the works and style of the international artists studied using available materials and tools from the local environment; ☐ discuss, compare and share experiences through jury and peer review <p>Assessment: let learners create functional and decorative visual artworks based on own views, knowledge and understanding of the medium and style of some international visual artists studied</p>	<p>, 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ present and share design concepts that reflect knowledge and understanding of the history and culture of some communities in the world; ☐ demonstrate embedded knowledge, skill and experience in the application and use of selected medium and style of an international artist: e.g. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it'</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☐ elements and principles of art</p> <p>☐ media: materials (oil paint, clay, paper, cement, stone, yarns, fabric etc.), tools (craft tools, carving tools, brushes, modelling tools, etc.)</p> <p>☐ methods and techniques: painting, modelling, casting, carving, slabbing, pinching, coiling, sewing, stitching, printing, weaving, dyeing, embossing, quilling, etc.;</p> <p>☐ make own artworks similar to the works and style of the international artists studied using available materials and tools from the local environment;</p> <p>☐ discuss, compare and share experiences through jury and peer review.</p> <p>Assessment: let learners create functional and decorative visual artworks based on own views, knowledge and understanding of the medium and style of some international visual artists studied</p>	<p>or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by :.....

Signature:

Date :

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B6.3.1.1.1		
Content standard (code)	B6.3.1.1.		
Performance Indicator	Learners should pay attention to ascending and descending letters that are not easy to write.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.	<ul style="list-style-type: none"> • Give learners longer sentences on flashcards to read. • Show the flashcards to the learners. • Assist learners pay attention to ascending and descending letters that are not easy to write. • Give list of words and allow learners to write correct sentences from them. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners write correct sentences from them from a list of words</p>	<p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:</p>	<ul style="list-style-type: none"> • Give learners longer sentences on flashcards to read. • Show the flashcards to the learners. • Assist learners pay attention to ascending and descending letters that are not easy to write. • Give list of words and allow learners to write correct sentences from them. <p>Assessment: let learners write correct sentences from them from a list of words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Give learners longer sentences on flashcards to read. • Show the flashcards to the learners. • Assist learners pay attention to ascending and descending letters that are not easy to write. • Give list of words and allow learners to write correct sentences from them. <p>Assessment: let learners write correct sentences from them from a list of words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK SIX : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 25th February, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st February, 2022 22nd February, 2022 23rd February, 2022 24th February, 2022 25th February, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Pronouns D. Writing as a Process E. Using Naming Words/Nouns F. Building the Love and Culture of Reading
Indicator (code)	(B6.1.6.1.1. B6.1.6.2.1) B6.2.6.1.1 B6. 5.3.1.3 B6.4.9.2.1 B6.5.3.1.2 B6.6.1.1.1.	
Content standard (code)	(B6.1.6.1. . B6.1.6.2.) B6.2.6.1. B6. 5.3.1. B6.4.9.2. B6.5.3.1. B6.6.1.1..	
Performance Indicator	A. Learners can describe/talk about objects/personalities/ events in the country and the world. View and listen attentively and for a sustained period, (e.g., look at the person speaking and maintain eye contact) and record the key issues in the discussion B. Learners can use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication. C. Learners can Identify and use: reflexive pronouns to emphasis that an objects of a verb	

		is the same person as the subject e.g. myself, yourself etc., Relative pronouns to link ideas or add information to a noun or a noun phrase e.g. which, where, whose etc., Reciprocal pronouns e.g. each other, one another	
		D. Learners can develop ideas into a three-paragraph draft without considering the writing conventions, linking ideas within and across paragraphs with a wider range of cohesive devices, e.g. as a result, on the other hand, however.	
		E. Learners can identify and use: proper nouns to refer to organisations/events, Count/non-count, Singular, Plural (regular, irregular), without plural marker, Gender,	
		F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.	A.ORAL LANGUAGE • Revise previous discussions on the following: i. Objects – objects found in class, at home etc. ii. Dates – dates of birth. iii. Time – various times at school in the day e.g. break time. iv. Names of regions – Central, Ashanti, Northern, etc. • Lead a discussion on:	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got

	<p>•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point.</p> <p>DEBRIEFING:</p> <ol style="list-style-type: none"> 1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression? <p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>i. Personalities – e.g. role models, MPs, head of institution</p> <p>ii. Event – festivals, games, special occasions e.g. Christmas</p> <ul style="list-style-type: none"> • Guide learners to use appropriate vocabulary in the discussion. • Encourage learners to ask and answer questions for clarification of other learners' opinions. <ul style="list-style-type: none"> • Introduce and explain the activity. • Demonstrate the activity/show or play it on the tape /video • Have groups/pairs converse on given topics as others observe and critique/ask questions for clarification • Encourage participants in a conversational to listen attentively and maintain eye contact <p>Assessment: let learners describe/talk about objects/personalities/ events in the country and the world.</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday, 60 minutes</p>	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. 	<p>B.READING</p> <ul style="list-style-type: none"> • Using examples, explain simply the two groups of words. • Elicit sentences and have learners identify the two categories of words from their sentences. • Have sentences on sentence strips on the board or cardboards and have learners identify the function words and content words. • Have learners make meaningful sentences on their own and share with peers or in groups. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>That particular onset is put aside. Example Sink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use function words and content words to make meaningful sentences</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a pronoun</p> <p>Another member in Group B uses the pronoun to form a sentence. The group earns a point for the given pronoun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five pronoun each plus their corresponding sentences.</p>	<p>C. GRAMMAR</p> <ul style="list-style-type: none"> • Use a text to revise the different pronouns learnt in B1-B5. • Introduce reflexive pronouns with examples in sentences. • Discuss the reflexive pronouns with learners. • Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences. • Repeat the procedure to teach relative and reciprocal pronouns. <p>Assessment: let learners use reflexive pronouns, relative pronouns and reciprocal pronouns in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Thursday, 60 minutes</p>	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING Put learners into groups to develop their ideas in B6.4.9.1.1 into a three-paragraph draft</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners develop ideas into a three-paragraph draft</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday, 60 minutes</p>	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention an abstract noun</p> <p>Another member in Group B uses the abstract noun to form a sentence. The group earns a point for the given abstract noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five abstract noun each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise all the types of nouns with learners (refer to B1-B5). • Provide learners with opportunities to further practice using these nouns. <p>E.g.</p> <p>a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.</p> <p>b. Use language drills and games to help learners to practice.</p> <p>e.g. a pair drill for singular/plural nouns</p> <ul style="list-style-type: none"> – Learner "A" gives a noun – mango – Learner "B" gives its plural form "mangoes" and uses it in a sentence – I love mangoes. <ul style="list-style-type: none"> • Provide further practice activities to build on learners' knowledge on nouns. <p>Assessment: let learners use nouns in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period. • Learners think-pair-share their thoughts with peers. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who</p>

	<p>1. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p> <p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<ul style="list-style-type: none"> • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	<p>‘really got it’, ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK SIX : LESSON PLAN

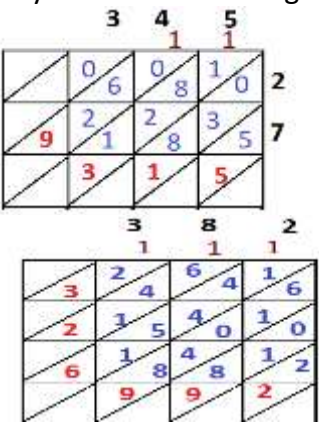
SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 25th February, 2022				Class size:					
Day :			Date :						
Monday, 60 minutes			21st February, 2022						
Tuesday, 60 minutes			22nd February, 2022						
Wednesday, 60 minutes			23rd February, 2022						
Thursday, 60 minutes			24th February, 2022						
Friday, 60 minutes			25th February, 2022						
Period :			Lesson :						
2			1 of 5						
2			2 of 5						
2			3 of 5						
2			4 of 5						
2			5 of 5						
Strand : Number		Sub-strand : Number Operations							
Indicator (code)		B6.1.2.2.1.							
Content standard (code)		B6.1.2.2.							
Performance Indicator		Learners can multiply multi digit numbers by 2 or 3-digit numbers efficiently							
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.									
Keywords		Multiplier, multiplicand, product, doubling, halving, factors							
T. L .R. (s)		multiplication tables, distributive and associative property chart							
Ref:		Mathematics curriculum Page							
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections					
Monday, 60 minutes	* 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them	Multiplication of whole numbers using the “expand and box” method (partial decomposition method). Lead learners to multiply a 3-digit number by a 1-digit number as shown below, for example 448 ×2=? <table><tr><td>×</td><td>400</td><td>40</td><td>8</td></tr></table>		×	400	40	8	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5	
×	400	40	8						

	<p>mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<table border="1"> <tr> <td>2</td><td>800</td><td>80</td><td>16</td></tr> </table> <p>$448 \times 2 = (400 \times 2) + (40 \times 2) + (8 \times 2) = 800 + 80 + 16 = 800 + 80 + (10 + 6) = 800 + 90 + 6 = 896$</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	2	800	80	16	<p>or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
2	800	80	16				
<p>Tuesday, 60 minutes</p>	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p>	<p>Multiplication of whole numbers using the Column or vertical method; i.e. 25×32</p> $\begin{array}{r} 25 \\ \times 32 \\ \hline 50 \\ + 750 \\ \hline 800 \end{array}$ $\begin{array}{r} 25 \quad 25 \\ \times 30 \quad \times 2 \\ \hline 750 \quad 50 \\ \hline \end{array} = 800$ <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>				

	<p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? 	<p>Multiplication of whole numbers using the Distributive property; i.e. 25×32</p> $25 \times (32) = 25(30 + 2)$ $= 25(30) + 25(2)$ $= 750 + 50$ $= 800$ <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner		
Thursday, 60 minutes	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>Multiplication of whole numbers using the lattice method. Have learners draw a 2 by 3 lattice for solving 345×27; and 3 by 3 and 3 by 3 lattice for solving 382×856.</p>  <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	1. Learners write numbers on a ball using a marker.	Multiplication of whole numbers using the lattice method. Have learners draw a 2 by 3 lattice for solving 345×27 ; and 3 by 3 and 3 by 3 lattice for solving 382×856 .	What new things have you learned today?

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? <p>Share lesson indicator and treat key words with learner</p>	<div data-bbox="654 130 943 331"> </div> <div data-bbox="678 338 1049 569"> </div> <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK SIX : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 25th February, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 21st February, 2022 24th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B6.2.1.1.1		
Content standard (code)		B6.2.1.1.		
Performance Indicator		Learners can describe the relative sizes of the earth and sun and their importance		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Solar system, earth, sun		
T. L .R. (s)		The picture of the sun and the earth, paper/ clay/play dough, card board or plywood		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:	Prior to the lesson, task learners to investigate the relative size of the sun in relation to its function in the solar system. Each group presents a report in class for discussion Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.	

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the relative size of the sun in relation to its function in the solar system</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners answer the following questions: (1) Which is bigger, the sun or the earth? (2) Which of the two bodies move, the sun or the earth? • Evaluate learners by asking: "If the earth was bigger than the sun, how would that affect the length of day and night?" <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the importance of the sun</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 25th February, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd February, 2022 24th February, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Colonisation and Developments under Colonial Rule in Ghana		Sub-strand : Political Developments Under Colonial Rule
Indicator (code)	B6.4.4.1.1	
Content standard (code)	B6.4.4.1.	
Performance Indicator	Learners can describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874-1957.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	political developments, colonisation, military, colony, representatives, colonised, independence, colonial rule, colonising, rivalry, rivals, treaties, peace agreements, supervision, Bond, surveyor, wars, force, defeated, officials, direct rule system, indirect rule system, Colonial Office, subdivisions, cantons, administrative policies, public servants, governor, Secretary of State, Legislative Council, Executive Council of Officials, Regional/Chief Administrator, Provincial Commissioners, subdivided, provinces, districts, institutions, monarch, ceremonial head, minister, British Parliament, provincial, commissioner, resident, paramount ruler, laws, policies, programmes, revenue, appointed, district officers, supervise, Native Authority, Native Court, Minor Courts, appeals, Supreme Court, Native Treasury, taxes, court fines and fees, qualified, elected, citizenship, infrastructure, economic opportunities, democratically, forced labour	
T. L .R. (s)	internet, library books, map of Africa showing the countries that were colonised and by who, map of	

		current day Ghana showing provinces, Gold Coast colonial flag	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Role play indirect rule in the Gold Coast.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention advantages and disadvantages of 'direct'</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for</p>	<p>Role play indirect rule in the Gold Coast.</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by</p>

	<p>learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention advantages and disadvantages of 'indirect' rule</p>	<p>their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Signature: Date :

WEEK SIX : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 25th February, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd February, 2022 24th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B6.1.2.1.2.		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can explain how to manage the problems that occur during adolescence.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Counselling, peer pressure, abuse, poverty, pregnancy, adolescent, adolescence, parenthood, acquiring, streetism, transmitted, infections, challenges, associated, clothes, bath, diet,		
T. L .R. (s)	Pictures, Videos, Posters, chart, computer, projector,		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g. i. counselling from a responsible adult ii. discussing problems with peers and siblings	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>iii. dressing in a modest way to avoid enticing the</p> <p>iv. opposite sex</p> <p>v. being assertive (self-confidence to say 'NO' to premarital</p> <p>Groups to present reports for class discussion</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners explain how to manage the problems that occur during adolescence.</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g.</p> <p>vi. sex and other actions which may destroy</p> <p>vii. your future plans)</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' ,</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>viii. respecting the sexual rights of others</p> <p>ix. not forcing to have sex with pupils, etc.</p> <p>Groups to present reports for class discussion</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners explain how to manage the problems that occur during adolescence.</p>	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK SIX : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 25th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 25th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.4:		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can strike a tossed ball with the hands above the forehead (tennis serve).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Organise learners with volleyballs facing a target. Learners toss a ball and strike it with the palm or fist (overhead) to a target bases on their ability. Learners practice over hanged net (optional) by striking a tossed ball over it to the target for mastery of tennis serve. Learners play mini volleyball starting with tennis a serve.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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	performan ce and to prevent injuries		Independent Activity/ Homework:
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 25th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 25th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B6. 1.2.1.2:		
Content standard (code)		B6. 1.2.1.		
Performance Indicator		Learners can explain the religious and moral lessons in preserving the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	• Let learners do a project on the preservation of the environment: tree-planting, clean-up exercises in the school environment, etc. Have learners write about their project work findings for class discussion. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain the religious lessons in preserving the environment.</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 25th February, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 23rd February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Introduction to computing			Sub-strand : DATA, SOURCES AND USAGE	
Indicator (code)		B6.1.3.1.1. B6.1.3.1.2 B6.1.3.1.3		
Content standard (code)		B6.1.3.1.. B6.1.3.1. B6.1.3.1.		
Performance Indicator		<ul style="list-style-type: none">Learners can identify types of data. (Integers, double, characters, float etc.)Learners can identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.)Learners can demonstrate sending and receiving information from other gadgets e.g. Bluetooth, Infrared, Radio, Fax, Telephones calls, SMS etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		integers, double, character, float, data types internet, emailing, VoIP, SMS Bluetooth, infrared, radio, fax, telephone calls, SMS arrange data in a matrix, sorting data, calculations on data		
T. L .R. (s)		Laptop		
Ref:		Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to		Guide learners to identify and record data in the different forms	What new things have you learned today?

