SEMESTER ONE BASIC FIVE ANNUAL SCHEME OF LEARNING FIRST SEMESTER SCHEME OF LEARNING WEEK 1 - 19

WANA FIFTH ACCUMENT OF THE SCHOOL OF THE SCH



GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils
Average age of pupils



ENGLISH LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
		LISTENING COMPREHENSION
1	PHONICS	VOCABULARY
	NOUNS	VERBS
	PENMANSHIP AND HANDWRITING	CREATIVE/ FREE WRITING
	USING CAPITALISATION	USING QUALIFYING WORDS-ADJECTIVES
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
2	SONGS	ASKING AND ANSWERING QUESTIONS/ QUESTION
	POEMS	TAGS
	PHONICS	COMPREHENSION
	NOUNS	VERBS
	PARAGRAPH DEVELOPMENT	CREATIVE/ FREE WRITING
	USING CAPITALISATION	USING QUALIFYING WORDS-ADJECTIVES
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
3	STORY TELLING	GIVING AND FOLLOWING COMMANDS/
		INSTRUCTIONS/DIRECTIONS AND MAKING AND
		RESPONDING TO REQUESTS
	WORD FAMILIES	COMPREHENSION
	NOUNS	ADVERBS
	PARAGRAPH DEVELOPMENT	PERSUASIVE/ARGUMENTATIVE WRITING
	USING PUNCTUATION	USING ADVERBS
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
4	DRAMATIZATION AND ROLE PLAY	PRESENTATION
	DIPHTHONGS	COMPREHENSION
	DESEMESTERINERS	ADVERBS

	PARAGRAPH DEVELOPMENT	PERSUASIVE/ARGUMENTATIVE WRITING
	USING PUNCTUATION	USING ADVERBS
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
5	DRAMATIZATION AND ROLE PLAY	PRESENTATION
	BLENDS AND CONSONANT CLUSTERS	SILENT READING
	DESEMESTERINERS	IDIOMATIC EXPRESSIONS
	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE WRITING
	NAMING WORDS/NOUNS	USING SIMPLE PREPOSITIONS
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
6	CONVERSATION	PRESENTATION
	VOCABULARY	SILENT READING
	DESEMESTERINERS	IDIOMATIC EXPRESSIONS
	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE WRITING
	NAMING WORDS/NOUNS	USING SIMPLE PREPOSITIONS
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
7	LISTENING COMPREHENSION	
	VOCABULARY	VOCABULARY
	PRONOUNS	NOUNS
	NARRATIVE WRITING	PARAGRAPH DEVELOPMENT
	NAMING WORDS/NOUNS	NAMING WORDS/NOUNS
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
8	LISTENING COMPREHENSION	POEMS
	VOCABULARY	VOCABULARY
	PRONOUNS	NOUNS
	NARRATIVE WRITING	PARAGRAPH DEVELOPMENT
	NAMING WORDS/NOUNS	NAMING WORDS/NOUNS

WIIAIS	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
9	ASKING AND ANSWERING QUESTIONS	DRAMATIZATION AND ROLE PLAY
	LISTENING COMPREHENSION	COMPREHENSION
	ADJECTIVES	DESEMESTERINERS
	CREATIVE/ FREE WRITING	WRITING AS A PROCESS
	USING ACTION WORDS	USING ACTION WORDS
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
10	GIVING AND FOLLOWING COMMANDS	CONVERSATION
l	LISTENING COMPREHENSION	COMPREHENSION
l	VERBS	DESEMESTERINERS
	CREATIVE/ FREE WRITING	WRITING AS A PROCESS
	USING ACTION WORDS	USING ACTION WORDS
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
11	PRESENTATION	CONVERSATION
	LISTENING COMPREHENSION	SILENT READING
	VERBS	VERBS
	DESCRIPTIVE WRITING	PERSUASIVE/ARGUMENTATIVE WRITING
	USING ACTION WORDS	USING CONJUNCTIONS
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
12	PRESENTATION	VOCABULARY
	LISTENING COMPREHENSION	NOUNS
	VERBS	PARAGRAPH DEVELOPMENT
	DESCRIPTIVE WRITING	NAMING WORDS/NOUNS
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING
	BUILDING THE LOVE AND CULTURE OF	POEMS
i		
	READING	

WHATS	APP ONLY 0245350591	
13		
14		LISTENING COMPREHENSION
	PHONICS	FLUENCY
	NOUNS	VERBS
	PENMANSHIP AND HANDWRITING	PERSUASIVE/ARGUMENTATIVE WRITING
	USING CAPITALISATION	USING CONJUNCTIONS
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
15	SONGS	PRESENTATION
	WORD FAMILIES: MINIMAL PAIRS AND	FLUENCY
	COMMON DIGRAPHS	
	NOUNS	CONJUNCTIONS
	PENMANSHIP AND HANDWRITING	INFORMATIVE/EXPOSITORY WRITING
	USING CAPITALISATION	USING SIMPLE, COMPOUND AND COMPLEX
		SENTENCES
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
16	POEMS	PRESENTATION
	WORD FAMILIES: MINIMAL PAIRS AND	SUMMARISING
	COMMON DIGRAPHS	
	DESEMESTERINERS	CONJUNCTIONS
	PARAGRAPH DEVELOPMENT	INFORMATIVE/EXPOSITORY WRITING
	NAMING WORDS/NOUNS	USING SIMPLE, COMPOUND AND COMPLEX
		SENTENCES
L		<u> </u>

VVIIATS	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
17	STORY TELLING	PRESENTATION
	BLENDS AND CONSONANT CLUSTERS	SUMMARISING
	DESEMESTERINERS	MODALS
	PARAGRAPH DEVELOPMENT	LETTER WRITING
	NAMING WORDS/NOUNS	USING SIMPLE, COMPOUND AND COMPLEX
		SENTENCES
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
18	DRAMATIZATION AND ROLE PLAY	PRESENTATION
	BLENDS AND CONSONANT CLUSTERS	SUMMARISING
	VERBS	MODALS
	WRITING AS A PROCESS	LETTER WRITING
	USING ACTION WORDS	USING SIMPLE, COMPOUND AND COMPLEX
		SENTENCES
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
19	CONVERSATION - TALKING ABOUT ONESELF,	PRESENTATION
	FAMILY, PEOPLE, CUSTOMS,	
	SOCIAL/CULTURAL VALUES AND MANNERS	
	VOCABULARY	SUMMARISING
	VERBS	PREPOSITIONS
	WRITING AS A PROCESS	LETTER WRITING
	USING ACTION WORDS	SPELLING
	BUILDING THE LOVE AND CULTURE OF	BUILDING THE LOVE AND CULTURE OF READING
	READING	
20		

WHAT:	SAPP ONLY 0245350591			
21				
Vette	by :	Signature	:	Date :
			SCI,	
		4	DI	
			2,	
		Alx		

SCIENCE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	SOURCES AND FORMS OF ENERGY
2	LIVING AND NON-LIVING THINGS	SOURCES AND FORMS OF ENERGY
3	MATERIALS	SOURCES AND FORMS OF ENERGY
4	MATERIALS	ELECTRICITY AND ELECTRONICS
5	MATERIALS	ELECTRICITY AND ELECTRONICS
6	MATERIALS	ELECTRICITY AND ELECTRONICS
7	EARTH SCIENCE	FORCES AND MOVEMENT
8	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
9	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
10	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
11	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
12	EARTH SCIENCE	DISEASES
13		
14	EARTH SCIENCE	DISEASES
15	EARTH SCIENCE	DISEASES
16	EARTH SCIENCE	SCIENCE AND INDUSTRY
17	EARTH SCIENCE	CLIMATE CHANGE
18	LIFE CYCLES OF ORGANISMS	CLIMATE CHANGE
19	SOURCES AND FORMS OF ENERGY	CLIMATE CHANGE
20		
21		

Vetted by :	Signature:	Date :
-------------	------------	--------

OWOP

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Nature of God	Festivals
2	Nature of God	Basic Human Rights
3	Myself	Basic Human Rights
4	My Family and the Community	Being a Leader
5	My Family and the Community	Being a Leader
6	My Family and the Community	Being a Leader
7	My Family and the Community	Being a Citizen
8	My Family and the Community	Being a Citizen
9	Home and School	Being a Citizen
10	Home and School	Being a Citizen
11	The Environment and the Weather	Authority and Power
12	The Environment and the Weather	Responsible Use of Resources
13		
14	The Environment and the Weather	Farming in Ghana
15	Plants and Animals	Farming in Ghana
16	Map Making and Land Marks	Our Neighbouring Countries
17	Map Making and Land Marks	Our Neighbouring Countries
18	Population and Settlement	Our Neighbouring Countries
19	Worship	Our Neighbouring Countries
20		
21		

Vetted by :	Signature:	Date :
-------------	------------	--------

COMPUTING

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Generation of computers and parts of a computer and other gadgets	Web browsers and Web Pages
2	Generation of computers and parts of a computer and other gadgets	Web browsers and Web Pages
3	Generation of computers and parts of a computer and other gadgets	Web browsers and Web Pages
4	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Surfing the world wide web
5	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Surfing the world wide web
6	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Favourite places and Search engine
7	Data, sources and usage	Using Online Forms
8	Data, sources and usage	CUSTOMIZING YOUR BROWSER
9	Data, sources and usage	CUSTOMIZING YOUR BROWSER
10	Technology in the community (communication)	CUSTOMIZING YOUR BROWSER
11	Introduction to MS-PowerPoint (Tabs and ribbons of MS-PowerPoint)	ELECTRONIC EMAIL
12	Introduction to Word Processing (Tabs and ribbons of word processing)	ELECTRONIC EMAIL
13		
14	Introduction to databases, algorithm and programming.	INTERNET OF THINGS (IOT)
15	Introduction to databases, algorithm and programming.	INTERNET OF THINGS (IOT)
16	Introduction to Electronic Spreadsheet	INTERNET OF THINGS (IOT)
17	Network Overview	DIGITAL LITERACY
18	Network Overview	DIGITAL LITERACY
19	Web browsers and Web Pages	HEALTH AND SAFETY IN USING ICT TOOLS
20		
21		

	Vetted by :	Signature:	Date :
--	-------------	------------	--------

MATHS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	COUNTING, REPRESENTATION & CARDINALITY	ALGEBRAIC EXPRESSIONS
2	COUNTING, REPRESENTATION & CARDINALITY	MEASUREMENT
3	COUNTING, REPRESENTATION & CARDINALITY	MEASUREMENT
4	COUNTING, REPRESENTATION & CARDINALITY	INTERPRETATION AND ANALYSIS DATA COLLECTION, ORGANISATION, PRESENTATION,
5	FRACTIONS	INTERPRETATION AND ANALYSIS DATA COLLECTION, ORGANISATION, PRESENTATION,
6	FRACTIONS	CHANCE (PROBABILITY)
7	FRACTIONS	COUNTING, REPRESENTATION & CARDINALITY
8	PATTERNS AND RELATIONSHIPS	COUNTING, REPRESENTATION & CARDINALITY
9	PATTERNS AND RELATIONSHIPS	COUNTING, REPRESENTATION & CARDINALITY
10	PATTERNS AND RELATIONSHIPS	FRACTIONS
11	PATTERNS AND RELATIONSHIPS	FRACTIONS
12	LINES AND SHAPES. MEASUREMENT -PERIMETER, AREA, CAPACITY/VOLUME AND ANGLE	ALGEBRAIC EXPRESSIONS
13		
14	COUNTING, REPRESENTATION & CARDINALITY	ALGEBRAIC EXPRESSIONS
15	COUNTING, REPRESENTATION & CARDINALITY	MEASUREMENT – ANGLES
16	COUNTING, REPRESENTATION & CARDINALITY	GEOMETRIC REASONING
17	FRACTIONS	CHANCE (PROBABILITY)
18	FRACTIONS	CHANCE (PROBABILITY)
19	PATTERNS AND RELATIONSHIPS	CHANCE (PROBABILITY)
20		
21		

Vetted by :	Signature:	Date :

RME

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	GOD THE CREATOR	MINISTRY OF THE LEADERS OF THE THREE MAJOR
		RELIGIONS IN GHANA
2	GOD THE CREATOR	MINISTRY OF THE LEADERS OF THE THREE MAJOR
		RELIGIONS IN GHANA
3	GOD THE CREATOR	MINISTRY OF THE LEADERS OF THE THREE MAJOR
		RELIGIONS IN GHANA
4	GOD THE CREATOR	MINISTRY OF THE LEADERS OF THE THREE MAJOR
		RELIGIONS IN GHANA
5	GOD THE CREATOR	MINISTRY OF THE LEADERS OF THE THREE MAJOR
		RELIGIONS IN GHANA
6	GOD THE CREATOR	MINISTRY OF THE LEADERS OF THE THREE MAJOR
		RELIGIONS IN GHANA
7	THE ENVIRONMENT	THE FAMILY AND COMMITMENT
8	THE ENVIRONMENT	THE FAMILY AND COMMITMENT
9	THE ENVIRONMENT	THE FAMILY AND COMMITMENT
10	THE ENVIRONMENT	THE FAMILY AND COMMITMENT
11	THE ENVIRONMENT	AUTHORITY AND OBEDIENCE
12	THE ENVIRONMENT	AUTHORITY AND OBEDIENCE
13		
14	RELIGIOUS WORSHIP IN THE THREE MAJOR	AUTHORITY AND OBEDIENCE
	RELIGIONS IN GHANA	
15	RELIGIOUS WORSHIP IN THE THREE MAJOR	AUTHORITY AND OBEDIENCE
	RELIGIONS IN GHANA	
16	RELIGIOUS WORSHIP IN THE THREE MAJOR	ROLES, RELATIONSHIPS IN THE FAMILY AND
	RELIGIONS IN GHANA	CHARACTER FORMATION
17	RELIGIOUS WORSHIP IN THE THREE MAJOR	ROLES, RELATIONSHIPS IN THE FAMILY AND
	RELIGIONS IN GHANA	CHARACTER FORMATION

18	RELIGIOUS FESTIVALS IN THE THREE MAJOR	ROLES, RELATIONSHIPS IN THE FAMILY AND
	RELIGIONS IN GHANA	CHARACTER FORMATION
19	RELIGIOUS FESTIVALS IN THE THREE MAJOR	ROLES, RELATIONSHIPS IN THE FAMILY AND
	RELIGIONS IN GHANA	CHARACTER FORMATION
20		
21		

Vetted by	/:	Signature:	Date:

WANT HILLIAM OF THE SCH

HISTORY

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB
		STRANDS)
1	THE PEOPLE OF GHANA	EARLY PROTEST
		MOVEMENTS
2	THE PEOPLE OF GHANA	EARLY PROTEST
		MOVEMENTS
3	THE PEOPLE OF GHANA	EARLY PROTEST
		MOVEMENTS
4	THE PEOPLE OF GHANA	EARLY PROTEST
		MOVEMENTS
5	THE PEOPLE OF GHANA	EARLY PROTEST
		MOVEMENTS
6	SOME SELECTED INDIVIDUALS	EARLY PROTEST
		MOVEMENTS
7	SOME SELECTED INDIVIDUALS	EARLY PROTEST
		MOVEMENTS
8	SOME SELECTED INDIVIDUALS	EARLY PROTEST
		MOVEMENTS
9	INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE	EARLY PROTEST
		MOVEMENTS
10	INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE	EARLY PROTEST
		MOVEMENTS
11	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN	THE 1948 RIOTS AND AFTER
	GHANA	
12	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	THE 1948 RIOTS AND AFTER
13		
14	SOCIAL DEVELOPMENT	THE 1948 RIOTS AND AFTER

15	SOCIAL DEVELOPMENT	THE 1948 RIOTS AND AFTER
16	SOCIAL DEVELOPMENT	THE 1948 RIOTS AND AFTER
17	ECONOMIC	THE 1948 RIOTS AND AFTER
	DEVELOPMENT	
18	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
19	ECONOMIC	THE 1948 RIOTS AND AFTER
	DEVELOPMENT	
20		
21		

Vetted by :	Signature:	Date :
	KO	
ARAI		

CREATIVE ARTS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	THINKING AND EXPLORING	APPRECIATING AND APPRAISING
	(VISUAL ARTS)	(VISUAL ARTS)
2	THINKING AND EXPLORING	APPRECIATING AND APPRAISING
	(PERFORMING ARTS)	(PERFORMING ARTS)
3	THINKING AND EXPLORING IDEAS	APPRECIATING AND APPRAISING
	(VISUAL ARTS)	(VISUAL ARTS)
4	PLANNING, MAKING AND COMPOSING	APPRECIATING AND APPRAISING
	(PERFORMING ARTS)	(PERFORMING ARTS)
5	PLANNING, MAKING AND COMPOSING	DISPLAY AND SHARING
	(VISUAL ARTS)	SCHOOL-BASED PROJECT
		(VISUAL AND PERFORMING ARTS)
6	PLANNING, MAKING AND COMPOSING	APPRECIATING AND APPRAISING
	(PERFORMING ARTS)	(VISUAL AND PERFORMING ARTS)
7	DISPLAYING AND SHARING	THINKING AND EXPLORING
	(VISUAL ARTS)	(VISUAL ARTS)
8	DISPLAYING AND SHARING	THINKING AND EXPLORING
	(PERFORMING ARTS)	(PERFORMING ARTS)
9	DISPLAYING AND SHARING / APPRECIATING AND	PLANNING, MAKING AND COMPOSING
	APPRAISING	(VISUAL ARTS)
	(VISUAL AND PERFORMING ARTS)	
10	DISPLAYING AND SHARING /	PLANNING, MAKING AND COMPOSING
	APPRECIATING AND APPRAISING	(PERFORMING ARTS)
	(VISUAL AND PERFORMING ARTS)	
11	APPRECIATING AND APPRAISING	DISPLAYING AND SHARING
	(VISUAL AND PERFORMING ARTS)	(VISUAL ARTS)

VVIIAISA	APP ONLY 0245350591	
12	APPRECIATING AND APPRAISING	DISPLAY AND SHARING (PERFORMING
	(VISUAL AND PERFORMING ARTS)	ARTS)
13		
14	THINKING AND EXPLORING	APPRECIATING AND APPRAISING
	(VISUAL ARTS)	(VISUAL ARTS)
15	THINKING AND EXPLORING	APPRECIATING AND APPRAISING
	(PERFORMING ARTS)	(PERFORMING ARTS)
16	PLANNING, MAKING AND COMPOSING	APPRECIATING AND APPRAISING
	(VISUAL ARTS)	(VISUAL ARTS)
17	PLANNING, MAKING AND COMPOSING	APPRECIATING AND APPRAISING
	(PERFORMING ARTS)	(PERFORMING ARTS)
18	DISPLAYING AND SHARING	DISPLAY AND SHARING
	(VISUAL ARTS)	SCHOOL-BASED PROJECT
		(VISUAL AND PERFORMING ARTS)
19	DISPLAY AND SHARING (PERFORMING ARTS)	APPRECIATING AND APPRAISING
		(VISUAL AND PERFORMING ARTS)
20		
21		

Vetted by :	Signature:	Date :
-------------	------------	--------

GHANAIAN LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	SONGS	PERSUASIVE WRITING /
		ARGUMENTATIVE WRITING
	POEMS	
2	LISTENING AND STORY TELLING	ARGUMENTATIVE WRITING
	DRAMATISATION AND ROLE PLAY	
3	PHONICS: LETTER SOUND KNOWLEDGE	GRAMMAR IN WRITTEN LANGUAGE (USE OF
		ACTION WORDS)
		& (USE OF QUALIFYING WORDS)
4	PHONICS: LETTER SOUND KNOWLEDGE	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE
		(USE OF POSTPOSITIONS) & (USE OF SIMPLE AND
	VOCABULARY (SIGHT AND CONTENT	COMPOUND SENTENCES)
	VOCABULARY)	
5	PENMANSHIP/HANDWRITING	READING TEXTS, POEMS, NARRATIVES AND SHORT
		STORIES
6	NARRATIVE WRITING	READING TEXTS, POEMS, NARRATIVES AND SHORT
		STORIES
7	CREATIVE/ FREE WRITING	GIVING AND FOLLOWING COMMANDS/
		INSTRUCTIONS
8	DESCRIPTIVE WRITING	GIVING AND FOLLOWING COMMANDS/
		INSTRUCTIONS
9	INTEGRATING GRAMMAR IN WRITTEN	FLUENCY
	LANGUAGE (CAPITALIZATION)	

WITATSA	APP ONLY 0245350591	
10	INTEGRATING GRAMMAR IN WRITTEN	SUMMARISING
	LANGUAGE (PUNCTUATION)	
	INTEGRATING GRAMMAR IN WRITTEN	
	LANGUAGE (USE OF ACTION WORDS)	
11	BUILDING THE LOVE AND CULTURE OF	PENMANSHIP/ HANDWRITING
	READING IN LEARNERS	
12	READ ALOUD WITH CHILDREN	LITERARY WRITING
13		
14	CONVERSATION	LETTER WRITING
15	TALKING ABOUT ONESELF, FAMILY,	LETTER WRITING
	PEOPLE AND PLACES / ASKING AND	
	ANSWERING	
16	VOCABULARY (SIGHT AND CONTENT	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE
10		
	VOCABULARY) / COMPREHENSION	(USE OF SIMPLE AND COMPOUND SENTENCES)
17	SILENT READING	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE
		(SPELLING)
		(CONJUNCTIONS)
18	PENMANSHIP/	READING TEXTS, POEMS, NARRATIVE, AND SHORT
	HANDWRITING	STORIES AND RESPOND TO THEM
19	DESCRIPTIVE WRITING / PERSUASIVE	READING TEXTS, POEMS, NARRATIVE, AND SHORT
	WRITING	STORIES AND RESPOND TO THEM
20		
21		
	I	I.

Vetted	by :	Signature:	Date :
--------	------	------------	--------

PHYSICAL EDUCATION

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LOCOMOTOR SKILLS	BODY MANAGEMENT
2	LOCOMOTOR SKILLS	STRATEGIES
3	MANIPULATIVE SKILLS	BODY MANAGEMENT
4	MANIPULATIVE SKILLS	STRATEGIES
5	MANIPULATIVE SKILLS	AEROBIC
6	MANIPULATIVE SKILLS	STRENGTH
7	MANIPULATIVE SKILLS	ENDURANCE
8	MANIPULATIVE SKILLS	FLEXIBILITY
9	MANIPULATIVE SKILLS	BODY COMPOSITION
10	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
11	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
12	MANIPULATIVE SKILLS	HEALTHY DIET
13		
14	RHYTHMIC SKILLS	SAFETY AND INJURIES
15	RHYTHMIC SKILLS	SAFETY AND INJURIES,
16	RHYTHMIC SKILLS	SELF-RESPONSIBILITY
17	SPACE AWARENESS	SOCIAL INTERACTION
18	DYNAMICS	GROUP DYNAMICS
19	RELATIONS	CRITICAL THINKING
20		
21		

Vetted by:	Signature:	Date:

FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B5 SEMESTER 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	Word cards
	Grammar	Nouns	B5.3.1.1.	B5.3.1.1.1	sentence
	Usage At Word				cards, class
	Writing	Penmanship and Handwriting	B5.4.2.1	B5.4.2.1.1.	library
	Using Writing	Using Capitalisation	B5.5.1.1	B5.5.1.1.1.	
	Conventions				
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	
	Reading	Reading		, ,	
2	Oral Language	Songs	B5.1.1.1.	B5.1.1.1.1	Word cards
		Poems	B5.1.3.1.	B5.1.3.1.1	sentence
	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	cards, class
	Grammar	Nouns	B5.3.1.1.	B5.3.1.1.1	library
	Usage At Word)		
	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.1	
	Using Writing	Using Capitalisation	B5.5.1.1	B5.5.1.1.1.	
	Conventions				
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	
	Reading	Reading			
3	Oral Language	STORY TELLING	B5.1.4.1	B5.1.4.1.1.	Word cards
	Reading	Word Families	B5.2.3.1.	B5.2.3.1.1	sentence
	Grammar	Nouns	B5.3.1.1.	B5.3.1.1.2	cards, class
	Usage At Word				library
	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B5.5.2.1	B5.5.2.1.1	
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	
	Reading	Reading			
4	Oral Language	Dramatization and Role Play	B5.1.5.1	B5.1.5.1.1.	Word cards
	Reading	Diphthongs	B5.2.4.1.	B5.2.4.1.1	sentence
	Grammar	DeSEMESTERiners	B5.3.2.1.	B5.3.2.1.1	cards, class
	Usage At Word				library
	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.2	
	Using Writing	Using Punctuation	B5.5.2.1.	B5.5.2.1.1	
	Conventions				
	Extensive	Building the Love and Culture of	B5.6.1.1.	B5.6.1.1.1.	
	Reading	Reading			
5	Oral Language	Dramatization and Role Play	B5.1.5.2	B5.1.5.2.1.	Word cards

WHATSAP	P ONLY 024535059		I	T	
	Reading	Blends and Consonant Clusters	B5.2.5.1.	B5.2.5.1.1	sentence
	Grammar	DeSEMESTERiners	B5.3.2.1.	B5.3.2.1.2	cards, class
	Usage At Word				library
	Writing	Writing as a Process	B5.4.9.1	B5.4.9.1.1.	
	Using Writing	Naming Words/Nouns	B5.5.3.1	B5.5.3.1.1.	
Conventions					
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	
	Reading	Reading			
6	Oral Language	Conversation	B5.1.6.1	B5.1.6.1.1.	Word cards
			B5.1.6.2.	B5.1.6.2.1	sentence
	Reading	Vocabulary	B5.2.6.1.	B5.2.6.1.1	cards, class
	Grammar	DeSEMESTERiners	B5.3.2.1.	B5.3.2.1.2	library
	Usage At Word				
	Writing	Writing as a Process	B5.4.9.2	B5.4.9.2.1.	
	Using Writing	Naming Words/Nouns	B5.5.3.1	B5.5.3.1.1.	
	Conventions				
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	
	Reading	Reading			
7	Oral Language	Listening Comprehension	B5.1.7.1	B5.1.7.1.1.	Word cards
			B5.1.7.1.	B5.1.7.1.2	sentence
	Reading	Vocabulary	B5.2.6.1.	B5.2.6.1.2	cards, class
	Grammar	Pronouns	B5.3.3.1.	B5.3.3.1.1	library
	Usage At Word				
	Writing	Narrative Writing	B5.4.101	B5.4.10.1.1	
	Using Writing	Naming Words/Nouns	B5.5.3.1.	B5.5.3.1.2	
	Conventions				
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	
	Reading	Reading			
8	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.3	Word cards
	Reading	Vocabulary	B5.2.6.2.	B5.2.6.2.1	sentence
	Grammar	Pronouns	B5.3.3.1.	B5.3.3.1.1	cards, class
	Usage At Word	19.			library
	Writing	Narrative Writing	B5.4.10.1.	B5.4.10.1.1	
	Using Writing	Naming Words/Nouns	B5.5.3.1.	B5.5.3.1.2	
	Conventions				
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	
	Reading	Reading			
9	Oral Language	Asking and Answering Questions	B5.1.8.1.	B5.1.8.1.1	Word cards
	Reading	Listening Comprehension	B5.1.7.1.	B5.1.7.1.1	sentence
	Grammar	Adjectives	B5.3.4.1.	B5.3.4.1.1	cards, class
	Usage At Word	_			library
	Writing	Creative/ Free Writing	B5.6.1.1	B5.4.11.1.1	1
			B5.5.4.1.	B5.5.4.1.1.	1
	Conventions		_		
	1		 	ļ	1
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	
9	Extensive Reading Oral Language Reading Grammar Usage At Word Writing Using Writing	Reading Asking and Answering Questions Listening Comprehension Adjectives	B5.1.8.1. B5.1.7.1. B5.3.4.1.	B5.1.8.1.1 B5.1.7.1.1 B5.3.4.1.1 B5.4.11.1.1	sentence cards, class

10	Oral Language	Giving and Following Commands	B5.1.9.1	B5.1.9.1.1.	Word cards
	Reading	Listening Comprehension	B5.1.7.1.	B5.1.7.1.2	sentence
	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.1	cards, class
	Usage At Word	VC123	23.3.3.1.	55.5.5.1.1	library
	osage / te troi a				
	Writing	Creative/ Free Writing	B5.4.11.1	B5.4.11.1.1	-
	Using Writing	Using action Words	В5.4.11.1	B5.5.4.1.1.	-
	Conventions	Osing action words	65.5.4.1	65.5.4.1.1.	
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	-
	Reading	Reading	DJ.0.1.1	D3.0.1.1.1.	
11	Oral Language	Presentation	B5.1.10.1.	B5.1.10.1.1	Word cards
	Reading	Listening Comprehension	B5.1.7.1.	B5.2.7.1.3	sentence
	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.2	cards, class
	Usage At Word	. 525	20.0.0.2.		library
	Writing	Descriptive Writing	B5.4.12.1.	B5.4.12.1.1	<u> </u>
	Using Writing	Using action Words	B5.5.4.1.	B5.5.4.1.2	-
	Conventions			, 23.3	
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	-
	Reading	Reading			
12	Oral Language	Presentation	B5.1.10.1.	B5.1.10.1.2	Word cards
12	Reading	Listening Comprehension	B5.1.7.1.	B5.2.7.1.3	sentence
	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.2	cards, class
	Usage At Word	Verbs	05.5.5.1.	DJ.J.J.1.2	library
	Writing	Descriptive Writing	B5.4.12.1.	B5.4.12.1.1	
	Using Writing	Using action Words	B5.5.4.1.	B5.5.4.1.2	1
	Conventions	comb detroit 17 or do	23.3	33.3	
	Extensive	Building the Love and Culture of	B5.6.1.1	B5.6.1.1.1.	-
	Reading	Reading			
					Word cards
	Reading	Phonics	B5.2.2.1.	B5.2.2.1.2.	sentence
	Grammar	Nouns	B5.3.1.1.	B5.3.1.1.3	cards, class
	Usage At Word				library
13	Writing	Penmanship and Handwriting	B5.4.2.1.	B5.4.2.1.2.	
	Using Writing	Using Capitalisation	B5.5.1.1	B5.5.1.1.2.	
	Conventions				
	Extensive	Building the Love and Culture of	B5.6.1.1.	B5.6.1.1.1	
	Reading	Reading			
	Oral Language	Songs	B5.1.1.1.	B5.1.1.1.2	Word cards
	Reading	Word Families: Minimal Pairs and	B5.2.3.1.	B5.2.3.1.2.	sentence
		Common Digraphs			cards, class
14	Grammar	Nouns	B5.3.1.1.	B5.3.1.1.3	library
1 1 7	Usage At Word				
	Writing	Penmanship and Handwriting	B5.4.2.1.	B5.4.2.1.2.	
	Using Writing	Using Capitalisation	B5.5.1.1	B5.5.1.1.2.	
	Conventions				

WHATSA	PP ONLY 024535059		T -	T .	T
	Extensive Building the Love and Culture of Reading		B5.6.1.1.	B5.6.1.1.1	
	Oral Language	Poems	B5.1.3.1	B5.1.3.1.2.	Word cards
15	Reading	Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1	B5.2.3.1.2.	sentence cards, class
	Grammar Usage At Word	DeSEMESTERiners	B5.3.2.1	B5.3.2.1.3.	library
	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.3	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1.	B5.5.3.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.	B5.6.1.1.1	
	Oral Language	STORY TELLING	B5.1.4.1	B5.1.4.1.2.	Word cards
	Reading	Blends and Consonant Clusters	B5.2.5.1.	B5.2.5.1.1	sentence
	Grammar	Desemesteriners	B5.3.2.1	B5.3.2.1.4.	cards, class
	Usage At Word	DESCIVILSTERMICIS	D3.3.2.1	05.5.2.1.4.	library
16	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.3	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1.	B5.5.3.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1	B5.6.1.1.1	
	Oral Language	Dramatization and Role Play	B5.1.5.2	B5.1.5.2.2.	Word cards
	Reading	Blends and Consonant Clusters	B5.2.5.1.	B5.2.5.1.1	sentence
	Grammar Usage At Word	Verbs	B5.3.5.1	B5.3.5.1.3.	cards, class library
17	Writing	Writing as a Process	B5.4.9.3.	B5.4.9.3.1	
	Using Writing Conventions	Using action Words	B5.5.4.1	B5.5.4.1.3.	_
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.	B5.6.1.1.1	
	Oral Language	Conversation - Talking about Oneself, Family, People,	B5.1.62. B5.1.6.3	B5.1.6.2.2. B5.1.6.3.1.	Word cards sentence
		Customs, Social/Cultural Values and Manners			cards, class
	Reading	Vocabulary	B5.2.6.3.	B5.2.6.3.1	1
18	Grammar Usage At Word	Verbs	B5.3.5.1	B5.3.5.1.4.	-
	Writing	Writing as a Process	B5.4.9.3.	B5.4.9.3.2	1
	Using Writing Conventions	Using action Words	B5.5.4.1	B5.5.4.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.	B5.6.1.1.1	
	Reading	Phonics	B5.2.2.1.	B5.2.2.1.2.	Word cards
19	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.3	sentence cards, class
	USage At Word				

	Using Writing	Using Capitalisation	B5.5.1.1	B5.5.1.1.2.	
	Conventions				
	Extensive	Building the Love and Culture of	B5.6.1.1.	B5.6.1.1.1	
	Reading	Reading			
	Oral Language	Songs	B5.1.1.1.	B5.1.1.1.2	
20					
20					
21					
21					

					/	
Vetted by	, .		Signature		Date	:
,				2,		
			M			
		, All				
		AL				

FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B5 SEMESTER 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B5.1.1.1.	B5.1.1.1.1	Plants and animals in the environment, plastics, stones,
2	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B5.1.1.2.	B5.1.1.2.1	pictures videos paper,
3	DIVERSITY OF MATTER	MATERIALS	B5.1.2.1.	B5.1.2.1.1	
4	DIVERSITY OF MATTER	MATERIALS	B5.1.2.1.	B5.1.2.1.1	
5	DIVERSITY OF MATTER	MATERIALS	B5.1.2.2.	B5.1.2.2.1	
6	DIVERSITY OF MATTER	MATERIALS	B5.1.2.3.	B5.1.2.3.1	
7	CYCLES	EARTH SCIENCE	B5.2.1.1.	B5.2.1.1.1	
8	CYCLES	EARTH SCIENCE	B5.2.1.1.	B5.2.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
9	CYCLES	EARTH SCIENCE	B5.2.1.2.	B5.2.1.2.1	pictures videos paper
10	CYCLES	EARTH SCIENCE	B5.2.1.3.	B5.2.1.3.1	
11	CYCLES	EARTH SCIENCE	B5.2.1.3.	B5.2.1.3.2	
12	CYCLES	EARTH SCIENCE	B5.2.1.3.	B5.2.1.3.2	Plants and animals in the environment, plastics, stones, pictures videos paper
13					p.otares viacos paper
14	CYCLES	EARTH SCIENCE	B5.2.1.4.	B5.2.1.4.1	Plants and animals in the environment, plastics, stones, pictures videos paper

15	CYCLES	EARTH SCIENCE	B5.2.1.5.	B5.2.1.5.1	Plants and animals in the environment, plastics, stones,
					pictures videos paper
16	CYCLES	EARTH SCIENCE	B5.2.1.5.	B5.2.1.5.2	Plants and animals in the
					environment, plastics, stones,
					pictures videos paper
17	CYCLES	EARTH SCIENCE	B5.2.1.5.	B5.2.1.5.2	Plants and animals in the
					environment, plastics, stones,
					pictures videos paper
18	CYCLES	LIFE CYCLES OF	B5.2. 2.1.	B5.2. 2.1.2	Plants and animals in the
		ORGANISMS			environment, plastics, stones,
					pictures videos paper
19	FORCES AND	SOURCES AND	B5.4.1.1.	B5.4.1.1.1	Plants and animals in the
	ENERGY	FORMS OF			environment, plastics, stones,
		ENERGY		4	pictures videos paper
20					
21					
			4	DI.	