	<p>the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Guide learners to discuss where one can get data and information</p> <p>Guide learners to mention or talk about where one can receive or send Information</p> <p>Assessment: Let learners mention where one can receive or send Information</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK SIX : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 25th February, 2022			Class size:		
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 21st February, 2022 23rd February, 2022		
Period : 2 2			Lesson : 1 of 2 2 of 2		
Strand : Performing Arts			Sub-strand : Planning, Making and Composing		
Indicator (code)		B6 2.2.3.1			
Content standard (code)		B6 2.2.3.			
Performance Indicator		Learners can create own performing artworks based on own views, knowledge and understanding of the techniques and styles of some international performing artists studied			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)					
Ref:		Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☐ present and share concepts that reflect knowledge and understanding of the history and culture of some communities in the world; ☐ demonstrate embedded knowledge, skill and experience in the		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>application and use of techniques and style of an international artist to compose own music, dance, drama, poetry, etc.;</p> <p>☐ compose and share own music, dance, drama and poems similar to the works and style of the international artists studied using available media, instruments, etc. from the local environment.</p> <p>☐ Discuss compositions through peer review</p> <p>Assessment: let learners create own performing artworks based on own views, knowledge and understanding of the techniques and styles of some international performing artists studied</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<p>Learners are to:</p> <p>☐ present and share concepts that reflect knowledge and understanding of the history and culture of some communities in the world;</p> <p>☐ demonstrate embedded knowledge, skill and experience in the application and use of techniques and style of an international artist to compose own music, dance, drama, poetry, etc.;</p> <p>☐ compose and share own music, dance, drama and</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>poems similar to the works and style of the international artists studied using available media, instruments, etc. from the local environment.</p> <p>☐ Discuss compositions through peer review</p> <p>Assessment: let learners create own performing artworks based on own views, knowledge and understanding of the techniques and styles of some international performing artists studied</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Narrative Writing	
Indicator (code)	B6.4.1.1.1	B6.4.1.1.2	B6.4.1.1.3
Content standard (code)	B6.4.1.1.	B6.4.1.1.	B6.4.1.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should write a report or account of a particular events or activity in which they were involved Learners should write a brief report on an event or activity they have witnessed Learners should write a report or account of a particular event or activity 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Discuss with learners how to write a narrative composition. Show a sample of a narrative writing and 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>discuss its structure and key points.</p> <ul style="list-style-type: none"> • Ask learners to narrate to the class an activity in which they took part. • Discuss the narration from the learner. • Assist learners to write a report or an account of a particular event or activity in which they were involved <p>Assessment: let learners write a report or account of a particular events or activity in which they were involved</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink</p>	<ul style="list-style-type: none"> • Discuss with learners key points in writing a narrative composition. • Ask a learner to narrate an event witnessed to the class. • Assist learners to write a brief report on an event or activity e.g. rainfall, storm, drought they have witnessed. <p>Assessment: let learners write a brief</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>report on an event or activity they have witnessed</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<ul style="list-style-type: none"> • Discuss with learners types of narrative writing. • Put learners in groups to discuss an event that took place in the school, home or community etc. • Assist learners to write a report or account of a particular event or activity. <p>Assessment: let learners write a report or account of a particular event or activity</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner .		
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WEEK SEVEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 4th March, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th February, 2022 1st March, 2022 2nd March, 2022 3rd March, 2022 4th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Vocabulary C. Adjectives D. Narrative Writing E. Using Naming Words/Nouns F. Building the Love and Culture of Reading
Indicator (code)	(B6.1.7.1.1 B6.1.7.1.2) B6.2.6.1.2 B6.3.4.1.1. B6.4.9.3.1. B6.5.3.1.2. B6.6.1.1.1.	
Content standard (code)	(B6.1.7.1. B6.1.7.1.) B6.2.6.1. B6.3.4.1.. B6.4.9.3.. B6.5.3.1. B6.6.1.1..	
Performance Indicator	A. Learners can employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts. Relate the sequence of events (E.g. beginning, middle and end)stories/drama/texts B. Learners can use the following SEMESTERs: compound words, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions. C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons e.g. regular: fastest, irregular: better	

		D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.	
		E. Learners can identify and use: proper nouns to refer to organisations/events, Count/non-count, Singular, Plural (regular, irregular), without plural marker, Gender,	
		F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression. •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. DEBRIEFING:	A.ORAL LANGUAGE • Have learners listen to teacher-read texts or video/audio recording on familiar topics. • Model the visualisation strategy to make meaning from texts heard. • Encourage learners to practise constructing meaning from the texts or play. • Referring to a recently read story, assist learners to identify the sequence of events in the story. e.g. The beginning, middle, and ending.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end <p>Assessment: let learners choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end</p>	
<p>Tuesday, 60 minutes</p>	<p>Roll the Dice (Vocabulary development activity) Learners in convenient groups. E.g Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g</p> <p>A learner a group rolls a dice.</p> <p>The group members then use their selected word to respond to one of the following based on the number from the dice: 1= Define the word. 2= Use I in a sentence. 3= Say a synonym for the word. 4= Say an antonym for the word. 5= Draw a picture example (on scratch paper or whiteboards) 6= Act it out</p> <p>DEBRIEFING What did you enjoy about this game? What did you dislike about the game? What must your team do to win next time?</p>	<p>B.READING</p> <ul style="list-style-type: none"> Introduce the SEMESTERs one at a time using several examples. Let learners identify the SEMESTERs in the texts and stories they read. Have learners use idioms, similes, compound words, synonyms, antonyms etc. in meaningful sentences <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	Assessment: let learners use idioms, similes, compound words, synonyms, antonyms etc. in meaningful sentences	
Wednesday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention an adjective</p> <p>Another member in Group B uses the adjective to form a sentence. The group earns a point for the given adjective and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise the comparatives with learners. • Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding -er. E.g. Compare the heights of two learners: i. Musah is tall. Safianu is short. ii. Musah is taller than Safianu. • Guide learners to form the superlative forms of regular adjectives by adding -est. E.g. Ali is the tallest. • Provide a text containing irregular forms of adjectives. Start with those that have different spelling for comparative and superlative. e.g. good better best • Provide a text for learners to identify the examples. Learners use the irregular forms of adjectives in sentences <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

		<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use the irregular forms of adjectives in sentences</p>	
Thursday, 60 minutes	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points for each correct sentence they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentence Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled. • Guide learners with the questions below: <ul style="list-style-type: none"> iv. Are your ideas in order and easy to understand? v. Are all the sentences talking about the main idea of the paragraph? vi. Are all the paragraphs talking about the topic? • Have learners read their partners' draft and offer suggestions. • Encourage learners to make as many changes as are necessary to improve their drafts. <p>Assessment: let learners revise a draft to produce a coherent piece</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday, 60 minutes</p>	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention an abstract noun</p> <p>Another member in Group B uses the abstract noun to form a sentence. The group earns a point for the given abstract noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five abstract noun each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise all the types of nouns with learners (refer to B1-B5). • Provide learners with opportunities to further practice using these nouns. <p>E.g.</p> <p>a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.</p> <p>b. Use language drills and games to help learners to practice.</p> <p>e.g. a pair drill for singular/plural nouns – Learner “A” gives a noun – mango – Learner “B” gives its plural form “mangoes” and uses it in a sentence – I love mangoes.</p> <ul style="list-style-type: none"> • Provide further practice activities to build on learners' knowledge on nouns. <p>Assessment: let learners use nouns in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the ir widely. • Have learners read book independently during the 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got</p>

	<p>DEBRIEFING</p> <p>1. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p> <p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<ul style="list-style-type: none"> • Learners think-pair-share with the 'I got it' or 'I didn't get it' respectively. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	<p>Homework:</p>
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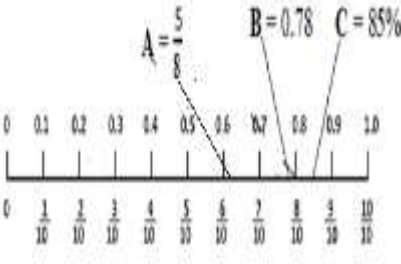
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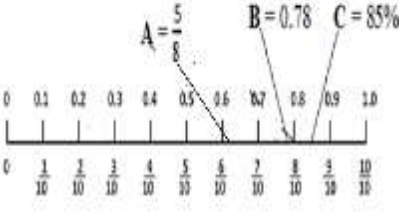
WEEK SEVEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 4th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th February, 2022 1st March, 2022 2nd March, 2022 3rd March, 2022 4th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 2 2 of 2 1 of 3 2 of 3 3 of 3	
Strand : Number		Sub-strand : Fractions	
Indicator (code)		B6.1.3.1.1	B6.1.3.1.2
Content standard (code)		B6.1.3.1.	B6.1.3.1.
Performance Indicator		A. Learners can Compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths B. Learners can Add and subtract unlike and mixed fractions	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Common fractions, decimals, percentages, part of a whole, numerator, denominator, improper fractions, mixed numbers, common denominator, equivalent	
T. L .R. (s)		fraction charts, number cards, counters	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities s practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count 	<p>To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those</p>

	<p>and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent 	<p>To add like mixed fractions that are larger than 1, i.e. $2 \frac{1}{3}$ and $3 \frac{2}{3}$ we write down the sum of the whole numbers and add the fractions; i.e. $2 \frac{1}{3} + 3 \frac{2}{3} = 5 + \frac{1}{3} + \frac{2}{3} = 5 \frac{(1+2)}{3} = 5 \frac{3}{3} = 6$</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? 	<p>To add like mixed fractions that are larger than 1, i.e. $2\frac{1}{3}$ and $3\frac{2}{3}$ we write down the sum of the whole numbers and add the fractions; i.e. $2\frac{1}{3} + 3\frac{2}{3} = 5 + \frac{1}{3} + \frac{2}{3} = 5\frac{(1+2)}{3} = 5\frac{3}{3} = 6$</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .		
Friday, 60 minutes	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>To subtract like-fractions that are larger than 1, i.e. $2 \frac{1}{3}$ and $\frac{32}{3}$, we change the mixed fractions into improper fractions and subtract; i.e. $\frac{32}{3} - 2 \frac{1}{3} + = \frac{11}{3} - \frac{7}{3} + = \frac{(11-7)}{3} = \frac{4}{3} = 1 \frac{1}{3}$</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK SEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 4th March, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 28th February, 2022 3rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B6.2.1.2.1		
Content standard (code)	B6.2.1.2.		
Performance Indicator	Learners can explain how rain falls from clouds		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Rainfall, clouds, condensation, evaporation, transpiration and precipitation, dew point		
T. L .R. (s)	Pictures or videos of water falling from clouds. Picture showing rain drops on a leaf, a glass jar, black paper, tape, warm water, ice cubes, small metal bowl, metal baking sheet, paper cup, plastic zip-top bag, tape, water		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT	Review formation of clouds with learners. • Lead learners to explain the SEMESTERS: “evaporation, condensation, dew point, ice, cloud, gravity and precipitation”. • Learners, in an activity, design a model showing the formation of raindrops around tiny spots of dust or	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ ,

	<p>has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>smoke and falling from high parts of a cloud.</p> <ul style="list-style-type: none"> • Explain that not all clouds result in rainfall. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain how rain falls from clouds</p>	<p>‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? 	<p>Review formation of clouds with learners.</p> <ul style="list-style-type: none"> • Lead learners to explain the SEMESTERS: “evaporation, condensation, dew point, ice, cloud, gravity and precipitation”. • Learners, in an activity, design a model showing the formation of raindrops around tiny spots of dust or smoke and falling from high parts of a cloud. • Explain that not all clouds result in rainfall. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain how rain falls from clouds</p>	
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WEEK SEVEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 4th March, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st March, 2022 3rd March, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Journey to Independence		Sub-strand : Formation of Political Parties
Indicator (code)	B6.5.2.1.1	
Content standard (code)	B6.5.2.1.	
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	political interests, political parties, votes, political ideals, ideology, academics, founding, operational leader, boycotts, sit-ins, demonstrations, publications, leadership, doyen, achievement, roots, political development, enquiry, riots, nationalists, slogan, pre-independence, charismatic, strategies, mobilisation, youth societies, disorder, majority, basic services, resources, one-party state, opposition, PanAfrican Movement, strike, motion of destiny, spokesperson, Member of Parliament, exemption, nationalist politician, Traditional Council, nobleman, prestigious, inSEMESTERediate degree programmes, Akim Abuakwa seats, state burial, scholarship, Philosophy, honours, Chief Justice, civil service, clerk, Customs and Excise Department, rally, mineral wealth	
T. L .R. (s)	internet, library books	
Ref:	History curriculum Page	