Vetted by	·		Signature:	 Date :
		WY.		
		Alx,		

FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B5 SEMESTER 1 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Introduction to	Generation of computers	B5.1.1.1.	B5.1.1.1.1	Laptops,
	computing	and parts of a computer and	B5.1.1.1.	B5.1.1.1.2	Images of
		other gadgets			clipboard,
2	Introduction to	Generation of computers and	B5.1.1.1.	B5.1.1.1.3	
	computing	parts of a computer and other	B5.1.1.1.	B5.1.1.1.4	
		gadgets			
3	Introduction to	Generation of computers	B5.1.1.1.	B5.1.1.1.5	
	computing	and parts of a computer and	B5.1.1.1.	B5.1.1.1.6	
		other gadgets			
4	Introduction to	Introduction to MS-Windows	B5.1.1.1.	B5.1.1.1.1	Laptops,
	computing	Interface (Desktop Background	B5.1.2.1.	B5.1.2.1.2	
		and locations of the	B5.1.2.1.	B5.1.2.1.3	
		computer.)	\sim		
5	Introduction to	Introduction to MS-Windows	B5.1.2.1.	B5.1.2.1.4	
	computing	Interface (Desktop Background	B5.1.2.1.	B5.1.2.1.5	
		and locations of the	\bigcirc		
		computer.)	F		
6	Introduction to	Introduction to MS-Windows	B5.1.2.1.	B5.1.2.1.6	
	computing	Interface (Desktop Background	B5.1.2.1.	B5.1.2.1.7	
		and locations of the			
		computer.)			
7	Introduction to	Data, sources and usage	B5.1.3.1.	B5.1.3.1.1.	Laptops,
	computing		B5.1.3.1.	B5.1.3.1.2	
8	Introduction to	Data, sources and usage	B5.1.3.1.	B5.1.3.1.3	
	computing		B5.1.3.1.	B5.1.3.1.4	
9	Introduction to	Data, sources and usage	B5.1.3.1.	B5.1.3.1.5	
	computing		B5.1.3.1.	B5.1.3.1.6	
			B5.1.3.1.	B5.1.3.1.7	
10	Introduction to	Data, sources and usage	B5.1.3.1.	B5.1.3.1.8	Laptops,
	computing		B5.1.3.1.	B5.1.3.1.9	
			B5.1.3.1.	B5.1.3.1.10	
11	Presentation	Technology in the community	B5.1.4.1.	B5.1.4.1.1	
		(communication)	B5.1.4.1.	B5.1.4.1.2	
12	Word	Technology in the community	B5.1.4.1.	B5.1.4.1.3	Laptops,
	processing	(communication)	B5.1.4.1.	B5.1.4.1.4	
		·			
13					
14	Programming	Introduction to databases,	B5.5.1.3.	B5.5.1.3.1	Laptops,
	and databases	algorithm and programming.	B5.5.1.3.	B5.5.1.3.2	

ar 16 Pr ar 17 In so 18 In	rogramming nd databases rogramming nd databases nternet and ocial media	Introduction to databases, algorithm and programming. Introduction to Electronic Spreadsheet Network Overview	B5.5.1.3. B5.5.1.3. B5.6.1.1.	B5.5.1.3.4 B5.5.1.3.5 B5.5.1.3.6 B5.5.1.3.1 B5.5.1.3.2 B5.5.1.3.3	Laptops,
16 Pr ar 17 In so	rogramming nd databases nternet and ocial media	Introduction to Electronic Spreadsheet	B5.5.1.3.	B5.5.1.3.6 B5.5.1.3.1 B5.5.1.3.2 B5.5.1.3.3	Laptops,
17 In so	nd databases nternet and ocial media	Spreadsheet		B5.5.1.3.1 B5.5.1.3.2 B5.5.1.3.3	Laptops,
17 In so	nd databases nternet and ocial media	Spreadsheet		B5.5.1.3.2 B5.5.1.3.3	Laptops,
17 In so	nternet and ocial media		B5.6.1.1.	B5.5.1.3.3	
18 In	ocial media	Network Overview	B5.6.1.1.		
18 In	ocial media	Network Overview	B5.6.1.1.	DE 6 1 1 1	
18 In				D3.0.1.1.1	Laptops,
	nternet and			B5.6.1.1.2	
	nternet and			B5.6.1.1.3	
so	recince and	Network Overview	B5.6.1.1.	B5.6.1.1.1	Laptops,
	ocial media			B5.6.1.1.2	
				B5.6.1.1.3	
19 In	nternet and	Web browsers and Web Pages	B5.6.2.1	B5.6.2.1.1.	Laptops,
so	ocial media		B5.6.2.1.	B5.6.2.1.2	
			B5.6.2.1.	B5.6.2.1.3	
20					
21					
'etted by :		Signatur	e:	Dat	e :

Vetted by	, ·	Signature:	Date :
v Cttca o ,		Signature:	Date :

FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B5 SEMESTER 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	NUMBER	Counting, Representation & Cardinality	B5.1.1.1. B5.1.1.1.	B5.1.1.1.1 B5.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation & Cardinality	B5.1.1.1. B5.1.1.1.	B5.1.1.1.3 B5.1.1.1.4	carus
3	NUMBER	Counting, Representation & Cardinality	B5.1.1.1. B5.1.1.1.	B5.1.1.1.5 B5.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation & Cardinality	B5.1.1.2. B5.1.1.2.	B5.1.1.2.1 B5.1.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
5	NUMBER	Fractions	B5.1.3.1. B5.1.3.1.	B5.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	NUMBER	Fractions	B5.1.3.1. B5.1.3.1.	B5.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	NUMBER	Fractions	B5131 B5131	B51313 B51314	Counters, bundle and loose straws, Paper strips, Cut out cards
8	ALGEBRA	Patterns and Relationships	B5151 B5151	B51511 B51512	Counters, bundle and loose straws, Paper strips, Cut out cards
9	ALGEBRA	Patterns and Relationships	B5151 B5211	B51513 B52111	Counters, bundle and loose straws, Paper strips, Cut out cards
10	ALGEBRA	Patterns and Relationships	B5211 B5211	B52112 B52113	Counters, bundle and loose straws, Paper strips, Cut out cards

	ALCERRA	Dattorns and	B5211	B52114	Countars hundla
11	ALGEBRA	Patterns and Relationships	B5211 B5211	B52114 B52115	Counters, bundle and loose straws, Paper strips, Cut out cards
12	GEOMETRY AND MEASUREMENT	Lines and Shapes. Measurement - perimeter, Area, Capacity/Volume and Angle	B5.3.1.1. B5.3.1.1. B5.3.1.1.	B5.3.1.1.1 B5.3.1.1.2 B5.3.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
13					
14	Number	Counting, Representation & Cardinality	B5.1.1.3. B5.1.1.3.	B5.1.1.3.1 B5.1.1.3.2	Counters, bundle and loose straws, Paper strips, Cut out cards
15	Number	Counting, Representation & Cardinality	B5.1.1.3. B5.1.1.3.	B5.1.1.3.3 B5.1.1.3.4	Counters, bundle and loose straws, Paper strips, Cut out cards
16	Number	Counting, Representation & Cardinality	B5.1.1.3. B5.1.2.1.	B5.1.1.3.5 B5.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
17	Number	Fractions	B5131 B5131	B51315 B51316	Counters, bundle and loose straws, Paper strips, Cut out cards
18	Number	Fractions	B5141 B5121	B51411 B51211	Counters, bundle and loose straws, Paper strips, Cut out cards
19	Algebra	Patterns and Relationships	B5211 B5211	B52116 B52117	Counters, bundle and loose straws, Paper strips, Cut out cards
20					
21					

Vetted by	•	Signature:	Date :
-----------	---	------------	--------

FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B5 SEMESTER 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	NA. Country Chana	The Decade Of Chang	DE 2.4.4	DE 2.4.4.4	A of
1	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of
					Ghana,
					Posters,
2	M. Carratur Chana	The Decade Of Chang	B5.2.1.1.	DE 2.4.4.4	documentary
2	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of
					Ghana,
					Posters,
			DE 0.4.4	55.01.11	documentary
3	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of
					Ghana,
					Posters,
			///		documentary
4	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.2	A map of
)		Ghana,
					Posters,
					documentary
5	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.2	A map of
					Ghana,
					Posters,
					documentary
6	My Country Ghana	Some Selected Individuals	B5.2.5.1.	B5.2.5.1.1	A map of
					Ghana,
					Posters,
					documentary
7	My Country Ghana	Some Selected Individuals	B5.2.5.1.	B5.2.5.1.1	A map of
					Ghana,
					Posters,
					documentary
8	My Country Ghana	Some Selected Individuals	B5.2.5.1.	B5.2.5.1.1	A map of
					Ghana,
					Posters,
					documentary
9	Europeans in Ghana	International Trade	B5.3.2.1.	B5.3.2.1.1	A map of
	-	Including the Slave Trade			Ghana,
				1	<u> </u>

ntary f ntary ntary
f ntary f
ntary f
ntary f
ntary f
f
ı
ntary
f
,
ntary
f
1
,
ntary
f
•
ntary
f
,
ntary
f
,
ntary
f
,
•

19	Colonisation And	Economic	B5.4.3.2		A map of
	Developments Under	Development		B54321	Ghana,
	Colonial Rule In				Posters,
	Ghana				documentary
20					
21					

Vetted by :	Signature:	Date :
	07/4	

FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B5 SEMESTER 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall words, posters, video clip, etc
2	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall words, posters, video clip, etc
3	His Creation and Attributes	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall words, posters, video clip, etc
4	His Creation and Attributes	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall words, posters, video clip, etc
5	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.3	wall charts, wall words, posters, video clip, etc
6	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.3	wall charts, wall words, posters, video clip, etc
7	His Creation and Attributes	The Environment	B5.1.2.1	B5.1.2.1.1.	wall charts, wall words, posters, video clip, etc
8	His Creation and Attributes	The Environment	B5.1.2.1	B5.1.2.1.1.	wall charts, wall words, posters, video clip, etc
9	His Creation and Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	wall charts, wall words, posters, video clip, etc
10	His Creation and Attributes	The Environment	B5.1.2.1.	B5.1.2.1.2	wall charts, wall words, posters, video clip, etc
11	His Creation and Attributes	The Environment	B5.1.2.1.	B5.1.2.1.2	wall charts, wall words, posters, video clip, etc
12	His Creation and Attributes	The Environment	B5.1.2.1.	B5.1.2.1.2	wall charts, wall words, posters, video clip, etc
13					
14	Religious practices and their moral implications	Religious Worship in the Three Major Religions in Ghana	B5.2.1.1	B5.2.1.1.1	A map of Ghana, Posters, documentary

	F ONET 0243330331	1	1		T	
15	Religious practices	Religious Worship in	B5.2.1.1.	B5.2.1.1.1	A map of Ghana,	
	and their moral	the Three Major			Posters,	
<u> </u>	implications	Religions in Ghana			documentary	
16	Religious practices	Religious Worship in	B5.2.1.1.		A map of Ghana,	
 -	and their moral	the Three Major		B5.2.1.1.2	Posters,	
ļ	implications	Religions in Ghana			documentary	
17	Religious practices	Religious Worship in	B5.2.1.1.1	B5.2.1.1.2	A map of Ghana,	
I	and their moral	the Three Major			Posters,	
ļ	implications	Religions in Ghana			documentary	
18	Religious practices	Religious Festivals in	B5.2.2.1.	B5.2.2.1.1	A map of Ghana,	
 -	and their moral	the Three Major			Posters,	
 -	implications	Religions in Ghana			documentary	
19	Religious practices	Religious Festivals in	B5.2.2.1.	B5.2.2.1.1	A map of Ghana,	
ļ	and their moral	the Three Major			Posters,	
<u> </u>	implications	Religions in Ghana			documentary	
20						
21						
Vetted by : Date :						
Vetted by	, ·	Sign	naturo:		Nate ·	
Vetted by	<i>ı</i> :	Sigr	nature:		Date :	

Vetted by :	Signature:	Date:

FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B5 SEMESTER 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B5.1.1.1.	B5.1.1.1.1.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B5.1.1.1	B5.1.1.1.1.	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B5.1.2.1	B5.1.2.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B5.1.3.1	B5.1.3.1.1.	Pictures, Charts, Video Clip
5	ALL ABOUT US	Home and School	B5.1.4.1.	B5.1.4.1.1	Pictures, Charts, Video Clip
6	ALL AROUND US	The Environment and the Weather	B5.2.1.1	B5.2.1.1.1.	Pictures, Charts, Video Clip
7	ALL AROUND US	Plants and Animals	B5.2.1.2	B5.2.1.2 .1.	Pictures, Charts, Video Clip
8	ALL AROUND US	Map Making and Land Marks	B5.2.3.1	B5.2.3.1.1.	Pictures, Charts, Video Clip
9	ALL AROUND US	Population and Settlement	B5.2.4.1	B5.2.4.1.1.	Pictures, Charts, Video Clip
10	OUR BELIEFS AND VALUES	Worship	B5. 3.1.1	B5. 3.1.1. 1.	Pictures, Charts, Video Clip
11	OUR BELIEFS AND VALUES	Worship	B5. 3.1.1	B5. 3.1.1. 1.	Pictures, Charts, Video Clip
12	OUR BELIEFS AND VALUES	Worship	B5. 3.1.1	B5. 3.1.1. 1.	Pictures, Charts, Video Clip
13					
14	ALL AROUND US	The Environment and the Weather	B5.2.1.3	B5.2.1.3.1.	A map of Ghana, Posters, documentary
15	ALL AROUND US	Plants and Animals	B5.2.1.2	B5.2.1.2 .1.	A map of Ghana, Posters, documentary
16	ALL AROUND US	Map Making and Land Marks	B5.2.3.1	B5.2.3.1.1.	A map of Ghana, Posters, documentary
17	ALL AROUND US	Map Making and Land Marks	B5.2.3.1	B5.2.3.1.1.	A map of Ghana, Posters, documentary
18	ALL AROUND US	Population and Settlement	B5.2.4.1	B5.2.4.1.1.	A map of Ghana, Posters, documentary

19	OUR BELIEFS	Worship	B5. 3.1.1	B5. 3.1.1. 1.	A map of Ghana,
	AND VALUES				Posters,
					documentary
20					
21					

/etted by :	Signature:	Date :
-------------	------------	--------



FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B5 SEMESTER 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B5.1.1.1.	B5.1.1.1.1	Balls, Videos and Picture,
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B5.1.1.1.	B5.1.1.1.2	Drums, Speakers
3	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.1	Balls, Videos and Picture,
4	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.2	Drums, Speakers
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5 1.2.1.:	B5 1.2.1.3:	Balls, Videos and Picture,
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.4	Drums, Speakers
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.5	Balls, Videos and Picture,
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.6	Drums, Speakers
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.7	Balls, Videos and Picture, Drums, Speakers
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.8	Balls, Videos and Picture, Drums, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.9	Videos and Picture, Drums
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.:	B5.1.2.1.10:	
13					
14	MOTOR SKILLS AND MOVEMENT PATTERN	RHYTHMIC SKILLS	B5.1.3.1	B5.1.3.1.1	
15	MOTOR SKILLS AND MOVEMENT PATTERN	RHYTHMIC SKILLS	B5.1.3.1	B5.1.3.1.2	
16	MOTOR SKILLS AND MOVEMENT PATTERN	RHYTHMIC SKILLS	B5.1.3.1	B5.1.3.1.3	
17	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	SPACE AWARENESS	B5.2.1.2	B5.2.1.2.1	

18	MOVEMENT CONCEPTS,	DYNAMICS	B5.2.2.2	B5.2.2.2.1	
	PRINCIPLES AND				
	STRATEGIES				
19	MOVEMENT CONCEPTS,	RELATIONS	B5.2.3.2	B5.2.3.2.1	
	PRINCIPLES AND				
	STRATEGIES				
20					
21					

	Vetted by	<i>/</i> :	Signature:	Date :
--	-----------	------------	------------	--------

WANT HILLIAM OF THE SCHOOL OF

FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B5 SEMESTER 1 CREATIVE ART

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B5 1.1.1.	B5 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	B5 2.1.1.	B5 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B5 1.2.2.	B5 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B5.2.2.2.	B5.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B5 1.2.3.	B5 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B5 2.2.3.	B5 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B5 1.3.5.	B5 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B5 2.3.5.	B5 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B5 1.4.6. B5 2.4.6.	B5 1.3.4.1 B5 2.4.6.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B5 1.4.7. B5 2.4.7.	B5 1.3.5.1 B5 2.4.7.2	-do-
11	Visual and Performing Arts	Appreciating and Appraising	B5 2.3.4.	B5 1.4.6.2 B5 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B5.1.4.7. B5.2.4.7.	B5 1.4.6.2 B5 2.4.6.2	-do-
13					
14	Visual arts	Thinking and exploring (Visual Arts)	B5.1.1.1	B5.1.1.1.3	-do-
15	Performing arts	Thinking and exploring	B5.2.1.1	B5.2.1.1.3	-do-

		1				
		(Performing Arts)				
16	Visual arts	Planning, Making and Composing	B5.1.2.2	B5.1.2.2.2	-do-	
47	Daufaunia.	(Visual Arts)	DE 2.2.2	DE 2.2.2.2	al a	
17	Performing	Planning, Making	B5.2.2.2	B5.2.2.2.2	-do-	
	arts	and Composing				
18	Visual arts	(Performing Arts) Displaying and	B5.1.3.4	B5.1.3.4.2	-do-	
10	Visual alts	sharing	65.1.5.4	b3.1.3.4.2	-40-	
		(Visual Arts)				
19	Performing	Display and Sharing	B5.2.3.4	B5.2.3.4.2	-do-	
	arts	(Performing Arts)	55.2.51	33.2.32		
20		(* ************************************				
21						
Vetted by	y :		Signature	172		. Date :
Vetted b	y :			PHY		

Vetted by :	Signatura:	Data ·
vetted by	Signature	Date

FIRST SEMESTER SCHEME OF LEARNING

Scheme of Learning for B5 SEMESTER 1 (Ghanaian Language)

Week	of Learning for B. STRAND	5 SEMESTER 1 (Ghanaian Lai SUB-STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Oral	SONGS	B5.1.1.1.	B5.1.1.1.1:	Drums, drum
	Language				sticks,
		Poems	B5.1.3.1.	B5.1.3.1.1	recorded audios,
			B5.1.3.1.	B5.1.3.1.2	Manila cards,
					recorded audio
2.	Oral	Listening and Story Telling	B5.1.4.1.	B5.1.4.1.1	visuals
	Language		B5.1.4.1.	B5.1.4.1.2	
		Dramatisation and Role Play			
		,	B5.1.5.1.	B5.1.5.1.1	
			B5.1.5.1.	B5.1.5.1.3	
3.	Reading	Phonics: Letter Sound	B5.2.4.1.	B5.2.4.1.1	Pictures of
		Knowledge	B5.2.4.1.	B5.2.4.1.2	animals, Manila
			B5.2.4.1.	B5.2.4.1.3	cards, markers,
					recorded
					audiovisual
4.	Reading	Phonics: Letter Sound	B5.2.4.1.	B5.2.4.1.4	Manila cards,
		Knowledge			markers, recorded
					audio-
		vocabulary (Sight and content	B5.2.5.1.	B5.2.5.1.1	visual
		vocabulary)			Visual
5.	Writing	Penmanship/Handwriting	B5.3.1.1.	B5.3.1.1.1	Manila cards,
			B5.3.1.1.	B5.3.1.1.2	markers, recorded
		$\mathcal{L}_{\mathcal{L}}}}}}}}}}$			audio- visual
6.	Composition	Narrative Writing	B5.4.1.1.	B5.4.1.1.1	Manila Cards,
	Writing	Θ_{I}	B5.4.1.1.	B5.4.1.1.2	Class reader
			B5.4.1.1.	B5.4.1.1.3	
7.	Composition	Creative/ Free Writing	B5.4.2.1.	B5.4.2.1.1	Manila Cards,
	Writing		B5.4.2.1.	B5.4.2.1.2	Markers
			B5.4.2.1.	B5.4.2.1.3	
8.	Composition	Descriptive Writing	B5.4.3.1.	B5.4.3.1.1	Word cards,
	Writing		B5.4.3.1.	B5.4.3.1.2	Manila card
					Markers Word
					cards Manila card
					Markers

VVIIAISAP	P ONLY 02453505	91		1	
9.	Writing	Integrating Grammar in	B5.5.1.1.	B5.5.1.1.1	Word cards,
	Convention	Written Language	B5.5.1.1.	B5.5.1.1.2	Manila card
	s/ Usage	(Capitalization)	B5.5.1.1.	B5.5.1.1.3	Markers Word
					Cards, Manila card,
10.	Writing	Integrating Grammar in	B5.5.2.1.	B5.5.2.1.1	Word cards,
	Convention s/	Written Language	B5.5.2.1.	B5.5.2.1.2	Manila card
	Usage	(Punctuation)	B5.5.2.1.	B5.5.2.1.3	Markers Word
	J	,			
					Cards, Manila
		Integrating Grammar in	B5.5.3.1.	B5.5.3.1.1	card,
		Written Language (Use of	вэ.э.э.т.	D5.5.5.1.1	
		action words)	C	()·	
11.	Extensive	Building the Love and Culture	B5.6.1.1.	B5.6.1.1.1	Reading materials
	Reading/	of Reading in Learners	B5.6.1.1.	B5.6.1.1.2	J
	Children	g state			
	Library				
			5		
12.	Extensive	Read Aloud with Children	B5.6.2.1.	B5.6.2.1.1	Manila Cards,
	Reading/		B5.6.2.1.	B5.6.2.1.2	Markers
	Children				
	Library				
	Library				
13					
14	Oral	Conversation	B5.1.6.1.	B5.1.6.1.1.	Manila Cards,
	Language	23.172.341.011	B5.1.6.1.	B5.1.6.1.2	Markers
	_3000		B5.1.6.1.	B5.1.6.1.3	
1					

15	Oral	Talking about Oneself, Family,	B5.1.7.1.	B5.1.7.1.1	Manila Cards,
	Language	People and Places / Asking	B5.1.7.1.	B5.1.7.1.3	Markers
		and Answering	B5.1.9.1.	B5.1.9.1.1	
16	Reading	Vocabulary (Sight and content	B5.2.5.1.	B5.2.5.1.2	Manila Cards,
		vocabulary) / Comprehension	B5.2.6.1.	B5.2.6.1.1	Markers
			B5.2.6.1.	B5.2.6.1.2	
17	Reading	Silent Reading	B5.2.7.1.	B5.2.7.1.1	Manila Cards,
17	Reduing	Sheric Reading	B5.2.7.1.	B5.2.7.1.2	Markers
			D3.2.7.1.	D3.2.7.1.2	
			· C		
18	Writing	Penmanship/	B5.3.1.1.	B5.3.1.1.3	Manila Cards,
		Handwriting	B5.3.1.1.	B5.3.1.1.4	Markers
)-		
19	Composition	Descriptive Writing /	B5.4.3.1.	B5.4.3.1.3	Manila Cards,
	Writing	Persuasive Writing	B5.4.4.1.	B5.4.4.1.1	Markers
			B5.4.4.1.	B5.4.4.1.2	
20					
24					
21					

Vetted by : Date :

SEMESTER ONE BASIC FIVE WEEK 1

AMARIHI ROJANIA



WEEK ONE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

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 1				
2	1 of 1				
2	1 of 1				
2	1 of 1				
2	1 of 1				
Strand :	Sub-strand :				
A. Reading	A. Phonics				
B. Grammar Usage At Word	B. Nouns				
C. Writing	C. Penmanship and Handwriting	Penmanship and Handwriting			
D. Using Writing Conventions	D. Using Capitalisation	Using Capitalisation			
E. Extensive Reading	E. Building the Love and Culture of Reading	3			
Indicator (code)	B5.2.2.1.1. B5.3.1.1.1. B5.4.2.1.1				
	B5.5.1.1.1. B5.6.1.1.1.				
Content standard (code)	B5.2.2.1. B5.3.1.1. B5.4.2.1. B5.5.1.	1.			
	B5.6.1.1.				
Performance Indicator	A. Learners can apply common phonic generalisation				
	(e.g. hard and soft "c" and "g") when reading	ıg			
	continuous texts				
	B. Learners can Identify and use nouns or noun phrase	₽S			
	to refer to quantities or units.				
	C. Learners can copy sentences clearly in joint scri	ot			
	maintaining legible handwriting				
	D. Learners can follow appropriate mechanic	al			
	convention				
	E. Learners can read a variety of age- and lev				
	appropriate books and present at least a-thre	e-			
	paragraph summary of each book read				

	ONLY 0245350591 Detencies: Creativity and Inn	ovation Communication and Collaboration	Personal Development
	ship Critical Thinking and Pr		
Keywords			
T. L .R. (s)		Word cards, sentence cards, let manila card and a class library.	er cards, handwriting on a
Ref:	Er	glish Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Learners in convenient growerds (e.g. ink words) on 2. Mix the cards up and plathem on a table or in a borfront of the class. 3. A pupil picks a card. If spicks an onset, s/he search a card with a rime and vice s/he then puts the two catogether and blends the set to read the word and writh word on the board. That particular onset is puside. Example S ink Sink The team that is able to rewrite more words become winner. DEBRIEFING What did you like about the game? What must your team do next time?	"g" as in gain and age • Review the hard form of the sound, e.g. "c" as in cut; "g" as in get. • Introduce the soft form using lots of examples, e.g. "c" as in centre, cent, circle; "g" as in ger gin, etc. • In groups, encourage learners to come out with words in which the sounds occur. • Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read. • Differentiated learning Ask stronger learners to answer some questions e first and then let learners who are struggling answer similar questions. • Pair up stronger and weaker	their 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:

VVII/ (13/ (11 O)	NLT 0245550591		
	Share lesson indicator and treat	who struggle, and the extension	
	key words with learner .	activities for	
		those learners who need more of	
		a challenge	
		Assessment: let learners mention	
		words in which the sounds occur.	
Wednesd		C.GRAMMAR	What new things have
ay	Catch and pass	 Revise nouns briefly. 	you learned today?
- /	(using nouns in speech and	 Introduce quantities and units 	
	writing activity)	in context.	Learning progress
	,,,	e.g.:	voting: Ask
	Learners in convenient groups of	Please, give me a piece of	learners to show by
	2 or more. A member in Group A	paper.	their fingers of 5 or 3
	throws a ball to a member in	I have a pair of trousers.	or 1 as to those 'who
	Group B. The student who	Have learners identify more	really got it', 'got some
	catches the ball shouts "I catch".	examples of these in text and use	of it' or didn't get it'
		them in sentences.	respectively.
	A different member in Group B	Learners make up their own	respectively.
	mention a Noun e.g. monkey or	noun phrases and use them in	Independent Activity/
	tambourine, etc.	sentences.	Homework:
	tamboarme, etc.	Sericences.	nomework.
	Another member in Group B uses	Differentiated learning	
	the noun to form a sentence. The	Ask stronger learners to answer	
	group earns a point for the given	some questions	
	noun and correct sentence.	first and then let learners who	
	Houri and correct sentence.		
	A member in Group B throws the	are struggling answer similar questions.	
	ball back t a member in Group A	Pair up stronger and weaker	
	•		
	and they go through the same	learners so that	
	process until they produce for	stronger learners can help	
	example five nouns each plus	weaker ones.	
	their corresponding sentences.	Use the remedial activities as	
	DEDDIEFING	practice for learners	
	DEBRIEFING	who struggle, and the extension	
	What did you like about the	activities for	
	game?	those learners who need more of	
	What did you dislike about the	a challenge	
	game?		
	What must your team do to win	Assessment: let learners use	
	next time?	nouns or noun phrases to refer to	
		quantities or units.	
	Share lesson indicator and treat		
	key words with learner .		

Thursday Writing Chain D.WRITING What new things have Select sentences from texts you learned today? (Penmanship activity) learners have read and write Learners in convenient groups them on the board, using joint Learning progress e.g (Group A & B) observe/ script. voting: Ask perceive a card with an e.g. learners to show by inscription (a pattern or a letter) their fingers of 5 or 3 Sentence Worksheet or 1 as to those 'who How are you todays When signaled, the first learner really got it', 'got some How are you today in each Group passes the card to of it' or didn't get it' How are you today the next group member and at respectively. How are you today the same time writes or draws Independent Activity/ the same pattern on a sheet. They all do the card passing and Homework: Have learners read out the drawing in turns. sentence. (in pairs, small groups, When the last member finishes large groups) in each group, he/she shouts Have learners copy the 'Bingo!' sentences into their exercise books. Assessment: Go round to support struggling How did you help your team to learners. win the game? Differentiated learning What objects in the classroom Ask stronger learners to answer look like the strokes you traced? some questions first and then let learners who Share lesson indicator and treat are struggling key words with learner. answer similar questions. • 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 Assessment: let learners copy sentences clearly in joint script maintaining legible handwriting **E.WRITING CONVENTION AND** Friday Divide learners into small groups What new things have and assign one topic to each **GRAMMAR USAGE** you learned today? group

for learners to describe what the Ask individual learners to write a Learning progress word or words mean formal letter each on a given voting: Ask Many groups can have the same topic paying attention to correct learners to show by use of capital letters, the full their fingers of 5 or 3 topic. stop, comma, question mark, or 1 as to those 'who **DEBRIEFING:** exclamation mark, quotation really got it', 'got some of it' or didn't get it' How did you feel during the mark, apostrophe, hyphen etc. game? respectively. •What new words did you learn? Assessment: let learners write a •How does it feel to win? formal letter each on a given Independent Activity/ •What will you do next time to Homework: topic win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Friday **E.EXTENSIVE READING** Learners access and discuss What new things have various states of books (E.g torn you learned today? Have learners read books, folded books, new books, independently books of their folded, books, old books, Learning progress choice during the library period. covered books) on display in voting: Ask • Learners think-pair-share their class/library/cupboard office. learners to show by stories with peers. their fingers of 5 or 3 Ask each learner to write a-**DEBRIEFING** or 1 as to those 'who really got it', 'got some two-three paragraph summary of of it' or didn't get it' the book read. 1. Did you like the states of the respectively. • Invite individuals to present books we observed? their work to the class for 2. What is the cause of the Independent Activity/ feedback. poor/good state in which we find Homework: the books? 3. What can we do to make the Assessment: let learners read a books look different from the variety of age- and level way they are now? appropriate books and present at least a-three-paragraph Share the lesson indicator and summary of each book read explain the key words

 WEEK ONE : LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending: 21st January, 2022						Class size:		
Day:	Day:				Date:			
Monday,	Monday, 60 minutes				17th January, 2022			
Tuesday, 60 minutes				18th Janua	ary, 2022			
Wednesday, 60 minutes				19th Janua	ary, 2022			
Thursday,	Thursday, 60 minutes				20th Janua	ary, 2022		
Friday, 60) minutes				21st Janua	ary, 2022		
Period :					Lesson:			
2					1 of 3			
2					2 of 3	-//		
2					3 of 3	\mathcal{O}		
2					1 of 2			
2					2 of 2			
Strand : N	umber			Sub-strand	: Counting	, Representati	on & Cardinality	
Indicator ((code)		B5.1.1	1.1 F	35.1.1.1.2			
Content st	tandard (code)		B5.1.1.1. B5.1.1.1.					
Performar	nce Indicator		Learners can model number quantities up to 1,000,000 using					
		,	graph sheets and multi-base block					
			Learners can read and write numbers in figures and in words up					
			to 1000,000 tion Communication and Collaboration Personal Development					
					and Collab	oration Persor	nal Development	
and Leade	rship Critical Thi	nking and Proble	em Solvi	ng.				
Keywords		<i>H</i> .						
Reywords		· ·						
T. L .R. (s)			Graph sheets • Place value mats • Place value charts • Multi-					
(0)			base blocks or counters					
Ref:		Mathematics cu	curriculum Page					
				486				
DAY	Phase 1:		Phase 2: Main				Phase 3:	
Starter		(new learning including assessmen		sment)	Plenary /			
	(preparing the	preparing the brain		, 21 8		23363311161167	Reflections	
	for learning)							
Monday			Ask p	upils to mod	el number o	quantities up	Review the lesson	
		ite numbers on				with Learners		
	a ball using a r	narker.						

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.

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?

Share lesson indicator and treat key words with learner

Learners form convenient

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

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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

Tuesday

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.

DEBRIEFING

wins the game

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

The learner with the highest

number of cards at the end

Ask pupils to model the number 137,000 shading graph sheet square as shown below, where 1cm×1cm square represents 1000 units .

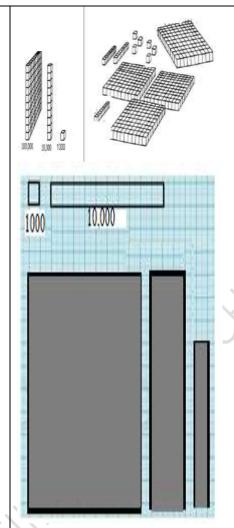
What new things have you learned today?

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:

- 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?

Share lesson indicator and treat key words with learner .



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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

Wednesd

ay

- 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.

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?

Share lesson indicator and treat key words with learner

Give learners teacher-make token currency notes [¢10, ¢100& ¢500 notes] on different coloured-paper and ask them to work out how many will be required to model given amounts up to ¢10,000; e.g. ¢23,480

Assessment: have learners to practice with more examples

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:

Thursday

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

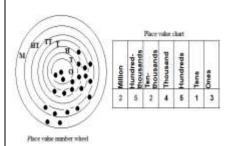
The learner with the highest number of cards at the end wins the game

cards back and the cards are

DEBRIEFING

shuffled.

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 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. 2 landed in the ten-thousands' ring making the number twenty-thousand or 20,000)



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:

- 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?

Share lesson indicator and treat key words with learner .

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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

Friday

- 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.

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?

Share lesson indicator and treat key words with learner

Ask pupils to write given numbers on the expanded form of the number : $2,524,513=1000,000\times2+100,000\times5+10,000\times2+1000\times1+1\times3=2,000,000+500,000+20,000+4,000+500+10+3$



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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

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:

WHATSAPP C	NLY 0245350591		
		ment: have learners to practice with examples	
Vetted by :		 Signature:	Date :



WEEK ONE: LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending: 2				Class	size:		
Day:	Day:				Date :		
Monday, 60 m	inutes			17th J	anuar	y, 2022	
Thursday, 60 n	ninutes			20th J	anuar	y, 2022	
Period :				Lessor	า :		
2				1 of 2			
2				2 of 2			
Strand : DIVERS	TY OF MATTER		Sub-s	trand :	LIVIN	G AND NON-LIVING THINGS	
Indicator (code)	B5.1.1	1.1				
Content standa	rd (code)	B5.1.1	1.		- //		
Performance In	dicator	Learn	ers car	n know	the li	fe processes of living things	
		(grow	th, ser	nsitivity	to th	ne environment, respiration	
		and e	xcretio	n)			
<u> </u>	icies: Creativity and Innovation Comm		on and	Collabo	oratio	n Personal Development	
and Leadership	Critical Thinking and Problem Solving.	C)-				
Keywords		Living things, non-living things, growth, sensitivity,					
		respiration, excretion, mammals.					
T. L .R. (s)		Pictur	es or v	ideos o	f diffe	rent plants and animals	
		under	going	some lif	fe acti	vities, bowl of food, toffee.	
Ref:	Science curriculu	m Pag	e				
DAY	Phase 1:	Phase	2: Ma	in		Phase 3:	
	Starter	(new	learnin	g includ	ding	Plenary / Reflections	
	(preparing the brain	assessment)					
	for learning)						
Thursday	Play the HOT SEAT game using the	Learn	ers go	outside	the	What new things have you	
	key words.	classroom to observe and identify various			learned today?		
	Select a learner to sit facing the other learners with their back to			various	;		
	the board where you write the	_		n-living		Learning progress voting:	
	keywords for learners to describe	_	things and disc		heir	Ask learners to show by	
	what the word means or does and	obser	vation.	•		their fingers of 5 or 3 or 1	
	the learner in the HOT SEAT has to					as to those 'who really got	
	guess what the word is. Repeat for		ners g			it', 'got some of it' or	
	all the key words			to obse	erve	didn't get it' respectively.	
		sensit	ivity in	the			

DEBRIEFING: 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? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . 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 Assessment: let learners describe the sensitivity in the mimosa plant when touched.	WHATSAFF ONLI U	243330331		
eWhat new words did you learn? How does it feel to win? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the sensitivity in the mimosa plant when		DEBRIEFING:	mimosa plant when	Independent Activity/
What new words did you learn? How does it feel to win? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. 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 Assessment: let learners describe the sensitivity in the mimosa plant when		How did you feel during the	touched.	Homework:
*How does it feel to win? *What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. 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 Assessment: let learners describe the sensitivity in the mimosa plant when		_		
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. 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 Assessment: let learners dask stronger learners to answer some questions first and then let learners so that struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who need more of a challenge Assessment: let learners describe the sensitivity in the mimosa plant when		•	Differentiated learning	
answer some questions first and then let learners who are struggling answer similar questions. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. 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 Assessment: let learners describe the sensitivity in the mimosa plant when			Ask stronger learners to	
Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. 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 Assessment: let learners describe the sensitivity in the mimosa plant when		•	_	
Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. • 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 Assessment: let learners describe the sensitivity in the mimosa plant when		WIII:	•	
Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. 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 Assessment: let learners describe the sensitivity in the mimosa plant when				
key words with learner answer similar questions. • 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 Assessment: let learners describe the sensitivity in the mimosa plant when		Share lesson indicator and treat		
Share lesson indicator and treat key words with learner . • 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 Assessment: let learners describe the sensitivity in the mimosa plant when		key words with learner		
Share lesson indicator and treat key words with learner. • 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 Assessment: let learners describe the sensitivity in the mimosa plant when				
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 Assessment: let learners describe the sensitivity in the mimosa plant when			•	
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 Assessment: let learners describe the sensitivity in the mimosa plant when			• =	
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 Assessment: let learners describe the sensitivity in the mimosa plant when		key words with learner .		
Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the sensitivity in the mimosa plant when		_		
activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the sensitivity in the mimosa plant when				
learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the sensitivity in the mimosa plant when				
who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the sensitivity in the mimosa plant when				
extension activities for those learners who need more of a challenge Assessment: let learners describe the sensitivity in the mimosa plant when				
those learners who need more of a challenge Assessment: let learners describe the sensitivity in the mimosa plant when				
need more of a challenge Assessment: let learners describe the sensitivity in the mimosa plant when				
Assessment: let learners describe the sensitivity in the mimosa plant when				
Assessment: let learners describe the sensitivity in the mimosa plant when				
learners describe the sensitivity in the mimosa plant when			challenge	
learners describe the sensitivity in the mimosa plant when				
sensitivity in the mimosa plant when			Assessment: let	
mimosa plant when		Al.	learners describe the	
			sensitivity in the	
touched.		A,	mimosa plant when	
			touched.	