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING: <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? </p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>1. Define a political party. 2. Discuss the formation of the United Gold Coast Convention (UGCC) in 1947.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge </p> <p>Assessment: let learners the formation of the United Gold Coast Convention (UGCC) in 1947</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Discuss the formation of the Convention People Party (CPP) in 1949.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that </p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners narrate the formation of the Convention People Party (CPP) in 1949.</p>	
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WEEK SEVEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 4th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st March, 2022 3rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)		B6.1.2.3.1.	
Content standard (code)		B6.1.2.3.	
Performance Indicator			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Learners can explain how to prepare and accomplish aspirations in life	
T. L .R. (s)		Pictures	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:	Learners identify what they want to become in life and discuss why they chose particular vocations. Learners share their views about how they intend to prepare themselves towards achieving their aspirations	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: Let learners explain how to prepare and accomplish aspirations in life</p>	
Thursday, 60 minutes, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners in groups discuss things that could prevent them from achieving their goal e.g. HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc.</p> <p>Assessment: Let learners mention things that could prevent them from achieving their goal</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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Date :

WEEK SEVEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 4th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 4th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.5:		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can strike a gently tossed ball with a bat, using a forehand and backhand movement pattern		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Organise learners with table tennis balls and bats. Learners stand with one foot forward behind table tennis board, knees bent and trunk slightly leaning forward, holding bat with one hands and swing the bat from the side to strike the ball to the target. Learners practice, striking/service at different heights, whiles you give them the feedback to correct the errors.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 4th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 4th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications			Sub-strand : Religious Worship in the Three Major Religions in Ghana	
Indicator (code)		B6.2.1.1.1:		
Content standard (code)		B6.2.1.1.		
Performance Indicator		Learners can discuss the importance of prayer in our lives.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	• Guide learners to discuss the meaning of prayer: a communication between the worshipper and the object of worship. • Let learners talk about the types of prayer: Christianity - thanksgiving, intercession, supplication, confession, etc.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity// Homework:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Islam - Salat (five daily compulsory prayers), congregational (Ju`mah), etc.</p> <p>Traditional - thanksgiving, intercession, supplication, confession, etc.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the types of prayer</p>	
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Vetted by : Signature: Date :

WEEK SEVEN : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 4th March, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 2nd March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Introduction to computing		Sub-strand : DATA, SOURCES AND USAGE	
Indicator (code)	B6.1.3.1.4	B6.1.3.1.5	B6.1.3.1.6
Content standard (code)	B6.1.3.1.	B6.1.3.1.	B6.1.3.1.
Performance Indicator	<ul style="list-style-type: none">Learners can demonstrate basic manipulations on sample data e.g. arranging data in a matrix table, sorting and calculations etcLearners can demonstrate how to manage users of the DesktopLearners can demonstrate how to collect data (e.g. listening to radio, reading newspapers, interviews, use of questionnaires etc.)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:		Computing curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT	Guide learners to sort data in alphabetical order (increasing and decreasing order) and perform basic calculations such as multiplying,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>dividing and adding values of sample data. Learners can also be guided to generate age data from dates of birth</p> <p>Guide learners to brainstorm managing users of the Desktop. Use videos or pictures that show how to manage users of the Desktop. Facilitate learners to do same.</p> <p>NB: This is to help the learner with fundamental principle of problem-solving skills and creativity in computing and computer science</p> <p>Lead learners to collect data from the community using simple questionnaires, surveys, documents, observations, and record their findings data</p> <p>Assessment: Let learners identify how to collect data</p>	<p>Independent Activity/ Homework:</p>
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WEEK SEVEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 4th March, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 28th February, 2022 2nd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Visual Arts		Sub-strand : Displaying and Sharing	
Indicator (code)		B6 1.3.4.1	
Content standard (code)		B6 1.3.4.	
Performance Indicator		Learners can plan an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☐ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); ☐ discuss the need for displaying portfolio of own visual artworks;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☐ develop a roadmap for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>☐ brainstorm to agree on a theme for the exhibition;</p> <p>☐ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>☐ select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance);</p> <p>Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ decide on mode of display (e.g. by hanging, draping, spreading); ☐ plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); ☐ clean and prepare the hall and its environment and make it ready for the exhibition; 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>plan for post-exhibition activities</p> <p>Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied</p>	<p>Independent Activity/ Homework:</p>
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WEEK SEVEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Creative / Free Writing	
Indicator (code)	B6.4.2.1.1	B6.4.2.1.2	B6.4.2.1.3
Content standard (code)	B6.4.2.1.	B6.4.2.1.	B6.4.2.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should create and write a short imaginative story. Learners should write a long real story of about five paragraphs. Learners should write a longer imaginative or real story. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the	<ul style="list-style-type: none"> Show some creative works like stories to learners to see. Discuss the creative works with the learners. Discuss with learners how to create imaginative stories. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3

	<p>left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners create or narrate and write a short imaginative story. <p>Assessment: let learners create and write a short imaginative story.</p>	<p>or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> • Discuss with learners how to write stories. • Show samples of stories to learners and talk about the stories. • Let learners write or narrate a real story which is a little bit longer of about five paragraphs <p>Assessment: let learners write a long real story of about five paragraphs.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Revise with learners how to write stories and talk about the setting, characters and titles. • Guide learners to write a longer imaginative or real story. <p>Assessment: let learners write a longer imaginative or real story.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK EIGHT : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 11th March, 2022		Class size:
Day : Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Vocabulary C. Adjectives D. Narrative Writing E. Using Naming Words/Nouns F. Building the Love and Culture of Reading
Indicator (code)	B6.1.7.1.3 B6.2.6.2.1 B6.3.4.1.1 B6.4.9.3.1 B6.5.3.1.2 B6.6.1.1.1.	
Content standard (code)	B6.1.7.1. B6.2.6.2. B6.3.4.1. B6.4.9.3. B6.5.3.1. B6.6.1.1.	
Performance Indicator	A. Learners can ask relevant questions to improve on understanding of moral lesson in text. B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns verbs and adjectives in a text with synonyms /near synonyms C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons e.g. regular: fastest, irregular: better	

		<p>D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.</p> <p>E. Learners can identify and use: proper nouns to refer to organisations/events, Count/non-count, Singular, Plural (regular, irregular), without plural marker, Gender,</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>“Pick and Read”</p> <ul style="list-style-type: none">•Learners in convenient groups.•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. <p>DEBRIEFING:</p>	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none">• Revise the sequence of events in a familiar story/drama/text with learners.• Together with learners, identify the characters/the settings and moral lessons in the story/drama/text read.• Discuss the roles of characters, setting and the moral values in the text.• Ask relevant questions to improve understanding of elements in the texts.• Encourage learners to also ask question. <p>Assessment: let learners ask relevant questions to improve on</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>1. What are some of the sentences you read in the game?</p> <p>2. What challenges did you face in reading with good pace and expression?</p> <p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>understanding of moral lesson in text</p>	
<p>Tuesday, 60 minutes</p>	<p>Scavenger Hunt (vocabulary building activity)</p> <p>Learners in convenient groups. Learners read quickly a passage with words ending with –sure, -ture, -tch, etc</p> <p>When signaled, learners unfold the word cards and use –sure, -ture, -tch, as cues to circle all the words in the passage ending with –sure. –ture, -tch within a specific time for points.</p> <p>The group goes ahead to form sentences with the identified words for extra points.</p> <p>DEBRIEFING: How were you able to identify the words?</p> <p>What will you do to easily identify things at home?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING Have learners regularly play several vocabulary games such as “Word hunt”, “Lucky Dip”, “I know it”, etc. Let them build a portfolio on vocabulary and use them in meaningful sentences.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners substitute selected nouns, verbs and adjectives in a text with synonyms /near synonyms</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Wednesday, 60 minutes</p>	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention an adjective</p> <p>Another member in Group B uses the adjective to form a sentence. The group earns a point for the given adjective and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Assist learners to use the adjectival forms position, more – and most – much more most intelligent more intelligent most intelligent • For each type or form, guide learners with examples to compare classroom objects and things within the vicinity of the school and beyond. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday, 60 minutes</p>	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Have learners review their first draft by reading it slowly and critically several times to identify 	<p>What new things have you learned today?</p>

	<p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> • Guide learners with the questions below: <p>iv. Are your ideas in order and easy to understand?</p> <p>v. Are all the sentences talking about the main idea of the paragraph?</p> <p>vi. Are all the paragraphs talking about the topic?</p> <ul style="list-style-type: none"> • Have learners read their partners' draft and offer suggestions. • Encourage learners to make as many changes as are necessary to improve their drafts. • Have learners make a clean draft for publishing. <p>Assessment: let learners revise a draft to produce a coherent piece</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention an abstract noun</p> <p>Another member in Group B uses the abstract noun</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise all the types of nouns with learners (refer to B1-B5). • Provide learners with opportunities to further practice using these nouns. <p>E.g.</p> <p>a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.</p> <p>b. Use language drills and games to help learners to practice.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>to form a sentence. The group earns a point for the given abstract noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five abstract noun each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>e.g. a pair drill for singular/plural nouns</p> <ul style="list-style-type: none"> – Learner “A” gives a noun – mango – Learner “B” gives its plural form “mangoes” and uses it in a sentence – I love mangoes. • Provide further practice activities to build on learners' knowledge on nouns. <p>Assessment: let learners use nouns in sentences</p>	<p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
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WEEK EIGHT : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 11th March, 2022		Class size:	
Day : Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022	
Period : 2 2 2 2		Lesson : 1 of 1 1 of 3 2 of 3 3 of 3	
Strand : Number		Sub-strand : Ratios and Proportion	
Indicator (code)	B6.1.4.1.1	B6.1.4.1.2	
Content standard (code)	B6.1.4.1.	B6.1.4.1.	
Performance Indicator	<ul style="list-style-type: none">Learners can use concrete models and pictorial representations to explain a ratio as a concept that shows the number of times one quantity can be obtained in another and write this symbolically and in its simplest formLearners can Express ratios in equivalent forms, compare and order ratios		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Ratio, simplest form, comparisons	
T. L .R. (s)		fraction charts, boxes	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	1. Learners form convenient groups and each group is given a bowl with cut-out	Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy’s mass is 50kgs, and his sister’s is 45kg. Find the ratio	What new things have you learned today?

	<p>pieces of cards (different colours)</p> <p>2. ask the groups to find the ratio of red cards to green cards, blue cards to yellow cards, red cards to yellow cards, blue cards to red cards, The group with the highest point wins the game</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the ratio you recorded?</p> <p>3. What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>1. Learners form convenient groups and each group is given a bowl with cut-out pieces of cards (different colours)</p> <p>2. ask the groups to find the ratio of red cards to green cards, blue cards to yellow cards, red cards to yellow cards, blue cards to red cards,</p>	<p>Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>The group with the highest point wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the ratio you recorded? 3. What must your team do to win next time? <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given a bowl with cut-out pieces of cards (different colours) 2. ask the groups to find the ratio of red cards to green cards, blue cards to yellow cards, red cards to yellow cards, blue cards to red cards, The group with the highest point wins the game <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the ratio you recorded? 	<p>Use the concept of ratio as a fraction to find equivalent ratios that can be easily compared. The ratio 2:3 can be expressed as $\frac{2}{3}$; to determine which ratio is larger/largest change to equivalent ratios with same denominator and compare or order. E.g. Afia, Bedu and Caro each mix orange squash (S) and water (W) in the ratio 3:14, 2:7 and 1:4 respectively. Whose drink tastes strongest of squash? To determine the one Whose drink tastes strongest of squash we need to have the same unit of water, hence Bedu's</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>3. What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
Thursday, 60 minutes	<p>1. Learners form convenient groups and each group is given a bowl with cut-out pieces of cards (different colours)</p> <p>2. ask the groups to find the ratio of red cards to green cards, blue cards to yellow cards, red cards to yellow cards, blue cards to red cards, The group with the highest point wins the game</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the ratio you recorded?</p> <p>3. What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Use the concept of ratio as a fraction to find equivalent ratios that can be easily compared. The ratio 2:3 can be expressed as $\frac{2}{3}$; to deSEMESTERine which ratio is larger/largest change to equivalent ratios with same denominator and compare or order. E.g. Afia, Bedu and Caro each mix orange squash (S) and water (W) in the ratio 3:14, 2:7 and 1:4 respectively. Whose drink tastes strongest of squash? To deSEMESTERine the one Whose drink tastes strongest of squash we need to have the same unit of water, hence Bedu's</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday, 60 minutes</p>	<p>1. Learners form convenient groups and each group is given a bowl with cut-out pieces of cards (different colours) 2. ask the groups to find the ratio of red cards to green cards, blue cards to yellow cards, red cards to yellow cards, blue cards to red cards, The group with the highest point wins the game</p> <p>DEBRIEFING 1. How did you find the activity? What made it so? 2. Mention some of the ratio you recorded? 3. What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Solve simple problems that involve simplifying, comparing, finding missing and total ratios. E.g. (i) Given that $10:q = 2:3$, find q. (ii) The ratio of boys to girls in a class room is 7 to 11. If there are a total of 49 boys in the classroom, then how many boys and girls are there altogether?</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK EIGHT : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 11th March, 2022			Class size:	
Day : Thursday, 60 minutes			Date : 10th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B6.2.1.3.1		
Content standard (code)		B8.2.1.3.		
Performance Indicator		Learners can know the functions of carbon within the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game?	• Review previous lesson on the functions of carbon dioxide with learners. • Learners are assisted to discuss the following questions: (1) materials in the environment that contain carbon; (2) the role of carbon in those materials. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the functions of carbon</p>	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to pencils, charcoal, food and carbon dioxide. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the functions of carbon within the environment	
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Vetted by : Signature: Date :

WEEK EIGHT : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 11th March, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 8th March, 2022 10th March, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Journey to Independence		Sub-strand : Formation of Political Parties
Indicator (code)	B6.5.2.1.1	
Content standard (code)	B6.5.2.1.	
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	political interests, political parties, votes, political ideals, ideology, academics, founding, operational leader, boycotts, sit-ins, demonstrations, publications, leadership, doyen, achievement, roots, political development, enquiry, riots, nationalists, slogan, pre-independence, charismatic, strategies, mobilisation, youth societies, disorder, majority, basic services, resources, one-party state, opposition, PanAfrican Movement, strike, motion of destiny, spokesperson, Member of Parliament, exemption, nationalist politician, Traditional Council, nobleman, prestigious, inSEMESTERediate degree programmes, Akim Abuakwa seats, state burial, scholarship, Philosophy, honours, Chief Justice, civil service, clerk, Customs and Excise Department, rally, mineral wealth	
T. L .R. (s)	internet, library books	
Ref:	History curriculum Page	

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Discuss the role played by the leaders of the UGCC in the struggle for independence</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the role played by the leaders of the UGCC in the struggle for independence</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Discuss the role played by the leaders of the CPP in the struggle for independence</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the role played by the leaders of the CPP in the struggle for independence</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK EIGHT : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 11th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 8th March, 2022 10th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B6.1.2.3.1.		
Content standard (code)	B6.1.2.3.		
Performance Indicator	Learners can explain how to prepare and accomplish aspirations in life		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:	Learners identify what they want to become in life and discuss why they chose particular vocations. Learners share their views about how they intend to prepare themselves towards achieving their aspirations	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: Let learners explain how to prepare and accomplish aspirations in life</p>	
Thursday, 60 minutes, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners in groups discuss things that could prevent them from achieving their goal e.g. HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc.</p> <p>Assessment: Let learners mention things that could prevent them from achieving their goal</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK EIGHT : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 11th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 11th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS			Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)		B6.1.2.1.6		
Content standard (code)		B6.1.2.1.		
Performance Indicator		Learners can throw and catch a ball with a partner while both partners are moving.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Cones		
Ref:		PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Demonstrate to learners with a ball to stand with the foot opposite the throwing hand forward. Let them stretch their hands backward but below the shoulder by bending the trunk sideways towards the stretched hand. Instruct them to swing the stretched arm with the ball forcefully and throw the ball to the target by moving the trunk briskly up and pointing the non-throwing hand towards the direction of throw. After		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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		throwing, encourage the learners to move the back leg forward for recovery/balance.	
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WEEK EIGHT : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 11th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 11th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship in the Three Major Religions in Ghana	
Indicator (code)		B6.2.1.1.1:	
Content standard (code)		B6.2.1.1.	
Performance Indicator		Learners can discuss the importance of prayer in our lives.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		RME curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:	<ul style="list-style-type: none">• Lead learners to discuss the importance of prayer: - brings us closer to God, - it shows our dependence on God, etc.• Ask learners to demonstrate how prayer is performed	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively. Independent Activity/ Homework:

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>in the three major religions</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the importance of prayer in our lives.</p>	
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WEEK EIGHT : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 11th March, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 9th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Introduction to computing		Sub-strand : DATA, SOURCES AND USAGE	
Indicator (code)	B6.1.3.1.7	B6.1.3.1.8	B6.1.3.1.9
Content standard (code)	B6.1.3.1.	B6.1.3.1.	B6.1.3.1.
Performance Indicator	<ul style="list-style-type: none">Learners can demonstrate the use of the tools for collecting dataLearners can demonstrate data interpretation by computing data to gain required information (e.g. Finding sum or grand total using Electronic Spreadsheet).Learners can demonstrate data presentation in different forms		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:		Computing curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what	Bring tools or pictures of the tools for collecting data e.g. case studies, interviews, checklists, etc	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Guide learners to make meanings out of data collected using tables, charts or Spreadsheets</p> <p>Guide learners to write data in tables, pictures, charts, maps, words etc. as well as type them in a Spreadsheet</p> <p>Assessment: Let learners write data in tables, pictures, charts, maps, words etc. as well as type them in a Spreadsheet</p>	<p>Independent Activity/ Homework:</p>
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WEEK EIGHT : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 11th March, 2022			Class size:
Day : Wednesday, 60 minutes		Date : 9th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Performing arts		Sub-strand : Displaying and Sharing	
Indicator (code)		B6 2.3.4.2	
Content standard (code)		B6 2.3.4.	
Performance Indicator		Learners can plan a display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☑ watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect emerging topical issues in Ghana; ☑ discuss the need for performing compositions of own music, dance, drama, poetry etc.;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ develop a roadmap for the performances by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>☑ brainstorm to agree on a theme for the performance;</p> <p>☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>☑ select compositions by considering e.g. creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance;</p> <p>☑ decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props, etc.);</p> <p>Assessment: let learners write a plan for display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the</p>	<p>Learners are to:</p> <p>☑ getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners), characters, directors, stage managers, audience, health and security personnel);</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or</p>

	<p>word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ clean and prepare the venue and its environment and make it ready for the performance;</p> <p>☑ Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting.</p> <p>Assessment: let learners write a plan for display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK EIGHT : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Descriptive Writing	
Indicator (code)	B6.4.3.1.1	B6.4.3.1.2	B6.4.3.1.3
Content standard (code)	B6.4.3.1.	B6.4.3.1.	B6.4.3.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should write a descriptive composition on a given object • Learners should write a descriptive essay about a situation • Learners should write a descriptive composition on a certain process. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to	<ul style="list-style-type: none"> • Show an object to learners. • Pass the object round for learners to touch it. • Call learners in turns to describe the object. 	What new things have you learned today? Learning progress voting: Ask learners to

	<p>the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Discuss with learners how to write descriptive composition. • Let learners write a descriptive composition on a given object <p>Assessment: let learners write a descriptive composition on a given object</p>	<p>show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside.</p> <p>Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game?</p>	<ul style="list-style-type: none"> • Discuss with learners situations that can occur in the home or school or community. • Let learners describe any of the situations in groups and say to the class. • Discuss with learners how to write descriptive composition. • Lead learners to compose a descriptive essay about a situation. <p>Assessment: let learners write a descriptive essay about a situation</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Discuss with learners processes in doing things like cooking, installing a chief, etc. • Ask a learner the process and describe it to the class. • Assist learners to write a descriptive composition on a certain process <p>Assessment: let learners write a descriptive composition on a certain process.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by : Signature: Date :

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SEMESTER ONE

BASIC SIX

WEEK 9

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WEEK NINE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 18th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Asking and Answering Question B. Comprehension C. Verbs D. Creative/Free Writing E. Using Action Words F. Building the Love and Culture of Reading	
Indicator (code)		B6.1.8.1.1 B6.2.7.1.1. B6.3.5.1.1. B6.4.11.1.1 B6.5.4.1.1. B6.6.1.1.1.	
Content standard (code)		B6.1.8.1. B6.2.7.1. B6.3.5.1.. B6.4.11.1. B6.5.4.1.. B6.6.1.1.	
Performance Indicator		A. Learners can answer “Yes” or “No” questions correctly using the expressions that show the future B. Learners can construct meaning from texts C. Learners can use different types of verbs, Main verb and Helping verb (primary auxiliary and modal auxiliary) D. Learners can freely about topics of choice on national issues and issues from different learning areas.	

		<p>E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>“Pick and Read”</p> <ul style="list-style-type: none">•Learners in convenient groups.•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. <p>DEBRIEFING:</p> <p>1. What are some of the sentences you read in the game?</p> <p>2. What challenges did you face in reading with good pace and expression?</p>	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none">• Through discussion, let learners identify an activity they will perform at a future time, e.g. tomorrow, next month etc.• Ask questions to elicit “Yes” or “No” answers e.g. Will you come to school tomorrow? Yes/No; Yes, I will/No, I won’t.• Introduce drills e.g. Questions and Answers Drill, for learners to practise asking and answering “Yes” or “No” Questions. <p>Assessment: let learners answer “Yes” or “No” questions correctly using the expressions that show the future</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Tuesday, 60 minutes</p>	<p>Roll the Dice (Vocabulary development activity) Learners in convenient groups. E.g Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g</p> <p>A learner a group rolls a dice.</p> <p>The group members then use their selected word to respond to one of the following based on the number from the dice: 1= Define the word. 2= Use I in a sentence. 3= Say a synonym for the word. 4= Say an antonym for the word. 5= Draw a picture example (on scratch paper or whiteboards) 6= Act it out</p> <p>DEBRIEFING What did you enjoy about this game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Select level-appropriate texts for learners. • Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening. • Learners connect their background knowledge to help them make meaning of the text as they read. • Assist learners with a variety of questions to make meaning during and after reading the text. • Lay emphasis on the need to use the environment of a word to get its meaning. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		Assessment: let learners construct meaning from texts	
<p>Wednesday, 60 minutes</p>	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise verbs generally. Have learners identify verbs in sentences and use them in their own sentences. <ul style="list-style-type: none"> – Helping verb (primary auxiliary and modal auxiliary E.g. can might, would, ought, is, are, is, are, was, were). • Choose a text (story) and have the learners work in groups to identify the main verbs. Let each group select five of the verbs and use them in sentences. • Introduce auxiliaries (primary and modal) in context one at a time. Learners listen to/read a text having several of them. • Guide learners with examples to identify and distinguish them from the main verbs and use them in sentences. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		Assessment: let learners use different types of verbs, Main verb and Helping verb in sentences	
Thursday, 60 minutes	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points for each correct sentence they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Have learners select a topic of their choice on national issues and issues from different learning areas. • Guide learners to brainstorm and generate ideas. • Have learners organise their ideas to write their first draft. • They revise their first draft. • Learners then, peer edit their work. • Have them present their work for class discussion and correction. <p>Assessment: let learners select a topic of their choice on national issues and write about it</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a verb</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise the simple present and present perfect tenses by using examples and situations. • Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used. Use this as a 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>guide to let learners write a story using the simple past.</p> <ul style="list-style-type: none"> • Learners in pairs write their own stories making sure they use both tense forms. • Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense. <p>Assessment: let learners write a story using the the simple past and the present perfect tense</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the period. • Learners think-pair-share the books with peers. • Ask each learner to write a-paragraph summary of the book • Invite individuals to present to the class for feedback. • Encourage them to visit the library to read and borrow books • Encourage them to share what they read with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		books and present a one-page critical commentary based on a set of criteria, on each book read	
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WEEK NINE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 18th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 2 2 of 2 1 of 3 2 of 3 3 of 3	
Strand : Number		Sub-strand : Ratios and Proportion	
Indicator (code)		B6.1.4.1.2	B6.1.4.2.1
Content standard (code)		B6.1.4.1.	B6.1.4.2.
Performance Indicator		A. Learners can Express ratios in equivalent forms, compare and order ratios B. Learners can Use models to explain proportion as a comparison between quantities with equal ratios	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Ratio, simplest form, comparisons	
T. L .R. (s)		fraction charts, boxes	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	1. Learners form convenient groups and each group is given a bowl	Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of	What new things have you learned today?

	<p>with cut-out pieces of cards (different colours)</p> <p>2. ask the groups to find the ratio of red cards to green cards, blue cards to yellow cards, red cards to yellow cards, blue cards to red cards, The group with the highest point wins the game</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the ratio you recorded?</p> <p>3. What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate?</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>1. Learners form convenient groups and each group is given a bowl with cut-out pieces of cards (different colours)</p> <p>2. ask the groups to find the ratio of red cards to green cards, blue cards to yellow cards, red cards to yellow cards, blue cards to red cards, The group with the highest point wins the game</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p>	<p>Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate?</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>2. Mention some of the ratio you recorded?</p> <p>3. What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday, 60 minutes</p>	<p>1. Learners form convenient groups for the quiz.</p> <p>A table has four legs, how many legs will 3 tables have?</p> <p>A classroom has 3 fans, how many fans will 4 classrooms have?</p> <p>A gate has 3 padlocks, how many padlocks will 4 classrooms have?</p> <p>The group with the highest point wins the game</p> <p>DEBRIEFING</p> <p>What did you like about the game? What made it so?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Use mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios. The mapping diagram shows that the ratio of number of goats to number of legs are equal, hence the number of goats is proportional to the number of legs. The proportion can be written as equal fractions or ratios, i.e. $3/12 = 4/16$ or $3:12 = 4:16$</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>	
Thursday, 60 minutes	<p>1. Learners form convenient groups for the quiz. A table has four legs, how many legs will 3 tables have? A classroom has 3 fans, how many fans will 4 classrooms have? A gate has 3 padlocks, how many padlocks will 4 classrooms have? The group with the highest point wins the game</p> <p>DEBRIEFING What did you like about the game? What made it so? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Use mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios. The mapping diagram shows that the ratio of number of goats to number of legs are equal, hence the number of goats is proportional to the number of legs. The proportion can be written as equal fractions or ratios, i.e. $\frac{3}{12} = \frac{4}{16}$ or $3:12 = 4:16$</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>1. Learners form convenient groups for the quiz. A table has four legs, how many legs will 3 tables have?</p>	<p>Give learners mappings to identify those that are proportional and those that are not</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p>

	<p>A classroom has 3 fans, how many fans will 4 classrooms have? A gate has 3 padlocks, how many padlocks will 4 classrooms have? The group with the highest point wins the game</p> <p>DEBRIEFING What did you like about the game? What made it so? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK NINE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 18th March, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 14th March, 2022 17th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B6.2.1.4.1		
Content standard (code)		B6.2.1.4.		
Performance Indicator		Learners can investigate ways of conserving water in the home, school and community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:	<ul style="list-style-type: none">• Discuss with learners qualities of good drinking water and ways of making water safe for use e.g. sedimentation, boiling, filtration, adding alum, etc.• Learners identify activities in the home that require the use of water.• Learners write various activities which portray	What have we learnt today? What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the right use of water in the home and other activities that show the wastage of water.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain ways of conserving water in the home and school</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? 	<ul style="list-style-type: none"> • Discuss ways of using water wisely and efficiently in the home and community with learners. • Learners create a flyer or posters on water conservation with cut-out pictures and phrases on how to conserve water. <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain ways of conserving water in community</p>	
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Vetted by : Signature: Date :

WEEK NINE : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 18th March, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 15th March, 2022 17th March, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Journey to Independence		Sub-strand : Formation of Political Parties
Indicator (code)	B6.5.2.1.1	
Content standard (code)	B6.5.2.1.	
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	political interests, political parties, votes, political ideals, ideology, academics, founding, operational leader, boycotts, sit-ins, demonstrations, publications, leadership, doyen, achievement, roots, political development, enquiry, riots, nationalists, slogan, pre-independence, charismatic, strategies, mobilisation, youth societies, disorder, majority, basic services, resources, one-party state, opposition, PanAfrican Movement, strike, motion of destiny, spokesperson, Member of Parliament, exemption, nationalist politician, Traditional Council, nobleman, prestigious, inSEMESTERediate degree programmes, Akim Abuakwa seats, state burial, scholarship, Philosophy, honours, Chief Justice, civil service, clerk, Customs and Excise Department, rally, mineral wealth	
T. L .R. (s)	internet, library books	
Ref:	History curriculum Page	