Vetted	l by	•	Signature:	Date :
--------	------	---	------------	--------

WEEK ONE: LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:	21st January, 2022				Class	s size:	
Day:					Date :		
Tuesday, 60 i	Tuesday, 60 minutes				18th Janua	ry, 2022	
Thursday, 60	minutes				20th Janua	ry, 2022	
Period :					Lesson:		
2					1 of 2		
2					2 of 2		
Strand : My Co	ountry Ghana			Sub-st	trand : The	People Of Ghana	
Indicator (cod	le)		B5.2.	1.1.1	12		
Content stand	dard (code)		B5.2.	1.1.			
Performance	Indicator		Learn	ers can	describe h	ow our ancestors lived in ancient	
			times	(befor	e the 15th c	entury) and compare it with how	
			we liv	e toda	у.		
-	•			ation ar	nd Collabor	ation Personal Development	
and Leadershi	p Critical Thinking ar	nd Problem Solvir	ng.				
Keywords			harte	r FFT :	ann hlacks	miths tailors craft automated	
Reywords			barter, EFT, app, blacksmiths, tailors, craft, automated, irrigation, astronomy, accurate, smallpox, cataracts,				
		. 6	_		• •	anting, diagnose, security	
	5	7h.				haeological, inhabite	
T. L .R. (s)			Images and videos showing the comparison between				
(0)	A1		trading, types of work and technology				
Ref:		History curriculu	1 0. 7.				
				0-			
DAY	Phase 1:		Phase	2: Ma	in	Phase 3:	
	Starter		(new	learnin	g	Plenary / Reflections	
	(preparing the br	ain	includ	ding as	sessment)	·	
for learning)							
Tuesday	Tuesday Play the HOT SEAT game using		Iden	tify the	kinds of	What new things have you	
	the key words.	_		they at		learned today?	
	Select a learner t			•	wore and		
	other learners wi		how	they tra	velled	Learning progress voting: Ask learners to show by their	
	keywords for lea	•	D:tte:	.ant:at-	, d	fingers of 5 or 3 or 1 as to	
	describe what the			rentiate	eu	those 'who really got it', 'got	
			learn	ıııg		7,011 1, 800	

or does and the learner in the some of it' or didn't get it' Ask stronger learners HOT SEAT has to guess what the respectively. to answer some word is. Repeat for all the key questions words Independent Activity/ first and then let Homework: learners who are struggling **DEBRIEFING:** answer similar •How did you feel during the questions. game? • Pair up stronger and •What new words did you learn? weaker learners so •How does it feel to win? that •What will you do next time to stronger learners can win? help weaker ones. • Use the remedial activities as practice Share lesson indicator and treat for learners key words with learner who struggle, and the extension activities for those learners who Share lesson indicator and treat need more of a key words with learner. challenge Assessment: let learners Identify the kinds of food our ancestors ate, the clothes they wore and how they travelled Thursday Play the HOT SEAT game using What new things have you the key words. learned today? Identify the kinds of Select a learner to sit facing the food they ate, the other learners with their back to Learning progress voting: clothes they wore and the board where you write the Ask learners to show by their how they travelled fingers of 5 or 3 or 1 as to keywords for learners to describe what the word means those 'who really got it', 'got Differentiated or does and the learner in the some of it' or didn't get it' learning HOT SEAT has to guess what the respectively. Ask stronger learners word is. Repeat for all the key to answer some Independent Activity/ words questions Homework: first and then let learners who are **DEBRIEFING:** struggling • How did you feel during the answer similar game?

questions.

•What new words did you learn?

•How does it feel to win? • Pair up stronger and •What will you do next time to weaker learners so win? that stronger learners can help weaker ones. Share lesson indicator and treat • Use the remedial key words with learner activities as practice for learners who struggle, and the Share lesson indicator and treat extension activities for key words with learner. those learners who need more of a challenge Assessment: let learners Identify the kinds of food our ancestors ate, the clothes they wore and how they travelled

Vetted by :	Signature:	Date:

WEEK ONE: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending:	21st January, 2022					Class s	size:
Day:				Date :			
Tuesday, 60 m	ninutes		18th January, 2022		2022		
Thursday, 60 r	ninutes				20th Ja	anuary,	2022
Period :	Period :				Lessor	1:	
2					1 of 2		
2					2 of 2		
Strand: ALL AB	OUT US			Sub-st	rand : N	lature o	of God
Indicator (code	e)		B5.1.1.	1.1.			
Content standa	ard (code)		B5.1.1.	1.			>
Performance In	ndicator		Learne	rs can	explai	n that	human beings are unique
			compa	red to c	other cr	eatures	
				tion and	d Collab	oration	Personal Development
and Leadership	Critical Thinking a	nd Problem Solvii	ng.	$\langle O \rangle$	>		
Keywords	Keywords			n, crea	tor, cha	racteris	tic, judgement, creatures
T. L .R. (s)		î	pictures, Posters, video clips, films, computer, charts,				
			Internet,				
Ref:		Our World Our I	People curriculum Page				
DAY	Phase 1:		Phase 2: Main			Phase 3:	
	Starter		(new learning including		ng	Plenary / Reflections	
	(preparing the b	rain	assessment)				
	for learning)						
Tuesday	Play the HOT SEA	AT game using	Learners recall and retell			What new things have	
	the key words. Select a learner t	o sit facing the		stories about Creation.			you learned today?
	other learners w	J	They talk about the nature			Learning progress voting:	
	the board where you write the		of God as the Creator, the all-knowing, powerful and			Ask learners to show by	
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			٠. ١		and	their fingers of 5 or 3 or 1	
		creato	r of all t	hings.		as to those 'who really	
		D:tt	ntintad	looms::-	σ.	got it', 'got some of it' or didn't get it' respectively.	
				learnin earners	_	didir i get it respectively.	
	words			_	earners questio		Independent Activity/
					questioi let learr		Homework:
				e strug		1012	
	DEBRIEFING:					nns	
			answer similar questions.		לווע.		

• How did you feel during the Pair up stronger and game? weaker learners so that What new words did you stronger learners can help learn? weaker ones. •How does it feel to win? Use the remedial •What will you do next time to activities as practice for win? learners who struggle, and the Share lesson indicator and treat extension activities for key words with learner those learners who need more of a challenge Share lesson indicator and treat key words with learner. Assessment: Let learners describe the nature of God as the Creator Play the HOT SEAT game using Thursday What new things have Learners look at the key words. you learned today? themselves, pictures of Select a learner to sit facing the different human beings, other learners with their back to Learning progress voting: and animals and reflect on the board where you write the Ask learners to show by how they are different from keywords for learners to their fingers of 5 or 3 or 1 animals and present their describe what the word means as to those 'who really findings to the class for or does and the learner in the got it', 'got some of it' or HOT SEAT has to guess what the didn't get it' respectively. discussion. word is. Repeat for all the key words Independent Activity/ Differentiated learning Homework: Ask stronger learners to answer some questions **DEBRIEFING:** first and then let learners How did you feel during the game? who are struggling •What new words did you answer similar questions. learn? Pair up stronger and •How does it feel to win? weaker learners so that •What will you do next time to stronger learners can help win? weaker ones. Use the remedial Share lesson indicator and treat activities as practice for key words with learner learners who struggle, and the extension activities for

		~		
1 ////////////////////////////////////	Λ I ζ Λ DD	() NII V	024535	กรนา

Share lesson indicator and treat key words with learner .	those learners who need more of a challenge	
	Assessment: Let learners describe how they are different from animals	

Vetted by	<i>,</i>	Signature:	Date :
vetted by	/	31611ata1 C	Date



WEEK ONE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:	21st January, 20	22				Class siz	e:
Day:				Date :			
Friday, 60 min	utes		21st January, 2022			22	
Period:			Lesson:				
2					1 of 1		
Strand : MOTO	R SKILL AND MO	VEMENT PAT	TTERNS	Sub-stra	and : LOC	OMOTOF	R SKILLS
Indicator (code	e)		B5.1.1.1	l.1			
Content standa	ard (code)		B5.1.1.1	L .			
Performance Ir	ndicator		Learner	s can wall	k on strai	ght lines	edges.
Leadership Crit	ncies: Creativity ical Thinking and			unication	and Coll	aboration	n Personal Development and
Keywords				(0)	<u> </u>		
T. L .R. (s)			Cones				
Ref:		PE curriculu	m Page				
DAY	Phase 1: Starter (preparing the for learning)	ne brain	Phase 2 (new lea assessm	arning inc	luding		Phase 3: Plenary / Reflections
Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Vetted by :		Draw a straight line on the floor for learners to walk on. Learners walk individually and in a group under the watch of the teacher. Organise competitions for learners. End the lesson with cool down activities and use questions 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:			

WEEK ONE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g: 21st January, 2022	2		Class	size:	
Day:				Date :		
Friday, 60 m	ninutes		21st January, 2022			
Period :			Lesson :			
2			1 of 1			
Strand: His (Creation and Attribut	es	Sub-st	rand : God the	Creator	
Indicator (code)			B5.1.1.1.1:			
Content stan	dard (code)		B5.1.1.1.			
Performance	Indicator		Learners can e	xplain how spec	ial each individual is.	
and Leadersh	tencies: Creativity an nip Critical Thinking a			d Collaboration	Personal Development	
Keywords						
T. L .R. (s)			Pictures			
Ref:		RME curriculun	n Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Friday	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?		 Through various activities such as working in pairs or in groups, let learners discuss how each person is unique and different from one another: some are short, tall, intelligent, fair in complexion, dark in complexion, serious, etc. Lead learners to demonstrate the uniqueness of each individual, using themselves. 		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:	

•What new words did you Ask stronger learners to learn? answer some questions •How does it feel to win? first and then let learners who •What will you do next time to are struggling win? answer similar questions. • Pair up stronger and weaker Share lesson indicator and learners so that treat key words with learner stronger learners can help weaker ones. • Use the remedial activities Share lesson indicator and as practice for learners treat key words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners explain how special each individual is

Vetted by :	Signature:	Date :

SUBJECT: COMPUTING CLASS: FIVE

Week Ending: 21	st January, 2022			Class size:			
Day:				Date:	Date:		
Wednesday, 60 r		19th January, 2022					
Period :				Lesso	n :		
2				1 of 1			
Strand: INTRODU	CTION TO COMI	PUTING	Sub-s	trand :	INTRO	DUCTION TO COMPUTING	
Indicator (code)			B5.1.1.1.1.		B5.1.	1.1.2	
Content standard	(code)		B5.1.1.1.		B5.1.	1.1.	
Performance Indi	cator		• Learn	ers can	recogn	ise and use output devices	
				ers can lentify t		be the types of output device	
				and Co	llabora	ition Personal Development	
and Leadership Critical Thinking and Problem Sol Keywords			softcopy, har	softcopy, hardcopy, computer monitor, projector, audio- electrical signals, printed images, printer, speakers			
T. L .R. (s)			Laptop				
Ref:		Computing cu	urriculum Page				
DAY	Phase 1: Starter (preparing the brain		Phase 2: Main (new learning including assessment)		ing	Phase 3: Plenary / Reflections	
Wednesday	for learning) 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 reca what they learnt in the previous classes and a them to mention computer devices that produce output. Softcopy- computer monitor/projector, au electrical signals etc. Hardcopy- printed images, pictures documents		he ask at uudio	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:	

	DEBRIEFING:	Guide learners to identify	
	•How did you feel during	types of output devices	
	the game?	and their uses. Assist	
	What new words did you		
	learn?	them to list them on the	
	•How does it feel to win?	board as well as their	
	 What will you do next 	uses.	
	time to win?		
		Assessment: Let learners	
		identify types of output	
	Share lesson indicator and	devices and their uses	
	treat key words with		
	learner		
	Share lesson indicator and		
	treat key words with		
	learner .		
			_
etted by :		Signature:	Date :
	Θ_{I}		

Vetted by	/:	Signature:	Date :

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:	21st January, 2022				Class siz	e:
Day:			Date :			
Monday, 60 r		17th January, 2022				
Wednesday, 6	60 minutes			19th Jan	uary, 2022	2
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : Visual	Arts		Sub-stran	nd : Thinki	ng and Ex	ploring Ideas
Indicator (code	e)	B5 1.1.1.1				
Content stand	ard (code)	B5 1.1.1.		5		
Performance I	ndicator	Learners	can study s	some visu	al artwor	ks created by Ghanaian
		and other	African vis	sual artists	living in	Africa and examine how
		the artwo	rks reflect	the histo	ory and c	ulture of the people in
		Africa	-()-			
_	ncies: Creativity and Innovat		nication ar	nd Collabo	ration Pe	rsonal Development
and Leadership	o Critical Thinking and Proble	m Solving.				
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum	າ			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including assessment)			Plenary / Reflections	
	(preparing the brain					
	for learning)					
Wednesday	Play the HOT SEAT game	Learners are to:				What new things have
	using the key words. Select a learner to sit	Study the artworks e.g. sculpture,			iture,	you learned today?
facing the other learners		textiles, metal arts, paintings,				Learning progress
with their back to the		cartoons, photography, ceramics			voting: Ask	
board where you write			y Ghanaian 			learners to show by
the keywords for learners		visual artists e.g. El-Anatsui, Nnenna			nenna	their fingers of 5 or 3
	to describe what the	•	eri Samba,		D - '	or 1 as to those 'who
	word means or does and the learner in the HOT		, Abdoulay		-	really got it', 'got some of it' or didn't
	SEAT has to guess what	•	'illiam J. Ke		ustine	get it' respectively.
	2 80.000	ivianoney	living in Af	rica by:		0 - 1 1 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

- a) gathering information through library studies, surfing the internet, visiting art studios, galleries, museums, exhibitions etc. watching short videos/documentaries or observing photographs of sample works of the collections of other Ghanaian and African artists. For example, 'Warrior' an installation art by El-Anatsui (2015), and 'Story Maps of no Location', painting by Julie Mehretu;
- b) talking about the works of the artists in relation to the history and culture of the people of Africa; c) identifying and discussing various items (symbols) found in the works being studied that reflect the history and culture of the people of Africa; d) writing a brief about their choice of artist using the following guidelines:
- Name
- Country of origin
- Training
- Type of artworks
- Title of some works
- Medium of expression.

Assessment: let learners describe some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa

Independent
Activity/ Homework:

Vetted by :	Signature:	Date:

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	; :				Cla	ass size:	
Day:					Date :		
Period :					Lesson:		
Strand : Oral Language				Sub-strand: Songs Poems			
Indicator (co	de)		B5.1.1	l.1.1:.	B5.1.3.1	1	B5.1.3.1.2
Content stan	dard (code)		B5.1.1	l.1.	B5.1.3.1	L .	B5.1.3.1.
Core Competencies: Creativity and Innovation C Leadership Critical Thinking and Problem Solvin Keywords			 Learners should sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker. Learners should explore a poem of about six to sever lines correctly Learners should recognise the key words in the poem and discuss the theme of the poem. Communication and Collaboration Personal Development and ing. 				cuss importance of cradle by, mother and caretaker. a poem of about six to seven ise the key words in the poem of the poem.
T. L .R. (s)			Manil	a cards	, markers,	recorde	d audios visual
Ref:		Ghanaian Lang	uage	curricul	um		
DAY	Phase 1: Starter (preparing the for learning) Cover Up	brain	(new assess	sment)	n g including of a baby	Ple	ase 3: nary / Reflections nat new things have you
	Learners in corgroups.	venient		to lear	•	lea Lea	rned today? Irning progress voting: Is learners to show by their

- 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Ask learners to tell you what a mother does when a child is crying.
- Discuss the answers with the learners and talk about what a lullaby is.
- Play a recorded cradle song or lullaby to the hearing of learners.
- Lead learners to sing cradle songs/lullaby with correct rhythm.
- Allow individual learners to sing a lullaby.
- Let learners brainstorm the importance of lullaby.
- Lead them to discuss the importance of cradle songs to the baby.
- Write some of the benefits discussed on the board, and allow learners to copy them into books.
 E.g. It makes the baby sleep.

It makes the baby happy.
It enables the baby to
play.

- Assist learners to discuss the importance of cradle songs to the mother and caretaker. E.g. It allows the mother to do her work. It helps the mother to rest etc.
- Write the outcome from the discussion with the learners.
- Let learners role play mother singing a lullaby and holding a child.

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

Assessment: let learners sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.

• Ask a learner to explore

Onset and Rime Game

Learners in convenient groups.

- 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Ask a learner to explor a poem and listen to a poem accompanied by audio.
- Let the learners perform the gestures that accompany the poems.
- Explore a poem for learners to listen.
- Lead learners to explore poems correctly

Assessment: let learners describe a poem of about six to seven lines correctly

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.

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

3. Do this until the sounds of all the individual letters have been made by pupils.

the letter which is not

covered.

- 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.

DEBRIEFING:

What did you like about the game? What did you dislike about

the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Let learners listen to a poem recital.
- Read a poem and discuss key issues in the poem.
- Let learners explore poems they know.
- Lead learners to recognise the key words in the poem they explore.
- Put learners into groups and let the groups discuss the key issues and present to the class.
- Allow a learner to explore a poem for learners to listen.
- Allow learners to write down what they think about the poem and let them discuss.
- In groups, help learners to discuss the theme of the poem.

Assessment: let learners identify the key words in the poem and discuss the theme of the poem.

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.

Vetted by : Signature:	Date :

SEMESTER ONE BASIC FIVE WEEK 2

WANT HILLIAM SCH



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 28th January, 2022	Class size:
Day:	Date :
Monday, 60 minutes	24th January, 2022
Tuesday, 60 minutes	25th January, 2022
Wednesday, 60 minutes	26th January, 2022
Thursday, 60 minutes	27th January, 2022
Friday, 60 minutes	28th January, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Songs , Poems
B. Reading	B. Phonics
C. Grammar Usage At Word	C. Nouns
D. Writing	D. Paragraph Development
E. Using Writing Conventions	E. Using Capitalisation
F. Extensive Reading	F. Building the Love and Culture of
	Reading
Indicator (code)	(B5.1.1.1.1 B5.1.3.1.1) B5.2.2.1.1 B5.3.1.1.1
	B5.4.3.1.1 B5.5.1.1.1. B5.6.1.1.1.
Content standard (code)	(B5.1.1.1. B5.1.3.1.) B5.2.2.1. B5.3.1.1. B5.4.3.1.
	B5.5.1.1. B5.6.1.1
Performance Indicator	A. Learners can explain the central messages in
	songs. Respond to poems by discussing their
	central messages and expressing own opinion
	B. Learners can Apply common phonic
	generalisations (e.g. hard and soft "c" and "g")
	when reading continuous texts.
	C. Learners can identify and use: nouns - refer to
	festivals; Count/non-count, Singular, Plural
	(regular, irregular), plural without plural marker,
	D. Learners can choose appropriate ways and
	modes of writing for a variety of purposes,

of their choice with actions.

for the grade level.

Choose a poem appropriate

2. What challenges did you face in

reading with good pace and

expression?

What can you do to reads/signs/demonstrates the sentence correctly?

Share lesson indicator and treat key words with learner .

- Recite and act out the poem as learners listen attentively to you and observe.
- Allow some individual learners to recite as others listen.
- Lead learners to recite lines of the poem with correct stress, clapping and tapping out the rhythm.

Assessment: let learners explain the central messages in songs and poems

Tuesday

Onset and Rime Game

Learners in convenient groups.

- 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.

DEBRIEFING

What did you like about the game? What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

B.READING

e.g.

"c" as in country and cell "g" as in gain and age

- Review the hard form of the sound, e.g. "c" as in cut; "g" as in get.
- Introduce the soft form using lots of examples, e.g. "c" as in centre, cent, circle; "g" as in gent, gin, etc.
- In groups, encourage learners to come out with words in which the sounds occur.
- Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read.

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.
- Use the remedial activities as practice for 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.

who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners mention words in which the sounds occur. Wednesday C.GRAMMAR What new things have you learned Catch and pass Proper nouns (using nouns in speech and writing • Introduce the concept in today? activity) context. E.g. Christmas is coming. Learning progress The people of Ga celebrate Learners in convenient groups of 2 voting: or more. A member in Group A Ask learners to show Homowo. throws a ball to a member in - In pairs have learners give by their fingers of 5 Group B. The student who catches more examples of festivals and or 3 or 1 as to those the ball shouts "I catch". write them as proper nouns. 'who really got it', 'got some of it' or Count and non-count nouns. A different member in Group B didn't get it' mention a Noun e.g. monkey or • Revise the concept of proper respectively. nouns and common nouns. tambourine, etc. (Proper nouns refer to particular Independent Another member in Group B uses nouns such as names of people, Activity/ Homework: the noun to form a sentence. The places, mountains, etc.) group earns a point for the given • Elicit examples from learners. noun and correct sentence. Briefly discuss what common nouns are giving and eliciting A member in Group B throws the several examples. ball back t a member in Group A • Use several examples to and they go through the same explain and exemplify count and process until they produce for non-count nouns and provide example five nouns each plus their activities for practice. corresponding sentences. Differentiated learning DEBRIEFING Ask stronger learners to answer What did you like about the game? some questions What did you dislike about the first and then let learners who game? are struggling What must your team do to win answer similar questions. next time? • Pair up stronger and weaker learners so that stronger learners can help Share lesson indicator and treat weaker ones. Use the remedial activities as key words with learner. practice for learners

		who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners use nouns to form sentences	
Thursday	Look-Say-Cover-Write-Check Learners in convenient groups. 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. DEBRIEFING What did you like about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	D.WRITING • 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. i. Process ii. Narration iii. Description iv. Comparison v. Problem solution vi. Classification vii. Argument • 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: i. Mode of writing/types of essay ii. Purpose iii. Audience Assessment: let learners choose one of the modes of writing, to write 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 some of it' or didn't get it' respectively. Independent Activity/ Homework:
Friday	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.	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,	What new things have you learned today? Learning progress voting: Ask learners to show

exclamation mark, quotation by their fingers of 5 DEBRIEFING: or 3 or 1 as to those How did you feel during the mark, apostrophe, hyphen etc. game? 'who really got it', •What new words did you learn? Assessment: let learners write 'got some of it' or •How does it feel to win? a formal letter each on a given didn't get it' •What will you do next time to topic respectively. win? Independent Activity/ Homework: Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. **E.EXTENSIVE READING** Friday Learners access and discuss various What new things states of books (E.g torn books, have you learned Have learners read folded books, new books, folded, today? independently books of their books, old books, covered books) choice during the library period. Learning progress on display in • Learners think-pair-share their class/library/cupboard office. voting: stories with peers. Ask learners to show Ask each learner to write a-**DEBRIEFING** by their fingers of 5 two-three paragraph summary or 3 or 1 as to those 'who really got it', of the book read. 1. Did you like the states of the 'got some of it' or • Invite individuals to present books we observed? didn't get it' their work to the class for 2. What is the cause of the respectively. feedback. poor/good state in which we find the books? Independent Assessment: let learners read a 3. What can we do to make the Activity/ Homework: books look different from the way variety of age- and level they are now? appropriate books and present at least a-three-paragraph Share the lesson indicator and summary of each book read explain the key words

Vetted by :	Signature:	Date :
-------------	------------	--------

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending: 28th January, 2022				Class size:					
Day:				Date:	Date :				
Monday, 60 minutes				24th January, 2022					
Tuesday, 60 minutes			25th Janı	uary, 2022					
Wednesday	, 60 minutes			26th Janı	uary, 2022				
Thursday, 6	0 minutes			27th Janı	uary, 2022				
Friday, 60 n	ninutes			28th Janu	uary, 2022				
Period :				Lesson:					
2				1 of 5					
2				2 of 5					
2				3 of 5					
2				4 of 5					
2				5 of 5					
Strand: Nu	mber		Sub-stran	id : Countii	ng, Representatio	n & Cardinality			
				$\mathcal{O}_{\mathcal{A}}$					
Indicator (c	code)		B5.1.1	1.1.1.3 B5.1.1.1.4					
	andard (code)		B5.1.1	B5.1.1.1.					
Performan	ce Indicator			earners can identify numbers in different positions around					
				a given number in a number chart					
				Learners can compare and order whole numbers up to					
0				100,000 and represent the comparison using ">, <, or =" ommunication and Collaboration Personal Development					
		ativity and innovation hinking and Problem !		lication an	d Collaboration Po	ersonai Development			
and Leader	Simp Critical i	minking and Troblem.	Joiving.						
Keywords									
T. L .R. (s)			Numb	per charts • Counters					
Ref:		Mathematics curricu	ılum Pag	m Page					
DAY	Phase 1:		Phase	ase 2: Main Phase 3:					
	Starter			new learning including		Plenary / Reflections			
(preparing the brain		•	ssessment)		, ,				
for learning)									
Monday	1. Learners	form convenient	Display	lay a number chart in		What new things have			
-	groups.				0 between	you learned today?			
		group a number		10,000 and 1000,000 and lead					
	chart/Bingo	grid	learne	rs identify	numbers in	learners identify numbers in			

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

- I. 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 it position? How did you do it?

Share lesson indicator and treat key words with learner.

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

10,00	11,50	12,00	13,50
0	0	0	0
20,00	21,50	22,00	23,50
0	0	0	0
30,00	31,50	33,00	34,50
0	0	0	0
40,00	41,50	43,00	44,50
0	0	0	0
50,00	51,50	53,00	54,50
0	0	0	0
60,00	61,50	63,00	64,50
0	0	0	0

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

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.

Tuesday

- 1. Learners form convenient groups.
- 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.

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

- I. 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 it position? How did you do it?

Share lesson indicator and treat key words with learner .

Display a number chart in multiples of 1,500 between 10,000 and 1000,000 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

10,00	11,50	12,00	13,50
0	0	0	0
20,00	21,50	22,00	23,50
0	0	0	0
30,00	31,50	33,00	34,50
0	0	0	0
40,00	41,50	43,00	44,50
0) 0	0	0
50,00	51,50	53,00	54,50
0	0	0	0
60,00	61,50	63,00	64,50
0	0	0	0

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

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.

					Assessment: have learners to practice with more examples	
Wednesd	1 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. 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?		nrow the and have ber they row the who does or less number game?	Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than133,400 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. 251200 = 251,200; 132,734 > 132,635 Assessment: have learners to practice with more examples	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:	
Thursday	key wo 1. Lear groups 2. Give chart/E 4 5 3 10 42 18	rds with ners form. each grids and grids g	learner m conver	nient mber	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873, Assessment: have learners to practice with more examples	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:

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

- I. 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 it position? How did you do it?

Share lesson indicator and treat key words with learner .

Friday </>

- 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.

DEBRIEFING

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 1022345 and 1022534; 1022345 is less than (smaller than) than 1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 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.

Assessment: have learners to practice with more examples 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? Assessment: have learners to practice with more examples

Vetted by :	Cignaturo	Data :
verted by	Signature:	Date

Share lesson indicator and treat

key words with learner

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:	28th January, 2022	<u> </u>				Class size:	
Day:				Date :			
Monday, 60 m	ninutes		24th January, 2022			2	
Thursday, 60 minutes					27th Ja	anuary, 202	2
Period :	Period :				Lesson	1:	
2					1 of 2		
2					2 of 2		
Strand : DIVER	SITY OF MATTER			Sub-st	rand : L	IVING AND	NON-LIVING THINGS
Indicator (code	e)		B5.1.1.2.1			- / /	
Content stand	ard (code)		B5.1.1.2.		<u>C</u>		
Performance I	ndicator		Learners ca	ın comp	are the	differences	among things that are
			living, dead	l and th	ings tha	t have neve	er been alive
-	•			tion and	l Collabo	oration Pers	sonal Development
and Leadership	Critical Thinking a	nd Problem S	Solving.)-			
Keywords							
T. L .R. (s)			Pictures				
Ref:		Science cur	riculum Page				
	_						
DAY	Phase 1:	1/1	Phase 2: Main			Phase 3:	
	Starter		· •	ng including			Plenary / Reflections
	(preparing the br	ain	assessment)				
	for learning)	_					
Monday	Play the HOT SEA	•				What new things	
	using the key wo Select a learner t		insects, etc.), non-living things (e.g.				have you learned today?
	the other learner	•	firewood, p			•	today.
	back to the board		things that			•	Learning progress
write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT			soil, water,	etc.) to	r class a	ctivities.	voting:
			NB: Wear protectives when		•	Ask learners to show	
			gathering s			11	by their fingers of 5 or 3 or 1 as to those
	has to guess wha		gatherings	pecime	11.		'who really got it',
	is. Repeat for all		• Learners	ohservo	and co	mment	'got some of it' or
	words	•	on the sam		and CO	mment	didn't get it'
			On the Salli	ριευ.			respectively.

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

• Learners, in an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive.

Learners are guided to compare the differences among things that are alive, once alive or never been alive.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners compare the differences among things that are living, dead and things that have never been alive

Thursday

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

• Assemble living things (e.g. plants, insects, etc.), non-living things (e.g. firewood, pencils, paper, etc.) and things that have never lived (rocks, soil, water, etc.) for class activities.

NB: Wear protectives when gathering specimen.

• Learners observe and comment on the samples.

Independent
Activity/ Homework:

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.

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

• Learners, in an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive.

Learners are guided to compare the differences among things that are alive, once alive or never been alive.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners compare the differences among things that are living, dead and things that have never been alive

etted by :	Signature:	Date :
------------	------------	--------

SUBJECT: HISTORY CLASS: FIVE

Week Ending	: 28th January, 2022				Class	size:
Day:				Date :		
Tuesday, 60 minutes				25th J	anuary	, 2022
Thursday, 60	minutes			27th J	anuary	, 2022
Period :				Lessor	1 :	
2				1 of 2		
2				2 of 2		
Strand : My C	Country Ghana		Sub-st	rand : 1	The Pec	ople Of Ghana
Indicator (cod	de)	B5.2.1	.1.1		CX	
Content stan	dard (code)	B5.2.1	.1.			
Performance	Indicator	Learne	ers can	describ	e how	our ancestors lived in ancient
		times	(before	the 151	th cent	cury) and compare it with how
		we live	e today.	1		
-	encies: Creativity and Innovation Co		cation a	and Coll	aborat	ion Personal Development
and Leadersh	ip Critical Thinking and Problem Sol	ving.				
Vo and a		harter FFT and blockersiths tailers and automated				
Keywords		barter, EFT, app, blacksmiths, tailors, craft, automated,				
		irrigation, astronomy, accurate, smallpox, cataracts,				
	_ / /	terraces, diking, transplanting, diagnose, security system,				
T L D (c)		generation, archaeological, inhabite Images and videos showing the comparison between				
T. L .R. (s)		trading, types of work and technology				
Ref:	History surgicul			OI WOII	K and te	ecimology
Kei:	History curricu	iuiii Pa	ge			
DAY	Phase 1:	Phase	2: Main			Phase 3:
	Starter	(new learning including Plenary / Reflections				Plenary / Reflections
	(preparing the brain	assessment)				
	for learning)					
Tuesday	Play the HOT SEAT game using		•	e kinds (What new things have you
the key words. Select a learner to sit facing the other learners with their back to the board where you			•	the clo		learned today?
				d how th	ney	Learning progress voting:
			ed etc.			Ask learners to show by their
	write the keywords for			e today	, to	fingers of 5 or 3 or 1 as to
	learners to describe what the		•	days. e.		those 'who really got it',
	word means or does and the			•	_	'got some of it' or didn't get
	learner in the HOT SEAT has to		Food eaten, Clothes worn, it' respectively.			it' respectively.

guess what the word is. Mode of travel, buildings, Repeat for all the key words Communication, Trading, Independent Activity/ Homework: Professions and Technology. **DEBRIEFING:** •How did you feel during the Differentiated learning game? Ask stronger learners to •What new words did you answer some questions learn? first and then let learners •How does it feel to win? who are struggling •What will you do next time answer similar questions. to win? Pair up stronger and weaker learners so that stronger learners can help Share lesson indicator and weaker ones. treat key words with learner Use the remedial activities as practice for learners Share lesson indicator and who struggle, and the treat key words with learner. extension activities for those learners who need more of a challenge Assessment: let learners compare life today to life in ancient days. Thursday Play the HOT SEAT game using Produce a photo album What new things have you the key words. learned today? (Tactile photo album for Select a learner to sit facing visually impaired) of family the other learners with their Learning progress voting: members including back to the board where you Ask learners to show by their learners. write the keywords for fingers of 5 or 3 or 1 as to learners to describe what the those 'who really got it', Differentiated learning word means or does and the 'got some of it' or didn't get Ask stronger learners to learner in the HOT SEAT has to it' respectively. answer some questions guess what the word is. first and then let learners Repeat for all the key words Independent Activity/ who are struggling Homework: answer similar questions. • Pair up stronger and **DEBRIEFING:** weaker learners so that How did you feel during the stronger learners can help game? weaker ones. •What new words did you learn? •How does it feel to win?

WHATSAPP ONLY 0245350591 •What will you do next time • Use the remedial to win? activities as practice for learners who struggle, and the Share lesson indicator and extension activities for treat key words with learner those learners who need more of a challenge Share lesson indicator and Assessment: let learners treat key words with learner. produce a photo album

Vetted by	/ :	Signature:	Date :
vected by	,	318114141 61	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending:	Week Ending: 28th January, 2022					Class siz	ze:
Day:					Date :		
Tuesday, 60 m	inutes				25th January, 2022		
Thursday, 60 n	ninutes				27th Jan	nuary, 202	22
Period :					Lesson:		
2			1 of 2				
2					2 of 2		
Strand: ALL A	BOUT US			Sub-stra	nd : Natu	ire of Go	d
Indicator (cod	e)		B5.1.1.1	1.			
Content stand	ard (code)		B5.1.1.1	.•	<u>C</u>	$\mathcal{C}_{\mathcal{C}}$	
Performance I	ndicator		Learner	s can	explain t	hat hun	nan beings are unique
				ed to othe			
<u> </u>	•			ication ar	nd Collabo	oration Pe	ersonal Development
and Leadership	o Critical Thinking	g and Problem S	Solving.	()-			
Keywords			Creation	creator	characte	ristic ind	Igement, creatures
T. L .R. (s)			pictures, Posters, video clips, films, computer, charts,				
(5)			Internet,				
Ref:		Our World Ou	ur People curriculum Page				
			, and the second				
DAY	Phase 1:	N	Phase 2	: Main			Phase 3:
	Starter		(new learning including				Plenary / Reflections
	(preparing the	brain	assessment)				
	for learning)						
Tuesday	Play the HOT S	EAT game	Learners in groups reflect and			What new things have	
	using the key v		make a poster on the you learned			you learned today?	
	Select a learne	_	characteristics of human beings		eings	Lagueina nuaguas	
	the other learr		that ma	that make them different from		rom	Learning progress voting: Ask
	you write the l		other cr	eatures e	.g. having	a	learners to show by
	learners to des	•	unique	personalit	y, ability	to be	their fingers of 5 or 3 or
the word means or does and the learner in the HOT			creative	and think	c rationall	у,	1 as to those 'who
			ability to	o commur	nicate and	ł	really got it', 'got some
	SEAT has to gu		collabor	ate, abilit	y to exerc	cise	of it' or didn't get it'
	word is. Repea	t for all the	judgem	ent and m	ake choic	es	respectively.
	key words		betwee	n right and	d wrong,	ability	
			to learn				
			1				I

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

Learners display their posters for class discussion and peer-review

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners make a poster on the characteristics of human beings that make them different from other creatures

Independent Activity/ Homework:

Thursday

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?

Learners reflect on why God created human beings and why God made man different from other creatures.

Learners debate on the topic 'animals do not reason'.

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 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.

	•What new words did you learn? •How does it feel to win? •What will you do next time to win? Share lesson indicator and treat key words with learner	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	
	Share lesson indicator and treat key words with learner .	Assessment: Let learners write a debate on the topic 'animals do not reason'.	
Vetted by :		Signature:	Date :

Vetted by :	Cignatura	Data ·
verteu by	Signature	Date
•		

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Endin	ı g: 28th Janua	ary, 2022			Class size:	
Day:		Date	Date :			
Friday, 60 minutes			28th January, 2022			
Period : Le			Lesso	on :		
2				1 of :	1	
Strand : MC	TOR SKILL AN	D MOVEMENT	Sub-strar	nd : LC	COMOTOR SKILLS	
PATTERNS						
Indicator (c	ode)	B5.1.1.1.2:			. \	
Content sta	ndard (code)	B5.1.1.1.				
Performanc	e Indicator	Learners can skip	and leap o	contin	uously	
Comp Com		10 day 2 and 1 and 2	6		an and Callebasers 2	annon al Davido Constituto
		tivity and Innovations		unicati	on and Collaboration P	ersonal Development and
Leadership	Citical IIIIIKII	ig and i robicin so	ivilig.			
Keywords				-()-	
T. L .R. (s)		Cones	P			
Ref:	PE curriculu	m Page		•		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	sessme	ent)	Plenary / Reflections
	(preparing	· Pla.				
	the brain	9/				
	for					
	learning)					
Friday	Learners					What new things have
	jog round a					you learned today?
	demarcate	' Learning progre				Learning progress
	d area in	while Organise competitions for learners in groups. End the learners to show				0. 0
	files while					learners to show by
	singing and	their inigers of 3				
	clapping to	summarise the le	sson			1 as to those 'who
	warm-up	really got it', 'got of it' or didn't get				
	the body					respectively.
	for					
	maximal					

WHATSAPP ON	NLY 024535059	91		
	performan			Independent Activity/
	ce and to			Homework:
	prevent			
	injuries			
Vetted by :			Signature:	Date :
			I VO	
		Wh.		
		Alx.		