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners map out specific roles by leaders such as Kwame Nkrumah, J.B. Danquah, Obetsebi Lamptey, Ako Adjei, William Ofori Atta and Edward Akuffo Addo.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners map out specific roles by leaders such as Kwame Nkrumah, J.B. Danquah, Obetsebi Lamptey, Ako Adjei,</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		William Ofori Atta and Edward Akuffo Addo.	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners explain how these leaders became known as 'the Big Six'.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain how the leaders became known as 'the Big Six'</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK NINE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 18th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 15th March, 2022 17th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)		B6.1.3.1.1.	
Content standard (code)		B6.1.3.1.	
Performance Indicator		Learners can explain the need for cordial relationships among family members	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Family, respect, trustworthy, obedience, togetherness, commitment, humility, unity, loyalty, leadership, tolerance	
T. L .R. (s)		Pictures, Videos, Posters, chart, computer, projector,	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners in groups, discuss attitudes and behaviours of a responsible family member: i. taking part in family activities responsibly ii. obedience to elders of the family iii. respect for family members iv. accepting responsibility (performing assigned duties) v. taking initiatives vi. helping needy relatives	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners discuss the importance of being committed to the family:</p> <ol style="list-style-type: none"> to promote unity to gain respect to be considered a trustworthy person to uplift family image etc <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners explain the need for cordial relationships among family members</p>	<p>or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p>	<p>Learners engage in role-play and other activities that will teach them to become family members who are committed e.g. mock family meetings, naming ceremonies</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it'</p>

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention the importance of being committed to the family</p>	<p>or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK NINE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 18th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 18th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)		B6.1.2.1.7	
Content standard (code)		B6.1.2.1.	
Performance Indicator		Learners can show how to adjust body position to catch a ball thrown off-centre.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Demonstrate the correct hand, arm, body, feet position in catching. Learners relax their arms by sides and keep their forearms in front. Arms and body adjust to the path of the object (ball). Feet in a balanced stride position and eyes track the object throughout the catching action. Learners practice the skill at their own pace based on their capabilities and progress at their own pace. Learners adjust their	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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		performance base on the feedback from teacher and peers.	
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WEEK NINE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 18th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 18th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications			Sub-strand : Festivals in the Three Major Religions	
Indicator (code)		B6.2.2.1.1:		
Content standard (code)		B6.2.2.1.		
Performance Indicator		Learners can gather and record data on religious festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn? •How does it feel to win?		• Aid learners to list the festivals celebrated in Ghana: Damba, Tedudu, Christmas, Easter, Eid-ul-Fitr, Eid-ul-Adha, etc. • Use pictures, charts, video clips, etc. to demonstrate how various festivals in Ghana are celebrated. • In groups, let learners describe how	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>festivals are celebrated.</p> <p>Assessment: let learners describe how festivals are celebrated.</p>	
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WEEK NINE : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 18th March, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 16th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Introduction to computing			Sub-strand : Data, sources and usage	
Indicator (code)		B6.1.3.1.10	B6.1.3.1.11	
Content standard (code)		B6.1.3.1.	B6.1.3.1.	
Performance Indicator		<ul style="list-style-type: none">Learners can demonstrate how to store data.Learners can manipulate data to gain required output (e.g. Finding sum, mean, grand totals, maximum, minimum, mode, division, multiplication etc.).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Laptop		
Ref:		Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Wednesday, 60 minutes, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Guide learners to use the tools stated above to store data in different formats. eg. handwriting, phone recording, magnetic tapes, optical disc etc. Guide learners to find the mode, product,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>minimum value, maximum value etc</p> <p>NB: This is to help the learner with fundamental principle of problem solving- skills and creativity in computing and Computer Science.</p> <p>Assessment: Let learners manipulate data to gain required output</p>	
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WEEK NINE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 18th March, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 14th March, 2022 16th March, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : Visual Arts Performing Arts		Sub-strand : Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B6 1.3.4.1 B6 2.4.6.1		
Content standard (code)	B6 1.3.4. B6 2.4.6.		
Performance Indicator	<ul style="list-style-type: none">Learners can plan an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studiedLearners can develop guidelines for analysing and appreciating own and others’ performing artworks that reflect the technique and style of international performing artists studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other	Learners are to: ☐ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural	What new things have you learned today?

	<p>learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>festival of the cultural education unit of the Ghana Education Service);</p> <p>☐ discuss the need for displaying portfolio of own visual artworks;</p> <p>☐ develop a roadmap for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>☐ brainstorm to agree on a theme for the exhibition;</p> <p>☐ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>☐ select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance);</p> <p>☐ decide on mode of display (e.g. by hanging, draping, spreading);</p> <p>☐ plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</p> <p>☐ clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>☐ plan for post-exhibition activities</p> <p>Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied</p>	<p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc.; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury. <p>Suggested guidelines</p> <ul style="list-style-type: none"> ☐ Music: Theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music ☐ Dance: Theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics ☐ Drama: Characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity <p>Assessment: let learners write guidelines for analysing and appreciating own and others' performing artworks that reflect the technique and style of international performing artists studied</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK NINE : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation)	
Indicator (code)	B6.5.1.1.1	B6.5.1.1.2	B6.5.2.1.1
Content standard (code)	B6.5.1.1.	B6.5.1.1.	B6.5.2.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should use the upper case letters after colons and question marks. Learners should use upper case letters to begin paragraphs and after exclamation mark. Learners should use punctuation marks appropriately in writing paragraphs. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.	<ul style="list-style-type: none"> Write well-punctuated sentences on flashcards. 	What new things have you learned today?

	<p>1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Discuss the use of colon with learners. • Use the flashcards to help learners understand the use of the upper case letters after the colon. • Give a passage and allow learners to put in the colon and the capital letters where necessary. • Explain to learners the use of the upper case letters after question mark. • Give a passage without the punctuations (question mark and capital letters). • Let learners put in the punctuations and read aloud to the class <p>Assessment: let learners use the upper case letters after colons and question marks in sentences</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p>	<ul style="list-style-type: none"> • Discuss with learners the use of capital letters to begin paragraphs and after an exclamation mark. • Give a paragraph consisting of about ten sentences without the punctuations and capital letters. • Put learners in groups to read the paragraphs, punctuate it and present to the class for discussion. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Check the use of the punctuations used by learners and give the comments <p>Assessment: let learners use upper case letters to begin paragraphs and after exclamation mark in sentences</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<ul style="list-style-type: none"> • Write well punctuated sentences on flashcards. • Teach learners what a paragraph is. • Help learners to show an understanding of using punctuation marks appropriately in writing paragraphs <p>Assessment: let learners use punctuation marks appropriately in writing paragraphs.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner .		
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SEMESTER ONE
BASIC SIX
WEEK 10

NANA FIIFI ACQUAH SCH

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NANA FIIFI ACQUAH SCH

WEEK TEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 25th March, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Giving and Following Commands B. Comprehension C. Verbs D. Creative/Free Writing E. Using Action Words F. Building the Love and Culture of Reading
Indicator (code)	B6.1.9.1.1. B6.2.7.1.2 B6.3.5.1.2 B6.4.11.1.1. B6.5.4.1.1. B6.6.1.1.1.	
Content standard (code)	B6.1.9.1. . B6.2.7.1. B6.3.5.1. B6.4.11.1 . B6.5.4.1. B6.6.1.1.	
Performance Indicator	A. Learners can create and present simple instructions or a manual on how to play a game B. Learners can note and recall main ideas in sequence C. Learners can use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns D. Learners can write freely about topics of choice on national issues and issues from different learning areas	

		E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression. •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. DEBRIEFING: 1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression?	A.ORAL LANGUAGE • Give sample instructions on how to play a game. • Put learners into convenient groups to study and discuss the instructions. • Have each group choose a game and create instructions on how to play it. • Have learners present their work to the class for feedback. • Learners role-play. Assessment: let learners create and present simple instructions or a manual on how to play a game	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively. Independent Activity/ Homework:

	<p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Tuesday, 60 minutes</p>	<p>Roll the Dice (Vocabulary development activity) Learners in convenient groups. E.g Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g</p> <p>A learner a group rolls a dice.</p> <p>The group members then use their selected word to respond to one of the following based on the number from the dice: 1= Define the word. 2= Use I in a sentence. 3= Say a synonym for the word. 4= Say an antonym for the word. 5= Draw a picture example (on scratch paper or whiteboards) 6= Act it out</p> <p>DEBRIEFING What did you enjoy about this game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Guide learners to present facts and ideas in a sequential order. You could also adopt other strategies like the SQ3R. SQ3R strategy <p>Have learners:</p> <p>S – Survey the text – (learners skim by going through the chapter, note heading/sub-heading and other features. Q – Question – generate questions about the content of the text. 3R Read – read for more information. Recite – retrieve information from text. Review – go over the main ideas in the text to consolidate understanding</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		Assessment: let learners recall main ideas in sequence	
Wednesday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise subject-verb agreement concept learners have learnt in B4 and B5 by writing examples of sentences on the board and discussing them with learners. • Have groups of learners discuss and exemplify the following: <ul style="list-style-type: none"> – A singular subject goes with a singular verb. – A plural subject goes with a plural verb. – A collective subject goes with singular or plural verb. • Present a text. <p>Put the class into groups to identify sentences showing subject –verb agreement involving Indefinite pronouns as subjects.</p> <p>Each group presents its work.</p> <ul style="list-style-type: none"> • Conduct suitable drills for learners to have practice. <p>Learners sit in groups to converse on a topic. E.g. “What the people in my family do daily”.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: let learners identify sentences showing subject –verb agreement involving Indefinite pronouns as subjects a text text</p>	
Thursday, 60 minutes	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Put word cards on the table/floor/in a bowl. 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. S/he then picks the card and shows it to the class. 4. The class checks to see if the pupil's word is correct. 5. The pupil with the correct number of words wins the game. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Have learners select a topic of their choice on national issues and issues from different learning areas. • Guide learners to brainstorm and generate ideas. • Have learners organise their ideas to write their first draft. • They revise their first draft. • Learners then, peer edit their work. • Have them present their work for class discussion and correction. • They then write the final draft and display their work for their peers to read. <p>Assessment: let learners select a topic of their choice on national issues and write about it</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise the simple present and present perfect tenses by using examples and situations. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p>

	<p>Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used. Use this as a guide to let learners write a story using the simple past. • Learners in pairs write their own stories making sure they use both tense forms. • Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense. <p>Assessment: let learners write a story using the the simple past and the present perfect tense</p>	<p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <p>1. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the import reading widely. • Have learners read books of th choice independently during the period. • Learners think-pair-share their with peers. • Ask each learner to write a-two paragraph summary of the book • Invite individuals to present th to the class for feedback. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<ul style="list-style-type: none">• Encourage them to visit the local library to read and borrow books.• Encourage them to share whatever they read with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
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Vetted by : Signature: Date :

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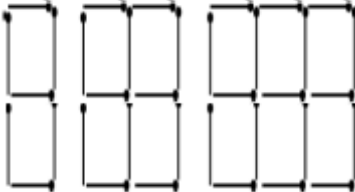
WEEK TEN : LESSON PLAN

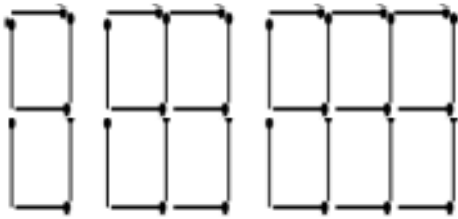
SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : Algebra		Sub-strand : Pattern and Relationships	
Indicator (code)	B6.2.1.1.4		
Content standard (code)	B6.2.1.1.		
Performance Indicator	Learners can represent a given pattern visually to verify predictions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Geometric patterns, sequence, numerical values, rule, predictions, subsequent element, pattern, relationship		
T. L .R. (s)	objects for building patters, for example, beads, match sticks, sticks and straws, tooth picks, ear buds		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares.	What new things have you learned today?