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending: 28th January, 2022					Class size:		
Day:			Date	Date :			
Friday, 60 minutes			28th	ı Janua	ary, 2022		
Period :			Less	on :			
2				1 of	1		
Strand : His C	reation and Attributes		Sub-strand : God the Creator				
Indicator (cod	de)		B5.1.1.1.1:				
Content stan	dard (code)		B5.1.	1.1.			
Performance	Indicator		Learr	ners can ex	plain h	ow special each individual is.	
<u>-</u>	encies: Creativity and Innovation Coip Critical Thinking and Problem Sol		ication	and Collat	ooratio	on Personal Development	
Keywords							
T. L .R. (s)			Pictures				
Ref:	RME curric	culum F	Page				
DAY	Phase 1:			e 2: Main		Phase 3:	
Starter (preparing the brain for learning)		(new learning Plenary / Reflections including assessment)			Plenary / Reflections		
Friday	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?		groupheighmass etc. • Letwriting different from	t learners in ps according int, colour, intelligend t learners p ing how rent they are each other rentiated ing	g to: ce, out 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:	

VIIATSAFF ONLI 0243330331	
•What will you do next time to win?	Ask stronger
	learners to answer
Character and the state of the	some questions
Share lesson indicator and treat key words with learner	first and then let
words with learner	learners who are
	struggling
Share lesson indicator and treat key	answer similar
words with learner .	questions.
	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
Al.	Assessment: let
	learners write how
Θ_k	different they are
	from each other

Vetted by :	Signature:	Date :

SUBJECT: COMPUTING CLASS: FIVE

Week Ending:	28th January, 2022				Class s	ize:
Day:			Date :			
Wednesday, 60 minutes			26th January, 2022			
Period :				Lesson:		
2				1 of 1		
Strand: Introd	uction to computing		Sub-str	Sub-strand : Generation of computers and parts of a		
			compu	ter and o	other ga	dgets
Indicator (code	e)	B5.1.1.	1.3	В	35.1.1.1.	4
Content stand	ard (code)	B5.1.1.	1.	В	5.1.1.1.	
Performance I	ndicator	•	Learners can distinguish the difference and similarities			
			betweer	n analog	ue and d	ligital devices e.g. telephone,
			mobile p	hone, ra	adio, tab	lets, satellite etc.
		•	Learners	can id	entify th	ne left, right mouse button,
			holding	of mouse	e, perfor	ming single, double and triple
			clicking	and drag	ging obj	ect.
	ncies: Creativity and Innovation		nication	and Coll	laboratio	on Personal Development
and Leadership	Critical Thinking and Problem S	Solving.				
Varana ada						
Keywords						
T. L .R. (s) Lapto			·			
Ref: Computing curriculum Page						
DAY Phase 1: Phase		Phase 2	2: Main	ain		Phase 3:
	Starter	(new le	arning ir	cluding		Plenary / Reflections
	(preparing the brain assessmer		nent)			
for learning)						
	Play the HOT SEAT game	Guide t	he learn	ers to id	entify	What new things have you
using the key words. the similar			ilarities	and diffe	erences	learned today?
Wednesday	Select a learner to sit facing the other learners with	- Detween analogue and digital				Learning progress voting
devices Present examples of					Learning progress voting: Ask learners to show by	
where you write the analog			ue and di	gital dev	vices to	their fingers of 5 or 3 or 1
		learner	s. Aid the	em to m	ention	as to those 'who really got
describe what the word other e			xamples		_	it' , 'got some of it' or
	means or does and the	devices	and digi	tal devi	ces as	didn't get it' respectively.
	learner in the HOT SEAT has	<u> </u>				

to guess what the word is. well as noticing the Independent Activity/ Repeat for all the key words Homework: differences **DEBRIEFING:** How did you feel during Guide learners to use the the game? mouse to perform single, •What new words did you learn? double and triple clicking and •How does it feel to win? dragging object into a folder •What will you do next time or bring picture(s) describing to win? the processes; single, double and triple clicking and dragging objects into a folder Share lesson indicator and and ask leaners to point out a treat key words with learner mentioned process Differentiated learning Share lesson indicator and Ask stronger learners to treat key words with answer some questions learner. 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. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners distinguish the difference and similarities between analogue and digital devices

Vetted by :	Cianatural	Data :
VEHEN DV	Signature:	Date :

WEEK TWO: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:	28th January, 2022				Class siz	ze:
Day:				Date:		
Monday, 60 r	ninutes			24th Jar	nuary, 20	22
Wednesday, 6	0 minutes			26th Jar	nuary, 20	22
Period :				Lesson		
2				1 of 2		
2				2 of 2		
Strand : Perfo	rming Arts		Sub-stra	nd : Thir	nking and	Exploring Ideas
Indicator (cod	e)	B5 2.1.1	.1		CX	·
Content stand	lard (code)	B5 2.1.1	•		\sim	
Performance	Indicator				•	some compositions and
		-				other African performing
)		now their works reflect the
			and cultur		•	
	encies: Creativity and Innovatio		inication a	and Colla	boration	Personal Development
and Leadershi	p Critical Thinking and Problem	Solving.				
Keywords						
T. L .R. (s)	10	Pictures				
Ref:	Creative Arts	curriculu	m			
DAY	Phase 1:	Phase 2				Phase 3:
	Starter	•	rning incl	luding		Plenary / Reflections
	(preparing the brain	assessm	ent)			
	for learning)					\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
Monday	Play the HOT SEAT game using the key words.	Learners		:4:	a .a al	What new things have you learned today?
	Select a learner to sit	•	the comp			you learned today!
	facing the other learners	•	ances of			Learning progress voting:
	with their back to the		rican perl	_		Ask learners to show by
	board where you write the		if Keita, A		=	their fingers of 5 or 3 or 1
	keywords for learners to		Achebe, Ja	•	•	as to those 'who really
	describe what the word means or does and the		asilo, Anto			got it', 'got some of it' or
	learner in the HOT SEAT		Hugh Ma			didn't get it' respectively.
	has to guess what the		, Asabea (Ositalkon	• • •	JOUL	
	3	Okator,	Ositalken	ia) by		

word is. Repeat for all the a) gathering information through Independent Activity/ Homework: key words OERs: library studies, internet surfing recorded videos, documentaries and other social **DEBRIEFING:** media, as well as visits to How did you feel during recording studios, theatre, the game? festival, cultural performances, •What new words did you learn? concert parties, For example, •How does it feel to win? 'Things fall Apart' by Chinua •What will you do next Achebe, and 'Shaka the Zulu' a time to win? South African television series was written by Joshua Sinclair and directed by William C. Faure; Share lesson indicator and treat key words with b) appreciate: discuss the learner compositions and performances of selected artists and find out how their works reflect the Share lesson indicator and history and culture of Africans; treat key words with learner. Assessment: let learners describe some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa Wednesday Play the HOT SEAT game Learners are to: What new things have using the key words. you learned today? write a brief about any of the Select a learner to sit artists of their choice using the facing the other learners Learning progress voting: following guidelines: with their back to the Ask learners to show by - Name their fingers of 5 or 3 or 1 board where you write the - Country of origin as to those 'who really keywords for learners to describe what the word - Training got it', 'got some of it' or means or does and the didn't get it' respectively. - Type of compositions and learner in the HOT SEAT performances has to guess what the Independent Activity/ - Title of some works Homework: word is. Repeat for all the - Style. key words Assessment: let learners describe some compositions and **DEBRIEFING:**

•How did you feel during performances of Ghanaian and the game? other African performing artists •What new words did you living in Africa and discuss how learn? their works reflect the history •How does it feel to win? and culture of the people of •What will you do next Africa time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner.

Vetted by	<i>i</i> '	Signature:	Date :
v Cttca o	/	515114t41C1	Date :

WEEK TWO: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:						Class	size:	
Day:					Date :			
Period :					Lesson	1:		
Strand : Oral La	anguage			Sub-si	trand :			
	0 0			Listen	ing and	Story	Telling	
							Role Play	
Indicator (code)			B5.1.4			.4.1.2	B5.1.5.1.1	B5.1.5.1.3
Content standard (code)			B5.1.4	.1	B5.1	.4.1.	B5.1.5.1.	B5.1.5.1.
•				and d Learn folkta Learn chara stage Learn seven	iscuss there is shown the second is shown the second is shown the second is shown the second is characters shown the second is	he mo uld rec uld nai id recc uld pei ters.	ell a folktale of ab ral/values of it. cognise the characterate a story of about the character of a drama of a ration Personal Definition	ters in the out six to seven ers, setting and about six to
Keywords								
T. L .R. (s)			Manila cards, markers, recorded audios visual					
Ref:		Ghanaian Lang	uage (curricul	um			
DAY	Phase 1:		Phase	2: Mai	n		Phase 3:	
	Starter (preparing the for learning)	brain	•	earning ment)	g includ	ing	Plenary / Reflecti	ons

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.
- 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Ask learners to say what is done in the evenings when there are no electrical gadgets around.
- Discuss answers with learners and talk about folktales.
- Tell a folktale to learners.
- Allow learners to retell the folktale.
- Allow learners to discuss the structure of, and the values/moral lessons in the folktale.
- In groups, let learners summarise the structure and values of folktales and present to the class.
- Let a learner tell a folktale and discuss key issues among themselves.
- Allow learners to recognise the characters in the folktales.
- Let learners write briefly on the characters identified

Assessment: let learners retell a folktale of about five scenes and discuss the moral/values of it and identify the characters in the folktales

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:

Onset and Rime Game

Learners in convenient groups.

- 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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- Assist learners to read a story of about three paragraphs long.
- Discuss some unfamiliar words with learners.
- Let learner retell the story in groups.
- Discuss key considerations in issues in changing a story to a drama.
- Show a video clip to learners.
- Put learners in groups to retell the story.
- Discuss with learners the features of a drama.
- Show learners the processes involved in changing a story into drama.
- Assist learners to recognise the characters, setting, costumes and the stage in a drama composed from the story.

Assessment: let learners narrate a story of about six to seven characters

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:

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
- Revise the features of a drama and the processes or ways to change a story into a drama.
- Let learners mention some of the key points to

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.

	I the sounds of ual letters have pupils. Inger under the s to blend the ho blend the	be considered in turning a story into a drama. • Direct learners to perform a drama piece with the story line. Assessment: let learners perform a drama of about six to seven characters.	Independent Activity/ Homework:
DEBRIEFING: What did you game? What did you the game? What must yo win next time?	dislike about ur team do to	SOLAH	
Share lesson in treat key word	ndicator and Is with learner .		
/etted by :		Signature:	Date :
	M		

Valuad b	Characteristics	Data
Vetted by :	Signature:	Date :

SEMESTER ONE BASIC FIVE WEEK 3

WANT HILLIAM TO THE SCHOOL TO



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 4th February, 2022	Class size:
Day:	Date :
Monday, 60 minutes	31st January, 2022
Tuesday, 60 minutes	1st February, 2022
Wednesday, 60 minutes	2nd February, 2022
Thursday, 60 minutes	3rd February, 2022
Friday, 60 minutes	4th February, 2022
Period :	Lesson:
2	1 of 1
Strand:	Sub-strand :
A. Oral Language	A. STORY TELLING
B. Reading	B. Word Families
C. Grammar Usage At Word	C. Nouns
D. Writing	D. Paragraph Development
E. Using Writing Conventions	E. Using Punctuation
F. Extensive Reading	F. Building the Love and Culture of
	Reading
Indicator (code)	B5.1.4.1.1 B5.2.3.1.1 B5.3.1.1.2. B5.4.3.1.1
	B5.6.1.1.1. B5.5.2.1.1.
Content standard (code)	B5.1.4.1. B5.2.3.1. B5.3.1.1. B5.4.3.1.
	B5.6.1.1. B5.5.2.1.
Performance Indicator	A. Learners can demonstrate understanding of lessons
	in stories by making relevant comments
	B. Learners can use common minimal pairs to decode
	words. e.g. –sash, wash
	C. Learners can Identify and use: nouns - refer to
	festivals; Count/non-count, Singular, Plural
	(regular, irregular), plural without plural marker D. Learners can Choose appropriate ways and modes
	of writing for a variety of purposes, audiences and
	contexts and organise facts, ideas and/or points of
	view in a way appropriate to the mode of delivery,
	using appropriate text features
	asing appropriate text reatures

WHATSAPP ONLY 0245350591 E. Learners can use punctuations: (the comma) to write an address; (the apostrophe) in contraction F. Learners can read a variety of age- and level appropriate books and present at least a-threeparagraph summary of 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: Phase 2: Main Phase 3: Starter Plenary / (new learning including Reflections assessment) (preparing the brain for learning) Learners watch/listen to a s A.ORAL LANGUAGE Monday What new things story /folktale. (Intersperse the Tell a story using the appropriate have you learned story with songs and gestures) procedure or stages. With today? examples, guide learners to identify **DEBRIEFING:** the beginning, middle and ending. Learning progress Who were the characters in the voting: Invite learners to retell story Ask learners to story? Which part of the story do you sequentially. show by their like? fingers of 5 or 3 or What lessons did you learn from 1 as to those 'who Story What really got it', 'got the story? Element: are the How will you apply the good some of it' or didn't key moral lesson in your life? get it' respectively. details about Independent this Share lesson indicator and treat Activity/ story? key words with learner. Homework: Who is the main character? What is the setting? What

event(s) happened

WHATSAPP ON	LY 0245350591		,
		at the beginning of the story?	
		What event(s) happened at the middle of the story?	
		What event(s) happened at the end of the story?	
		Have learners take turns to comment on the story. Assessment: let learners take turns to comment on the story.	
Tuesday	Matching game (reading words with digraphs activity) Learners in convenient groups. Learners pick folded sheets that contain words that have digraphs for their team members. (E.g. church, child Learners match the words to the digraphs in the table within a given time Matching Table Ch Chair Church Child	B.READING • Give examples of minimal pairs, e.g. watch, catch • In groups let learners come up with more examples • Select two paragraphs from the reading passage and let learners identify specific spelling patterns e.g. sh- fish, dish, sash, wash th – both, tooth • Drill learners on pronunciation of words. • Learners read the words containing minimal pairs, e.g. church, search, perch, fetch. • Work together with learners to write simple sentences with the minimal pairs.	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:

Sh	Shirt	short	Ship	
Gh	Ghana	ghost	Ghast	

Learners form meaningful sentences with the words for extra points

•

DEBRIEFING:

- 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?

Share lesson indicator and treat key words with learner .

• Learners in pairs identify more words from reading passages and make a list on a chart.
Let each pair read the words.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify common minimal pairs from reading passages and make a list on a chart

Wednesday

Catch and pass

(using nouns in speech and writing activity)

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".

A different member in Group B mention a Noun e.g. monkey or tambourine, etc.

Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.

C.GRAMMAR

Singular and Plural (regular, irregular) nouns

- Introduce singular and plural nouns in context.
- e.g. I need a table. Can you give me one of these tables?
 This child looks sick, but those

children look healthy.

- Have learners read the sentences and observe the underlined words.
- Show pictures of objects/people to help learners to identify regular and irregular nouns e.g. picture of a child, and a picture of children.
- Guide learners to discover the difference between regular and irregular plural forms:
- Regular count nouns take s or es to form their plural.

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:

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.

DEBRIEFING

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- e.g. table tables, chair chairsIrregular count nouns are nounsthat do not take s or es to form their
- e.g. child children; ox oxen; man men; goose geese

plural.

context.

Plural nouns without plural markers
• Have learners discover the plural nouns without plural marker in

E.g. The sheep are grazing outside. I met a lot of people at the party.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use nouns to form sentences

Thursday

Look-Say-Cover-Write-Check

Learners in convenient groups.

- 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.

D.WRITING

- Put learners into small groups and assign each group a mode of writing Examples of modes of writing.
- i. Process
- ii. Narration
- iii. Description
- iv. Comparison
- v. Problem solution
- vi. Classification
- vii. Argument
- Have learners study the sample text.

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.

WHATSAPP ON	LY 0245350591		
WHATSAPP ON	5. The pupil with the correct number of words wins the game. DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat	 Guide them through appropriate questions to identify the: Mode of writing/types of essay Purpose Audience Jumble the paragraphs and have learners in groups re-arrange the paragraphs into a coherent piece. Encourage learners to use search engines to search for the different modes of writing they have studied. Discuss the various modes of writing with learners. Have learners read a text to identify 	Independent Activity/ Homework:
	key words with learner .	Assessment: let learners choose one of the modes of writing, to write on	
Friday	Sentence Scrabble (using simple sentences clearly and correctly) Learners in convenient groups. Using word cards, learners arrange the words to form grammatically correct sentences. Example learners gain points or each	E.WRITING CONVENTION AND GRAMMAR USAGE Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me? Introduce the use of the comma to write an address, and the apostrophe in contraction in context. Provide sample sentences/texts for learners to identify the target punctuations.	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
	correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING	Introduce one punctuation at a time e.g. I live at Adu Street, Adukrom. They can't do the work. • Have learners practise using the comma to write an address, and the apostrophe in contraction. Give pairs of learner's unpunctuated sentences/texts to punctuate.	get it' respectively. Independent Activity/ Homework:
	How did you find the sentences Scrabble game? Was the game challenging? How can this game be improved?	Assessment: Give learners unpunctuated sentences/texts to punctuate.	

WHATSAFF UNL	1 0245550591		T
Friday	Share lesson indicator and treat key words with learner. 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. DEBRIEFING 1. Did you like the states of the	 E.EXTENSIVE READING Have learners read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-three paragraph summary of the book read. Invite individuals to present 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
	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? Share the lesson indicator and explain the key words	Invite individuals to present their work to the class for feedback. Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	some of it' or didn't get it' respectively. Independent Activity/ Homework:

Vetted by : Signa	ture: Date :	
-------------------	--------------	--

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	: 4th Febru	ary, 2022				Class size:	
Day:					Date :		
Monday, 60	minutes				31st Janua	ary, 2022	
Tuesday, 60 r	ninutes				1st Februa	ary, 2022	
Wednesday,	60 minutes				2nd Febru	uary, 2022	
Thursday, 60	minutes				3rd Februa	ary, 2022	
Friday, 60 mii	nutes				4th Febru	ary, 2022	
Period :					Lesson:		
2					1 of 2		
2					2 of 2		
2					1 of 3	O `	
2					2 of 3		
2					3 of 3		
Strand: Num	ber			Sub-strand	: Counting,	Representati	on & Cardinality
Indicator (cod	de)		B5.1.3	1.1.5	B5.1.1.1.6		
Content stan	dard (code)		B5.1.2	1.1.	B5.1.1.1.		
Performance	Indicator		\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	100,000 t hundreds a Learners ca	o the nea and tens. an skip cour	rest ten tho	whole numbers up to usands, thousands, ad backwards in 500s
_		ivity and Innovation		nmunication	•		nal Development
Keywords							
T. L .R. (s)			Numb	oer lines • Pla	ace value ch	art , Numbe	r charts • Counter
Ref:		Mathematics cur	riculur	n Page			
DAY	Phase 1:	ı	Phase	2: Main			Phase 3:
	Starter		(new	learning incl	uding asses	sment)	Plenary /
	(preparing	the brain					Reflections
	for learning						

WHATSAPP ONI	Y 0245350591						
Monday Monday	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. 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? Share lesson indicator and treat key words with	Learners ronearest 10, instance; 1 130,000 and 19,000 Differential Ask stronger questions first and the struggling answer sime. Pair up states that stronger leeven who strugg for those learners with more	ted learner learner learner learner arners caremedial states who	on and 10 approximate as approximate and an approximate and ap	00. For mately eximately wer some ho are er learne sas practions activated or e of a	rs so les. ice vities	Review the lesson with Learners
Tuesday	learner 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.	2 Learners estimate so NB: To rour smaller of the nearest ten	ums and nd down the two a while rou ne two no bring th	differend learners approxim nd up co umbers. e meanir	ces consider lated Insiders the The table	the he	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.

WHATSAPP ONL	Y U245350591		ı	1	1		T
	The learner with the	to the	21480	21470	21480		Independent
	highest number of cards at	nearest	0	0	0		Activity/
	the end wins the game		Ü				Homework:
		hundre					
	DEBRIEFING	d					
	1. How was the game?	to the	21500	21400	21500		
	What makes it so?	nearest	0	0	0		
	2. How were you able to get		O				
	the sum of the numbers	thousan					
	you picked?	d					
	3. How will you be able to						
	add six oranges and two	Differentia	ted learn	ing			
	oranges together?	Ask strong	er learne	rs to ans	wer some	9	
	oranges together.	questions					
	Share lesson indicator and	first and th	en let lea	arners wl	no are		
	treat key words with	struggling					
	learner.	answer sim	nilar ques	stions.			
	icumer.	• Pair up s	-		er learne	rs so	
		that		.).			
		stronger le	arners ca	an help w	eaker on	es.	
		• Use the r					
		for learner			•		
		who strugg	gle, and t	he exten	sion activ	ities	
		for					
		those learn	ners who	need mo	re of a		
		challenge					
		Assessmen	it: have le	earners to	o practice	<u>د</u>	
		with more			р . а.сс.	-	
Wednesday		Put learne			groups.	Α	What new things
	1. Learners write numbers	learner me					have you learned
	on a ball using a marker.	makes skip				C.	today?
	2. Learners bounce or	include the					today.
	throw the ball to other	Learner 1:					Learning progress
	learners and have them	counting u			2 SIGP		voting:
	mention the number they	Learner 2:	-		7290 177	90	Ask learners to
	see first.	18290, etc		.0230, 17	230, 177	50,	show by their
	3. Learners bounces/throw	Learner 3;		ı+ "2170I	5"ckin		fingers of 5 or 3 or
	the ball to another learner,	counting u			אואכ כ		1 as to those 'who
		_	-		מב מבים	25	really got it', 'got
	who does same by adding	Learner 4;		JZ0J, 34	۷٥٥, ۵۵۷è	55,	
	the number he/she sees to	36285et	L				some of it' or
	the number of the first	Difforont!-	tod lase:	ina			didn't get it'
	learner.	Differentia		_	WOR OF THE	_	respectively.
	DEDDIEFING	Ask strong	er iearne	is to ans	wer some	=	la demonstrat
	DEBRIEFING	questions					Independent
	1. How did you find the	first and th	ien let lea	arners wi	no are		Activity/
	game?	struggling					Homework:

answer similar questions. 2. How difficult/easy was it Pair up stronger and weaker learners so adding your number to your friends number? stronger learners can help weaker ones. 3. What were some of the • Use the remedial activities as practice numbers you heard your for learners friends calling out? who struggle, and the extension activities those learners who need more of a Share lesson indicator and challenge treat key words with learner Assessment: have learners to practice with more examples Thursday Learners form convenient Skip count forwards and backwards by What new things 50s and between 1000 and 10000 that have you learned groups. Give each group a designed are multiples of 50s and 100s but make today? playing cards an error or leave out a number. Challenge Learners plays in turns (one learners to identify or correct error. Learning progress at a time) voting: Ask learners to Learner picks up two cards Differentiated learning at a time and then add the Ask stronger learners to answer some show by their numbers on the cards questions fingers of 5 or 3 or together to give the sum. first and then let learners who are 1 as to those 'who If the learner gets the struggling really got it', 'got answer similar questions. some of it' or answer right, the learner keeps the cards but if the Pair up stronger and weaker learners so didn't get it' learner gets it wrong, the that respectively. learner put the cards back stronger learners can help weaker ones. and the cards are shuffled. • Use the remedial activities as practice Independent The learner with the for learners Activity/ who struggle, and the extension activities Homework: highest number of cards at the end wins the game for those learners who need more of a **DEBRIEFING** challenge 1. How was the game? What makes it so? Assessment: have learners to practice 2. How were you able to get with more examples the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? Share lesson indicator and treat key words with learner.

Friday

- 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.

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?

Share lesson indicator and treat key words with learner

Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error.

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.

 Use the remedial activities as practice
- for learners who struggle, and the extension activities

those learners who need more of a challenge

Assessment: have learners to practice with more examples

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:

/etted by ·	Signature:	Date:

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:	4th February, 2022				Class siz	ie:
Day:				Date:		
Monday, 60 n	ninutes			31st Jar	nuary, 20	22
Thursday, 60 r	minutes			3rd Feb	ruary, 202	22
Period :				Lesson :		
2				1 of 2		
2				2 of 2		
Strand : DIVER	RSITY OF MATTER		Sub-stra	nd:MA	TERIALS	
Indicator (cod	e)	B5.1.2.1	.1		- //	
Content stand	lard (code)	B5.1.2.1		()	\bigcirc	
Performance	Indicator	Learners	can cla	ssify eve	ryday m	aterials based on their
		properti	es (soft, l	hard, rou	gh, smod	oth, opaque, transparent
		and ben	dable)			
Core Compete	encies: Creativity and Innovation	Commun	ication an	d Collabo	ration Pe	ersonal Development
	p Critical Thinking and Problem S		\sim			
Keywords						ough, smooth, opaque,
			ent and b			
T. L .R. (s)						wood, ceramic
				_		, A4 sheets, blu tack,
			ue and pi	ctures of	these ite	ms.
Ref:	Science curric	ulum Pa	ge			
		Т.				T .
DAY	Phase 1:	Phase 2	-			Phase 3:
	Starter	,	rning incl	luding		Plenary / Reflections
	(preparing the brain	assessm	ent)			
D.4	for learning)	1				MATERIA SERVICE DE LA COMPANION DE LA COMPANIO
Monday	Play the HOT SEAT game using the key words.		ers to colle		-	What new things have you learned today?
	Select a learner to sit facing	•	of everyda	•		you learned today:
	the other learners with their		ie, school		•	Learning progress
	back to the board where you	•	s should i			voting: Ask
	write the keywords for		eces of clo	• •		learners to show by
	learners to describe what		ardboard,	-		their fingers of 5 or 3
	the word means or does and		ne bags (c			or 1 as to those 'who
	the learner in the HOT SEAT has to guess what the word	transpai	ent), soil	samples,		really got it', 'got some of it' or didn't get it'
	inas to guess what the word					respectively.
1	1	l .				

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

marbles (rough and smooth) chalk, crayon, pen and straw.

- Learners are assisted to sort and group the materials based on texture (hard or soft), and size (big or small).
- Demonstrate by assisting learners to group materials into those that we can see through (transparent) and those that we cannot see through (opaque).
- Learners sort the materials into those that can bend and those that cannot bend.
- Learners feel and draw materials that are hard, soft, smooth, etc.
- Learners are tasked to display their drawings in class for discussion.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners classify everyday materials based on their properties

Independent Activity/ Homework: Thursday

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

• Learners are assisted to know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking. Raffia palm is used in basketry because it can bend easily.

 Learners work in groups to classify different materials based on various similarities and differences.

Project: Learners use different materials to create new items such as paper fans, toy cars, toy planes, cooking pans, hats and earthenware pots and bowls and exhibit their work.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify properties of a given material

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:

WHATSAPP ONLY 0245350591		
	enable it to be used for making certain products,	
Vetted by :	Signature:	Date :

WANT HILLIAM ON THE SCHOOL OF THE SCHOOL OF

SUBJECT: HISTORY CLASS: FIVE

Week Ending:	4th February, 2022			Cla	ss size:
Day :				Date :	
Tuesday, 60 m	inutes			1st Februa	ry, 2022
Thursday, 60 n	ninutes			3rd Februa	ry, 2022
Period :				Lesson:	
2				1 of 2	
2				2 of 2	
Strand : My Co	ountry Ghana		Sub-st	rand : The P	eople Of Ghana
					λ
Indicator (code	e)	B5.2.1.2	1.1		
Content stand	ard (code)	B5.2.1.2	1.	. 9	
Performance I	ndicator	Learner	s can d	escribe how	our ancestors lived in ancient
		times (b	efore th	e 15th cent	ury) and compare it with how we
		live tod	ay.	Y	
Core Compete	ncies: Creativity and Innovation C	communi	cation a	nd Collabora	ation Personal Development
and Leadership	o Critical Thinking and Problem So	lving.			
Keywords					ns, tailors, craft, automated,
				• •	ate, smallpox, cataracts,
				•	ng, diagnose, security system,
				haeological,	
T. L .R. (s)				_	the comparison between
		_	• •	f work and t	echnology
Ref:	History curricu	ılum Pag	ge		
DAY	Phase 1:	Phase 2	: Main		Phase 3:
	Starter	(new le	arning ir	ncluding	Plenary / Reflections
	(preparing the brain	assessn	nent)		
	for learning)				
Tuesday	Play the HOT SEAT game				What have we learnt today?
	using the key words.	Visit an	cient sit	es and	
	Select a learner to sit facing	museur	ns		
	the other learners with their back to the board where you	- · · · ·			
	write the keywords for		ntiated l	_	
	learners to describe what the		_	arners to	
	word means or does and the	answer	some q	uestions	
	learner in the HOT SEAT has				

to guess what the word is. first and then let learners Repeat for all the key words who are struggling answer similar questions. Pair up stronger and **DEBRIEFING:** weaker learners so that How did you feel during the stronger learners can help game? weaker ones. •What new words did you • Use the remedial activities learn? as practice for learners •How does it feel to win? who struggle, and the •What will you do next time extension activities for to win? those learners who need more of a challenge Share lesson indicator and Assessment: let learners treat key words with learner describe how our ancestors lived in ancient times Share lesson indicator and treat key words with learner. Thursday Play the HOT SEAT game What new things have you using the key words. learned today? Use videos/ Select a learner to sit facing documentaries/internet to the other learners with their Learning progress voting: highlight how life today has Ask learners to show by back to the board where you changed from the past write the keywords for their fingers of 5 or 3 or 1 as learners to describe what the to those 'who really got it', Differentiated learning word means or does and the 'got some of it' or didn't get Ask stronger learners to learner in the HOT SEAT has it' respectively. answer some questions to guess what the word is. first and then let learners Independent Activity/ Repeat for all the key words who are struggling Homework: answer similar questions. Pair up stronger and **DEBRIEFING:** weaker learners so that How did you feel during the stronger learners can help game? weaker ones. •What new words did you • Use the remedial activities learn? as practice for learners •How does it feel to win? who struggle, and the •What will you do next time extension activities for to win? those learners who need more of a challenge Share lesson indicator and treat key words with learner

WHATSAPP UNLY	1245350591		
		Assessment: let learners	
	Share lesson indicator and	compare life today to life in	
	treat key words with learner .	ancient days.	

Vetted by :	Signature:	Date:
verted by	Signature	Date

WANT FIFTH ROUNT OF THE SCH

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending:	4th February, 2022				Class si	ze:
Day:				Date :		
Tuesday, 60 m	inutes			1st Feb	ruary, 20	22
Thursday, 60 n	ninutes			3rd Feb	ruary, 20)22
Period :				Lesson	•	
2				1 of 2		
2				2 of 2		
Strand : ALL AI	BOUT US		Sub-stra	nd : Mys	self	
Indicator (code	e)	B5.1.2.1	.1.			
Content stand	ard (code)	B5.1.2.1	•	3		
Performance I	ndicator	Learners	can des	cribe cha	nges tha	nt occur during
		adolesce	ence			
I =	ncies: Creativity and Innovation (cation an	d Collabo	ration P	ersonal Development
and Leadership	c Critical Thinking and Problem So	olving.				
Keywords		adalassa	nco Irriti	ata avcit	omont :	attachmont
Reywords						attachment,
			n, enlarge		ii, acquis	sition, pubic hair,
T. L .R. (s)					arc films	, computer, charts,
1. L .N. (5)		Internet		ips, poste	=13, 1111113	, computer, charts,
Ref:	Our World Ou			m Dage		
itei.	Our World Od	ГРЕОРІС	curriculu	iii rage		
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter	(new lea	rning incl	luding		Plenary / Reflections
	(preparing the brain	assessm	ent)			
	for learning)					
Tuesday	Play the HOT SEAT game	Learners	brainsto	rm on th	e	What new things have
	using the key words.	SEMEST	ER, Adole	scence e	.g.	you learned today?
	Select a learner to sit facing the other learners with their		eople are		within	Learning progress
	back to the board where you	_	10 -24 ar			voting: Ask
	write the keywords for		escent fa		this	learners to show by
	learners to describe what		dolescen			their fingers of 5 or 3 or
	the word means or does and		f transitio			1 as to those 'who really
	the learner in the HOT SEAT	childhoo	d and ad	ulthood.	It	got it', 'got some of it'
	has to guess what the word		etween t	_		or didn't get it'
		and 19 y	ears (WH	O, 1968)		respectively.

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class e.g.

Physical changes in boys e.g. breaking of voice, broadening of the chest, enlargement of testes and penis, growth of armpit, facial and pubic hair, acquisition of excess energy, acne (pimples) may develop on the face, growth in height and weight,

Some physical changes in girls acquisition of excess

Differentiated learning Ask stronger learners to answer

- 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

Independent Activity/ Homework:

e.g. development of breast, broadening of hips, growth of armpit and pubic hair, onset of ovulation and menstruation,

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

		I Accoccmont: Lot loarnors	
		Assessment: Let learners	
		describe physical changes that	
		occur during adolescence	
Thursday	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? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner	occur during adolescence Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class e.g. Some emotional and psychological changes in both boys and girls e.g. easily irritated (anger), worry/fear, love (strong attachment to the opposite sex), shyness, excitement, happiness/sadness, adventurous 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. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners describe emotional and psychological changes that occur during adolescence	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 :

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending				Class size:					
Day:	Date :								
Friday, 60 mir		4							
Period :	Lesson:								
2				1	of 1				
Strand : MOT	OR SKILL AND MO	VEMENT PAT	TERNS	Sub-strand	: MANIF	PULATIVE S	SKILLS		
Indicator (code)			B5.1.2.1.1						
Content stand	dard (code)		B5.1.2.1.						
Performance Indicator			Learners can roll ball using a stick through obstacles (arranged cones)						
	encies: Creativity a itical Thinking and			nication and	Collabor	ation Pers	onal Development and		
Keywords			(0)						
T. L .R. (s)			Cones						
Ref: PE curriculu			um Page						
DAY	Phase 1:	Phase 1:		Phase 2: Main			Phase 3:		
	Starter (preparing t for learning)		(new lea	rning includir	Plenary / Reflections				
Friday	Learners jog	Learners jog round a		Arrange ten cones in a straight forr			What have we learnt		
	demarcated	demarcated area in files		ıg. Learners r	through	today?			
	while singin	while singing and		As learners n	e teacher				
	clapping to	clapping to warm-up		checks their movements, control o			Use answers to		
	the body for	the body for maximal		balls with the stick and gives correc			summarise the		
	performanc	performance and to		feedback for correct mastery of skill.			lesson.		
	prevent inju	prevent injuries		Learners are allowed to progress at					
				their own pace during practice.					
				Organise competition for learners. End					
			the lesso	n with cool d					
				questions to					
			lesson.						
Vetted by :			Sig	nature:			. Date :		

CLASS: FIVE

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending: 4th February, 2022				Class size:					
Day:				Date :					
Friday, 60 minutes				4th February, 2022					
Period :				Lesson:					
2				1	of 1				
Strand : God, H	Strand : God, His Creation and Attributes				Sub-strand : God the Creator				
Indicator (code)		B5.1.1.1.2:						
Content standa	rd (code)		B5.1.1.1.						
Performance Indicator			Learners can state the qualities of God that humankind should demonstrate.						
Core Competencies: Creativity and Innovation Command Leadership Critical Thinking and Problem Solving Keywords									
T. L .R. (s)			Picture	es					
Ref:		RME curriculum	Page						
DAY	Phase 1: Starter (preparing the br	ain		2: Main earning ir ment)	ncludir	Phase 3: Plenary / Reflections			
Friday	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?		qualitic humar demor patient kindne honest etc. • Let le among God th to mak	 Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc. Let learners discuss among those qualities of God they should possess to make them God's children 		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/			

•How does it feel to win? Differentiated learning •What will you do next time to Ask stronger learners to win? answer some questions first and then let learners who are struggling Share lesson indicator and treat answer similar questions. key words with learner • Pair up stronger and weaker learners so that Share lesson indicator and treat stronger learners can key words with learner. 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 Assessment: let learners state the qualities of God that humankind should demonstrate

Vetted by :	 Signature:	Date :

SUBJECT: COMPUTING CLASS: FIVE

Week Ending: 10th September, 2021					Class size:				
Day: Wednesday, 60 minutes, 60 minutes					Date: 8th September, 2021				
Period :			Lesson:						
2	1 of 1								
Strand: Introd	uction to compu	ıting	Sub-strand : Generation of computers and parts of						
	a computer and other gadgets								
Indicator (code			B5.1.1.1.5 B5.1.1.1.6						
Content standa			B5.1.1.1. B5.1.1.1.						
Performance II	ndicator		Learners can identify home row keys, top row, bottom						
				-			nd type (short sentences).		
						_	e generation of computers.		
	•			unication	and Colla	aboration	n Personal Development and		
Leadership Crit	tical Thinking and	d Problem Solv	/ing.		VI.				
Keywords									
T. L .R. (s)			Laptop						
Ref: Computing cu			urriculum Page						
DAY	Phase 1:		Phase 2	Phase 2: Main			Phase 3:		
	Starter (preparing the brain		(new learning including				Plenary / Reflections		
			assessment)						
	for learning)								
	Play the HOT	Guide learners to type using row keys (Q, W, E, R, and T k for the left-hand and Y, U, I,			ing top				
	using the key words. Select a learner to sit facing the other learners with their back to the board where you write the				=	learned today?			
Wednesday,						Learning progress voting:			
60 minutes					e right-hand),	Ask learners to show by			
			bottom row keys (Z, X, C, B keys for the left-hand a M, comma, period, and f			$\{Z, X, C, V, \text{ and } \}$ -hand and $\{X, C, C, V, C, C,$	their fingers of 5 or 3 or 1		
	keywords for	as to those 'who really got							
	describe what the word						it', 'got some of it' or		
means or does and					ys for the right-har		didn't get it' respectively.		
	learner in the HOT SEAT has to guess what the		numerical pad (1, 2, 3,9.			•	Independent Activity/		
word is. Repeat for all the				/ (50 words)	Homework:				
	key words		using Word Processor or typing						
			tutorial						
	DEBRIEFING:								
	_ DEDIVIELLING.								

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Guide learners to recall what has been learnt in previous classes and ask leading questions, use scenarios to help learners identify the difference between the types of computers, their advantages and disadvantages.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners identify the difference between the types of computers, their advantages and disadvantages

Vetted by :	Signature:	Date :
-------------	------------	--------

WEEK THREE: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:	4th February, 2022			Class	size:	
Day:				Date :		
Monday, 60 minutes				31st January, 2022		
Wednesday, 6	0 minutes			2nd February	, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : Visua	l arts		Sub-st	rand: Thinking	and Exploring Ideas	
Indicator (cod	e)	B5 1.2	2.1	CX		
Content stand	lard (code)	B5 1.2	.2.	<u> </u>		
Performance	Indicator	Learne	rs can e	xperiment with	available relevant visual arts	
		media	and me	ethods to crea	te own visual artworks that	
		reflect	the ph	nysical and so	cial environments of some	
		Africar	commi	unities		
Core Compete	encies: Creativity and Innovation Co	mmunio	cation ar	nd Collaboratio	n Personal Development	
and Leadershi	p Critical Thinking and Problem Solv	ving.				
W						
Keywords		·				
T D (a)		Diatore				
T. L .R. (s)	Crookii o Anto o	Picture				
Ref:	Creative Arts co	arriculur	n			
DAY	Phase 1:	Phase	2: Main		Phase 3:	
	Starter	(new le	earning	including	Plenary / Reflections	
	(preparing the brain	assess	ment)			
	for learning)					
Monday	Play the HOT SEAT game using	Learners are to:):	What new things have you	
the key words.		explore the local			learned today?	
	Select a learner to sit facing	enviro	nment t	o select	1	
	the other learners with their back to the board where you	availab	ole mate	rials and	Learning progress voting: Ask learners to show by	
	write the keywords for	tools t	hat are រូ	good for	their fingers of 5 or 3 or 1	
	learners to describe what the	makin	g artwor	ks	as to those 'who really got	
	word means or does and the	2 stud	y and ex	periment	it', 'got some of it' or	
	learner in the HOT SEAT has to	with a	vailable	materials and	didn't get it' respectively.	
	guess what the word is.	tools t	o create	simple		
	Repeat for all the key words	artwor	ks that i	reflect the		

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

physical and social environments of some African communities using appropriate methods and skills: e.g.

- 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;
- discuss and share their experiences through jury and peer review;
 use available materials in
- the environment to make artworks similar to the works studied;
- discuss and compare their artworks to the artworks studied.

Assessment: let learners create own visual artworks that reflect the physical and social environments of some African communities

Independent Activity/ Homework:

Wednesday

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

Play the HOT SEAT game using

Learners are to:
explore the local
environment to select
available materials and
tools that are good for
making artworks

study and experiment
with available materials and
tools to create simple
artworks that reflect 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.

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

physical and social environments of some African communities using appropriate methods and skills: e.g.

- craft tools for perforating,
 shaping and punching;
- folding and shaping paper to make origami and quilling;
- spatula and scooping tools for modelling;
- needle for sewing, etc.
 discuss and share their experiences through jury and peer review;
 use available materials i
- use available materials in the environment to make artworks similar to the works studied;
 discuss and compare their

artworks to the artworks studied.

Assessment: let learners create own visual artworks that reflect the physical and social environments of some African communities

Independent Activity/ Homework:

Vetted by :	Signature:	Date :

WEEK THREE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:				Class	s size:
Day:			Date :		
Period :				Lesson:	
Strand : Readir	ng		Sub-	strand : Phon	ics: Letter Sound Knowledge
Indicator (code	e)		B5.2.4.1.1	B5.2.4.1	1.2 B5.2.4.1.3
Content standa	ard (code)		B5.2.4.1.	B5.2.4.1	l. B5.2.4.1.
fam • Leai wor • Leai			Learners should read and recognise words with familiar sounds Learners should read and recognise diagraphs in words found in paragraphs. Learners should blend two or more syllables to form words and read them		
-	ncies: Creativity a ical Thinking and			n and Collabo	oration Personal Development and
Reywords	7,				
T. L .R. (s)			Manila card	ls, markers, r	ecorded audios visual
Ref:		Ghanaian Langu	iage curricu	lum	
DAY Phase 1: Starter (preparing the brain for learning)		Phase 2: Ma (new learni assessment	ng including	Phase 3: Plenary / Reflections	
Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except		• Ask learned mention so of the letter alphabet.	me sounds	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	
	the first one, beg	ginning 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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- Write down some of these sounds on the board.
- Select one sound and lead learners to form words using that sound.
- Read to learners words with familiar sounds.
- Assist learners to read and recognise word with familiar sounds at word medial.
- Read to learners
 some simple poems.
- In groups, lead learners to read simple poems of about ten lines.
- Ask learners to note the words in the poems that have similar sounds.
- Group the words identified and categorise them into words with similar sounds.

Assessment: let learners identify words with familiar sounds..

'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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.
- Let learners mention some words and write them on the board.
- Group the words into two: those without diagraphs and those with diagraphs.
- Write out the diagraphs on the board

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.

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

and pronounce them to the hearing of learners.

- Assist learners to recognise diagraphs in the words in a given paragraph.
- Call learners to write the diagraphs identified from the words on the board.
- Group the diagraphs and put learners into groups and ask learners to form more words with the diagraph assigned to each group.

Assessment: let learners identify diagraphs in words found in paragraphs.

Independent Activity/ Homework:

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.
- 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.

- Let learners mention some words and write them on the board.
- Divide the words into syllables and discuss with learners.
- Allow learners to use some of the syllables to form new words.
- Let learners say the words to the class and write some on the board. .
- Assist learners to blend two or more syllables to form words and read 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.

Independent Activity/ Homework:

DEBRIEFING:

What did you like about the	• Let learners use some	
game?	of the words to form	
What did you dislike about the game?	sentences orally.	
What must your team do to win next time?	Assessment: let	
	learners blend two or	
	more syllables to form	
Share lesson indicator and treat	words and read them	
key words with learner .		

Vetted by :	Signature:	Date :
	CONKL	

SEMESTER ONE BASIC FIVE WEEK 4

MANA FILLER

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 11th February, 2022	Class size:
Day:	Date :
Monday, 60 minutes	7th February, 2022
Tuesday, 60 minutes	8th February, 2022
Wednesday, 60 minutes	9th February, 2022
Thursday, 60 minutes	10th February, 2022
Friday, 60 minutes	11th February, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Dramatization and Role Play
B. Reading	B. Diphthongs
C. Grammar Usage At Word	C. DeSEMESTERiners
D. Writing	D. Paragraph Development
E. Using Writing Conventions	E. Using Punctuation
F. Extensive Reading	F. Building the Love and Culture of Reading
Indicator (code)	B5.1.5.1.1. B5.2.4.1.1 B5.3.2.1.1 B5.4.3.1.2
	B5.5.2.1.1. B5.6.1.1.1.
Content standard (code)	B5.1.5.1. B5.2.4.1. B5.3.2.1. B5.4.3.1.
	B5.5.2.1. B5.6.1.1.
Performance Indicator	A. Learners can use costume to dramatise o
	role-play parts/whole of stories
	B. Learners can use closing diphthongs, e.g
	/aU/, /eU/to make meaningful sentences
	C. Learners can identify and use indefinite and
	definite articles "a" and "an" to refer to
	person, animal, event, time or objects in
	general
	D. Learners can identify the main idea and mino
	ideas/supporting details in a paragraph
	E. Learners can use punctuations: (the comma)
	to write an address; (the apostrophe) in
	contraction

WHATSAPP ON	LY 0245350591						
			F. Learners can read a vari	ety of age- and level			
			appropriate books and present at least a-				
			three-paragraph summary of each book read				
Core Competencies: Creativity and Innovation Communant Leadership Critical Thinking and Problem Solving.			unication and Collaboration Perso	nal Development			
Keywords							
T. L .R. (s)			Word cards, sentence cards, let	ter cards,			
			handwriting on a manila card ar	nd a class library.			
Ref:		English Langua	ge curriculum Page				
DAY	Phase 1:	<u>l</u>	Phase 2: Main	Phase 3:			
	Starter		(new learning including	Plenary /			
	(preparing the brain		assessment)	Reflections			
	for learning)						
Monday	Learners watch/listen to /folktale. (Intersperse to songs and gestures) DEBRIEFING: Who were the character which part of the story What lessons did you lestory? How will you apply the lesson in your life? Share lesson indicator words with learner.	ers in the story? do you like? earn from the good moral	 A.ORAL LANGUAGE Lead learners to select a familiar story for dramatisation. Ask questions to review the story. Assign groups to prepare (share roles, select costume and rehearse) and dramatise/role-play the story using improvised lines. Invite groups to perform for the class to critique their performances. Assessment: let learners costume to dramatise or role-play parts/whole of stories	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:			

Tuesday

Onset and Rime Game

Learners in convenient groups.

- 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.

DEBRIEFING

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Share lesson indicator and treat key words with learner .

B.READING

- Revise the activity on minimal pairs words. Let learners pick partners, thinkpair-share. Learners use their rhyming words in meaningful sentences.
- Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g.

/eU/ - go, no, boat, load etc. /aU/ - how, fowl etc. Note: Do not write the symbols of the sounds

• Learners read and identify the common sound in the words. In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use closing diphthongs, e.g. /aU/, /eU/to make meaningful sentences

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:

WHATSAPP ONLY 0245350591 C.GRAMMAR What new things Wednesday have you learned Catch and pass Provide an appropriate text (using nouns in speech and writing containing abstract, concrete today? activity) nouns. Revise the lesson on nouns. Learning progress Learners in convenient groups of 2 or Use the same text to introduce voting: more. A member in Group A throws a Ask learners to definite, indefinites and zero ball to a member in Group B. The articles. Guide learners with show by their student who catches the ball shouts "I examples to list the articles in fingers of 5 or 3 or catch". the passage. 1 as to those 'who • Help learners to form really got it', 'got sentences using the articles. A different member in Group B mention a Noun e.g. monkey or get it' respectively. tambourine, etc. Differentiated learning Ask stronger learners to Independent Another member in Group B uses the answer some questions Activity/ first and then let learners who Homework: noun to form a sentence. The group earns a point for the given noun and are struggling answer similar questions. correct sentence. • Pair up stronger and weaker learners so that A member in Group B throws the ball back t a member in Group A and they stronger learners can help go through the same process until weaker ones. they produce for example five nouns Use the remedial activities as each plus their corresponding practice for learners sentences. who struggle, and the extension activities for **DEBRIEFING** those learners who need more What did you like about the game? of a challenge What did you dislike about the game? What must your team do to win next Assessment: let learners use indefinite and definite articles time? "a" and "an" to form sentences Share lesson indicator and treat key words with learner. **Thursday Sentence Scrabble D.WRITING** What new things (using simple sentences clearly and • Display a Model Paragraph, have you learned correctly) today? The children of Boti go to

Learners in convenient groups.

Using word cards, learners arrange the words to form grammatically correct sentences. Example

great lengths to seek the power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who

some of it' or didn't

learners gain points or each correct sentences they come up with,

learners are given more word cards until the cards are exhausted. The group with highest points win the game.

DEBRIEFING

How did you find the sentences Scrabble game?

Was the game challenging?

How can this game be improved?

Share lesson indicator and treat key words with learner.

bricks to build the walls and desks. They use grass and saplings and make a roof. Also, the children of Boti work very hard studying during the school year. Every day they learn something new. Finally, at the end of the year, their minds become fat with knowledge. This is how the children of Boti work hard to seek the power of education and reading.

- Have learners read it (or read it to them).
 Have them do Think-Pair-Share and answer the questions:
- i. What is this paragraph about?
- ii. How do you know?
- Guide learners towards the idea that the main idea of the paragraph is revealed in the first sentence. Underline the first sentence of the paragraph and write "Topic Sentence" in the margin next to it.
- Guide learners to identify the details of the paragraph and the sentences that contain these details.
- Repeat the same process for other sentences.
- Have learners write their own paragraphs (Guide them to select a topic). Move round to support them.

Assessment: let learners identify the main idea and minor ideas/supporting details in a paragraph

really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

WHATSAPP ON	LY 0245350591		
Friday	Sentence Scrabble	E.WRITING CONVENTION AND	What new things
	(using simple sentences clearly and	GRAMMAR USAGE	have you learned
	correctly)	Revise the use of the comma	today?
		before and after "Yes" and	
	Learners in convenient groups.	"No" in sentences; after	Learning progress
		addressing a person, e.g. Kofi,	voting:
	Using word cards, learners arrange	can you help me?	Ask learners to
	the words to form grammatically	Introduce the use of the	show by their
	correct sentences. Example	comma to write an address,	fingers of 5 or 3 or
	·	and the apostrophe in	1 as to those 'who
	learners gain points or each correct	contraction in context. Provide	really got it', 'got
	sentences they come up with,	sample sentences/texts for	some of it' or didn't
	,	learners to identify the target	get it' respectively.
	learners are given more word cards	punctuations. Introduce one	
	until the cards are exhausted. The	punctuation at a time	Independent
	group with highest points win the	e.g. I live at Adu Street,	Activity/
	game.	Adukrom.	Homework:
	8	They can't do the work.	
	DEBRIEFING	Have learners practise using	
	How did you find the sentences	the comma to write an	
	Scrabble game?	address, and the apostrophe	
	Jordanie Barrier	in contraction. Give pairs of	
	Was the game challenging?	learners unpunctuated	
	was the game shallenging.	sentences/texts to punctuate.	
	How can this game be improved?	Serve de parietalia	
	The can also game so map a second		
		Assessment: Give learners	
	Share lesson indicator and treat key	unpunctuated sentences/texts	
	words with learner .	to punctuate.	
Friday	Learners access and discuss various	E.EXTENSIVE READING	What new things
,	states of books (E.g torn books, folded	Have learners read	have you learned
	books, new books, folded, books, old		today?
	books, covered books) on display in	independently books of their	
	class/library/cupboard office.	choice during the library	Learning progress
		period.	voting:
	DEBRIEFING	Learners think-pair-share	Ask learners to
		their stories with peers.	show by their
		Ask each learner to write a-	fingers of 5 or 3 or
	1. Did you like the states of the books	two-three paragraph summary	1 as to those 'who
	we observed?		really got it', 'got
	2. What is the cause of the poor/good	of the book read.	some of it' or didn't
	state in which we find the books?	Invite individuals to present	get it' respectively.
	3. What can we do to make the books	their work to the class for	
	look different from the way they are	feedback.	Independent
	now?		Activity/

Homework:

Share the lesson indicator and explain the key words Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

etted by :	. Signature:	Date :
------------	--------------	--------

SUBJECT: Mathematics CLASS: FIVE

Week Ending:	11th February	, 2022				Class	size:
Day:			Date:	Date:			
Monday, 60 minutes			7th Fe	7th February, 2022			
Tuesday, 60 m	inutes				8th Fe	bruary	ı, 2022
Wednesday, 6	0 minutes				9th Fe	bruary	, 2022
Thursday, 60 r	ninutes				10th F	ebrua	ry, 2022
Friday, 60 min	utes				11th F	ebrua	ry, 2022
Period :					Lesson	1:	
2					1 of 2		
2					2 of 2		
2					1 of 3		
2					2 of 3		
2					3 of 3		
Strand: Numb	per			Sub-st	trand : C	Countin	ng, Representation & Cardinality
			1		0-		
Indicator (cod			B5.1.1				B5.1.1.2.2
Content stand	lard (code)		B5.1.1	.2.	B5.1.1.2.		
Performance I	Indicator		•	Learne	earners can recognize roman Numerals system up to C (i.e.		
		<		100)			
				Learne	ers can o	count	and convert Hindu Arabic numbers to
							to 100 (C) and vice versa
					ication a	and Co	llaboration Personal Development
and Leadershi	p Critical Think	ing and Prob	iem Soi	iving.			
Keywords							
110,110,00							
T. L .R. (s)			Romai	n nume	ral chart	<u> </u>	
Ref:		Mathemati					
					- 0 -		
DAY	Phase 1:	<u> </u>	Phase	2: Mair	າ		Phase 3:
	Starter		(new learning		includir	ng	Plenary / Reflections
(preparing the brain assessment)							
for learning)							
Monday							What new things have you learned
	1. Learners write Display ro		•			today?	
numbers on a ball charts (1-1		-	_				
using a marker. sequential ord		ger and	iead				

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. **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?

and treat key words with learner

learners to identify the numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

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:

Share lesson indicator

Tuesday

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

Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V = 5: IX = 9, XV = 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some numerals randomly and have learners point at it on the chart.

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.

Independent Activity/ Homework:

learner put the cards back and the cards are shuffled.

The learner with the highest number of cards at the end wins the game

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?

Share lesson indicator and treat key words with learner.

answer similar questions.

- 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

Assessment: have learners to practice with more examples

Wednesday

- 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.

DEBRIEFING

- 1. How did you find the game?
- 2. How difficult/easy was it adding your

Learners read the chart sequentially forwards and backwards, vertically (up and down), zig-zag, diagonally and randomly without pointing to the numbers. Invite 2-3 learners to read to the class. Call a Roman numeral and ask learners to write

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.
- Use the remedial activities as practice for 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.

Independent Activity/ Homework:

WHATSAPP UNLT		Г	
	number to your friends	who struggle, and the	
	number?	extension activities for	
	3. What were some of	those learners who need	
	the numbers you	more of a challenge	
	heard your friends		
	calling out?	Assessment: have learners	
		to practice with more	
		examples	
	Share lesson indicator		
	and treat key words		
	with learner		
Thursday	Learners form	Give learners a numeral in	What new things have you learned
	convenient groups.	the Hindu Arabic system	today?
	Give each group a	and have learners convert	
	designed playing cards	to roman numeration and	Learning progress voting:
	Learners plays in turns	vice versa for instance	Ask learners to show by their fingers
	(one at a time)	XXIV = 24, LX = 60, XCIV =	of 5 or 3 or 1 as to those 'who really
	Learner picks up two	94, ETC	got it', 'got some of it' or didn't get
	cards at a time and		it' respectively.
	then add the numbers	. Differentiated learning	
	on the cards together	Ask stronger learners to	Independent Activity/ Homework:
	to give the sum.	answer some questions	
	If the learner gets the	first and then let learners	
	answer right, the	who are struggling	
	learner keeps the	answer similar questions.	
	cards but if the learner	Pair up stronger and	
	gets it wrong, the	weaker learners so that	
	learner put the cards	stronger learners can help	
	back and the cards are	weaker ones.	
	shuffled.	Use the remedial	
	The learner with the	activities as practice for	
	highest number of	learners	
	cards at the end wins	who struggle, and the	
	the game	extension activities for	
		those learners who need	
	DEBRIEFING	more of a challenge	
	1. How was the game?		
	What makes it so?	Assessment: have learners	
	2. How were you able	to practice with more	
	to get the sum of the	examples	
	numbers you picked?	•	
	3. How will you be able		
	to add six oranges and		
	two oranges together?		
	5 : ::5:: 5::		
	l	<u> </u>	i

	Share lesson indicator and treat key words with learner .		
Friday	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. 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? Share lesson indicator and treat key words with learner	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC. 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. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: have learners to practice with more examples	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: SCIENCE CLASS: FIVE

Date :					
Day: Date:	Date :				
Monday, 60 minutes 7th February	7th February, 2022				
Thursday, 60 minutes 10th Februar	y, 2022				
Period : Lesson :					
2 1 of 2					
2 of 2					
Strand : DIVERSITY OF MATTER Sub-strand : MATERIAL	_S				
Indicator (code) B5.1.2.1.1					
Content standard (code) B5.1.2.1.					
Performance Indicator Learners can classify everyday	materials based on their				
properties (soft, hard, rough, so	mooth, opaque, transparent				
and bendable)					
Core Competencies: Creativity and Innovation Communication and Collaboration	n Personal Development				
and Leadership Critical Thinking and Problem Solving.					
	Material, Classification, soft, hard, rough, smooth, opaque,				
	transparent and bendable.				
T. L.R. (s) Metal sheets, straw, fabrics, par					
	artefacts, vessels, glass, clay, gravel, A4 sheets, blu tack,				
paper glue and pictures of these	e items.				
Ref: Science curriculum Page					
DAY Phase 1: Phase 2: Main	Phase 3:				
Starter (new learning including assessm	-				
(preparing the brain	Reflections				
for learning) Monday Dlay the HOT SEAT game Learners to collect and bring a	What now things				
Monday Play the HOT SEAT game • Learners to collect and bring a variety of everyday materials from the second sec	. . .				
Colort a learner to sit facing					
the other learners with their					
back to the board where you pieces of cloth, pieces of paper,	Learning progress				
write the keywords for	voting:				
learners to describe what cardboard, wood, plastics, polyt the word means or does and bags (coloured and transparent)	/ Sk learners to				
,	, , , , , , , , , , , , , , , , , , , ,				
	1 as to those 'who				
has to guess what the word chalk, crayon, pen and straw.	really got it', 'got				

TTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTT	0245350591		
	is. Repeat for all the key	• Learners are assisted to sort and	some of it' or didn't
	words	group the materials based on texture	get it' respectively.
		(hard or soft), and size (big or small).	Independent
	DEBRIEFING:	 Demonstrate by assisting learners 	Activity/
	How did you feel during	to group materials into those that we	Homework:
	the game?	can see through (transparent) and	
	 What new words did you 	those that we cannot see through	
	learn?	(opaque).	
	•How does it feel to win?	• Learners sort the materials into	
	•What will you do next time	those that can bend and those that	
	to win?	cannot bend.	
		• Learners feel and draw materials	
	Share lesson indicator and	that are hard, soft, smooth, etc.	
	treat key words with learner	• Learners are tasked to display their	
		drawings in class for discussion.	
	Share lesson indicator and	Differentiated learning	
	treat key words with learner	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.	
		• Use the remedial activities as	
		practice for learners	
		who struggle, and the extension	
		activities for	
		those learners who need more of a	
		challenge	
		Assessment: let learners classify	
		everyday materials based on their	
		properties	
Thursday	Play the HOT SEAT game	Learners are assisted to know that	What new things
	using the key words.	the properties of a given material	have you learned
	Select a learner to sit facing	enable it to be used for making	today?
	the other learners with their	certain products, e.g. clay is used for	
	back to the board where you	making pots because it can be	

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

moulded without breaking. Raffia palm is used in basketry because it can bend easily.

• Learners work in groups to classify different materials based on various similarities and differences.

Project: Learners use different materials to create new items such as paper fans, toy cars, toy planes, cooking pans, hats and earthenware pots and bowls and exhibit their work.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify properties of a given material enable it to be used for making certain products,

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: HISTORY CLASS: FIVE

Week: 11th F	ebruary, 2022			Class	size:	
Day:			Date :			
Tuesday, 60 n	ninutes Ending		8th February, 2022			
Thursday, 60 minutes				10th Febru	ary, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand: My C	ountry Ghana		Sub-s	trand : The F	People Of Ghana	
Indicator (cod	de)	B5.2.1	.1.2	\mathcal{C}^{X}		
Content stand	dard (code)	B5.2.1	.1.			
Performance	Indicator	Learne	rs car	n describe so	me ancient towns in Ghana.	
	encies: Creativity and Innovation Comm		on and	d Collaborati	on Personal Development	
and Leadersh	ip Critical Thinking and Problem Solving		F) ,			
Keywords		eviden	ce, ar	chaeological	finds, microliths, settlement,	
		harpoons, migrated, founded, trans-Saharan,				
		archaeologists, conquering				
T. L .R. (s)		Images	Images and videos showing some ancient towns in			
		Ghan				
Ref:	History curricului	m Page				
DAY	Phase 1:	Phase	2: Ma	in	Phase 3:	
	Starter	(new le	(new learning including		Plenary / Reflections	
	(preparing the brain	assessment)				
	for learning)					
Tuesday	Play the HOT SEAT game using the		1. List some ancient		What new things have you	
	key words.		•		learned today?	
		Ghana (Begho, Bono-			Loarning progress voting	
	the board where you write the	ivianiso, ba		•	Learning progress voting: Ask learners to show by	
	keywords for learners to describe	Eguafo, Kintampo, Salaga, Daboya).			their fingers of 5 or 3 or 1 as	
	what the word means or does and	2. Loca		•	to those 'who really got it',	
	the learner in the HOT SEAT has to			and places	'got some of it' or didn't get	
	guess what the word is. Repeat for			Ghana.	it' respectively.	
	all the key words					

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners list some ancient towns and places in Ghana

Independent Activity/ Homework:

Thursday

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?
- •What will you do next time to win?

Locate some of these towns and places on a map of Ghana.

Use the internet to learn about these places and share in class

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar 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:

WHATSAPP ONLY 0245350591 • Pair up stronger and Share lesson indicator and treat weaker learners so that key words with learner stronger learners can help weaker ones. • Use the remedial Share lesson indicator and treat activities as practice for key words with learner. learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners locate some of

Vetted by :	Signature:	Date:

these towns and places on a map of Ghana

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week: 11th	February, 2022				Class siz	ze:	
Day:				Date :			
Tuesday, 60	minutes Ending			8th February, 2022			
Thursday, 60 minutes				10th Fe	bruary, 2	022	
Period :				Lesson :			
2				1 of 2			
2				2 of 2			
Strand : ALL	ABOUT US		Sub-stra	ind : My F	amily an	d the Community	
Indicator (co	ode)	B5.1.3.1	.1.		-//		
Content star	ndard (code)	B5.1.3.1		C	<u>)</u>		
Performance	e Indicator	Learners	s can exp	lain the n	eed to be	a committed member of	
		the fam	ily T				
_	tencies: Creativity and Innovation hip Critical Thinking and Problem S	Innovation Communication and Collaboration Personal Development d Problem Solving.				ersonal Development	
Keywords	Behaviours, attitude, committed, obedience, responsibility, climax, pavement						
T. L .R. (s)		Pictures, Video clips, Charts. posters, films, computer, Internet,					
Ref:	Our World Ou	ir People	curriculu	m Page			
DAY	Phase 1: Starter (preparing the brain for learning)	er (new learning i assessment)			ning including Plenary / Reflection		
Tuesday	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	attitude committe taking pobedien respect accepting (perform taking in	s mention s needed ted family art in fam ce to elde for family ng respons ning assig nitiatives, s, be prese	to be a member ally activitions of the member sibility ned dutie helping n	e.g. ies, family, s, s), eedy	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.	

is. Repeat for all the key meetings, respond to family words Independent Activity/ needs, etc. Homework: Learners talk about the need to be a committed family member e.g. **DEBRIEFING:** to promote unity, to gain respect, How did you feel during to bring unity and peace in the the game? family, to strengthen the family •What new words did you learn? support system, to be considered •How does it feel to win? a trustworthy person, etc. •What will you do next time to win? Differentiated learning Ask stronger learners to answer some questions Share lesson indicator and first and then let learners who are treat key words with learner struggling answer similar questions. Share lesson indicator and Pair up stronger and weaker treat key words with learner 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 Assessment: Let learners explain the need to be a committed member of the family What new things have Thursday Play the HOT SEAT game Learners role play commitment to using the key words. you learned today? the family. The role play should Select a learner to sit facing have as a climax reward for being the other learners with their Learning progress committed. back to the board where voting: Ask you write the keywords for learners to show by Differentiated learning learners to describe what their fingers of 5 or 3 or Ask stronger learners to answer the word means or does and 1 as to those 'who the learner in the HOT SEAT really got it', 'got some some questions has to guess what the word of it' or didn't get it' first and then let learners who are respectively. struggling

WHATSAPP UNLT	0243330331		
	is. Repeat for all the key	answer similar questions.	
	words	Pair up stronger and weaker	Independent Activity/
		learners so that	Homework:
	DEBRIEFING:	stronger learners can help weaker	
	How did you feel during	ones.	
	the game?	Use the remedial activities as	
	What new words did you	practice for learners	
	learn?	who struggle, and the extension	
	•How does it feel to win?	activities for	
	•What will you do next time	those learners who need more of	
	to win?	a challenge	
		_	
	Share lesson indicator and	Assessment: Let learners explain	
	treat key words with learner	the need to be a committed	
	,	member of the family	
	Share lesson indicator and		
	treat key words with learner		
	•		

verted by Date	Vetted by :	Signature:	Date :
----------------	-------------	------------	--------

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	;: 11th February	, 2022			Class size:			
Day:					Date:			
Friday, 60 mi	nutes				11th February, 2022			
Period :					Lesson:			
2					1 of 1			
Strand: MOT	OR SKILL AND M	OVEMENT		Sub-stra	nd : MAN	IPULATIVE	SKILLS	
PATTERNS								
Indicator (co	de)		B5.1.2.1	.2				
Content stan			B5.1.2.1	•		CK		
Performance	Indicator			can per			l-group balance stunts by rt	
<u>-</u>	encies: Creativit ritical Thinking a	•		municatio	n and Col	laboration	Personal Development and	
Keywords								
T. L .R. (s)			Cones					
Ref:		PE curricul	um Page					
DAY	Phase 1:	. D.	Phase 2: Main			Phase 3:		
	Starter (preparing t for learning		(new learning including assessment)				Plenary / Reflections	
Friday	Learners jog demarcated	l area in	Learner stands straight and hold on to another person. Rise up and move			What new things have you learned today?		
	files while s clapping to the body fo performand prevent inju	warm-up r maximal e and to	body we competitime decolong it to loses a bocool dow	eight on to tion for lead clare winner takes a mer toalance. En tyn activitiens to summ	es. Organiarners and ers based mber of the less and use	ise d use on how se group son with	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/	
Vetted by:			·				Homework: Date :	

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:	11th February, 2022					Class s	ize:
Day:					Date :		
Friday, 60 min	utes				11th February, 2022		
Period :					Lesson:		
2					1 of 1	1	
Strand : God, His Creation and Attributes Su			Sub-st	rand	: God th	ne Creator	
Indicator (cod	e)		B5.1.1.	.1.2:			
Content stand	ard (code)		B5.1.1.	.1.			
Performance I	ndicator		Learne	rs can	state	e how th	ney can use their God-given
			unique	quali	ties	-//	
and Leadership	encies: Creativity and I p Critical Thinking and		nication	and C	ollabo	oration	Personal Development
Keywords)\\			
T. L .R. (s)			Picture	es			
Ref:		RME curriculum	Page				
DAY	Phase 1:		Phase :	2: Ma	in	P	Phase 3:
	Starter		(new le		g	P	Plenary / Reflections
	(preparing the bra	in	includi	•			
	for learning)		assessment)				
Friday	Play the HOT SEAT	game using the				What new things have you	
		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			oups	,	earned today?
					discuss how they can use their God-given Ask learners to sho		earning progress voting
							Ask learners to show by
	•				unique qualities:		heir fingers of 5 or 3 or 1
		what the word means or does and		God	and		s to those 'who really got
	the learner in the		human	•			t', 'got some of it' or
guess what the word is. Repeat for				lidn't get it' respectively.			
	all the key words	all the key words		ve the			Independent Activity/
			enviro		•		Homework:
	DEBRIEFING:		- Live t	_	er in		
	•How did you feel	during the game?	harmony,				
	•What new words	•	- Contr	ribute	to		
	•How does it feel		develo	pmen	t, etc	: .	
	•What will you do	next time to win?					

١	۸	/1	4	Δ	т	C	Δ	D	Р	\cap	١	Ш	١	/	U	7	Λ	5	2	5	r	15	Q.	11
١	м	v		_	١ı	J	М	ГΙ	г	v	T)	V I	_		u	_	4	ر.			L	J		_

• Let learners present their work for Share lesson indicator and treat key appreciation and words with learner discussion in class Differentiated Share lesson indicator and treat key words with learner. 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. Use the remedial activities as practice for learners who struggle, and the extension activities those learners who need more of a challenge Assessment: let learners state how they can use their God-given unique

		C: .	D .
M NATTAN	ν:	Signature:	Date :
velleu b	V	JIKI I a Lui C	Date

qualities

SUBJECT: COMPUTING CLASS: FIVE

Week Ending: 18	th February, 2022		Class	size:			
Day:			Date :				
Wednesday, 60 n	ninutes		16th February, 2022				
Period :			Lesson:				
2			1 of 1				
Strand: INTRODU	JCTION TO COMPUTING	Sub-strand: INTRODUCTION TO MS-WINDOWS					
		INTERFACE					
Indicator (code)		B5.1.1.1.1. B5.1.2.1.2 B5.1.2.1.3					
Content standard	d (code)	B5.1.1.1.	B5.1.2.1	. B5.1.2.1.			
Performance Ind	icator	• Learn	ers can list the	features of Windows Interface			
		 Learners can personalise the Desktop Background and edit its images (e.g. image, icons and Taskbar of the background). Learners can recognise how to customise the Desktop Background using Change Background, 					
		Start menu and Pin to taskbar or start menu.					
_	ies: Creativity and Innovation Co al Thinking and Problem Solving.			·			
Reywords		pin, taskbar, image, icon, drawing pin, taskbar, image, icon, drawing, desktop background,					
		customise, St		arms, acomor acongressina,			
T. L .R. (s)		Laptop					
Ref:	Computing cu	urriculum Page					
DAY	Phase 1:	Phase 2: Mai	n	Phase 3:			
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections					
Wednesday	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 learne features (i.e. Returns, Cort Desktop, Xbo Project Spart etc.) and con issues of Win	Start Menu cana on ox App, an Browser, npatibility	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.			

WIII/(13/(11 OIVE) 02	15550551		
	has to guess what the word	this by using leading	
	is. Repeat for all the key	questions, or any other	Independent Activity/
	words	method.	Homework:
	DEBRIEFING:	Guide learners to create	
	•How did you feel during the	their own background	
	game?	picture using any	
	•What new words did you	application (e.g. paints).	
	learn?	Guide them to use it as	
	How does it feel to win?What will you do next time	background picture.	
	to win?	Guide learners to identify	
		and use task bar, start	
	Share lesson indicator and treat key words with learner	menu, etc.	
		Assessment: Let learners	
		create their own	
	Share lesson indicator and	background picture using	
	treat key words with learner	any application	
	•		
Vetted by :		Signature:	Date :

etted by :	Signature:	Date :
------------	------------	--------

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	: 11th February, 2022	Class size:			ze:		
Day:		Date :					
Monday, 60 i	minutes	7th February, 2022					
Wednesday, 6	50 minutes		9th February, 2022				
Period :			Lesson :				
2			1 of 2				
2			2 of 2				
Strand: Perfo	orming Arts		Sub-strand : Plan	ning, Ma	king and Composing		
Indicator (cod	de)	B5 2.2.2.	1				
Content stand	dard (code)	B5 2.2.2.	9				
Performance	Indicator	Learners	can Experiment w	ith avail	able relevant performing		
		arts me	dia and techniqu	ies to	create own performing		
			that reflect the his	story and	d culture of the people of		
		Africa	()				
	encies: Creativity and Innovation		ication and Collabo	ration Pe	ersonal Development		
and Leadersh	ip Critical Thinking and Problem S	solving.					
Keywords							
,							
T. L .R. (s)		Pictures					
Ref:	Creative Arts	curriculum	1				
DAY	Phase 1:	Phase 2:	Main		Phase 3:		
	Starter	(new lea	rning including		Plenary / Reflections		
	(preparing the brain	assessme					
	for learning)						
Monday	Play the HOT SEAT game	Learners	are to:		What new things have		
	using the key words.	2 explore	e the local environr	nent to	you learned today?		
	Select a learner to sit facing the other learners with	select available instruments, Learning progress					
	their back to the board	reduibment, sounds, meiody.			voting: Ask		
	where you write the	rhythms, movement patterns that learners to show					
	keywords for learners to	are good	for composing/arr	anging	their fingers of 5 or 3 or		
	describe what the word	and perf	orming music, dand	ce,	1 as to those 'who		
	means or does and the	drama, poems, appellations, etc.; really got it', 'go					
	learner in the HOT SEAT has	Experiment with the available					
		instrume	nts, equipment, so	unds,	respectively.		
	•	•			•		

movement patterns, melody, etc. to guess what the word is. Independent Activity/ Repeat for all the key words to perform some of the Homework: compositions of the Ghanaian artists studied that reflect the **DEBRIEFING:** history and culture of the people How did you feel during of Africa; the game? discuss and share their •What new words did you learn? experiences through peer review •How does it feel to win? •What will you do next time Assessment: let learners create to win? own performing artworks that reflect the history and culture of the people of Africa Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Wednesday Play the HOT SEAT game What new things have Learners are to: you learned today? using the key words. explore the local environment to Select a learner to sit facing select available instruments, the other learners with Learning progress equipment, sounds, melody, their back to the board voting: Ask rhythms, movement patterns that where you write the learners to show by are good for composing/arranging keywords for learners to their fingers of 5 or 3 or and performing music, dance, 1 as to those 'who describe what the word means or does and the really got it', 'got some drama, poems, appellations, etc.; learner in the HOT SEAT has of it' or didn't get it' experiment with the available to guess what the word is. respectively. instruments, equipment, sounds, Repeat for all the key words movement patterns, melody, etc. Independent Activity/ to perform some of the Homework: compositions of the Ghanaian **DEBRIEFING:** artists studied that reflect the How did you feel during the game? history and culture of the people •What new words did you of Africa; learn? discuss and share their •How does it feel to win? experiences through peer review •What will you do next time to win? Assessment: let learners create own performing artworks that

WHATSAPP ONLY (0245350591		
	Share lesson indicator and	reflect the history and culture of	
	treat key words with learner	the people of Africa	
	Share lesson indicator and treat key words with learner .		

Vetted by :	Signature:	Date :
-------------	------------	--------

WANT HELL ROUNT OF THE SCH

WEEK FOUR: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:					Class	size:
Day:				Date	:	
Period :				Lesso	on :	
Chand - Dooding			Ç.,	b-strand		
Strand : Readir	ıg					und Knowledge
						and content vocabulary)
Indicator (code	2)		B4.2.4.1.		5.2.5.1.	
Content standa			B4.2.4.1.	B5	.2.5.1.	
Performance II	ndicator		• Le	earners s	hould r	ecognise and say consonant
		clusters in words found in paragraphs				
						ead paragraphs of passages aloud
Core Competer	ncies: Creativity a	and Innovation (•	unciation and tone. poration Personal Development and
-	ical Thinking and			ation and	Conar	oration i ersonal bevelopment and
Keywords	-	Alx				
T. L .R. (s)			Manila ca	ards, mar	kers, r	ecorded audios visual
Ref:		Ghanaian Lang	uage curr	riculum		
DAY	Phase 1:		Phase 2:			Phase 3:
	Starter	urain	(new lead	•	uding	Plenary / Reflections
	(preparing the b for learning)	ıralıı	a33C331110	:iic)		
	Cover Up		• Let lear	ners mei	ntion	What new things have you
	осто. Ср		some wo			learned today?
Learners in convenient groups. 1. Write a word on the board.		the word	ls on the			
			board.			Learning progress voting:
	2. Cover all the		• Discuss	the wor	ds on	Ask learners to show by their fingers of 5 or 3 or 1 as to those
	the first one, be	•	the board	d and bri	ng out	'who really got it', 'got some of it'
	the left to the ri	ght, and ask				or didn't get it' respectively.