	<p>learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<table border="1" data-bbox="706 136 1226 357"> <tr> <td>Pattern Number</td><td>1</td><td>2</td><td>3</td></tr> <tr> <td>Match sticks in the perimeter</td><td>3</td><td>6</td><td></td></tr> <tr> <td>Match sticks enclosed in the pattern</td><td>0</td><td>3</td><td></td></tr> </table> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	Pattern Number	1	2	3	Match sticks in the perimeter	3	6		Match sticks enclosed in the pattern	0	3		<p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Pattern Number	1	2	3												
Match sticks in the perimeter	3	6													
Match sticks enclosed in the pattern	0	3													
<p>Tuesday, 60 minutes</p>	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p>	<p>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares.</p> <table border="1" data-bbox="706 1449 1226 1690"> <tr> <td>Pattern Number</td><td>1</td><td>2</td><td>3</td></tr> <tr> <td>Match sticks in the perimeter</td><td>3</td><td>6</td><td></td></tr> <tr> <td>Match sticks enclosed in the pattern</td><td>0</td><td>3</td><td></td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	Pattern Number	1	2	3	Match sticks in the perimeter	3	6		Match sticks enclosed in the pattern	0	3		<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Pattern Number	1	2	3												
Match sticks in the perimeter	3	6													
Match sticks enclosed in the pattern	0	3													

	<p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>		
<p>Wednesday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 	<p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</p>  <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>	
Thursday, 60 minutes	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> How was the game? What makes it so? How were you able to get the sum of the numbers you picked? How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</p>  <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday, 60 minutes</p>	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Ask learners to write questions based on number or geometric patterns for their friends to find answers to; e.g. how many match sticks will be used for the 9th pattern of triangles? How many match sticks will be used for the 8th pattern of squares?</p> <table border="1" data-bbox="706 443 1192 716"> <tr> <td>Number of triangles</td><td>1</td><td>2</td><td>3</td></tr> <tr> <td>Match sticks</td><td>7</td><td>12</td><td></td></tr> </table> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	Number of triangles	1	2	3	Match sticks	7	12		<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Number of triangles	1	2	3								
Match sticks	7	12									

Vetted by : Signature: Date :

WEEK TEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 25th March, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 21st March, 2022 24th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B6.2.1.5.2		
Content standard (code)		B6.2.1.5.		
Performance Indicator		Learners can demonstrate that air supports burning.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:	<ul style="list-style-type: none">Review composition of air and the uses of the componentsLearners, in groups, use simple experiments to show that air supports burning, using a lighted candle and a glass jar (or an improvised jar). Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe how air supports burning</p>	
Thursday, 60 minutes, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • Review composition of air and the uses of the components • Learners, in groups, use simple experiments to show that air supports burning, using a lighted candle and a glass jar (or an improvised jar). <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	<ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe how air supports burning</p>	
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Vetted by : Signature: Date :

WEEK TEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 25th March, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd March, 2022 24th March, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Journey to Independence		Sub-strand : Formation of Political Parties
Indicator (code)	B6.5.2.1.1	
Content standard (code)	B6.5.2.1.	
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	political interests, political parties, votes, political ideals, ideology, academics, founding, operational leader, boycotts, sit-ins, demonstrations, publications, leadership, doyen, achievement, roots, political development, enquiry, riots, nationalists, slogan, pre-independence, charismatic, strategies, mobilisation, youth societies, disorder, majority, basic services, resources, one-party state, opposition, PanAfrican Movement, strike, motion of destiny, spokesperson, Member of Parliament, exemption, nationalist politician, Traditional Council, nobleman, prestigious, inSEMESTERediate degree programmes, Akim Abuakwa seats, state burial, scholarship, Philosophy, honours, Chief Justice, civil service, clerk, Customs and Excise Department, rally, mineral wealth	
T. L .R. (s)	internet, library books	
Ref:	History curriculum Page	

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Show and discuss a documentary on the independence eve rally by the CPP.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the independence eve rally by the CPP</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Show and discuss a documentary on the independence eve rally by the CPP.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners narrate the independence eve rally by the CPP</p>	
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WEEK TEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 25th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd March, 2022 24th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)	B6.1.4.1.1		
Content standard (code)	B6.1.4.1.		
Performance Indicator	Learners can identify ways of promoting food safely		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Trust, Commitment, Loyalty Respect, Obedience, Humility Unity, Responsibility Togetherness		
T. L .R. (s)	Food chart, samples of various food stuffs Pictures, Videos, Posters, Plates, Cooking utensils, Cutlery, Stove, Table clothes, Table mat, Cups, chart, computer, projector		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners discuss ways of ensuring food safely e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify ways of ensuring food safely</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p>	<p>Learners demonstrate how to cook and serve hot food safely</p> <p>Note Teacher uses the lesson as an opportunity to engage learners in food safety practices and table manners</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner .	those learners who need more of a challenge Assessment: Let learners identify ways of promoting food safely	
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WEEK TEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 25th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 25th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)		B6.1.2.1.8:	
Content standard (code)		B6.1.2.1.	
Performance Indicator		Learners can catch a flying ball above the head, below the waist, and away from the body while jogging and running	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners bounce ball on floor with their dominant hands and catch with two hands at the waist level. Toss ball in the air with the dominant hand and catch with two hands overhead. Learners in pairs practice varied forms of throwing (above the head, below the waist) whiles jogging or running to catch. Learners progress at their own pace based on their capabilities. Learners play mini handball or basketball based on the materials	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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		used in practicing the skill. Learners cool down to end the lesson.	
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WEEK TEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 25th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 25th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications			Sub-strand : Festivals in the Three Major Religions	
Indicator (code)		B6.2.2.1.1:		
Content standard (code)		B6.2.2.1.		
Performance Indicator		Learners can gather and record data on religious festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?		Let learners write essays on how festivals are celebrated and read their essays to the class. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write essays on how festivals are celebrated</p>	
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WEEK TEN : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 25th March, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 23rd March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Introduction to computing		Sub-strand : Technology in the community	
Indicator (code)	B6.1.4.1.1. B6.1.4.1.2. B6.1.4.1.3 B6.1.4.1.4		
Content standard (code)	B6.1.4.1. B6.1.4.1.		
Performance Indicator	<ul style="list-style-type: none">• Learners can define communication• Learners can identify three more technological tools for communication in the community.• Learners can demonstrate communication with others• Learners can identify three more importance of technology in communication.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	human-to-human communication, human-to-device communication, device-to-device communication Artificial Intelligence (AI), holograms, robotics, virtual reality, augmented reality, Internet of Things (IoT)		
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the	Put learners into groups to discuss communication and present findings to the class	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Guide learners to mention and describe the importance of technology in communication.</p> <p>Guide learners to demonstrate communication (explain how communication is done via TV, radio, phone call, satellite etc.).</p> <p>Guide learners to mention the importance of technology in communication.</p> <p>Assessment: Let learners mention the importance of technology in communication</p>	<p>'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK TEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 21st March, 2022 23rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Visual Arts Performing Arts		Sub-strand : Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B6 1.3.5.1		B6 2.4.7.2
Content standard (code)	B6 1.3.5.		B6 2.4.7.
Performance Indicator	<ul style="list-style-type: none">Learners can exhibit own visual artworks to share creative experiences based on ideas, knowledge and understanding of the medium and style of some international artists studiedLearners can analyse and appreciate/appraise own or others' music, dance and drama compositions and performances and present reports/feedback on works that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other	Learners are to: ❑ decide on the types and number of artworks (2-dimensional and 3-dimansional) to exhibit and mount them	What new things have you learned today? Learning progress voting: Ask

	<p>learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>based on the space available to suit the theme for the exhibition (e.g. artworks that reflect the medium and style of international artists studied);</p> <ul style="list-style-type: none"> ☐ display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; ☐ label the works using manual (calligraphy writing) or ICT (computer prints): name of artist, title of work, size of work, date of production; ☐ assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully (e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors' books). <p>NOTE</p> <ul style="list-style-type: none"> ☐ check/monitor visitors from improper practices e.g. touching, lifting, handling and/or taking away some of the exhibits; ☐ organise opening and closing ceremonies for the exhibition. <p>Assessment: let learners exhibit own visual artworks to share creative experiences based on ideas, knowledge and understanding of the medium and style of some international artists studied</p>	<p>learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ display (photographs/video) of selected performances (own or that of others) that reflect the physical and social environments of some communities in the world; ☐ talk about the performances dispassionately using agreed guidelines; 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some</p>

	<p>learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance;</p> <p>☑ record/document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p> <p>Assessment: let learners write a report on appreciating/appraising own or others' music, dance and drama compositions and performances and present reports/feedback on works that reflect the physical and social environments of some communities in the world</p>	<p>of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK TEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	
Indicator (code)	B6.5.2.1.2	B6.5.2.1.3	B6.5.3.1.1
Content standard (code)	B6.5.2.1.	B6.5.2.1.	B6.5.3.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should use punctuation marks appropriately in writing essays Learners should use punctuation marks appropriately in writing reports. Learners should recognise and use perfect tense action words in sentences. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.	<ul style="list-style-type: none"> Revise punctuation marks with learners. 	What new things have you learned today?

	<p>1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Give a topic for learners to write a short essay on. • Take learners' essays and discuss the punctuation used in them. • Give another essay topic for learners to write and discuss among themselves the punctuations used. <p>Assessment: let learners use punctuation marks appropriately in writing essays</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink</p>	<ul style="list-style-type: none"> • Write well punctuated on flashcards. • Use the flashcards to help learners write their own reports. • Give a topic for learners to write a report on and check the use of their punctuations. • Give a report with no punctuation, ask learners to put in the punctuations marks and discuss them. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners use punctuation marks appropriately in writing reports</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<ul style="list-style-type: none"> • Write the sentences on the board and discuss the perfect tense with learners. • Allow a learner to give an action word (verb) and another learner to use it to form a sentence with the verb in the perfect tense. • Talk about the perfect tense and give examples on the board. • Write some sentences and allow learners to identify the perfect action words in the sentences. • Allow the learners to use the verbs to form sentences orally. • Tell the learners to put the verbs in the perfect tense <p>Assessment: let learners use perfect tense action words in sentences.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner .		
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SEMESTER ONE

BASIC SIX

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WEEK ELEVEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 1st April, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Comprehension C. Verbs D. Descriptive Writing E. Using Action Words F. Building the Love and Culture of Reading
Indicator (code)	B6.1.10.1.1. B6.2.7.1.3. B6.3.5.1.3 B6.4.12.1.1. B6.5.4.1.2 B6.6.1.1.1.	
Content standard (code)	B6.1.10.1 . B6.2.7.1 . B6.3.5.1. B6.4.12.1. B6.5.4.1. B6.6.1.1.	
Performance Indicator	A. Learners can demonstrate awareness of the features of spoken language e.g. the use of modal expressions to convey tentativeness e.g. probably, not too sure etc. B. Learners can scan/skim for details C. Learners can use different forms of verbs: Irregular, Infinitive to talk about personal activities D. Learners can use descriptive words/sound devices/figurative language to describe events/situations/places/personal experiences and events.	

		E. Learners can explore the use of the simple past verb form and participle form F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrates the sentence at a good pace and expression. •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. DEBRIEFING: 1. What are some of the sentences you read in the game?	A.ORAL LANGUAGE • Revise important features of spoken language such as contractions and ellipsis (contractions, ellipsis e.g. A: What’s your name? B: Esi. • Let learners identify these features in their readers, story books, etc. • Let them engage in pairs and group dialogue on given topics. Assessment: let learners use modal expressions to convey tentativeness e.g. probably, not too sure etc. in conversation	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrate s the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Tuesday, 60 minutes	<p>Roll the Dice (Vocabulary development activity) Learners in convenient groups. E.g Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g</p> <p>A learner a group rolls a dice.</p> <p>The group members then use their selected word to respond to one of the following based on the number from the dice: 1= Define the word. 2= Use I in a sentence. 3= Say a synonym for the word. 4= Say an antonym for the word. 5= Draw a picture example (on scratch paper or whiteboards) 6= Act it out</p> <p>DEBRIEFING What did you enjoy about this game? What did you dislike about the game?</p>	<p>B.READING Use texts to guide learners to grasp the main ideas as they skim/scan in 3-4 minutes and have them present their points for class discussion.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners scan/skim for details from a text</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Wednesday, 60 minutes</p>	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>C.GRAMMAR E.g.: I asked my friend to read the story</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use different forms of verbs: Irregular, Infinitive to talk about personal activities</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Thursday, 60 minutes</p>	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners • Have learners select a topic e.g. “A Day I will never forget”. • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. • Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: <ul style="list-style-type: none"> – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices <p>Note: Sensory details are experiences through the senses: sight, smell, touch, taste.</p> <ul style="list-style-type: none"> – Sensory details (Allow a reader to visualize a person, a place, a thing or an idea). <p>Assessment: let learners use descriptive words/sound devices/ figurative language to describe events</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Word Jumble Race</p> <p>Write out a number of sentences, using</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p>	<p>What new things have you learned today?</p>

	<p>different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words.</p> <p>Put each sentence into a bowl keeping each separate.</p> <p>Split your class into teams 3.</p> <p>Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners write a story. E.g. about what happened after school on Monday, 60 minutes. • Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually. • Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form. • Assist those whose essays are only in the simple past to write some in the past participle tense. • Learners rewrite their essays incorporating the corrections <p>Assessment: let learners write a story. E.g. about what happened after school on Monday, 60 minutes, using the simple past verb form and participle form</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Learners access and discuss various states of books (E.g torn books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <p>1. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance reading widely. • Have learners read books of their c independently during the library peri • Learners think-pair-share their stor with peers. • Ask each learner to write a-two-paragraph summary of the book read • Invite individuals to present their w to the class for feedback. • Encourage them to visit the local lib to read and borrow books. • Encourage them to share whatever read with their mates 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
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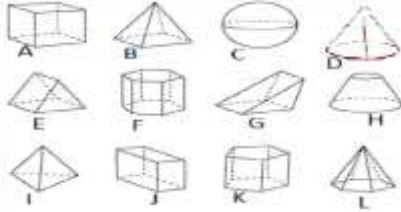
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WEEK ELEVEN : LESSON PLAN

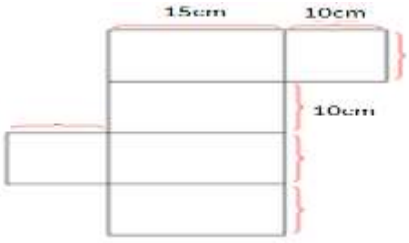
SUBJECT: MATHEMATICS

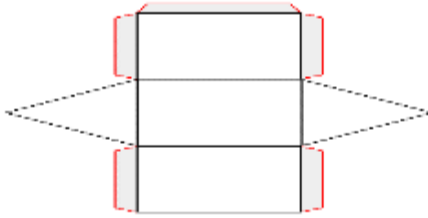
CLASS: SIX

Week Ending: 1st April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 2 2 of 2 1 of 3 2 of 3 3 of 3	
Strand : Geometry and Measurement		Sub-strand : Geometric Reasoning	
Indicator (code)	B6.3.1.1.1	B6.3.1.1.2	
Content standard(code)	B6.3.1.1.	B6.3.1.1.	
Performance Indicator	A. Learners can identify examples of rectangular and triangular prisms in the classroom and the community B. Learners can construct rectangular and triangular prisms from their nets.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Construct, prisms, angles, equilateral, net, examine	
T. L .R. (s)		cardboard, glue, clay, scissors, rulers, crayons, paper, graph sheets, multi-base blocks, number cards, plastic straw	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Learners in convenient groups are given 2D and 3D shapes to manipulate with it.	Give learners models of 3-D shapes made from cardboard to examine and describe their cross sections (i.e. the surface or shape exposed by making a	What new things have you learned today?