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

the sound combination differences.

- Write out the consonant clusters found in the words on the board and read them aloud.
- Let learners recognise words that contain consonant clusters in a given paragraph.
- Let learners use the consonant clusters found to form new words

Assessment: let learners say consonant clusters in words found in paragraphs Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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

- Write some sentences on flashcards and show them to learners.
- Ask some of the learners to say the words and then read the sentences in full.
- In groups, guide learners to read sentences aloud with correct pronunciation and tone.
- Give a paragraph of a passage and allow learners to read in turns.

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.

The team that is able to read and write more words becomes the winner.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone.
- Give passages of about three paragraphs, and let learners read in their groups.
- Call leaders of the groups to read the whole passage to the class.

Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone.

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:

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.
- 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.

- Write some sentences on flashcards and show them to learners.
- Ask some of the learners to say the words and then read the sentences in full.
- In groups, guide learners to read sentences aloud with correct pronunciation and tone.
- Give a paragraph of a passage and allow learners to read in turns.
- With sentences card and learners in groups, help learners to read

DEBRIEFING:

	What did you like about the	paragraphs aloud with	
	game?	correct pronunciation	
	What did you dislike about the	and tone.	
	game?		
	What must your team do to	Give passages of	
	win next time?	about three	
		paragraphs, and let	
		learners read in their	
	Share lesson indicator and	groups.	
	treat key words with learner .	Call leaders of the	
		groups to read the	
		whole passage to the	
		class.	
		Assessment: let	-_
		learners read	\mathcal{O}
		paragraphs of passages	
		aloud with correct	
		pronunciation and	
		tone.	
etted by :		Signature:	Date :
		/ /	
	Θ_{L}		

Vetted by : Date :	
--------------------	--

SEMESTER ONE BASIC FIVE WEEK 5

ANN FILLER

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 18th February, 2022	Class size:		
Day:	Date :		
Monday, 60 minutes	14th February, 2022		
Tuesday, 60 minutes	15th February, 2022		
Wednesday, 60 minutes	16th February, 2022		
Thursday, 60 minutes	17th February, 2022		
Friday, 60 minutes	18th February, 2022		
Period :	Lesson:		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
Strand :	Sub-strand :		
A. Oral Language	A. Dramatization and Role Play		
B. Reading	B. Blends and Consonant Clusters		
C. Grammar Usage At Word	C. DeSEMESTERiners		
D. Writing	D. Writing as a Process		
E. Using Writing Conventions	E. Naming Words/Nouns		
F. Extensive Reading	F. Building the Love and Culture of Reading		
Indicator (code)	B5.1.5.2.1. B5.2.5.1.1 B5.3.2.1.2. B5.4.9.1.1.		
	B5.5.3.1.1. B5.6.1.1.1.		
Content standard (code)	B5.1.5.2. B5.2.5.1. B5.3.2.1. B5.4.9.1.		
19.	B5.5.3.1 B5.6.1.1.		
Performance Indicator	A. Learners can interpret moral values in plays/stories		
	B. Learners can orally produce two-syllable words by		
	blending sounds (phonemes), including consonant		
	blends		
	C. Learners can Identify and use quantifiers to show		
	qualities: ordinal first, second etc.), a few/a little etc.,		
	both each/every, another, other,,fewer, less, etc.		
	D. Learners can select a topic of choice on issues in their		
	community, brainstorm and organise ideas before		
	writing		
	E. Learners can Identify and use nouns or noun phrases to		
	refer to quantities or units.		

VHATSAPP	ONLY 0245350591			
			F. Learners can read a variety of appropriate books and present paragraph summary of each book rea	at least a-three-
	npetencies: Creativity an ership Critical Thinking a		on Communication and Collaboration Personal a Solving.	Development
Keywords			Word cards, sentence cards, letter cards, had manila card and a class library.	ndwriting on a
T. L .R. (s)				
Ref:		English La	nguage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning) Learners watch/listen	to a s	Phase 2: Main (new learning including assessment) A.ORAL LANGUAGE	Phase 3: Plenary / Reflections What new
Monday	story /folktale. (Intersectory with songs and good DEBRIEFING: Who were the charact story? Which part of the story like? What lessons did you let the story? How will you apply the moral lesson in your life. Share lesson indicator key words with learners.	erse the estures) ers in the y do you earn from e good fe?	Select stories or plays recently watched or read by learners. Use questions to guide learners to identify the moral values (e. g. truthfulness, perseverance, etc.) in the story/play. Put learners in groups to interpret the moral values identified and share their interpretation with the class. Have learners discuss how to apply those values to day-to-day living. Assessment: let learners interpret moral values in plays/stories	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:

Tuesday	,
---------	---

Matching game

(reading words with digraphs activity)

Learners in convenient groups.

Learners pick folded sheets that contain words that have digraphs for their team members. (E.g. church, child Learners match the words to the digraphs in the table within a given time Matching Table

Ch	chair	churc h	Child
Sh	Shirt	short	Ship
G	Ghan	ghost	Ghas
h	а		t

Learners form meaningful sentences with the words for extra points

•

DEBRIEFING:

- 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?

Share lesson indicator and treat key words with learner .

B.READING

- Learners individually make meaningful sentences with words containing diphthongs. Every correct sentence is recorded for the group the individual belongs to.
- Introduce two-syllable words with consonant blends.
- Model the pronunciation and have learners say them after you.
- Teacher and learners select a reading text to guide the class to identify words containing consonant blends.
- List words on the board and drill learners in their pronunciation.
- Learners read sentences and pick out the two-syllable words with consonant blends. e.g. dr-hundred, dr-drumstick, bl-problem, nd-handcuff

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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: let learners read sentences and pick out the two-syllable words with consonant blends

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:

Wednes day

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

C.GRAMMAR

- Introduce other types of deSEMESTERiners like each, both, and all.
- Let learners read the sentences containing these deSEMESTERiners and explain the sentences.

What new things have you learned today?

Learning progress voting: Ask learners to

A learner a group rolls a dice.

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

DEBRIEFING

What did you enjoy about this game?

What did you dislike about the

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

• Provide a text and let learners identify the deSEMESTERiners in a group activity.

Differentiated learning Ask stronger learners to answer some **auestions**

first and then let learners who are struggling

answer similar questions.

Pair up stronger and weaker learners so

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

who struggle, and the extension activities

those learners who need more of a challenge

Assessment: let learners identify the deSEMESTERiners ia a given text

show by their 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:

Thursda

У

Sentence Scrabble

(using simple sentences clearly and correctly)

Learners in convenient groups.

Using word cards, learners arrange the words to form grammatically correct sentences. Example

learners gain points or each correct sentences they come up with,

learners are given more word cards until the cards are exhausted. The group with highest points win the game.

D.WRITING

- Scaffold the writing process.
- i. Pre-writing
- Have learners select and discuss topics of interest on issues in their community with their partners.
- Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.
- Have them organise the ideas into a writing plan using an outline, a chart or appropriate graphic organiser. e.g. line diagram

Poor sanitation

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.

					1	
	DEBRIEFING How did you find the sentences Scrabble game? Was the game challenging? How can this game be improved? Share lesson indicator and treat key words with learner.	Different Ask strongent answer Pair unthat strongent bearing who strongent hose learner who strongent	ntiated learning onger learners on then let learn g similar questic p stronger and the remedial acts to the learners who need the learners in the lear	g to answer som ners who are ons. I weaker learne tivities as pract extension acti eed more of a	ers so nes. tice for vities	
Friday	Catch and pass (using nouns in speech and writing activity) 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". A different member in Group B mention a Noun e.g. monkey or tambourine, etc. Another member in Group B uses the noun to form a sentence. The group earns a	USAGE Introdu E.g. – Please I have <u>a</u>	ING CONVENTI ce quantities a e, give me <u>a pie</u> a pair of trouse ment: let learne hrases in sente	nd units in cor ece of paper. rs ers use nouns	ntext.	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:

point for the given noun and correct sentence. 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. **DEBRIEFING** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. Friday Learners access and discuss **E.EXTENSIVE READING** What new various states of books (E.g torn things have you • Have learners read independently books books, folded books, new books, learned today? of their choice during the library period. folded, books, old books, Learners think-pair-share their stories covered books) on display in Learning with peers. class/library/cupboard office. progress voting: Ask each learner to write a-two-three Ask learners to paragraph summary of the book read. DEBRIEFING show by their fingers of 5 or 3 Invite individuals to present their work to 1. Did you like the states of the or 1 as to those the class for feedback. books we observed? 'who really got it', 'got some of 2. What is the cause of the Assessment: let learners read a variety of poor/good state in which we it' or didn't get age- and level appropriate books and find the books? it' respectively. present at least a-three-paragraph 3. What can we do to make the books look different from the summary of each book read Independent way they are now? Activity/ Homework: Share the lesson indicator and explain the key words

vetted by :	Signature:	Date :
-------------	------------	--------

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending: 18th February, 2022					Class siz	e:	
Day:			Date :				
Monday, 60 m	inutes			14th February, 2022			
Tuesday, 60 minutes			15th February, 2022				
Wednesday, 60 minutes				16th Feb	ruary, 20	22	
Thursday, 60 m	ninutes			17th Feb	17th February, 2022		
Friday, 60 minutes			18th February, 2022				
Period :			Lesson:	Lesson:			
2				1 of 5			
2				2 of 5	\mathcal{C}^{X}		
2				3 of 5	2	•	
2				4 of 5			
2				5 of 5			
Strand: Numb	er		Sub-stran	d : Fraction	ıs		
				70			
Indicator (code	e)	B5.1.3.1.1	35.1.3.1.1				
Content standard (code) B5.1.			B5.1.3.1.				
			Learners can deSEMESTERine equivalent fractions of given				
fractions Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development					an Darsanal Davalanment		
-	Critical Thinking and			tion and C	Ollaborati	on Personal Development	
and Leadersing	orrelear rimining an		o				
Keywords	al?						
T. L .R. (s)		Fraction sti	Fraction strips • Various counters • Various fraction models			s fraction models	
Ref:	Mathen	natics curricu	atics curriculum Page				
DAY	Phase 1:	Phase 2: M	ain			Phase 3:	
	Starter	(new learn	ing includin	g assessm	ent)	Plenary / Reflections	
	(preparing the						
	brain						
	for learning)						
Monday	1. Learners form	To 22 10 10 11		م ما <u>با با م</u> مسلما		What new things have you	
	convenient groups and each		e, add or su /4 5/6 and ⁵		eed find	learned today?	
	group is given an		fractions,3/4,5/6 and 7/10, we need the Lowest Common Denominator (I			Learning progress voting:	
	even number of		is to express		, ,	Ask learners to show by	
		fractions. U	Jse the prim	ne factorisi	ng	·	

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.

DEBRIEFING

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

Share lesson indicator and treat key words with learner.

friends?

strategy to deSEMESTERine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions.

3/4= ?/36; 5/6 = ??/36; and 7/10 = ???/36.

[To obtain the numerators, deSEMESTERine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]

 $24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are prime factors of 24

2	4	6	10
2	2	3	5
3	1	3	5
5	1	1	5
	1	1	1

The product of each prime factor which divided any of the numbers is the LCM

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.
- Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

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

Tuesday

- 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.

DEBRIEFING

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

Share lesson indicator and

with your

friends?

To compare, add or subtract the fractions, 3/4,5/6 and 7/10, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. Use the prime factorising strategy to deSEMESTERine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions.

3/4= ?/36; 5/6 = ??/36; and 7/10 = ???/36.

[To obtain the numerators, deSEMESTERine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]

 $24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are prime factors of 24

2	4	6	10
2	2	3	5
3	1	3	5
5	1	1	5
	1	1	1

The product of each prime factor which divided any of the numbers is the LCM

Differentiated learning Ask stronger learners to answer some questions

first and then let learners who are struggling

• Pair up stronger and weaker learners so that

answer similar questions.

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

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.

	treat key words with learner .	Assessment: have learners to practice with more examples	
Wednesday	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. DEBRIEFING 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	To compare, add or subtract the fractions, 3/4, 5/6 and 7/10, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. Use the prime factorising strategy to deSEMESTERine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions. 3/4=?/36; 5/6=??/36; and 7/10=???/36. [To obtain the numerators, deSEMESTERine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.] 24 = 2 x 2 x 2 x 3 so 2 and 3 are prime factors of 24 2	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:

with your who struggle, and the extension friends? activities for those learners who need more of a Share lesson challenge indicator and treat key words Assessment: have learners to practice with learner. with more examples Thursday 1. Learners form What new things have you convenient To compare, add or subtract the learned today? fractions, 3/4, 5/6 and 7/10, we need find groups and each the Lowest Common Denominator (LCD) group is given an Learning progress voting: even number of and use this to express the equivalent Ask learners to show by fractions. Use the prime factorising their fingers of 5 or 3 or 1 as bottle tops and strategy to deSEMESTERine the LCD of 4, empty tins. to those 'who really got it', 6, and 20. Use the LCD work out the 2. Put the bottle 'got some of it' or didn't get equivalent fractions. tops in the empty it' respectively. tins and shake it 3/4= ?/36; 5/6 = ??/36; and 7/10 = ???/36. up. Independent Activity/ [To obtain the numerators, Homework: 3. Pour them on the floor/table, deSEMESTERine how many times the observe, count denominator goes into the LCD and multiply this by the numerator to obtain and record the a new numerator.] ones with the face up as the $24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are prime numerator over factors of 24 the total number of bottle tops on the table/floor. 2 10 4. Learners play 2 5 3 1 3 5 in turns and 5 1 5 record their 1 findings. 5. the group to The product of each prime factor which get the fraction divided any of the which represent numbers is the LCM half of a whole wins the game. Differentiated learning **DEBRIEFING** Ask stronger learners to answer some 1. How did you questions find the activity? first and then let learners who are What made it so? struggling answer similar questions.

2. Mention some
of the fractions
you recorded?
3. What will you
do to share
objects equally
with your
friends?

Share lesson indicator and treat key words with learner.

- 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

Assessment: have learners to practice with more examples

Friday

- 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.

To compare, add or subtract the fractions, 3/4,5/6 and 7/10, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. Use the prime factorising strategy to deSEMESTERine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions.

3/4= ?/36; 5/6 = ??/36; and 7/10 = ???/36.

[To obtain the numerators, deSEMESTERine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]

 $24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are prime factors of 24

2	4	6	10
2	2	3	5
3	1	3	5
5	1	1	5
	1	1	1

The product of each prime factor which divided any of the numbers is the LCM

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.

WITATSALT ONLI	02 13330331	<u> </u>					
	DEBRIEFING	Ask stronger learners to answer some					
	1. How did you	questions					
	find the activity?	first and then let learners who are					
	What made it so?	struggling					
	2. Mention some	answer similar questions.					
	of the fractions	Pair up stronger and weaker learners					
	you recorded?	so that					
	3. What will you	stronger learners can help weaker ones.					
	do to share	Use the remedial activities as practice					
	objects equally	for learners					
	with your	who struggle, and the extension					
	friends?	activities for					
		those learners who need more of a					
	Share lesson	challenge					
	indicator and						
	treat key words	Assessment: have learners to practice					
	with learner .	with more examples					
Vetted by : Date :							
Vetted by Date							

		· .	5 .
Vetted by	/ :	 signature:	Date :

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:	18th February, 20	22				Class s	ize:
Day:			Date:	Date :			
Monday, 60 minutes				14th February, 2022			
Thursday, 60 n	ninutes				17th F	ebruary	, 2022
Period :					Lesson	:	
2					1 of 2		
2					2 of 2		
Strand: CYCLE	S			Sub-str	and : M	ATERIAL	S
Indicator (code	e)		B5.1.2.	2.1		- / /	
Content stand	ard (code)		B5.1.2.	2.	<u>C</u>	\mathcal{O}	
Performance I	ndicator		Learne	rs can k	now th	at some	changes are reversible,
			while o	thers ca	nnot be	reverse	<u></u>
				ition and	Collabo	oration P	ersonal Development
and Leadership	o Critical Thinking a	nd Problem Solv	ing.	2			
Keywords							
T. L .R. (s)			Pictures				
Ref:		Science curricul	lum Page				
DAY	Phase 1:		Phase 2: Main			Phase 3:	
	Starter		(new learning including			Plenary / Reflections	
	(preparing the b	rain	assessment)				
	for learning)						
Monday	Play the HOT SE	AT game using	Provide substances such as			What new things have	
	the key words.	i a ali fa al ca ila	candle wax, shea butter, you learned toda			you learned today?	
	Select a learner other learners w	_	water, paper and a source of			Learning progress	
	to the board wh		heat.				voting: Ask
the keywords for learners to describe what the word means		a In groups loarnors		learners to show by			
			ake the f	`	_	their fingers of 5 or 3 or	
or does and the learner in the		activities (e.g. melting of 1 as to those 'who				1 as to those 'who really	
	HOT SEAT has to	-		wax, me	_		got it', 'got some of it'
	the word is. Rep	eat for all the		of shea			or didn't get it' respectively.
	key words		-	g of wate			respectively.
			paper,	melting	of plasti	CS,	

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

burning of paper, burning of wood, etc.).

- Learners, in their groups, talk about their observations.
- Assist learners to classify the activities as (1) lead to the formation of a new thing, (2) no new thing formed.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners explain why changes are reversible, while others cannot be reversed

Independent Activity/ Homework:

Thursday

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

- Provide substances such as candle wax, shea butter, water, paper and a source of heat.
- In groups learners undertake the following activities (e.g. melting of candle wax, melting of ice, melting of shea butter, heating of water, crumpling 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.

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

paper, melting of plastics, burning of paper, burning of wood, etc.).

- Learners, in their groups, talk about their observations.
- Assist learners to understand that changes where no new thing is formed are reversible, while changes where new things are formed are usually not reversible.

 NB: Hazardous chemicals and solutions should not be used.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners explain why changes are reversible, while others cannot be reversed

Vetted by :	Signature:	Date :

SUBJECT: HISTORY CLASS: FIVE

Week Ending: 1	.8th February, 2022	2				Class	size:
Day:					Date:	:	
Tuesday, 60 minutes					15th February, 2022		
Thursday, 60 m	inutes				17th	Februa	ry, 2022
Period :					Lesso	n :	
2					1 of 2		
2					2 of 2		
Strand : My Cou	untry Ghana			Sub-st	rand :	The Pec	pple Of Ghana
						. \	
Indicator (code)		B5.2.1.	1.2			
Content standa	rd (code)		B5.2.1.	1.	C	\bigcirc	
Performance In	dicator		Learne	rs can d	escribe	e some a	ancient towns in Ghana.
=				tion and	i Collab	oration	Personal Development
and Leadership	Critical Thinking an	a Problem Solvii	ng.	7			
Keywords			eviden	ce. arch	aeolog	ical find	ds, microliths, settlement,
,			harpoons, migrated, founded, trans-Saharan,				
			archaeologists, conquering				
T. L .R. (s)				Images and videos showing some ancient towns in Ghan			
Ref:		History curricul					
			J				
DAY	Phase 1:		Phase 2	Phase 2: Main P			Phase 3:
	Starter		(new learning including			ng	Plenary / Reflections
	(preparing the bra	ain	assessment)				
	for learning)						
Tuesday	Play the HOT SEA	T game using	Show	and disc	cuss a		What new things have you
	the key words.		1			learned today?	
	Select a learner to	•		of these	towns	and	La constitución de la constituci
	other learners with the board where		places.				Learning progress voting: Ask learners to show by
	keywords for lear	•	Difforo	ntiatad	loornin	\.a	their fingers of 5 or 3 or 1
describe what the word means Ask stro				_	as to those 'who really got		
	or does and the le			some o			it', 'got some of it' or
	HOT SEAT has to	-		d then l	•		didn't get it' respectively.
	word is. Repeat fo	or all the key	who ar	e strugg	gling		Indonondont Activity
	words		answei	r similar	questi	ons.	Independent Activity/ Homework:
i							I IOTHIC WOTK.

DEBRIEFING: Pair up stronger and • How did you feel during the weaker learners so that game? stronger learners can help •What new words did you weaker ones. learn? • Use the remedial •How does it feel to win? activities as practice for •What will you do next time to learners win? who struggle, and the extension activities for those learners who need Share lesson indicator and treat more of a challenge key words with learner Assessment: let learners describe some ancient Share lesson indicator and treat towns in Ghana key words with learner. Show and discuss a Thursday Play the HOT SEAT game using What new things have you the key words. documentary/pictures of learned today? Select a learner to sit facing the some of these towns and other learners with their back to Learning progress voting: places. the board where you write the Ask learners to show by keywords for learners to their fingers of 5 or 3 or 1 Differentiated learning describe what the word means as to those 'who really got Ask stronger learners to or does and the learner in the it', 'got some of it' or answer some questions HOT SEAT has to guess what the didn't get it' respectively. first and then let learners word is. Repeat for all the key who are struggling words Independent Activity/ answer similar questions. Homework: Pair up stronger and weaker learners so that **DEBRIEFING:** stronger learners can help •How did you feel during the weaker ones. game? • Use the remedial •What new words did you activities as practice for •How does it feel to win? learners who struggle, and the •What will you do next time to win? extension activities for those learners who need more of a challenge Share lesson indicator and treat key words with learner Assessment: let learners describe some ancient towns in Ghana Share lesson indicator and treat key words with learner.

etted by :	Signature:	Date :
------------	------------	--------

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending:	18th February, 2022				Class	size:
Day:			Date :	Date :		
Tuesday, 60 minutes			15th February, 2022			
Thursday, 60 m	ninutes			17th F	ebruai	ry, 2022
Period :				Lesson	ı :	
2				1 of 2		
2				2 of 2		
Strand: ALL A	BOUT US	S	Sub-st	rand : H	lome a	ind School
Indicator (code	e)	B5.1.4.1	.1		- //	
Content stand	ard (code)	B5.1.4.1	•	C		
Performance I	ndicator	Learners	can	talk al	oout th	ne benefits of belonging to
		good pe	er gro	ups		
-	ncies: Creativity and Innovation Com		n and	Collab	oration	Personal Development
and Leadership	Critical Thinking and Problem Solvin	g.				
Keywords		Dobovio				
Reywords		Behaviours, attitude, committed, obedience, responsibility, respect,				
		responsibility, respect,				
T. L .R. (s)		Pictures	, Vide	o clips,	Charts	. posters, films, computer,
		Internet	,			
Ref:	Our World Our F	People cu	ırricul	um Pa	ge	
DAY	Phase 1:	Phase 2:	Main	1		Phase 3:
	Starter	(new lea	_	includi	ng	Plenary / Reflections
	(preparing the brain	assessm	ent)			
	for learning)					
Tuesday	Play the HOT SEAT game using					What new things have you
	the key words. Sologt a learness to sit facing the					learned today?
	Select a learner to sit facing the other learners with their back to	good peer groups e.g			Learning progress voting:	
	the board where you write the	respectfulness, obedience, Ask learners to show their fingers of 5 or			Ask learners to show by	
	keywords for learners to				their fingers of 5 or 3 or 1	
	describe what the word means achievi			ıs, bein	3	as to those 'who really got
	or does and the learner in the	courteo	us			it', 'got some of it' or
	HOT SEAT has to guess what the					didn't get it' respectively.
	word is. Repeat for all the key words	Differen	tiated	learnir	ng	

DEBRIEFING:

- 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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Learners discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre marital sex

Assessment: Let learners write the benefits of belonging to good peer groups

Learners role play a

scenario in which an

older pupil is putting

one to do any of the

pressure on a younger

Independent Activity/ Homework:

Play the HOT SEAT game using the key words.

Thursday

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

i. drink alcohol ii. take drugs

following:

iii. have pre marital sex

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:

DEBRIEFING:

 How did you feel during the game?

•What new words did you learn? first and then let learners •How does it feel to win? who are struggling •What will you do next time to answer similar questions. win? • Pair up stronger and weaker learners so that stronger learners can help Share lesson indicator and treat weaker ones. key words with learner • Use the remedial activities as practice for Share lesson indicator and treat learners key words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners write the dangers of belonging to bad peer groups

/etted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending: 18th February, 2022				Class si	ze:				
Day:			Date :						
Friday, 60 minutes				18th February, 2022					
Period :				Lesson :					
2					1 of 1				
Strand: MOTO	R SKILL AND MC	VEMENT PAT	TTERNS	Sub-str	and : MA	NIPULA	TIVE SKILLS		
Indicator (code	e)		B5 1.2.	1.3:					
Content standa	ard (code)		B5 1.2.	1.					
Performance I	ndicator		Learne	rs can ch	nange dir	rection o	quickly whiles walking with an		
			object	within ob	stacles b	ut keep	one's balance		
_	•			nunicatio	n and Co	llaborati	ion Personal Development and		
Leadership Crit	tical Thinking and	d Problem Sol	lving.) ,				
Keywords				(\					
Reywords			7	\sim					
T. L .R. (s)			Cones						
Ref:		PE curriculu							
DAY	Phase 1:		Phase 2	2: Main			Phase 3:		
	Starter	19,	(new le	earning in	cluding		Plenary / Reflections		
	(preparing th	ne brain	assessment)						
	for learning)	7,							
Friday	Learners jog	round a	After general and specific wa ups, learners stand with balls front. Learners dribble throug			c warm			
	demarcated	area in files					learned today?		
	while singing	gand					Learning progress voting:		
	clapping to v	varm-up the	the obs	hiles	iles	Ask learners to show by their			
	body for max	body for maximal performance and to		ining the			fingers of 5 or 3 or 1 as to		
	_ ·			agility in turns and prog		ogress at	those 'who really got it', 'go		
prevent injuries			their own pace. Put learners ir			ners in	some of it' or didn't get it'		
			groups	to comp	ete		respectively.		
							Independent Activity/		
					Homework:				
Vetted by :			S	ignature	:		Date :		

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending: 1	18th February, 202	2			Class s	ize:		
Day:			Date	Date :				
Friday, 60 minutes			18th	February	, 2022			
Period :				Lesso	n :			
2				1 of 1				
Strand : God, H	lis Creation and Att	ributes		Sub-strand : God the Creator				
Indicator (code	e)		B5.1.1.	3				
Content standa	ard (code)		B5.1.1.1		. \			
Performance Ir	ndicator			s can mention od-given gifts o		dividuals should maintain ad colour.		
Core Competencies: Creativity and Innovation Com and Leadership Critical Thinking and Problem Solvin Keywords				nmunication and Collaboration Personal Development ng.				
T. L .R. (s)			Pictures	;				
Ref:		RME curriculum	n Page					
DAY	Phase 1: Starter (preparing the b for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections			
Friday	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?		why the their Go colour: creating are. No or herse the Ten • Let les purpose is create	t learners give reasons they should maintain r God-given form and ur: God has a purpose for ting everybody as they No one creates himself erself.Our bodies serve as Temple of God. t learners discuss possible loses for which each one leated in a unique form.		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:		

•What new words did you Ask stronger learners to learn? answer some questions •How does it feel to win? first and then let learners •What will you do next time to who are struggling win? answer similar questions. Pair up stronger and Share lesson indicator and weaker learners so that treat key words with learner stronger learners can help weaker ones. • Use the remedial activities Share lesson indicator and as practice for learners treat key words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners mention why individuals should maintain their Godgiven gifts of form and colour.

Vetted by :	Signature:	Date :
-------------	------------	--------

SUBJECT: COMPUTING CLASS: FIVE

Week Ending:	18th February, 202	22				Class	s size:	
Day:			Date	Date :				
Wednesday, 60	Wednesday, 60 minutes			16th	Febru	uary, 2022		
Period :					Lesso	n :		
2					1 of 1	1		
Strand: Introd	uction to computin	g		Sub-	strand	: Intro	oduction to MS-Windows	
				Inter	erface			
Indicator (code	e)		B5.1.	2.1.4			B5.1.2.1.5	
Content stand	ard (code)		B5.1.	2.1.			B5.1.2.1.	
Performance I	ndicator		•	Lear	ners o	can d	escribe how to Personalise the	
				Des	ktop B	ackgro	ound using	
			•	Lear	rners	can d	create a short cut, adding or	
				rem	oving	comm	non icons on the desktop.	
Core Compete	ncies: Creativity an	d Innovation Com	munic	ation a	and Co	llabor	ation Personal Development	
and Leadership	o Critical Thinking a	nd Problem Solvir	ng.	7				
Keywords								
T. L .R. (s)			Laptop					
Ref:		Computing curr	1	•				
Ref: Computing curri								
DAY	Phase 1:	1	Phas	ase 2: Main Phase 3:		Phase 3:		
	Starter		1 '	learni	ng	Plenary / Reflections		
	(preparing the b	rain	including					
	for learning)		assessment)					
	Play the HOT SE	AT game using	Guide learners to			What new things have you		
Madaada	the key words. Select a learner	to sit facing the	customize the Start learned today?			learned today?		
Wednesday	other learners w	_	Menu and the Learning progress voting:			Learning progress voting:		
the board where you write the			Notif	ication	n Area		Ask learners to show by their	
keywords for learners to				Guide learners to those 'who really go			fingers of 5 or 3 or 1 as to	
describe what the word means or does and the learner in the HOT SEAT has to guess what the			those 'who really got it', 'got					
		create shortcuts of			DΤ	some of it' or didn't get it'		
	word is. Repeat	_	icons on the respectively. computers' desktop Independent Active			respectively.		
	words	.c. a c.e ne j				Independent Activity/		
							Homework:	
			1					

WHATSAPP ONLY 0245350591 Differentiated **DEBRIEFING:** •How did you feel during the learning game? Ask stronger learners •What new words did you to answer some learn? questions •How does it feel to win? first and then let •What will you do next time to learners who are win? struggling answer similar Share lesson indicator and treat questions. key words with learner • Pair up stronger and weaker learners so that Share lesson indicator and treat stronger learners can key words with learner. 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 Assessment: Let learners describe how

Vetted by :	Signature:	Date :

desktop.

to create a short cut, adding or removing common icons on the

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:	18th February, 2022				Class siz	e:		
Day:				Date :				
Monday, 60 minutes				14th February, 2022				
Wednesday, 6	0 minutes			16th Feb	ruary, 20	022		
Period :				Lesson:				
2				1 of 2				
2				2 of 2				
Strand : Visual	Arts		Sub-strai	Sub-strand: Planning, Making and Composing				
Indicator (cod	e)	B5 1.2.3.	1	(
Content stand	ard (code)	B5 1.2.3.		9				
Performance I	ndicator	Learners	can create	e own visu	ıal artwo	rks based on own ideas,		
		knowledg	ge and ur	derstandi	ng of ar	tworks that reflect the		
		history a	nd culture	of the peo	pple of A	frica		
<u> </u>	ncies: Creativity and Innovatio		nication an	d Collabo	ration Pe	rsonal Development		
and Leadership	o Critical Thinking and Problem	Solving.						
Keywords								
Reywords								
T. L .R. (s)	Pictures							
Ref:								
Ner:	Creditive / ii to	carricalari	•					
DAY	Phase 1:	Phase 2:	Main			Phase 3:		
	Starter	(new lear	ning inclu	ding		Plenary / Reflections		
	(preparing the brain assessment							
	for learning)							
Monday	Play the HOT SEAT game	Learners	are to:			What new things have		
			onstrate basic knowledge and you learned today?					
	Select a learner to sit facing the other learners	skills in th	ne use and	application	on of	Learning progress		
	with their back to the	the elem	ents and p	rinciples c	of art	voting: Ask		
	board where you write the	and desig	gn, media,	methods	and	learners to show by		
	keywords for learners to	techniqu	es freely ir	creative	and	their fingers of 5 or 3		
	describe what the word	-	e ways to	•		or 1 as to those 'who		
	means or does and the		nal and 3-			really got it', 'got		
	learner in the HOT SEAT	artworks	based on	own ideas	and	some of it' or didn't		
	has to guess what the	experien	ces;			get it' respectively.		
		l						

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

- make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;
- ☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:
- a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving) b) tools and equipment: e.g.
- brush for painting;
- scissors and cutting knives for cutting;
- spray diffuser for spraying
- chisel for carving
- spatulas for modelling
- craft tools for punching, perforating, etc.
- c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling); d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).

Assessment: let learners create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa

Wednesday

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Learners are to:

☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own 2dimensional and 3-dimensional artworks based on own ideas and experiences;

☑ make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;

- ☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:
- a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving) b) tools and equipment: e.g.
- brush for painting;
- scissors and cutting knives for cutting;
- spray diffuser for spraying
- chisel for carving
- spatulas for modelling
- craft tools for punching, perforating, etc.
- c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling); d) select and use suitable and appropriate manual/mechanical

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.

WITATSAFF OINLI	0243330331	
	finishing and decorating techniques	
	(e.g. firing, painting, burnishing,	
	spraying).	
	Assessment: let learners create	
	own visual artworks based on own	
	ideas, knowledge and	
	understanding of artworks that	
	reflect the history and culture of the	
	people of Africa	

WHATCARD ONLY 024E2E0E01

/etted by :	Signature:	Date :

WEEK FIVE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:					Class	size:
Day:			I	Date :		
Period :			1	Lessoi	n :	
Strand : Writin	g		Sub-str	and :	Penm	nanship/Handwriting
Indicator (code	<u></u>	B5.3.1	1 1	R5 3	.1.1.2	
Content stand	<u> </u>	B5.3.1			.1.1.	
Performance I	ndicator	 Learners should recognise the use of full stops at the end of a complete sentence, and to separate initials Learners should recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech. 				
Keywords	and the same of th					
T. L .R. (s)		Manila	a cards,	mark	ers, re	corded audios visual
Ref:	Ghanaian La	nguage	curricul	um		
DAY	Phase 1: Starter (preparing the brain for learning)	(new l	2: Main learning sment)		ding	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	senter and in • Go r the se	earners nces on their be ound ar ntences full stop	the books. Ind che writt	oard eck en to	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.

- 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
- 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

- Discuss the punctuation, full stop, with learners.
- Write a passage on the board with all punctuations.
- Assist learners to recognise that a full stop is used at the end of a complete sentence, and to separate initials.

Assessment: let learners use full stops at the end of a complete sentence, and to separate initials

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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.
- 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

- Write a passage on the board with all the appropriate punctuations.
- Discuss the passage with learners, and help them to recognize the punctuation comma.
- Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.
- Let learners write sentences or short

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:

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

passages using the comma.

• Write a list of items on the board and ask learners to use the list to form sentences, using the comma to separate the items in the sentence written.

Assessment: let learners use the comma to separate the items in the sentence written

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.
 3. Do this until the sounds
- 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.

DEBRIEFING:

What did you like about the game?

- Write a passage on the board with all the appropriate punctuations.
- Discuss the passage with learners, and help them to recognize the punctuation comma.
- Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.
- Let learners write sentences or short passages using the comma.
- Write a list of items on the board and ask learners to use the list to form sentences, using the comma to separate

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:

What did you dislike about	the items in the	
the game?	sentence written.	
What must your team do to		
win next time?	Assessment: let learners	
	use the comma to	
Share lesson indicator and	separate the items in	
treat key words with learner	the sentence written	

Vetted by	/ :	Signature:	Date:
vetted by	/	Jigilatul C	Date

WANTE FILLER

SEMESTER ONE BASIC FIVE WEEK 6

MANA FILLER

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

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 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
Strand :	Sub-strand :		
A. Oral Language	A. Conversation		
B. Reading	B. Vocabulary		
C. Grammar Usage At Word	C. DeSEMESTERiners		
D. Writing	D. Writing as a Process		
E. Using Writing Conventions	E. Naming Words/Nouns		
F. Extensive Reading	F. Building the Love and Culture of		
	Reading		
Indicator (code)	(B5.1.6.1.1. B5.1.6.2.1) B5.2.6.1.1 B5.3.2.1.2 B5.4.9.2.1		
	B5.5.3.1.1 B5.6.1.1.1		
Content standard (code)	(B5.1.6.1. B5.1.6.2.) B5.2.6.1. B5.3.2.1. B5.4.9.2.		
	B5.5.3.1. B5.6.1.1.		
Performance Indicator	A. Learners can describe/talk about names of		
	regions/places in the country as well as personalities		
	in the community, expressing ideas and feelings		
	clearly. Maintain appropriate posture and facial		
	expression		
	B. Learners can use level-appropriate content words		
	(nouns, verbs, adjectives and adverbs), and function		
	words (e.g. prepositions) appropriately in spoken and		
	written communication		

WHATS

TSAPP ONLY 0245350591		
	C.	Learners can Identify and use quantifiers to show qualities: ordinal first, second etc.), a few/a little etc., both each/every, another, other, fewer, less, etc
	D.	Learners can develop ideas into a two-paragraph draft without considering the writing conventions, using appropriate linking words within and across paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after
	E.	Learners can identify and use nouns or noun phrases to refer to quantities or units.
	F.	Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of 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:	Phase 2: Main	Phase 3:		
	Starter	(new learning including	Plenary / Reflections		
	(preparing the brain	assessment)			
	for learning)				
Monday	"Pick and Read"	A.ORAL LANGUAGE	What new things have		
		Discuss some important	you learned today?		
	 Learners in convenient 	personalities in the community,			
	groups.	Ask pupils to mention the	Learning progress		
	 A group leader picks a 	regions in the country.	voting: Ask		
	sentence card and	• In groups, have learners talk	learners to show by		
	shows/signs/demonstrates it	about important places in in each	their fingers of 5 or 3		
	to another group. E.g.Group B	region.	or 1 as to those 'who		
	A member in Group B	Have groups read their findings	really got it', 'got some		
	reads/signs/demonstrate the	to the class.	of it' or didn't get it'		
	sentence at a good pace and	Encourage the class to ask	respectively.		
	expression.	questions for clarification of ideas			
	•The group earns a point if	5	Independent Activity/		
	the member	Discuss with learners the	Homework:		
	reads/signs/demonstrates	importance of appropriate			
	the sentence correctly;	posture and facial expression in			
	otherwise, it is passed on to	conversation.			

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? What can you do to reads/signs/demonstrates the sentence correctly?

Share lesson indicator and treat key words with learner.

• Learners in groups choose a theme and engage in conversation maintaining appropriate posture and facial expressions. Learners listen and observe the speaker's use of these skills and later critique to help them acquire or improve them.

Assessment: let learners describe/talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly

B.READING

Explain to learners that function words glue pieces of sentences together into long patterns. In other words they express a grammatical or structural relationship with other words in a sentence.

- Examples of function words are deSEMESTERiners, conjunctions, prepositions, auxiliary verbs, modals etc.
- Content words are words with specific meanings such as nouns, adjectives, adverbs and main
- e.g. The sly brown fox jumped over the lazy dog.
- In groups learners identify and work out the meanings of content words in texts read.
- Have them use these words in sentences.

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.

Independent Activity/ Homework:

Tuesday

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

A learner a group rolls a dice.

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

DEBRIEFING

What did you enjoy about this game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

answer similar questions.

- 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

Assessment: let learners use function words and Content words in sentences

Wednesday

Catch and pass

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".

A different member in Group B mention a quantifier.

Another member in Group B uses the verb to form a sentence. The group earns a point for the given quantifier and correct sentence.

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 each quantifiers plus their corresponding sentences.

DEBRIEFING What did you like about the game?

C.GRAMMAR

- Provide a context containing quantifiers. With examples help learners to identify them. e.g.
- i. Numerals (cardinals one, two, three);
- ii. Ordinals (first, second, third);
- iii. Some few/little etc;
- iv. No/both, all, each/every.
- Help learners to use the quantifiers in sentences.

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
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

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:

What did you dislike about the game? What must your team do to win next time? Sentence Scrabble (using simple sentences clearly and correctly) Learners in convenient groups. Using word cards, learners arrange the words to form grammatically correct sentences. Example learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the sentences D.WRITING Put learners into groups to develop their ideas in 85.4.9.1.1 into a three-paragraph draft. Assessment: let learners develop ideas into a two-paragraph draft of it' or didn't get it' respectively. Independent Activity/ Homework:	WHATSAPP ONLY	(0245350591	,	,
(using simple sentences clearly and correctly) Put learners into groups to develop their ideas in B5.4.9.1.1 into a three-paragraph draft. you learned today? Learners in convenient groups. Learners in convenient groups. Learners develop ideas into a two-paragraph draft. Learning progress voting: Ask learners develop ideas into a two-paragraph draft Using word cards, learners arrange the words to form grammatically correct sentences. Example arrange the words to form grammatically correct sentences they come up with, arrange in points or each correct sentences they come up with, Independent Activity/ Homework: learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the Put learners into groups in Bs.4.9.1.1 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.		the game? What must your team do to		
(using simple sentences clearly and correctly) Put learners into groups to develop their ideas in B5.4.9.1.1 into a three-paragraph draft. you learned today? Learners in convenient groups. Learners in convenient groups. Learners develop ideas into a two-paragraph draft Learning progress voting: Ask learners develop ideas into a two-paragraph draft Using word cards, learners arrange the words to form grammatically correct sentences. Example arrange the words to form grammatically correct sentences they come up with, learners gain points or each correct sentences they come up with, Independent Activity/ Homework: learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the Put learners into groups in B5.4.9.1.1 into a three-paragraph draft. 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.	Thursday	Santanca Scrabbla	D WRITING	What now things have
clearly and correctly) Learners in convenient groups. Learners in convenient groups. Using word cards, learners arrange the words to form grammatically correct sentences. Example Learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the	Titursuay			_
Learners in convenient groups. Learners in convenient groups. Using word cards, learners arrange the words to form grammatically correct sentences. Example learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. Into a three-paragraph draft. Assessment: let learners develop ideas into a two-paragraph draft Into a three-paragraph draft. Assessment: let learners develop ideas into a two-paragraph draft Into a three-paragraph draft. 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: DEBRIEFING How did you find the				you rearried today.
groups. Assessment: let learners develop ideas into a two-paragraph draft Using word cards, learners arrange the words to form grammatically correct sentences. Example learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. Assessment: let learners develop their 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: DEBRIEFING How did you find the		, , , , , , , , , , , , , , , , , , , ,	•	Learning progress
Using word cards, learners arrange the words to form grammatically correct sentences. Example learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. lideas into a two-paragraph draft or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework: Independent Activity/ Homework:		Learners in convenient		voting: Ask
Using word cards, learners arrange the words to form grammatically correct sentences. Example learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the		groups.	Assessment: let learners develop	-
arrange the words to form grammatically correct sentences. Example learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the			ideas into a two-paragraph draft	_
grammatically correct sentences. Example learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the				
sentences. Example learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the				
learners gain points or each correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the		1 -		_
correct sentences they come up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the		Sentences. Example		respectively.
learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the		learners gain points or each	i Di,	Independent Activity/
learners are given more word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the		correct sentences they come		Homework:
word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the		up with,		
word cards until the cards are exhausted. The group with highest points win the game. DEBRIEFING How did you find the				
exhausted. The group with highest points win the game. DEBRIEFING How did you find the		_		
highest points win the game. DEBRIEFING How did you find the				
DEBRIEFING How did you find the				
How did you find the		mgnest points win the game.		
		DEBRIEFING		
sentences Scrabble game?		How did you find the		
		sentences Scrabble game?		
Was the game challenging?		Was the game challenging?		
How can this game be		How can this game he		
improved?		<u> </u>		
Share lesson indicator and		Share lesson indicator and		
treat key words with learner .		treat key words with learner.		

WHATSAPP ONLY	0243330391		
Friday	Catch and pass	E.WRITING CONVENTION AND GRAMMAR USAGE	What new things have you learned today?
		Introduce quantities and units in	
	Learners in convenient	context.	Learning progress
	groups of 2 or more. A	E.g.	voting: Ask
	member in Group A throws a	- Please, give me a piece of paper.	learners to show by
	ball to a member in Group B.	I have <u>a pair of trousers</u>	their fingers of 5 or 3
	The student who catches the		or 1 as to those 'who
	ball shouts "I catch".	Assessment: let learners use	really got it', 'got some
		nouns or noun phrases in	of it' or didn't get it'
	A different member in Group	sentences	respectively.
	B mention a Noun e.g.		·
	monkey or tambourine, etc.		Independent Activity/
	,,		Homework:
	Another member in Group B		Homework.
	uses the noun to form a		
	sentence. The group earns a		
	point for the given noun and		
	correct sentence.		
	correct sentence.		
	A manufacture Constant D the manual		
	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.		
	DEBRIEFING		
	What did you like about the		
	game?		
	What did you dislike about		
	the game?		
	What must your team do to		
	win next time?		
	Share lesson indicator and		
	treat key words with learner .		
Eriday	Learners access and discuss	E EVTENSIVE DEADING	What now things have
Friday		E.EXTENSIVE READING	What new things have
	various states of books (E.g	Have learners read	you learned today?
	torn books, folded books,	independently books of their	1
	new books, folded, books, old	choice during the library period.	Learning progress
	books, covered books) on	• Learners think-pair-share their	voting: Ask
	display in	•	learners to show by
	class/library/cupboard office.	stories with peers.	their fingers of 5 or 3

DEBRIEFING

- 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?

Share the lesson indicator and explain the key words

- Ask each learner to write a-twothree paragraph summary of the book read.
- Invite individuals to present their work to the class for feedback.

Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

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: MATHEMATICS CLASS: FIVE

Week Endir	ng: 25th Febru	uary, 2022			Class size	2:
Day:			Date :			
Monday, 60 minutes			21st February, 2022			
Tuesday, 60) minutes			22nd February, 202	22	
Wednesday	, 60 minutes			23rd February, 202	22	
Thursday, 6	0 minutes			24th February, 202	.2	
Friday, 60 m	ninutes			25th February, 202	.2	
Period :				Lesson:		
2				1 of 5		
2				2 of 5	-//	
2				3 of 5	\bigcirc	
2				4 of 5)	
2				5 of 5		
Strand : Nu	mber		Sub-str	and: Fractions		
				-02		
Indicator (c	ode)			B5.1.3.1.2		
Content sta	ndard (code)			B5.1	1.3.1.	
Performano	e Indicator		•	Learners can comp	are and o	rder fractions
Core Compo	etencies: Crea	tivity and Innovation	Comm	unication and Collabo	oration Pe	ersonal Development
and Leaders	ship Critical Th	inking and Problem	Solving.			
Varranda			1			
Keywords						
T. L .R. (s)			• Frac	ction strips • Various	counters	 Various fraction model
Ref:		Mathematics curric	culum F	age		
DAY	Phase 1:		Phase	2: Main		Phase 3:
	Starter		,		Plenary / Reflections	
(preparing the brain		assessment)				
for learning)						
Monday 1. Learners form convenient					What new things have	
groups and each group is given			he Lowest Common		you learned today?	
	an even num	nber of bottle tops		minator (LCD) of the ons and use this to ex	vnress	Learning progress
		ottle tops in the		equivalent fractions	•	voting: Ask
		nd shake it up.		for the comparison;		learners to show by
	. ,			is larger, 5/6 and 3/	_	their fingers of 5 or 3

- 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.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner .

E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. 5/6 = 0.83, 3/4 = 0.75, and 2/3 = 0.66, and compare.

LCD for
$$\frac{3}{4}$$
, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;
hence $\frac{3}{4} = \frac{9}{12}$; $\frac{2}{3} - \frac{8}{12}$; $\frac{5}{6} = \frac{10}{12}$

: the order is $\frac{5}{7}$ $\frac{3}{7}$ $\frac{2}{7}$

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Tuesday

- 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.

Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, 5/6 and 3/4or 2/3? E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. 5/6 = 0.83, 3/4 = 0.75, and 2/3

= 0.66, and compare.

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.

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.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner .

LCD for
$$\frac{3}{4}$$
, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;
hence $\frac{3}{4}$ = $\frac{9}{12}$; $\frac{2}{3}$ - $\frac{8}{12}$; $\frac{5}{6}$ = $\frac{10}{12}$

: the order is $\frac{5}{6}$, $\frac{3}{4}$, $\frac{2}{3}$

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: have learners to

practice with more examples

Independent Activity/ Homework:

Wednesd ay

- 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.

Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, 5/6 and 3/4or 2/3? E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. 5/6 = 0.83, 3/4 = 0.75, and 2/3 = 0.66, and compare.

> Independent Activity/ Homework:

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.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

LCD for
$$\frac{3}{4}$$
, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;
hence $\frac{3}{4} = \frac{9}{12}$, $\frac{2}{3} - \frac{8}{12}$; $\frac{5}{6} = \frac{10}{12}$

: the order is
$$\frac{5}{6}$$
, $\frac{3}{4}$, $\frac{2}{5}$

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

Thursday

- 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.

Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, 5/6 and 3/4or 2/3? E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. 5/6 = 0.83, 3/4 = 0.75, and 2/3

= 0.66, and compare.

What new things have you learned today?

Learning progress Ask voting: learners to show by their 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:

)F			

- 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?

Share lesson indicator and treat key words with learner.

LCD for
$$\frac{3}{4}$$
, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;
hence $\frac{3}{4} = \frac{9}{12}$, $\frac{2}{3} - \frac{8}{12}$; $\frac{5}{6} = \frac{10}{12}$

: the order is
$$\frac{5}{6}$$
, $\frac{3}{4}$, $\frac{2}{3}$

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

Friday

- 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.

DEBRIEFING

Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, 5/6 and 3/4or 2/3? E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. 5/6 = 0.83, 3/4 = 0.75, and 2/3

= 0.66, and compare.

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:

- 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?

Share lesson indicator and treat key words with learner.

LCD for
$$\frac{3}{4}$$
, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;
hence $\frac{3}{4} = \frac{9}{12}$, $\frac{2}{3} - \frac{8}{12}$; $\frac{5}{6} = \frac{10}{12}$

: the order is $\frac{5}{6}$, $\frac{3}{4}$, $\frac{2}{3}$

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: FIVE

Week Ending: 25th February, 2022					Class size:		
Day:					Date :		
Monday, 60) minutes			21st February, 2022			
Thursday, 60) minutes				24th F	ebruary, 202	.2
Period :					Lessor	:	
2					1 of 2		
2					2 of 2		
Strand : DIV	ERSITY OF MATTER			Sub-st	rand : N	MATERIALS	
			1				
Indicator (co	ode)		B5.1.2.3.1		(
Content sta	ndard (code)		B5.1.2.3.		<u> </u>		
Performanc	e Indicator						and separation of
			mixtures (sol	-			
<u> </u>	etencies: Creativity an			tion and	Collabo	oration Perso	nal Development
and Leaders	hip Critical Thinking a	na Problem	i Solving.)-			
Keywords							
T. L .R. (s)			Pictures				
Ref:		Science cu	urriculum Page				
DAY	Phase 1:	7	Phase 2: Main Phase 3:				Phase 3:
	Starter		(new learning	g includi	ing asse	essment)	Plenary /
	(preparing the brain	1	Reflections				Reflections
	for learning)						
	Play the HOT SEAT g	•	Display son		•		
	using the key words		substances fo				
	Select a learner to s the other learners w	_	water, comm		_		
	back to the board w		sand, cooking oil and soft drinks.				
	write the keywords	•	• Put learner	•	•		
learners to describe what the word means or does and the learner in the HOT SEAT has			to add each of the substances to a				
			separate qua	=			
			stirring and c				
	to guess what the w Repeat for all the ke		• Learners de				
	Repeat for all tile ke	y worus	combination	•	-		
			as solid-liquid		•	l-liquid	
			mixture or a	solution	١.		

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

- Learners find out the difference between a mixture of sand and water, and a mixture of salt and water.
- Learners also differentiate between the mixture of water and soft drink, and the mixture of water and cooking oil.

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.

- Use the remedial activities as practice for learners who struggle, and the extension activities for
- those learners who need more of a challenge

Assessment: let learners describe the formation of mixtures (solid-liquid and liquid-liquid mixtures)

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

- Put learners into groups to demonstrate how to recover the salt from the salt solution.
- Assist learners to separate different solid-liquid mixtures and liquid-liquid mixtures using separation methods such as filtration, evaporation, sieving and use of separating funnel.

Project: Separation of solid- liquid mixture

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

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Learners separate a mixture of sand and water using appropriate materials.

NB: An improvised separation equipment can be used to effectively separate various mixtures

Differentiated learning
Ask stronger learners to answer some questions
first and then let learners who are struggling

• Pair up stronger and weaker learners so that

answer similar questions.

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

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Assessment: let learners describe the formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)

/etted by :	Signature:	Date :
-------------	------------	--------

SUBJECT: HISTORY CLASS: FIVE

Week Ending	: 25th February, 2022			Class s	ize:	
Day:				Date :		
Tuesday, 60 n	ninutes			22nd February, 2022		
Thursday, 60	minutes			24th February,	2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : My C	Country Ghana		Sub-stra	and : Some Selec	ted Individuals	
				. \		
Indicator (cod	de)	B5.2.5.1	.1	CX		
Content stan	dard (code)	B5.2.5.1		0		
Performance	Indicator	Learners	s can nam	ne Ghanaians wh	o have made significant	
		contribu	ıtion loca	lly and internatio	nally	
Core Compet	encies: Creativity and Innovatio	n Commu	ınication	and Collaboratio	n Personal Development	
and Leadersh	ip Critical Thinking and Problem	Solving.	-()			
		190			1.10.10	
Keywords		qualifications, fluent, anthropology, publicity, centrist,				
		federalist, unification, diplomat, food security, playwright,				
		passionate, physicist, architect, flagship, cardiothoracic,				
	X	cardiovascular, amateur, highlife				
T. L .R. (s)		pictures, posters or the internet to identify Ghanaians who have made important				
Def	Nieko w a vocio		•	tant		
Ref:	History curric	culum Pa	ge			
DAY	Phase 1:	Phase 2	: Main		Phase 3:	
	Starter	(new learning including Plenary / Reflections			Plenary / Reflections	
	(preparing the brain	assessm	ent)			
	for learning)					
Tuesday	Play the HOT SEAT game	· ·	oictures, բ	What new things have		
			internet to identify Ghanaian you learned today?			
				mportant	Learning progress votings	
	with their back to the		itions loc	ally and	Learning progress voting: Ask learners to show by	
	board where you write the	internat	•	ersonalities with	their fingers of 5 or 3 or 1	
	keywords for learners to		-	e.g. Dr R.E.G	as to those 'who really	
	describe what the word		e (Scienc	_	got it', 'got some of it' or	
	means or does and the		e), Kofi A		didn't get it' respectively.	
	learner in the HOT SEAT					

has to guess what the (international diplomacy), Osibisa Independent Activity/ word is. Repeat for all the Homework: (popular music), El Anatsui key words (sculptor), David Adjaye (Architect), Ozwald Boateng (fashion), Efua Sutherland **DEBRIEFING:** (playwright), Prof Francis Allotey How did you feel during (science and History), Prof Akua the game? Kuenyehia (law), Prof. Frimpong What new words did you Boateng (Surgeon), Abedi Ayew learn? 'Pele' (Football), Azumah Nelson •How does it feel to win? (Boxing) etc. •What will you do next time to win? Differentiated learning Ask stronger learners to answer some questions Share lesson indicator and first and then let learners who treat key words with are struggling learner answer similar questions. Pair up stronger and weaker Share lesson indicator and learners so that treat key words with stronger learners can help learner. 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 Assessment: let learners name Ghanaians who have made significant contribution locally and internationally Play the HOT SEAT game Thursday Show photographs/ What new things have using the key words. documentary of significant you learned today? Select a learner to sit individuals facing the other learners Learning progress voting: Ask learners to show by with their back to the Differentiated learning board where you write the their fingers of 5 or 3 or 1 Ask stronger learners to answer keywords for learners to as to those 'who really some questions describe what the word got it', 'got some of it' or first and then let learners who means or does and the didn't get it' respectively. are struggling learner in the HOT SEAT answer similar questions. has to guess what the

	word is. Repeat for all the key words	Pair up stronger and weaker learners so that	Independent Activity/ Homework:
	DEBRIEFING: •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?	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	
	Share lesson indicator and treat key words with learner	Assessment: let learners name Ghanaians who have made significant contribution locally and internationally	
	Share lesson indicator and treat key words with learner.	COJAK	
etted by :		Signature:	Date :
	AR.		

Vetted by :	 Signature:	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending: 25th February, 2022					Class size:		
Day:					Date :		
Tuesday, 60 m	inutes				22nd February, 2022		
Thursday, 60 minutes				24th Fe	ebruary,	2022	
Period :					Lesson	:	
2					1 of 2		
2					2 of 2		
Strand : ALL A	ROUND US			Sub-str	and : Th	e Enviro	nment and the Weather
			1				
Indicator (cod			B5.2.1.			- // /	
Content stand			B5.2.1.	1.			
Performance I	ndicator		Learne	rs can r	ecord h	uman a	activities that cause over
							ses and climate change
				ation an	d Collab	oration I	Personal Development
and Leadership	o Critical Thinking	and Problem Sol	ving.	7-			
Keywords			Climate, adaptation, emission, greenhouse, atmosphere,				
			globe, deforestation, pollution.				
T. L .R. (s)			posters, Pictures, Video clips, charts, computer,				
Ref:		Our World Our	r People curriculum Page				
DAY	Phase 1:	1 A	Phase 2: Main				Phase 3:
	Starter		(new learning including			Plenary / Reflections	
	(preparing the b	orain	assessment)				
	for learning)						
Tuesday	Play the HOT SE	AT game using	Learners explain climate			What new things have	
	the key words.	to sit foreign	change and human you learned toda			you learned today?	
	Select a learner	_	adaptations.			Learning progress voting:	
	back to the boa						Ask learners to show by
	write the keywo	•					their fingers of 5 or 3 or
learners to describe what the							1 as to those 'who really
word means or does and the			Learner list human activities in			got it', 'got some of it'	
learner in the HOT SEAT has to							
	guess what the		contribute to the emission of respectively.			respectively.	
	Repeat for all th	ie key words	greenh	ouse gas	es e.g.		Indopondent Activity/
			defores	station, a	pplication	on of	Independent Activity/ Homework:
			fertilize	ers, smok	e from		TIOTHE WOLK.

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

vehicles, bush burning, burning of refuse and charcoal, smoke from industries.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners list human activities in their community that contribute to the emission of greenhouse gases

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:

Thursday

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?

Learners talk about how the atmosphere can be preserved for the provision of quality air, e.g. tree planting, do not cut trees, do not burn refuse etc

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

What new words did you learn? How does it feel to win? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson windicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Signature: Signature: Date:	***************************************	1 02+3330331		
•How does it feel to win? •What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Signature: Date:		 What new words did you 	stronger learners can help	
What will you do next time to win? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Signature:		learn?	weaker ones.	
to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Signature:			Use the remedial activities	
who struggle, and the extension activities for those learners who need more of a challenge Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Share lesson indicator and treat key words with learner . Signature:			as practice for learners	
Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Signature: Date:		to win?	·	
Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Signature:				
treat key words with learner Share lesson indicator and treat key words with learner. Assessment: Let learners dangers describe how the atmosphere can be preserved for the provision of quality air Vetted by: Signature: Date:		Share lesson indicator and		
Share lesson indicator and treat key words with learner . Assessment: Let learners dangers describe how the atmosphere can be preserved for the provision of quality air Vetted by :				
Share lesson indicator and treat key words with learner . dangers describe how the atmosphere can be preserved for the provision of quality air Vetted by :		,		
treat key words with learner . dangers describe how the atmosphere can be preserved for the provision of quality air Vetted by :		Charalanan indiaatan and	Assessment: Let learners	
Vetted by :			dangers describe how the	
Vetted by : Date :		treat key words with learner.	atmosphere can be preserved	
			for the provision of quality air	
	Vetted by :		Signature:	Date :

etted by :	. Signature:	Date :
------------	--------------	--------

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Endin	Week Ending: 25th February, 2022			Class size:			
Day:				Date:			
Friday, 60 m	inutes			25th February, 2022			
Period :				Less	on :		
2				1 of	1		
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-stran	nd : M	ANIPULATIVE SKILLS		
PATTERNS							
Indicator (co	ode)	B5.1.2.1.4					
Content star	ndard (code)	B5.1.2.1.					
Performanc	e Indicator	Learners can strik the hands or feet.		ping li	ght ball upward and for	ward to a teammate using	
Leadership (tivity and Innovations and Problem Sol		unicat	ion and Collaboration Pe	ersonal Development and	
Keywords			5				
T. L .R. (s)		Cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main	>			Phase 3:	
	Starter	(new learning incl	luding ass	sessme	ent)	Plenary / Reflections	
	(preparing the brain for learning)						
Friday Learners Jog round a demarcate d area in After warm ups as usual, lea with a ball. Learners toss ba behind to strike the ball to a distance. Partners strike the			alls an a part e ball l	and swing their feet from you learned today? artner at appropriate all back to continue the voting:			
	files while singing and clapping to warm-up the body for maximal				balls like footballs s. ss when the ball t to learners. Organise	learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.	

WHATSAPP ONLY 024535059	1		
performan			Independent Activity/
ce and to			Homework:
prevent			
injuries			
Vetted by :		Signature:	Date :

ARMA FILIFICO DIRING CONTRACTOR OF THE CONTRACTO

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending: 25th February, 2022					Class size:			
Day:				Date:	Date :			
Friday, 60 minutes				25th Fe	ebruary, 2022			
Period :				Lesson:				
2				1 of 1				
Strand : God, His Creation and Attributes				Sub-strand : God the Creator				
Indicator (code	e)		B5.1.1.1.3					
Content stand	ard (code)		B5.1.1.1					
Performance Indicator			Learners can mention why individuals should maintain their God-given gifts of form and colour.					
Core Competencies: Creativity and Innovation Co and Leadership Critical Thinking and Problem Solv Keywords			ommunication and Collaboration Personal Development lving.					
T. L .R. (s)			Pictures					
Ref: RME curriculur								
DAY	Phase 1: Starter (preparing the b	rain	Phase 2 (new lead assessm	arning including	Phase 3: Plenary / Reflections			
Friday	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?		 Use pictures or video clips (where possible) to demonstrate the effects of destroying our bodies. Put learners in groups to discuss how to maintain their God-given form and colour and not to deform their bodies. We should be proud of how we were created. We should avoid bleaching the skin. Differentiated learning 		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'			

•What new words did you Ask stronger learners to answer learn? some questions •How does it feel to win? first and then let learners who •What will you do next time are struggling to win? answer similar questions. • Pair up stronger and weaker Share lesson indicator and learners so that treat key words with learner stronger learners can help weaker ones. • Use the remedial activities as Share lesson indicator and practice for learners treat key words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe how to maintain their God-given form and colour

	\ X	
Vetted by :	Signature:	Date :

SUBJECT: COMPUTING CLASS: FIVE

Week Ending: 25th February, 2022			Class size:			
Day:		Date	Date :			
Wednesday, 60		23rd	23rd February, 2022			
Period :		Lesson:				
2	1 of 1					
Strand : Introd	Suk	Sub-strand: Introduction to MS-Windows				
	Interface (Desktop Background and locations of					
		the	compu	ıter.)		
Indicator (code	e)	B5.1.2.1.6		B5.1.2.1.7		
Content standa	ard (code)	B5.1.2.1.		B5.1.2.1.		
Performance II	ndicator	• Learn	ers can	move, copy and	paste a file or icon into	
		and from a folder on the desktop.				
					iderstanding of the File	
					ns of the computer	
Coro Coronata	noine. Croativity and Innovetice			file explorer.	roonal Douglanneaut	
_	ncies: Creativity and Innovation Oritical Thinking and Problem S		ni allu (Collaboration Pe	isonai pevelopinent	
Keywords	o entition riminally and riverselling	- Civing				
T. L .R. (s)		Laptop				
Ref: Computing of		curriculum Pa	ge			
					-	
DAY	Phase 1:	Phase 2: Mai	n		Phase 3:	
	Starter	(new learning	g includ	ling	Plenary / Reflections	
	(preparing the brain	assessment)				
	for learning)					
	Play the HOT SEAT game using the key words.			ppy and paste a	What new things have you learned today?	
Wednesday,	Select a learner to sit facing			from a folder	you learned today:	
60 minutes	the other learners with their	on the deskto	Jþ.		Learning progress	
oo iiiiidees	back to the board where you	Guide learners to us		usa tha fila	voting: Ask	
	write the keywords for	explorer to lo			learners to show by	
	learners to describe what	· -			their fingers of 5 or 3	
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					or 1 as to those 'who really got it', 'got	
		in computing and Computer Science. Science. Science. Science. Science really got it, got some of it' or didn't get it' respectively.				
						JUICITUE.

Differentiated learning Independent Activity/ Homework: Ask stronger learners to answer DEBRIEFING: some questions •How did you feel during first and then let learners who are the game? struggling •What new words did you answer similar questions. learn? •How does it feel to win? • Pair up stronger and weaker •What will you do next time learners so that to win? stronger learners can help weaker ones. • Use the remedial activities as Share lesson indicator and practice for learners treat key words with learner who struggle, and the extension activities for Share lesson indicator and those learners who need more of a treat key words with learner challenge Assessment: Let learners describe how to use the file explorer to

Votto d by .	Cianatura.	Data .
Vetted by :	Signature:	Date:

locate files.

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:	25th Februai	ry, 2022				Class size	: :	
Day:				Date :				
Monday, 60 minutes					21st Feb	ruary, 2022	2	
Wednesday, 6	Wednesday, 60 minutes				23rd Feb	ruary, 2022	2	
Period :	• • • • • • • • • • • • • • • • • • • •			Lesson:				
2					1 of 2			
2				2 of 2	2 of 2			
Strand : Performing Arts				Sub-strand: Planning, Making and Composing			nd Composing	
Indicator (cod	le)		B5 2.2.3.1					
Content stand	dard (code)		B5 2.2.3.		())		
Performance	Indicator		Learners ca	n create ow	n performi	ng artwork	s based on own ideas,	
			knowledge	and unders	tanding of	artworks t	hat reflect the history	
			and culture	of the peop	le of Africa	Э		
Core Compete	encies: Creativ	ity and Inno	vation Comm	nunication ar	nd Collabo	ration Pers	onal Development	
and Leadershi	p Critical Thin	king and Pro	blem Solving	.()				
Keywords								
T. L .R. (s)		<u> </u>	Pictures					
Ref:		Creative Ar	ts curriculum	:s curriculum				
DAY	Dhasa 1.	181	Dhasa 2: M				Phase 3:	
DAY	Phase 1: Starter		Phase 2: Main (new learning including assessment)			±\	Plenary / Reflections	
	· ·	the brain				Plenary / Reflections		
	(preparing the brain for learning)							
Monday	Play the HOT SEAT		Learners are to:				What new things	
ivioriday	Monday Play the HOT SEAT game using the key words.		② demonstrate basic knowledge and		and	have you learned		
			skills in the use and application of th			today?		
	Select a lea	rner to sit	elements and principles of perform			·		
facing the other learners with their		otner arts inst		ts, instruments, equipment and			Learning progress	
		techniques freely in creative and				voting:		
	back to the board		7.5%			Ask learners to show by their fingers of 5		
where you write the keywords for learners		'			or 3 or 1 as to those			
	to describe what the		, a, p ,			'who really got it',		
word means or does		raeas arra experiences)			'got some of it' or			
	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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

 make own compositions based on reflective memory of the history and culture of a selected group of Africans; produce music, dance, drama etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate: a) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props); b) manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements, dramatization); c) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production.

Assessment: let learners create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa

didn't get it' respectively.

Independent
Activity/ Homework:

Wednesday

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

Learners are to:

demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts, instruments, equipment and techniques freely in creative and expressive ways to produce own music, dance, drama, poetry etc. based on own ideas and experiences;
 make own compositions based on reflective memory of the history and culture of a selected group of Africans;

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.

WHATSAPP ONLY 0245350591 what the word is. 2 produce music, dance, drama etc. based Repeat for all the key Independent on own skills, talents and experience by words Activity/ Homework: selecting and using available but suitable and appropriate: a) instruments, elements, resources, **DEBRIEFING:** equipment available (e.g. xylophone, How did you feel drums, flutes, bells, shakers, rasp, finger during the game? What new words did piano, rattles, clappers, castanets, horn, vou learn? whistles, harp, costumes, props); How does it feel to b) manual/mechanical/electronic win? production methods/techniques (e.g. •What will you do voice, gestures, movements, language, next time to win? improvisation, imitation, adaptation, guided writing skills to communicate Share lesson indicator feelings, melodic, rhythmic, harmonic and and treat key words dynamic elements, dramatization); with learner c) props, scenery, and costumes for different styles and performances which support and enhance the intent of a Share lesson indicator production. and treat key words with learner. Assessment: let learners create own performing artworks based on own ideas, knowledge and understanding of artworks

Vetted by	<i>/</i> :	Sig	gnature:	Date:
v cttca o ,	,	· · · · · · · · · · · · · · · · · · ·	h. iata: c	Date :

people of Africa

that reflect the history and culture of the

WEEK SIX: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:	Week Ending:					Class	size:			
Day:					Date	:				
Period :					Lesso	n:				
Strand : Compo	osition Writing		Sub-strand: Narrative Writing							
Strand . Compo	Sition writing		Sub-straile . Ivaliative writing							
Indicator (code)		B5.4.1	1.1.1	В5	.4.1.1.2	2	B5.4.1.1.	.3	
Content standard (code)			B5.4.1	1.1.	В5	.4.1.1.		B5.4.1.1.		
Performance Indicator		 Learners should recognise and use commas, full stops, and question marks appropriately in narrative writing Learners should understand and use exclamation mark in narrative writing appropriately. Learners should know the appropriate use of colon and quotation marks in narrative writing 								
•	ncies: Creativity a ical Thinking and			nicatio	on and	Collab	oration	Personal	Developme	ent and
Keywords										
T. L .R. (s)			Manila cards, markers, recorded audios visual							
Ref:		Ghanaian Lang	uage (curricu	ılum					
DAY	Phase 1: Starter (preparing the b for learning)	orain	(new	e 2: Ma learnir sment	ng inclu	uding	Phase : Plenary	3: y / Reflect	tions	
	Cover Up Learners in conv 1. Write a word		types	of wri in wha	ith lear ting ar it narra	nd	learne Learnir	d today?	s have you	Nie.
	T. WITE A WOIL	i on the board.							show by the or 1 as to t	

- 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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Give examples of narrative writing to learners to examine.
- Discuss with learners the structure and features of narrative writing.
- Assist learners to recognise the use of commas, full stops, and question marks appropriately in narrative writing given.
- Allow learners to write a narrative of about two hundred words.

Assessment: let learners use commas, full stops, and question marks appropriately in narrative writing

'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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.

- Give a long narrative writing piece to learners.
- Discuss the content of the narrative writing with learners.
- Allow learners to recognise the exclamation marks used in the given piece.
- Let learners read the narrative piece in their groups.
- Assist learners to understand the use 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:

That particular onset is put exclamation marks in aside. Example S ink Sink narrative writing The team that is able to read appropriately and write more words becomes the winner. Assessment: let learners use exclamation mark in **DEBRIEFING:** narrative writing What did you like about the game? appropriately. What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. **Cover Up** • With a given What new things have you learned today? narrative writing piece. Learners in convenient groups. Allow learners to Learning progress voting: discuss in groups the 1. Write a word on the board. Ask learners to show by their punctuations used in fingers of 5 or 3 or 1 as to those 2. Cover all the letters except the narrative writing. 'who really got it', 'got some of it' the first one, beginning from Assist learners to the left to the right, and ask or didn't get it' respectively. pupils to make the sound of know the use of the the letter which is not Independent Activity/ colon and quotation covered. Homework: marks in narrative 3. Do this until the sounds of writing appropriately all the individual letters have through discussion been made by pupils. 4. Run your finger under the Assessment: let word for pupils to blend the sounds to read learners use colon and 5. The pupil who blend the quotation marks in sounds to read wins the game. narrative writing **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.

Vetted by :...... Date : Date :

SEMESTER ONE BASIC FIVE WEEK 7

WANT HILLIAM SCH

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 4th March, 2022	Class size:
Day:	Date :
Monday, 60 minutes	28th February, 2022
Tuesday, 60 minutes	1st March, 2022
Wednesday, 60 minutes	2nd March, 2022
Thursday, 60 minutes	3rd March, 2022
Friday, 60 minutes	4th March, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Listening Comprehension
B. Reading	B. Vocabulary
C. Grammar Usage At Word	C. Pronouns
D. Writing	D. Narrative Writing
E. Using Writing Conventions	E. Naming Words/Nouns
F. Extensive Reading	F. Building the Love and Culture of Reading
Indicator (code)	(B5.1.7.1.1 B5.1.7.1.2) B5.2.6.1.2 B5.3.3.1.1. B5.4.10.1.1
	B5.5.3.1.2 B5.6.1.1.1
Content standard (code)	(B5.1.7.1. B5.1.7.1.) B5.2.6.1. B5.3.3.1. B5.4.10.1.
	B5.5.3.1. B5.6.1.1.
Performance Indicator	A. Learners can employ the Think-Aloud strategy to
	convey meaning from level-appropriate texts. Make
	connections with events in drama
	B. Learners can use the following SEMESTERs: synonym,
	antonym, prefix, suffix, phrasal verb etc. in spoken
	and written expressions
	C. Learners can identify and use indefinite pronouns e.g.
	someone, anyone, everything etc.
	D. Learners can create settings, characters and at least
	one plot in a narrative text, using appropriate linking
	words within and across paragraphs to aid cohesion,
	and using simple literary devices, e.g. direct speech

Core Comp	etencies: Creativity and ship Critical Thinking and		E. Learners can identify and use proto festivals; common nouns: Singular, Plural (regular, irregularly plural marker F. Learners can read a variety appropriate books and present paragraph summary of each book communication and Collaboration Personsolving.	Count/non-count, lar), plural without of age- and level at least a-threek read nal Development
			manila card and a class library.	
T. L .R. (s)	Т			
Ref: English Lar			nguage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Learners watch/listen to a s story /folktale. (Intersperse the story with songs and gestures) DEBRIEFING: Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life? Share lesson indicator and treat key words with learner.		 A.ORAL LANGUAGE Have learners listen to an audio text or a teacher-read text. Model Think-Aloud strategy to make meaning from the text. Have learners practise the Think-Aloud strategy to construct meaning. Have learners listen to an audio drama or watch a video. Guide learners to identify the sequence of events in the story, i.e. events at the beginning, middle and ending. Ask relevant questions to guide learners to relate the events in the drama to their lives Assessment: let learners relate the events in the drama to their lives 	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:
Tuesday	Roll the Dice (Vocabulary develops activity)	ment	B.READING • Choose a text to guide learners identify synonyms, antonyms, idioms or phrasal verbs etc.	What new things have you learned today?

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

A learner a group rolls a dice.

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

DEBRIEFING

What did you enjoy about this game?
What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

• Create a scenario where learners can use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in written and spoken languages.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in sentences

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:

Wednesday

Catch and pass

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".

A different member in Group B mention a pronoun

C.GRAMMAR

- Introduce indefinite pronouns with examples in sentences.
- Discuss the indefinite pronouns with learners.
- Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences.

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

Another member in Group B uses the pronoun to form a sentence. The group earns a point for the given pronoun and correct sentence.

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.

DEBRIEFING

win next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to

Share lesson indicator and treat key words with learner 4.

Ask stronger learners to answer some questions

first and then let learners who are struggling

- answer similar questions.Pair up stronger and weaker learners
- 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

Assessment: let learners use indefinite pronouns in sentences.

didn't get it' respectively.