	<p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)? <p>Share lesson indicator and treat key words with learner .</p>	<p>straight cut through something, especially at right angles to an axis). Ask learners to draw and complete the table for the description of the cross sections of the 3-D objects</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p>	<p>Ask learners to sort 3-D shapes with uniform cross sections; these are prisms and they are named after their uniform cross sections. Ask them to identify and name the following prisms</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> How was the game? What made it so? How successful were you in identifying the shapes in your What are some of the places you can identify shapes? How will you form these shapes using other materials (stones, sticks, books)? <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> How was the game? What made it so? How successful were you in 	<p>Give the learners rectangular and triangular prisms made from cardboard by yourself (or cardboard packing cases from shops) to open and examine their nets</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>E.g. 2 Give the learners some cardboard or manila card to draw a net of a square prism whose cross section is a square with sides 10cm by 10cm and height 10cm. After drawing add tabs so that it can be folded so that the tabs are glued inside</p> <p>Assessment: have learners to practice with more examples</p>	
Thursday, 60 minutes	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p>	<p>Give the learners some cardboard or manila card to draw a net of a rectangular prism whose cross section is a square with sides 10cm by 10cm and height 15cm. After drawing add tabs so that it can be folded so that the tabs are glued inside</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
<p>Friday, 60 minutes</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other</p>	<p>Give the learners some cardboard or manila card to draw a net of a triangular prism whose cross section is an equilateral triangle with side 10cm and height 10 cm. After drawing add tabs so that it can be folded so that the tabs are glued inside</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p> <p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 1st April, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 28th March, 2022 31st March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : CYCLES		Sub-strand : LIFE CYCLES OF ORGANISMS	
Indicator (code)		B6.2.2.1.1	
Content standard (code)		B6.2.2.1.	
Performance Indicator		Learners can know the materials needed for the survival of plants in the environment (water, carbon dioxide, oxygen, sunlight)	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Survival, water, carbon dioxide, oxygen, sunlight, photosynthesis	
T. L .R. (s)		maize seed, water, seed pot, black soil.	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none">• Learners present their findings on the materials required for plant survival.• Using annotated diagrams, learners show sources and point of entry of the essential materials into the plants. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the materials required for plant survival and show sources and point of entry of the essential materials into the plants.</p>	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? 	<ul style="list-style-type: none"> • Learners are guided to conduct an experiment to show the effect of water on plants' survival. • Learners are assigned to find out the specific functions of oxygen, carbon dioxide, sunlight and water in the survival of plants. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain the specific functions of oxygen, carbon dioxide, sunlight and water in the survival of plants</p>	
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Vetted by :

Signature:

Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 1st April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 29th March, 2022 31st March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Journey to Independence		Sub-strand : Formation of Political Parties	
Indicator (code)		B6.5.2.1.1	
Content standard (code)		B6.5.2.1.	
Performance Indicator		Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners recount an Independence Day celebration in their community Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners narrate an Independence Day celebration in their community</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners recount an Independence Day celebration in their community</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners narrate an Independence Day celebration in their community</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature: Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 1st April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 29th March, 2022 31st March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)	B6.1.4.1.1		
Content standard (code)	B6.1.4.1.		
Performance Indicator	Learners can identify ways of promoting food safely		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Trust, Commitment, Loyalty Respect, Obedience, Humility Unity, Responsibility Togetherness		
T. L .R. (s)	Food chart, samples of various food stuffs Pictures, Videos, Posters, Plates, Cooking utensils, Cutlery, Stove, Table clothes, Table mat, Cups, chart, computer, projector		
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners discuss ways of ensuring food safely e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify ways of ensuring food safely</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? 	<p>Learners demonstrate how to cook and serve hot food safely</p> <p>Note Teacher uses the lesson as an opportunity to engage learners in food safety practices and table manners</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify ways of promoting food safely</p>	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 1st April, 2022		Class size:	
Day : Friday, 60 minutes		Date : 1st April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.9:		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can kick a ball, dropped from the hands, at a target (goalies’ punting in football).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Arrange about five cones with partners standing at the opposite sides about 5m away from the cones facing each other. Let the learner in front with the ball dribble through the cones and after the last cone kicks it to the partner standing in front of the other group. Arrange more cones and guide learners to practice with corrective feedback	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 1st April, 2022			Class size:		
Day : Friday, 60 minutes				Date : 1st April, 2022	
Period : 2				Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications				Sub-strand : Festivals in the Three Major Religions	
Indicator (code)			B6.2.2.1.1:		
Content standard (code)			B6.2.2.1.		
Performance Indicator			Learners can gather and record data on religious festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)					
Ref:		RME curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?		Let learners write essays on how festivals are celebrated and read their essays to the class. Differentiated learning Ask stronger learners to answer some questions		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write essays on how festivals are celebrated</p>	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 1st April, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 30th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : PRESENTATION WORD PROCESSING		Sub-strand : INTRODUCTION TO MS- POWERPOINT	
Indicator (code)	B6.2.1.1.1. B6.2.1.1.2 B6.2.1.1.3		
Content standard (code)	B6.2.1.1.		
Performance Indicator	<ul style="list-style-type: none">• Learners can demonstrate how to use the File menu, the Insert and Design Ribbon from B5.• Learners can demonstrate how to use icons in the Text group in the Insert Ribbon.• Learners can be able to give a 5-side presentation in MS-PowerPoint using the tools of the ribbons studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Ribbon, clipboard, font, paragraph, editing, Home tab, formatting, icon, save, repeat, open files, undo, quick access bar, menu bar File menu, layout tab, page orientation, landscape, portrait, text alignment, justified, font type, font size, page margin, line spacing, insert table, columns	
T. L .R. (s)			
Ref:		Computing curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the	Guide learners to use File menu, Insert and Design Ribbons	What new things have you learned today? Learning progress voting: Ask learners to show by their

	<p>keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Guide learners to properly use the icons in the Insert Ribbon</p> <p>Guide learners to present their work to the clas</p> <p>Assessment: Let learners give a 5-side presentation in MS-PowerPoint using the tools of the ribbons studied.</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK ELEVEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 1st April, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 28th March, 2022 30th March, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : Visual Arts Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B6 1.4.6.2		

	<p>back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☐ identify the correct vocabulary to use for appreciating and appraising artworks;</p> <p>☐ agree on what to use the appraisal report for and how to share it;</p> <p>☐ agree on the approach/method (manual/digital) to use in recording/documenting</p> <p>☐ the appraisal process;</p> <p>☐ fix a day/date for the appreciation/appraisal/jury.</p> <p>Suggested Guidelines</p> <p>☐ Description of the work: The elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work.</p> <p>☐ Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</p> <p>☐ Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning).</p> <p>☐ Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc.</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world</p>	<p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the</p>	<p>Learners are to:</p> <p>☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guide guidelines suggested below;</p> <p>☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc.;</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' ,</p>

	<p>word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☐ agree on what to use the appraisal report for and how to share it;</p> <p>☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☐ fix a day/date for the appreciation/appraisal/jury.</p> <p>Suggested guidelines</p> <p>☐ Music: Theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music</p> <p>☐ Dance: Theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics</p> <p>☐ Drama: Characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' compositions and performances that reflect the physical and social environments of some communities in the world</p>	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK ELEVEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Building the Love and Culture of Reading in Learners	
Indicator (code)	B6.6.1.1.1 B6.6.1.1.2		
Content standard (code)	B6.6.1.1. B6.6.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should recognise topics for magazine. Learners should recognise features of articles for a class magazine. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to	<ul style="list-style-type: none"> Discuss the article read from the magazine Help learners to recognise topics for magazines. Discuss the topic with the learners. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners write topics for magazine</p>	<p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside.</p> <p>Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> • Give a magazine to learners to look at it and talk about the magazine • Discuss the features of an article in the magazine with the class. • Let learners see samples of articles and recognise features of articles for a class magazine. <p>Assessment: let learners write features of articles for a class magazine.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Give a magazine to learners to look at it and talk about the magazine • Discuss the features of an article in the magazine with the class. • Let learners see samples of articles and recognise features of articles for a class magazine. <p>Assessment: let learners write features of articles for a class magazine.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK TWELVE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 8th April, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Comprehension C. Verbs D. Descriptive Writing E. Using Action Words F. Building the Love and Culture of Reading
Indicator (code)	B6.1.10.1.2 B6.2.7.1.3 B6.3.5.1.3. B6.4.12.1.1 B6.5.4.1.2 B6.6.1.1.1.	
Content standard (code)	B6.1.10.1. B6.2.7.1. B6.3.5.1. B6.4.12.1. B6.5.4.1. B6.6.1.1.	
Performance Indicator	A. Learners can demonstrate awareness of the differences between spoken and written forms of language (simplicity/complexity of sentence structures, formal/informal) B. Learners can scan/skim for details C. Learners can use different forms of verbs: Irregular, Infinitive to talk about personal activities D. Learners can use descriptive words/sound devices/figurative language to describe events/situations/places/personal experiences and events.	

		E. Learners can explore the use of the simple past verb form and participle form F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression. •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. DEBRIEFING: 1. What are some of the sentences you read in the game?	A.ORAL LANGUAGE • Lead learners to discover differences between spoken and written forms of language. E.g. Formal and informal language: "I can't " vs "I cannot". • Create situations for learners to practise both formal and informal forms. Assessment: let learners use formal and informal forms to talk about personal activities	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Tuesday, 60 minutes</p>	<p>Roll the Dice (Vocabulary development activity) Learners in convenient groups. E.g Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g</p> <p>A learner a group rolls a dice.</p> <p>The group members then use their selected word to respond to one of the following based on the number from the dice: 1= Define the word. 2= Use I in a sentence. 3= Say a synonym for the word. 4= Say an antonym for the word. 5= Draw a picture example (on scratch paper or whiteboards) 6= Act it out</p> <p>DEBRIEFING What did you enjoy about this game? What did you dislike about the game? What must your team do to win next time?</p>	<p>B.READING Use texts to guide learners to grasp the main ideas as they skim/scan in 3-4 minutes and have them present their points for class discussion.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners scan/skim for details in a text</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner		
Wednesday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>C.GRAMMAR E.g.: I asked my friend to read the story</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use different forms of verbs: Irregular, Infinitive to talk about personal activities</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask</p>

	<p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points on each correct sentence they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING</p> <p>How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • Revise descriptive writing with learners • Have learners select a topic e.g. "A Day I will never forget". • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. • Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: <ul style="list-style-type: none"> – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices <p>Note: Sensory details are experiences through the senses: sight, smell, touch, taste.</p> <p>– Sensory details (Allow a reader to visualize a person, a place, a thing or an idea).</p> <p>Assessment: let learners use descriptive words/sound devices/figurative language to describe events</p>	<p>learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team.</p> <p>Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate.</p> <p>Split your class into teams 3. Teams must now put their sentences in the correct order.</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Let learners write a story. E.g. about what happened after school on Monday, 60 minutes. • Assist those whose essays are only in the simple past to write some in the past participle tense. <p>Have learners write on another topic individually using the simple past verb form as well as the past participle form.</p> <p>Assessment: let learners write a story. E.g. about what happened</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>after school on Monday, 60 minutes, using the simple past verb form and participle form</p>	
<p>Friday, 60 minutes</p>	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <p>1. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p> <p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read • Invite individuals to present their views to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by : Signature: Date :

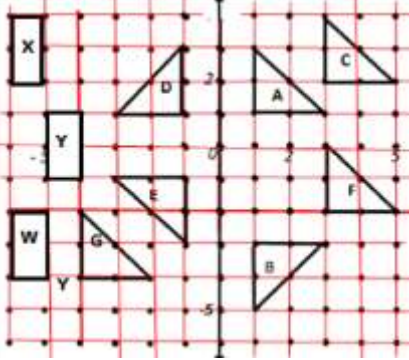
WEEK TWELVE : LESSON PLAN

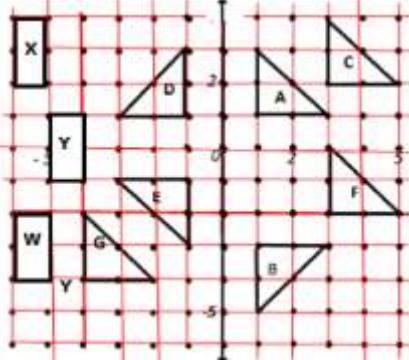
SUBJECT: MATHEMATICS

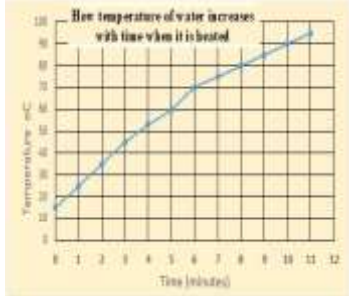
CLASS: SIX

Week Ending: 8th April, 2022			Class size:		
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes			Date : 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022		
Period : 2 2 2 2 2			Lesson : 1 of 3 2 of 3 3 of 3 1 of 2 2 of 2		
Strand : Data			Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis		
Indicator (code)		B6.3.3.5.2 B6.4.1.1.1			
Content standard (code)		B6.3.3.5. B6.4.1.1.			
Performance Indicator		A. Learners can identify images of a single transformation (i.e. reflection and translation) of a 2D shapes in a plane B. Learners can draw a line graph by deSEMESTERining the common attributes (title, axes and intervals) and draw the graph for a given table of values			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		Line of symmetry, reflection, properties, vector and translation, compass, origin			
T. L .R. (s)		graph sheets, hand mirror			
Ref:		Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections

<p>Monday, 60 minutes</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask learners to identify images of reflections of 2D shapes in the figure. Ask learners to study the shapes, identify their images. E.g. shape D is a reflection of shape E in the line $y = 0$ or x-axis; shape A is a reflection of shape B in the line $y = -1$; and Shape X is a reflection of shape W in the line $yy = 0$</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday, 60 minutes</p>	<p>1. Learners form convenient groups and are given cut out shapes (circle, square triangle etc.).</p> <p>2. Learners use sticks of the same , size of the shapes they have and place them on the sides of the shapes and observe.</p> <p>3. Learners change the position of the shapes in each group and put the</p>	<p>Ask learners to identify images of translations of given 2D shapes in a given plane. Ask learners to study the shapes, identify their images and the translation vectors. E.g. shape F is a translation of shape A by the translation vector $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$ (or 2 right, 3 three down); and Shape X is a translation of shape W by the translation vector $\begin{pmatrix} 0 \\ 6 \end{pmatrix}$ (or 0 right, 6 up)</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>sticks on the sides and observe.</p> <p>4. Learners share their observations.</p> <p>DEBRIEFING</p> <p>1. Did you find it easy or difficult placing the sticks on the side of the shapes? Why?</p> <p>2. What did you observe after the position of the shape was changed?</p> <p>3. How can you tell if the sides of a shape will not change if there is a change in position?</p> <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>1. Learners form convenient groups and are given cut out shapes (circle, square triangle etc.).</p> <p>2. Learners use sticks of the same , size of the shapes they have and place them on the sides of the shapes and observe.</p> <p>3. Learners change the position of the shapes in each group and put the sticks on the sides and observe.</p>	<p>Ask learners to identify images of translations of given 2D shapes in a given plane. Ask learners to study the shapes, identify their images and the translation vectors. E.g. shape F is a translation of shape A by the translation vector $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$ (or 2 right, 3 three down); and Shape X is a translation of shape W by the translation vector $\begin{pmatrix} 0 \\ 6 \end{pmatrix}$ (or 0 right, 6 up)</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p>

	<p>4. Learners share their observations.</p> <p>DEBRIEFING</p> <p>1. Did you find it easy or difficult placing the sticks on the side of the shapes? Why?</p> <p>2. What did you observe after the position of the shape was changed?</p> <p>3. How can you tell if the sides of a shape will not change if there is a change in position?</p> <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>						
Thursday, 60 minutes	<p>1. Learners form convenient groups and are given cut out shapes (circle, square triangle etc.).</p> <p>2. Learners use sticks of the same , size of the shapes they have and place them on the sides of the shapes and observe.</p> <p>3. Learners change the position of the shapes in each group and put the sticks on the sides and observe.</p>	<table border="1"><tr><td>Time (minutes)</td><td>0</td><td>1</td></tr><tr><td>Temperature (° C)</td><td>15</td><td>25</td></tr></table> <p>E.g. 1. Give learners the data presented in tables and ask them to deSEMESTERine the common attributes (title, axes and intervals) and draw a line graph. Let them understand line graphs are used when we want to show how something changes over time in relation to something else</p>	Time (minutes)	0	1	Temperature (° C)	15	25	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p>
Time (minutes)	0	1							
Temperature (° C)	15	25							

	<p>4. Learners share their observations.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you find it easy or difficult placing the sticks on the side of the shapes? Why? 2. What did you observe after the position of the shape was changed? 3. How can you tell if the sides of a shape will not change if there is a change in position? <p>Share lesson indicator and treat key words with learner .</p>	<p>E.g. 2. Ask learners to draw a line graph by deSEMESTERING the common attributes (title, axes and intervals) and completing the drawing with title and labelled axes for the data below on how temperature of water increases with time when it is heated</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<ol style="list-style-type: none"> 1. Learners form convenient groups and are given cut out shapes (circle, square triangle etc.). 2. Learners use sticks of the same , size of the shapes they have and place them on the sides of the shapes and observe. 3. Learners change the position of the shapes in each group and put the sticks on the sides and observe. 4. Learners share their observations. 	<p>Ask learners to study the line graph and answer questions based on them. For instance, after what time will the water temperature reach 70°C? What is the water temperature after 5 minutes?</p>  <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p>

	<p>DEBRIEFING</p> <p>1. Did you find it easy or difficult placing the sticks on the side of the shapes? Why?</p> <p>2. What did you observe after the position of the shape was changed?</p> <p>3. How can you tell if the sides of a shape will not change if there is a change in position?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 8th April, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 4th April, 2022 7th April, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : LIFE CYCLES OF ORGANISMS	
Indicator (code)		B6.2.2.1.1		
Content standard (code)		B6.2.2.1.		
Performance Indicator		Learners can know the materials needed for the survival of plants in the environment (water, carbon dioxide, oxygen, sunlight)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Survival, water, carbon dioxide, oxygen, sunlight, photosynthesis		
T. L .R. (s)		maize seed, water, seed pot, black soil.		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none">Learners present their findings on the materials required for plant survival.Using annotated diagrams, learners show sources and point of entry of the essential materials into the plants. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the materials required for plant survival and show sources and point of entry of the essential materials into the plants.</p>	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? 	<ul style="list-style-type: none"> • Learners are guided to conduct an experiment to show the effect of water on plants' survival. • Learners are assigned to find out the specific functions of oxygen, carbon dioxide, sunlight and water in the survival of plants. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain the specific functions of oxygen, carbon dioxide, sunlight and water in the survival of plants</p>	
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Vetted by :

Signature:

Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 8th April, 2022		Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 5th April, 2022 7th April, 2022
Period : 2 2		Lesson : 1 of 2 2 of 2
Strand : Journey to Independence		Sub-strand : Formation of Political Parties
Indicator (code)	B6.5.2.1.1	
Content standard (code)	B6.5.2.1.	
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords	political interests, political parties, votes, political ideals, ideology, academics, founding, operational leader, boycotts, sit-ins, demonstrations, publications, leadership, doyen, achievement, roots, political development, enquiry, riots, nationalists, slogan, pre-independence, charismatic, strategies, mobilisation, youth societies, disorder, majority, basic services, resources, one-party state, opposition, PanAfrican Movement, strike, motion of destiny, spokesperson, Member of Parliament, exemption, nationalist politician, Traditional Council, nobleman, prestigious, inSEMESTERediate degree programmes, Akim Abuakwa seats, state burial, scholarship, Philosophy, honours, Chief Justice, civil service, clerk, Customs and Excise Department, rally, mineral wealth	
T. L .R. (s)	internet, library books	
Ref:	History curriculum Page	

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Enact the declaration of independence by Kwame Nkrumah.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners narrate the declaration of independence by Kwame Nkrumah</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Enact the declaration of independence by Kwame Nkrumah.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners narrate the declaration of independence by Kwame Nkrumah</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 8th April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 5th April, 2022 7th April, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)	B6.1.4.1.1		
Content standard (code)	B6.1.4.1.		
Performance Indicator	Learners can identify ways of promoting food safely		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Trust, Commitment, Loyalty Respect, Obedience, Humility Unity, Responsibility Togetherness		
T. L .R. (s)	Food chart, samples of various food stuffs Pictures, Videos, Posters, Plates, Cooking utensils, Cutlery, Stove, Table clothes, Table mat, Cups, chart, computer, projector		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners discuss ways of ensuring food safely e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify ways of ensuring food safely</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? 	<p>Learners demonstrate how to cook and serve hot food safely</p> <p>Note Teacher uses the lesson as an opportunity to engage learners in food safety practices and table manners</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify ways of promoting food safely</p>	
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Signature:

Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 8th April, 2022		Class size:	
Day : Friday, 60 minutes		Date : 8th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.10		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can dribble and pass a ball to a partner while being guarded.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Arrange five cones with partners standing at the opposite sides about 5m away from the cones facing each other. Learners dribble through the cones freely. Learners dribble while being prevented/guarded by their peers in pairs and in a group. Learners practice based on their capabilities and progress at their own pace. Learners’ practice dribbling in handball, football/basketball based on facilities and material available	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	performan ce and to prevent injuries		Independent Activity/ Homework:
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 8th April, 2022			Class size:	
Day : Friday, 60 minutes			Date : 8th April, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications			Sub-strand : Festivals in the Three Major Religions	
Indicator (code)		B6.2.2.1.1:		
Content standard (code)		B6.2.2.1.		
Performance Indicator		Learners can gather and record data on religious festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	Let learners write essays on how festivals are celebrated and read their essays to the class. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write essays on how festivals are celebrated</p>	
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Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 8th April, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 6th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : WORD PROCESSING		Sub-strand : INTRODUCTION TO MS-POWERPOINT	
Indicator (code)	B6.3.1.1.1 B6.3.1.1.2 B6.3.1.1.3		
Content standard (code)	B6.3.1.1.		
Performance Indicator	<ul style="list-style-type: none">• Learners can demonstrate how to use the File menu and Insert, Design, and Layout Ribbons from B5.• Learners can demonstrate how to use icons in the Text group in the Insert Ribbon.• Learners can be able to use the attributes of the ribbons studied in a paragraph.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	File menu, layout tab, page orientation, landscape, portrait, text alignment, justified, font type, font size, page margin, line spacing, insert table, columns		
T. L .R. (s)			
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to	Guide learners to use File menu, Insert, Design and Layout Ribbon. Guide learners to properly use the	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>icons in the Insert Ribbon.</p> <p>Guide the learners to create and format text in a document</p> <p>Assessment: Let learners describe how to create and format text in a document</p>	<p>Independent Activity/ Homework:</p>
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Vetted by :

Signature:

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WEEK TWELVE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 8th April, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 4th April, 2022 6th April, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : Visual Arts Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B6 1.4.6.2	B6 2.4.6.2	
Content standard (code)	B6 1.4.6.	B6 2.4.6.	
Performance Indicator	<ul style="list-style-type: none">• Learners can Develop guidelines for appreciating and appraising own and others’ visual artworks that reflect the physical and social environments of some communities in the world• Learners can Develop guidelines for appreciating and appraising own and others’ compositions and performances that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words.	Learners are to: ☐ discuss and accept a guide for appreciating and appraising own and/or	What new things have you learned today?

	<p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>others' visual artworks based on the guidelines suggested below;</p> <ul style="list-style-type: none"> ☐ identify the correct vocabulary to use for appreciating and appraising artworks; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting ☐ the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury. <p>Suggested Guidelines</p> <ul style="list-style-type: none"> ☐ Description of the work: The elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work. ☐ Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming. ☐ Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning). ☐ Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc. <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday, 60 minutes	<p>Play the HOT SEAT game using the key words.</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and 	<p>What new things have you learned today?</p>

	<p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>performances on the guide guidelines suggested below;</p> <ul style="list-style-type: none"> ☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc.; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury. <p>Suggested guidelines</p> <ul style="list-style-type: none"> ☐ Music: Theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music ☐ Dance: Theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics ☐ Drama: Characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity <p>Assessment: let learners write guidelines for appreciating and appraising own and others' compositions and performances that reflect the physical and social environments of some communities in the world</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK TWELVE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Building the Love and Culture of Reading in Learners	
Indicator (code)	B6.6.1.1.3 B6.6.1.1.4		
Content standard (code)	B6.6.1.1. B6.6.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should write articles for class magazine Learners should publish the articles in the magazines 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to	<ul style="list-style-type: none"> Discuss a topic for an article with learners. Encourage learners to write 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the article in their class magazine</p> <p>Assessment: let learners write articles for class magazine</p>	<p>'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside.</p> <p>Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> • Let learners read some of the articles in class. • Assist learners to publish the article in the class magazine. <p>Assessment: let learners publish articles in the class magazine.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners read some of the articles in class. • Assist learners to publish the article in the class magazine. <p>Assessment: let learners publish articles in the class magazine.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK THIRTEEN: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : G. Oral Language		Sub-strand : G. Presentation	
Indicator (code)		B6.1.10.1.2	
Content standard (code)		B6.1.10.1.	
Performance Indicator		G. Learners can demonstrate awareness of the differences between spoken and written forms of language (simplicity/complexity of sentence structures, formal/informal)	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B	A.ORAL LANGUAGE • Lead learners to discover differences between spoken and written forms of language. E.g. Formal and informal language: "I can't " vs "I cannot". • Create situations for learners to practise both formal and informal forms.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.</p> <ul style="list-style-type: none"> •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. <p>DEBRIEFING:</p> <ol style="list-style-type: none"> 1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression? <p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners use formal and informal forms to talk about personal activities</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 14th April, 2022			Class size:
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Data		Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	
Indicator (code)	B6.3.3.5.2		
Content standard (code)	B6.3.3.5.		
Performance Indicator	C. Learners can identify images of a single transformation (i.e. reflection and translation) of a 2D shapes in a plane		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Line of symmetry, reflection, properties, vector and translation, compass, origin		
T. L .R. (s)	graph sheets, hand mirror		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.	Ask learners to identify images of reflections of 2D shapes in the figure. Ask learners to study the shapes, identify their images. E.g. shape D is a reflection of shape E in the line $y = 0$ or x-axis; shape A is a reflection of shape B in the line $y = -1$; and Shape X is a reflection of shape W in the line $yy = 0$ Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or

	<p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK THIRTEEN: LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 2	
Strand : CYCLES		Sub-strand : LIFE CYCLES OF ORGANISMS	
Indicator (code)		B6.2.2.1.1	
Content standard (code)		B6.2.2.1.	
Performance Indicator		Learners can know the materials needed for the survival of plants in the environment (water, carbon dioxide, oxygen, sunlight)	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Survival, water, carbon dioxide, oxygen, sunlight, photosynthesis	
T. L .R. (s)		maize seed, water, seed pot, black soil.	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none">• Learners present their findings on the materials required for plant survival.• Using annotated diagrams, learners show sources and point of entry of the essential materials into the plants. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the materials required for plant survival and show sources and point of entry of the essential materials into the plants.</p>	<p>or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK THIRTEEN: LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Visual Arts Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)		B6 1.4.6.2	
Content standard (code)		B6 1.4.6.	
Performance Indicator		<ul style="list-style-type: none">Learners can Develop guidelines for appreciating and appraising own and others’ visual artworks that reflect the physical and social environments of some communities in the world	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners	Learners are to: ☐ discuss and accept a guide for appreciating and appraising own and/or others’ visual artworks based on the guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising artworks;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got

	<p>to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☐ agree on what to use the appraisal report for and how to share it;</p> <p>☐ agree on the approach/method (manual/digital) to use in recording/documenting</p> <p>☐ the appraisal process;</p> <p>☐ fix a day/date for the appreciation/appraisal/jury.</p> <p>Suggested Guidelines</p> <p>☐ Description of the work: The elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work.</p> <p>☐ Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</p> <p>☐ Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning).</p> <p>☐ Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc.</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Building the Love and Culture of Reading in Learners	
Indicator (code)	B6.6.1.1.3		
Content standard (code)	B6.6.1.1.		
Performance Indicator	Learners should write articles for class magazine		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.	<ul style="list-style-type: none"> • Discuss a topic for an article with learners. • Encourage learners to write the article in their class magazine Assessment: let learners write	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	articles for class magazine	
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