Independent Activity/ Homework:

Thursday

Sentence Scrabble (using simple sentences clearly and correctly)

Learners in convenient groups.

Using word cards, learners arrange the words to form grammatically correct sentences. Example

learners gain points or each correct sentences they come up with,

learners are given more word cards until the cards are exhausted. The group with highest points win the game.

D.WRITING

editing and publishing.

Revise the stages of the writing process with learners.
E.g. prewriting, writing, revising,

Prewriting

 Put learners into groups of five (5) and have them select a topic, purpose and audience for their narrative writing.

E.g. Topic: How I spent my Christmas holidays.

Purpose: to share an important experience.

Audience: Classmates

Guide learners to individually use appropriate graphic organizers to

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:

DEBRIEFING

How did you find the sentences Scrabble game?

Was the game challenging?

How can this game be improved?

Share lesson indicator and treat key words with learner .

generate, gather and organise ideas and details for writing.

E.g. Time Line, 5 Ws Chart.

Time Line Organiser

• Use Time Line for personal narratives to list actions or events in the order in which they occurred.

E.g. Topic.....

Events in Chronological Order

- 1. Event 1
- 2. Event 2
- 3. Event 3

5 W's Chart

• Use 5 W's Chart to collect the who? what? when? where? and why?" details for personal narratives and news stories. How could be added to the list.

e.g.	Topic_			

	What	?	Wher	1?
Where?	Who?		W	ny?

Guide learners to organise their details into writing plant (beginning, middle and ending).

Writing stage

Learners then revise their first draft by ensuring the writing has a beginning, middle and ending.

Learners should ensure they have used descriptive words. They have written about what they saw, heard, smelled, tasted and touched.

Revising: checklist for narrative writing

i. Does my essay have beginning, middle and ending? ii. Have I used descriptive words?

iii. Are my ideas/events arranged in the order in which they occurred?iv. Does my narrative sound natural?v. Do I express how I feel about what happened?

Editing

Have learners use the checklist above to edit their first draft for the conventions of punctuation, capitalisation, spelling and grammar.

Assessment: let learners create settings, characters and at least one plot in a narrative text,

Friday

Catch and pass

(using nouns in speech and writing activity)

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".

A different member in Group B mention a Noun e.g. monkey or tambourine, etc.

Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.

E.WRITING CONVENTION AND GRAMMAR USAGE

Proper nouns

• Introduce the concept in context.

e.g. Christmas is coming.
The people of Ga celebrate Homowo.
Count and non-count nouns.

• Revise the concept of proper nouns a fingers of 5 or 3 or giving and eliciting several examples. 1 as to those 'who

(Proper nouns refer to particular nouns some of it' or people, places, mountains, etc.) didn't get it'

- Provide a text and let learners identify respectively. count nouns.
- Have groups use the nouns identified sentences.
- Invite groups to present their work.

Assessment: let learners use nouns in simple sentences.

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:

	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. DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
	Share lesson indicator and treat key words with learner .		
Friday	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. DEBRIEFING 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? Share the lesson indicator and	 E.EXTENSIVE READING Have learners read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-three paragraph summary of the book read. Invite individuals to present their work to the class for feedback. Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	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:
	explain the key words		

Vetted by :	Signature:	Date :
-------------	------------	--------

SUBJECT: MATHEMATICS CLASS: FIVE

in changing fractions to the same denominato addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fractions	Week Ending: 4th March, 20	22			Class size:		
Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Triday, 60 minutes Friday, 60 minutes Period: 2	Day:			Date:			
Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes Period: 2	Monday, 60 minutes			28th F	ebruary, 2022		
Thursday, 60 minutes Friday, 60 minutes Period: Lesson: 1 of 2 2 of 2 1 of 3 2 of 3 2 Strand: Number Sub-strand: Number: Fractions Indicator (code) B5.1.3.1.3 B5.1.3.1.4 Content standard (code) B5.1.3.1. B5.1.3.1. Performance Indicator • Learners can use the concept of equivalent fraction changing fractions to the same denominated addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	Tuesday, 60 minutes			1st Ma	arch, 2022		
Period: Lesson: 1 of 2 2 of 2 1 of 3 2 of 3 2 of 3 Strand: Number Sub-strand: Number: Fractions Indicator (code) B5.1.3.1. B5.1.3.1. Performance Indicator Learners can use the concept of equivalent fraction addition and subtraction of like fractions denominator being a multiple of the other). Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	Wednesday, 60 minutes			2nd M	arch, 2022		
Period: 2	Thursday, 60 minutes			3rd Ma	arch, 2022		
2 2 of 2 2 1 of 3 2 2 of 3 3 of 3 Strand : Number Sub-strand : Number: Fractions Indicator (code) B5.1.3.1.3 B5.1.3.1.4 Content standard (code) B5.1.3.1. B5.1.3.1. Performance Indicator • Learners can use the concept of equivalent fraction changing fractions to the same denominator addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater for addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	Friday, 60 minutes			4th Ma	arch, 2022		
2 of 2 2 of 3 2 of 3 3 of 3 Strand : Number Sub-strand : Number: Fractions Indicator (code) B5.1.3.1.3 B5.1.3.1.4 Content standard (code) B5.1.3.1. B5.1.3.1. Performance Indicator • Learners can use the concept of equivalent fraction changing fractions to the same denominator addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	Period :			Lesson	:		
2 2 6 3 2 of 3 3 of 3 Strand : Number Sub-strand : Number: Fractions Indicator (code) B5.1.3.1.3 B5.1.3.1.4 Content standard (code) B5.1.3.1. B5.1.3.1. Performance Indicator • Learners can use the concept of equivalent fraction to the same denominator addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	2			1 of 2			
2 of 3 3 of 3 Strand : Number Sub-strand : Number: Fractions Indicator (code) B5.1.3.1.3 B5.1.3.1.4 Content standard (code) Performance Indicator • Learners can use the concept of equivalent fraction in changing fractions to the same denominato addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	2			2 of 2			
Strand : Number Sub-strand : Number: Fractions Indicator (code) B5.1.3.1.3 B5.1.3.1.4 Content standard (code) B5.1.3.1. Performance Indicator • Learners can use the concept of equivalent fraction addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater for addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	2			1 of 3	CO.		
Strand: Number: Fractions Indicator (code) B5.1.3.1.3 B5.1.3.1.4 Content standard (code) B5.1.3.1. Performance Indicator • Learners can use the concept of equivalent fraction and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	2			2 of 3			
Indicator (code) B5.1.3.1.3 B5.1.3.1.4 Content standard (code) B5.1.3.1. Performance Indicator • Learners can use the concept of equivalent fraction addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	2			3 of 3			
Content standard (code) B5.1.3.1. B5.1.3.1. Learners can use the concept of equivalent fraction in changing fractions to the same denominated addition and subtraction of like fractions denominator being a multiple of the other). Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	Strand: Number		Sub-str	and: N	umber: Fraction	S	
Content standard (code) B5.1.3.1. B5.1.3.1. Learners can use the concept of equivalent fraction in changing fractions to the same denominated addition and subtraction of like fractions denominator being a multiple of the other). Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development				7			
Learners can use the concept of equivalent fraction addition and subtraction of like fractions denominator being a multiple of the other). Learners can Use the concept of equivalent fraction addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	Indicator (code)			3	B5.1.3	3.1.4	
in changing fractions to the same denominato addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	Content standard (code)			B5.1.3.1. B5.1.3.1.			
addition and subtraction of like fractions denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	Performance Indicator		Learners can use the concept of equivalent fractions				
denominator being a multiple of the other). • Learners can Use the concept of equivalent fraction and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development			in changing fractions to the same denominator for				
Learners can Use the concept of equivalent fraction and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development			addition and subtraction of like fractions (one				
for addition and subtraction of fractions greater one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development			denominator being a multiple of the other).				
one (improper or mixed fractions) Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development			Learners can Use the concept of equivalent fractions				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen			for addition and subtraction of fractions greater than				
·							
and Leadership Critical Thinking and Problem Solving.	-	•		ation an	d Collaboration	Personal Development	
	and Leadership Critical Thinki	ng and Problem Solv	ving.				
Keywords	Kovwords						
Reywords	Reywords						
T. L .R. (s) Fraction walls • Fraction strips	T. L .R. (s)		Fraction	walls • F	Fraction strins		
			·				
Triatricinates carried and 1 age	No.	Triadicinatics carrie	caiaiii 1	۳۵۵			
DAY Phase 1: Phase 2: Main Phase 3:	DAY Phase 1:		Phase 2:	Main		Phase 3:	
Starter (new learning including Plenary / Reflection	Starter		(new lea	rning ind	cluding	Plenary / Reflections	
(preparing the brain assessment)	(preparing the	brain	assessme	ent)			
for learning)	for learning)						

WHATSAPP ONL	.Y 0245350591		
Tuesday	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. DEBRIEFING 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? Share lesson indicator and treat key words with learner.	To add the fractions, $\frac{1}{3}$ and $\frac{2}{6}$, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 6 and their sum is, = $4/6 = 2/3$ (i.e. its simplest form) subtract the fractions, $2/3$ and $2/5$, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are $10/15$ and $6/15$; = $4/15$ 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. • Use the remedial activities as practice for learners who need more of a challenge	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:
		practice with more examples	
Wednesday	 Learners form convenient groups and each group is given an even number of bottle tops and empty tins. Put the bottle tops in the empty tins and shake it up. 	To add like mixed fractions that are larger than 1, , we write down the sum of the whole numbers and add the fractions;	What new things have you learned today? Learning progress voting: Ask learners to show by

- 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.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

their 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:

Thursday

- 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.

DEBRIEFING

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?

To subtract like-fractions that are larger than 1, we change the mixed fractions into improper fractions and subtract;

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for

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:

	3. What will you do to share	those learners who need more	
	objects equally with your friends?	of a challenge	
	Share lesson indicator and treat key words with learner .	Assessment: have learners to practice with more examples	
Friday	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. DEBRIEFING 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? Share lesson indicator and treat key words with learner.	To add or subtract improper fractions with different denominators, (213 and 325) we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. 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. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: have learners to practice with more examples	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:
Tuesday	1. Learners form convenient groups and each group is given an even number of bottle tops	To add the fractions, $\frac{1}{3}$ and $\frac{2}{6}$, we need find the Lowest Common Denominator (LCD)	What new things have you learned today?
	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	and use this to express the equivalent fractions. The LCD is	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really

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.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner .

6 and their sum is, = 4/6 = 2/3 (i.e. its simplest form) subtract the fractions,2/3 and 2/5, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are 10/15 and 6/15; = 4/15

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

/etted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: FIVE

Week Endi	ing: 4th March, 2022				Class size:	
Day:				Date:		
Monday, 6	50 minutes	28th February, 2022			022	
Thursday,	60 minutes			3rd M	larch, 2022	
Period :				Lessor	1:	
2				1 of 2		
2				2 of 2		
Strand : CY	'CLES		Sub-st	rand : E	ARTH SCIE	NCE
Indicator (code)	B5.2.1.1.1		(
Content st	andard (code)	B5.2.1.1.		<u> </u>	\mathcal{O}	
Performan	ce Indicator	Learners can k	now ho	w day a	ind night ar	e formed
_	petencies: Creativity and Innovat rship Critical Thinking and Proble		on Communication and Collaboration Personal Development m Solving.			
Keywords		Rotation, axis, sun, Earth, day, night				
T. L .R. (s)		Pictures or videos showing darkness and day, globe, ball, flash light				
Ref:	Science	curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessment) Plenary / Reflection			Plenary / Reflections	
	(preparing the brain for learning)					
Monday	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	 Assemble materials such as polystyrene (plastic) balls, football, ice-cream stick, torch, pen and globe. Learners are assisted to understand the SEMESTERs, rotation and axis using a ball. Explain how the motion of the earth causes day and night, with the aid of a globe. Learners observe a demonstration 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		
	,	• Learners obs				didn't get it' respectively.

WHATSAPP ONLY 0245350591 materials, e.g. globe of the earth, blu **DEBRIEFING:** • How did you feel during the Independent tac, and lamp without shade and a game? dark room. •What new words did you Learners, in their groups, learn? demonstrate the formation of day and •How does it feel to win? night using, polystyrene balls, ice- What will you do next time to cream stick, torch, pen and globe. win? Differentiated learning Share lesson indicator and Ask stronger learners to answer some treat key words with learner questions first and then let learners who are struggling Share lesson indicator and treat key words with learner. answer similar questions. 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 Assessment: let learners explain how day and night come about Thursday Play the HOT SEAT game using Learners explain how day and night the key words. come about and draw diagrams to Select a learner to sit facing today? represent their work. the other learners with their back to the board where you Differentiated learning write the keywords for voting: Ask stronger learners to answer some 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?

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.

Activity/ Homework:

What new things have you learned

Learning progress Ask learners to show by their 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:

	 What new words did you learn? How does it feel to win? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner .	 Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners draw diagrams to represent how day and night come about. 	
etted by :		Signature:	Date :

Vetted by : Sigr	nature:	Date :
------------------	---------	--------

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g: 4th March, 2022				Class size:		
Day:				Date :			
Tuesday, 60 minutes				1st March, 2022			
Thursday, 60 minutes				3rd M	1arch, 2022		
Period :				Lesso	n :		
2				1 of 2			
2				2 of 2			
Strand : My	Country Ghana		Sub-st	rand:	The People Of Ghana		
Indicator (co	de)	B5.2.1.	1.2				
Content stan	dard (code)	B5.2.1.	1.				
Performance	e Indicator	Learne	rs can c	lescribe	e some ancient towns in Ghana.		
0	to the Country of the	<u> </u>		40 "	about a Record		
=	tencies: Creativity and Innovation Co		cation a	nd Coll	aboration Personal Development		
and Leadersi	nip Critical Thinking and Problem Sol	virig.					
Keywords		qualific	cations.	fluent.	anthropology, publicity, centrist,		
		1		•	, diplomat, food security, playwright,		
					architect, flagship, cardiothoracic,		
			cardiovascular, amateur, highlife				
T. L .R. (s)			pictures, posters or the internet to identify Ghanaians				
			ave mad	de impo	ortant		
Ref:	History curricu	lum Pag	ge				
DAY	Phase 1:	Phase	2: Main		Phase 3:		
	Starter	(new le	earning	includir	ng Plenary / Reflections		
	(preparing the brain	assessment)					
	for learning)						
Tuesday	Play the HOT SEAT game using	Show	and disc	cuss a	What new things have you		
	the key words.		entary/	•	-		
	Select a learner to sit facing		of these	towns			
	the other learners with their	places.			Learning progress voting:		
	back to the board where you write the keywords for	ר:ת- ו		1	Ask learners to show by their fingers of 5 or 3 or 1 as to		
	learners to describe what the		ntiated		15 Lhans (ha maall., aat 't/ (aat		
	word means or does and the		onger le		some of it' or didn't got it'		
	learner in the HOT SEAT has to		r some (id then	-	rospostivoly		
			e strug		11013		
		will al	C July	δ''''δ			

guess what the word is. answer similar questions. Independent Activity/ Repeat for all the key words Homework: • Pair up stronger and weaker learners so that stronger learners can help **DEBRIEFING:** weaker ones. •How did you feel during the Use the remedial game? activities as practice for •What new words did you learners learn? who struggle, and the •How does it feel to win? extension activities for •What will you do next time to those learners who need win? more of a challenge Assessment: let learners Share lesson indicator and describe some ancient treat key words with learner towns in Ghana Share lesson indicator and treat key words with learner. Show and discuss a What new things have you Thursday Play the HOT SEAT game using the key words. learned today? documentary/pictures of Select a learner to sit facing some of these towns and the other learners with their Learning progress voting: places. Ask learners to show by their back to the board where you write the keywords for fingers of 5 or 3 or 1 as to Differentiated learning those 'who really got it', 'got learners to describe what the Ask stronger learners to word means or does and the some of it' or didn't get it' answer some questions learner in the HOT SEAT has to respectively. first and then let learners guess what the word is. who are struggling Repeat for all the key words Independent Activity/ answer similar questions. Homework: Pair up stronger and weaker learners so that **DEBRIEFING:** stronger learners can help How did you feel during the weaker ones. game? Use the remedial •What new words did you activities as practice for learn? learners •How does it feel to win? who struggle, and the •What will you do next time to extension activities for win? those learners who need more of a challenge Share lesson indicator and treat key words with learner

	WHATSAPP ONLY	0245350591		
Share lesson indicator and treat key words with learner . Assessment: let learners describe some ancient towns in Ghana			describe some ancient	

Vetted by :	Signature:	Date :
-------------	------------	--------

WANT FILL ROUNT OF THE SCH

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending:	4th March, 2022				Class s	ize:	
Day:			Date :				
Tuesday, 60 m	ninutes		1st March, 2022				
Thursday, 60 minutes				3rd Ma	arch, 20	22	
Period :				Lesson	:		
2				1 of 2			
2				2 of 2			
Strand : ALL A	BOUT US		Sub-str	and: Ho	me and	l School	
					. \		
Indicator (cod	le)	B5.2.1.	2 .1		- / /		
Content stand	lard (code)	B5.2.1.	2 .	C)			
Performance	Indicator	Learne	rs can ex	xplain wa	ays to ca	are for the environment	
Core Competencies: Creativity and Innovation Co and Leadership Critical Thinking and Problem Solv			ommunication and Collaboration Personal Development lving.				
Keywords		climate	, adapta	tion, em	ission, g	greenhouse, atmosphere,	
			deforesta	ation, po	llution.		
T. L .R. (s)			s, Picture	s, Video	clips, cl	narts Paper, computer,	
			projector				
Ref: Our World Our			curricul	um Page	e		
DAY	Phase 1:	Phase 2	2: Main			Phase 3:	
	Starter	(new learning including			Plenary / Reflections		
	(preparing the brain	assessment)			, ,		
	for learning)						
Tuesday	Play the HOT SEAT game using	Learne	Learners talk about the What no			What new things have	
	the key words.	human	activitie	s in the		you learned today?	
	Select a learner to sit facing	enviror	nment.				
	the other learners with their	CI.				Learning progress voting:	
	back to the board where you		oictures a		•	Ask learners to show by	
	write the keywords for learners to describe what the		nan activ / the env			their fingers of 5 or 3 or 1 as to those 'who really	
	word means or does and the	- I	nining (g			got it', 'got some of it' or	
	learner in the HOT SEAT has to	_	minate c		•	didn't get it' respectively.	
	guess what the word is. Repeat		s (defore	•			
	for all the key words	pollution	on of wat on, etc.	ter bodie	es, air	Independent Activity/ Homework:	

Learners write the effects of **DEBRIEFING:** • How did you feel during the human activities on the game? environment: climate change •What new words did you - heat, floods, rain storms, learn? less rainfall, famine, draught, •How does it feel to win? etc. •What will you do next time to win? Using Think-Pair-Share, learners talk about ways of caring for the environment Share lesson indicator and through: tree planting, proper disposal of waste, legal treat key words with learner mining, clean-up exercises, avoiding environmental Share lesson indicator and pollution, etc. treat key words with learner. Learners in groups do a project on any of the following: clearing a rubbish dump in the school, planting trees, checking erosion, clearing choked gutters, etc 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. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners explain ways to care for the environment Learners discuss the What new things have Thursday Play the HOT SEAT game using the key words. importance of caring for the you learned today? Select a learner to sit facing environment: It helps to the other learners with their improve climatic conditions

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

such as oxygen, balanced temperature on earth, etc.

Let learners present their work in class for discussion. Learners design posters and flyers in groups to create awareness on cleanliness in their school.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners write the importance of caring for the environment

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: PHYSICAL EDUCATION CLASS: FIVE

Class size: Day: Date: Striday, 60 minutes 4th March, 2022
Friday, 60 minutes Period: Lesson: 1 of 1 Strand: MOTOR SKILL AND MOVEMENT PATTERNS Indicator (code) B5 1.2.1.3: Content standard (code) Performance Indicator Learners can change direction quickly whiles walking with a object within obstacles but keep one's balance Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) PE curriculum Page
Period: 2
2
Strand : MOTOR SKILL AND MOVEMENT PATTERNS Indicator (code) B5 1.2.1.3: Content standard (code) Performance Indicator Learners can change direction quickly whiles walking with a object within obstacles but keep one's balance 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
Indicator (code) B5 1.2.1.3: Content standard (code) B5 1.2.1. Performance Indicator Learners can change direction quickly whiles walking with a object within obstacles but keep one's balance 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
Content standard (code) Performance Indicator Learners can change direction quickly whiles walking with a object within obstacles but keep one's balance 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
Performance Indicator Learners can change direction quickly whiles walking with a object within obstacles but keep one's balance 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
object within obstacles but keep one's balance 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
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Cones PE curriculum Page
Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Cones Ref: PE curriculum Page
T. L.R. (s) Cones Ref: PE curriculum Page
Ref: PE curriculum Page
DAY Phase 1: Phase 2: Main Phase 3:
DAY Phase 1: Phase 2: Main Phase 3:
Starter (new learning including Plenary / Reflections
(preparing the brain assessment)
for learning)
Friday Learners jog round a After general and specific warm What new things have you
demarcated area in files ups, learners stand with balls in learned today?
while singing and front. Learners dribble through Learning progress voting:
clapping to warm-up the the obstacles whiles Ask learners to show by their
body for maximal maintaining their balance, fingers of 5 or 3 or 1 as to
performance and to agility in turns and progress at those 'who really got it', 'go
prevent injuries their own pace. Put learners in some of it' or didn't get it'
groups to compete respectively.
Independent Activity/ Homework:

Vetted by :	Signature:	Date :

CLASS: FIVE

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending: 1	.1th March, 2022					Class s	size:
Day:	, , , , , , , , , , , , , , , , , , ,				Date :		
Friday, 60 minut	es			11th March, 2022			2022
Period :					Lesson	n :	
2					1 of 1		
Strand : God, His	s Creation and Att	ributes		Sub-sti	rand : T	he Envir	ronment
Indicator (code)			B5.1.2.	1.1.			
Content standard (code)			B5.1.2.	1.		. \	
Performance Indicator				rs can d vironme		the effe	cts of human activities on
Core Competencies: Creativity and Innovation Com and Leadership Critical Thinking and Problem Solvin Keywords				tion and	Collabo	oration F	Personal Development
T. L .R. (s)		1	Picture	!S			
Ref:		RME curriculum	Page				
DAY	Phase 1: Starter (preparing the bifor learning)	rain		2: Main earning i ment)	ncludin	g	Phase 3: Plenary / Reflections
Friday	Play the HOT SEA the key words. Select a learner to other learners we the board where keywords for lead describe what the or does and the HOT SEAT has to word is. Repeat to words DEBRIEFING: How did you fe game?	to sit facing the ith their back to be you write the rners to be word means learner in the guess what the for all the key	about to in the experience of the control (galam cutting (defore	e learne the hum environr picture h human estroy th nment: i sey), inc down of estation)	an activenent. Is and vinted activition Illegal marked in activi	vities ideo ies nining nate	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:

•What new words did you Differentiated learning learn? Ask stronger learners to •How does it feel to win? answer some questions •What will you do next time to first and then let learners win? who are struggling answer similar questions. • Pair up stronger and Share lesson indicator and treat key words with learner weaker learners so that stronger learners can help weaker ones. Share lesson indicator and treat • Use the remedial activities key words with learner. as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write the human activities that destroy the environment

\/a++ad b	v :	Cianatura	Data :
verien n	V -	Signature:	Date :

SUBJECT: COMPUTING CLASS: FIVE

Week Ending: 4t			Class size:			
Day:		Date :				
Wednesday, 60 n		2nd March, 2022				
Period :		Lesson :				
2			1 of 1			
Strand : INTROD	UCTION TO COMPUTING	Sub-strand : DATA, SOURCES AND USAGE				
Indicator (code)		B5.1.3.1.1	. B5.1.3.1.	2		
Content standard	d (code)	B5.1.3.1.	B5.1.3.1			
Performance Ind	 Learners can use strategies for identifying data from results of an experiment. Learners can identify primary sources of information e.g. photographs, audio, video recordings, letters etc. 					
Core Competence and Leadership C		tion and Col	llaboration Personal Development			
Keywords	data, information, sources, qualitative, quantitative, data form					
T. L .R. (s)	primary sources of information radio, fax, SMS, telephone recording devices, microphone, speakers					
Ref: Computing curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: N (new learn assessmen	ning includin	Phase 3: Plenary / Reflections		
Wednesday	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	the types (qualitative quantitatic leading qualithem to coone formatic		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		

Homework:
_

		_
Vetted by :	Signature:	Date :
	 0.8	

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	: 4th March, 202	22				Class siz	e:	
Day:					Date:			
Monday, 60			28th February, 2022					
Wednesday, 6	60 minutes				2nd March, 2022			
Period :					Lesson:			
2					1 of 2			
2				2 of 2				
Strand : Visua	al Arts			Sub-strand: Planning, Making and Composing				
Indicator (cod	de)		B5 1.2.3.	1		· //		
Content stan	dard (code)		B5 1.2.3.		9			
Performance	Indicator		Learners	can create	e own visi	ual artwo	rks based on own ideas,	
			knowledg	ge and ur	nderstand	ing of ar	tworks that reflect the	
			history ar	nd culture	of the pe	ople of Af	frica	
				nication ar	nd Collabo	ration Pe	ersonal Development	
and Leadersh	ip Critical Thinkir	ng and Problem	n Solving.					
Keywords								
T. L .R. (s)			Pictures					
		Croative Arts						
Ref: Creative Arts of			Curriculum	ı				
DAY	Phase 1:	01	Phase 2:	Main			Phase 3:	
	Starter	71	(new learning including assessment) Plenary / Reflection					
	(preparing th	e brain						
	for learning)							
Monday	Play the HOT	-	Learners are to: What new thin					
	using the key words.			② demonstrate basic knowledge and you learned today?				
Select a learner to sit facing the other learners with their back to the			skills in the use and application of the elements and principles of art Learning progress voting: Ask					
								board where you write the
keywords for learners to describe what the word			techniques freely in creative and their fingers of 5 or					
			· -	e ways to			or 1 as to those 'who	
	means or doe		dimensio	nal and 3-	dimensio	nal	really got it', 'got	
	learner in the		artworks based on own ideas and experiences; some of it' or didn't get it' respectively.					
	has to guess v	wiiat tiie						

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

- make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;
- ☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:
- a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving) b) tools and equipment: e.g.
- brush for painting;
- scissors and cutting knives for cutting;
- spray diffuser for spraying
- chisel for carving
- spatulas for modelling
- craft tools for punching, perforating, etc.
- c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling); d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).

Assessment: let learners create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa

Independent Activity/ Homework: Wednesday

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Learners are to:

☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own 2dimensional and 3-dimensional artworks based on own ideas and experiences;

- ☑ make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;
- ☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:
- a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving) b) tools and equipment: e.g.
- brush for painting;
- scissors and cutting knives for cutting;
- spray diffuser for spraying
- chisel for carving
- spatulas for modelling
- craft tools for punching, perforating, etc.
- c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling); d) select and use suitable and appropriate manual/mechanical

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:

WHATSAPP ONLY	T		
		finishing and decorating techniques	
		(e.g. firing, painting, burnishing,	
		spraying).	
		Assessment: let learners create own	
		visual artworks based on own ideas,	
		knowledge and understanding of	
		artworks that reflect the history and	
		culture of the people of Africa	

etted by :	Signature:	Date :
------------	------------	--------

WANT FILLS

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:						Class	size:		
Day:				Date:					
Period :					Lesso	1:			
Strand : Compo	sition Writing			Sub-st	trand : Creative/ Free Writing				
Indicator (code)		B5.3.1.	1.1	В	5.3.1.1	.2		
Content standa	rd (code)		B5.3.1.	1.	В	5.3.1.1			
th in Le Se			Learners should recognise the use of full stops at the end of a complete sentence, and to separate initials Learners should recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.						
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.					tion Personal Development and				
Keywords									
T. L .R. (s)			Manila cards, markers, recorded audios visual						
Ref:	Ref: Ghanaian Langua			uage curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2 (new leassessn	earning		ing	Phase 3: Plenary / Reflections		
	Cover Up Learners in convenient groups.		senten	et learners write a ntences on the board d in their books. So round and check the		ard	What new things have you learned today? Learning progress voting:		
	 Write a word on the board. Cover all the letters except the first one, beginning from 			sentences written to see if full stops are at the ends.			Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got		

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.

DEBRIEFING:

win next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to

Share lesson indicator and treat key words with learner .

- Discuss the punctuation, full stop, with learners.
- Write a passage on the board with all punctuations.
- Assist learners to recognise that a full stop is used at the end of a complete sentence, and to separate initials.

Assessment: let learners use full stops at the end of a complete sentence, and to separate initials

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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

- Write a passage on the board with all the appropriate punctuations.
- Discuss the passage with learners, and help them to recognize the punctuation comma.
- Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.
- Let learners write sentences or short passages using the comma.
- Write a list of items on the board and ask

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:

The team that is able to read and write more words becomes the winner.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

learners to use the list to form sentences, using the comma to separate the items in the sentence written.

Assessment: let learners use the comma to separate the items in the sentence written

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.
- 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to

What must your team do to win next time?

- Write a passage on the board with all the appropriate punctuations.
- Discuss the passage with learners, and help them to recognize the punctuation comma.
- Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.
- Let learners write sentences or short passages using the comma.
- Write a list of items on the board and ask learners to use the list to form sentences, using the comma to separate the items in the sentence written.

Assessment: let learners use the comma to

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:

WHATSAPP ONLY	0245350591		
	Share lesson indicator and treat key words with learner .	separate the items in the sentence written	

etted by :	Signature:	Date :
------------	------------	--------





SEMESTER ONE BASIC FIVE WEEK 8

MANA FILIFICATION OF THE SCHOOL OF THE SCHOO



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 11th March, 2022	Class size:
Day:	Date :
Tuesday, 60 minutes	8th March, 2022
Wednesday, 60 minutes	9th March, 2022
Thursday, 60 minutes	10th March, 2022
Friday, 60 minutes	11th March, 2022
Period :	Lesson:
2	1 of 1
Strand:	Sub-strand :
A. Oral Language	A. Listening Comprehension
B. Reading	B. Vocabulary
C. Grammar Usage At Word	C. Pronouns
D. Writing	D. Narrative Writing
E. Using Writing Conventions	E. Naming Words/Nouns
F. Extensive Reading	F. Building the Love and Culture of Reading
Indicator (code)	B5.1.7.1.3 B5.2.6.2.1 B5.3.3.1.1. B5.4.10.1.1
	B5.5.3.1.2. B5.6.1.1.1.
Content standard (code)	B5.1.7.1. B5.2.6.2. B5.3.3.1. B5.4.10.1.
	B5.5.3.1. B5.6.1.1
Performance Indicator	A. Learners can relate to lessons in stories
	B. Learners can develop a rich vocabulary stock
	through extensive reading of age-appropriate texts,
	using the dictionary or online resources to look up
	meanings of words etc.
	C. Learners can Identify and use Possessive pronouns
	to show possession, e.g. mine, ours etc.
	D. Learners can create settings, characters and at least
	one plot in a narrative text, using appropriate
	linking words within and across paragraphs to aid

WHATSAPP ON	LY 0245350591			
_	tencies: Creativity and Ir nip Critical Thinking and		cohesion, and using simple lit direct speech E. Learners can Identify and use prefer to festivals; common noun count, Singular, Plural (regular, without plural marker F. Learners can read a variety of appropriate books and present paragraph summary of each books ommunication and Collaboration Personalizing.	roper nouns to as: Count/non- airregular), plural of age- and level t at least a-three- ok read
Keywords				
T. L .R. (s)		English Lan	Word cards, sentence cards, letter card manila card and a class library. guage curriculum Page	s, handwriting on a
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Learners watch/listen story /folktale. (Inters story with songs and good between the charact story? Who were the charact story? Which part of the stor like? What lessons did you the story? How will you apply the moral lesson in your limbers of the story words with learned.	erse the estures) ers in the y do you earn from e good fe?	 A.ORAL LANGUAGE Assist learners to revise the sequence of a story familiar to them. Have learners identify the characters in the story and the roles the characters played in the story or text. Learners again identify the setting of the story. Learners identify the moral lessons from the story. Help them discuss and relate the moral lessons to their lives using an example to illustrate that. Read a short story to learners and in groups, have them relate to the lessons in the story by repeating the above activities Assessment: let learners relate to lessons in stories 	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:

WITATSALL ONE	Y 0245350591		
Tuesday	Scavenger Hunt (vocabulary building activity) Learners in convenient groups. Learners read quickly a passage with words ending with —sure, -ture, -tch, etc 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. The group goes ahead to form sentences with the identified words for extra points. DEBRIEFING: How were you able to identify the words? What will you do to easily identify things at home? Share lesson indicator and treat key words with learner.	 B.READING Choose and read an age-appropriate story to the class. Have learners talk about the story. Let them identify unfamiliar vocabulary and find their meanings in context. Have learners use the Build My Vocab App on the internet to help build the most globally used language to help develop their vocabulary. Guide learners to choose books from the school library or distribute supplementary readers to them. Introduce a simple vocabulary book made by teacher to guide the learners build their vocabulary. Read to learners to encourage them read extensively. Encourage individual learners to read their selected story books to the class 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. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	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:
Wednesday	Catch and pass Learners in convenient groups of	C.GRAMMAR • Provide a passage and group learners to identify indefinite pronouns, and use the pronouns	What new things have you learned today?
	2 or more. A member in Group A throws a ball to a member in	identified in sentences.	Learning progress voting:

Group B. The student who catches the ball shouts "I catch".

A different member in Group B mention a pronoun

Another member in Group B uses the pronoun to form a sentence. The group earns a point for the given pronoun and correct sentence.

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.

DEBRIEFING

What did you like about the game?
What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

• Repeat the procedure to teach possessive pronouns.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use possessive pronouns in sentences.

Ask learners to show by their 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:

Thursday

Sentence Scrabble (using simple sentences clearly and correctly)

Learners in convenient groups.

Using word cards, learners arrange the words to form grammatically correct sentences. Example

D.WRITING

 Guide learners through the process to write about real or imagined experiences or events.

E.g. personal narrative

• Discuss personal narrative with learners:

Note:

A personal narrative is a true story told from the writer's point of view. It is the retelling of an event or experience that has affected the writer's life. The story should be told

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'

WHATSAPP ONLY 0245350591 learners gain points or each or didn't get it' naturally to allow readers to correct sentences they come up experience the event(s) for respectively. with, themselves. Independent learners are given more word Differentiated learning Activity/ cards until the cards are Ask stronger learners to answer some Homework: exhausted. The group with auestions highest points win the game. first and then let learners who are struggling **DEBRIEFING** answer similar questions. How did you find the sentences • Pair up stronger and weaker Scrabble game? learners so that stronger learners can help weaker Was the game challenging? ones. Use the remedial activities as How can this game be practice for learners who struggle, and the extension improved? activities for those learners who need more of a Share lesson indicator and treat challenge key words with learner. Assessment: let learners create settings, characters and at least one plot in a narrative text Friday **E.WRITING CONVENTION AND** What new things Catch and pass GRAMMAR USAGE have you learned (using nouns in speech and Singular and Plural (regular, irregular) today? writing activity) Introduce singular and plural nouns i Learning progress Learners in convenient groups of E.g. I need a table. Can you give me on voting: 2 or more. A member in Group A tables? Ask learners to throws a ball to a member in This child looks sick, but those children show by their Group B. The student who healthy. fingers of 5 or 3 catches the ball shouts "I catch". Have learners read the sentences and or 1 as to those the underlined words. 'who really got it' A different member in Group B • Show pictures of objects/people to h, 'got some of it' mention a Noun e.g. monkey or identify regular and irregular nouns. or didn't get it' tambourine, etc. respectively. E. g. picture of a child and a picture of Another member in Group B Guide learners to discover the difference Independent uses the noun to form a between regular and irregular plural fd Activity/ sentence. The group earns a - Regular count nouns take **s** or **es** to **f** Homework: point for the given noun and plural. correct sentence.

E.g. table – tables, chair – chairs

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.

DEBRIEFING

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

Irregular count nouns are nouns that do not take
 s or es to form their plural.

E.g. child – children; ox – oxen; man – men; goose – geese Put learners into groups

 Have groups construct sentences with given singular and plural nouns and share their work with the class.

Plural nouns without plural markers

• Have learners discover the plural nouns without plural markers in context.

Assessment: let learners use nouns in sentences

Friday

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.

DEBRIEFING

- 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?

Share the lesson indicator and explain the key words

E.EXTENSIVE READING

- Have learners read independently books of their choice during the library period.
- Learners think-pair-share their stories with peers.
- Ask each learner to write a-twothree paragraph summary of the book read.
- Invite individuals to present their work to the class for feedback.

Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

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 :
WHATSAPP ONLY 0245350591		

WANA FILLE

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g: 11th Mar	ch, 2022				Class size:	
Day:					Date :		
Tuesday, 60	minutes				8th March, 2022		
Wednesday, 60 minutes			9th Marcl	h, 2022			
Thursday, 60	minutes				10th Mar	ch, 2022	
Friday, 60 mi	nutes				11th Mar	ch, 2022	
Period :					Lesson:		
2					1 of 1		
2					1 of 3		
2					2 of 3		
2					3 of 3		
Strand: Num	nber			Sub-strand	: Number:	Fractions	
					N		
Indicator (co	de)		B5.1	.5.1.1	B5.1.5.	1.2	
Content stan	dard (code)		B5.1	.5.1.	B5.1.5	.1.	
Performance	Indicator		•	Learners	can deSEM	ESTERine the p	ercentage of a given
			quantity (limit to 2-digit whole number) and vice versa.				
			Learners can deSEMESTERine the benchmark percentages				
			from their common fractions and use these to estimate				
			percentages of quantities				
Core Compe	tencies: Crea	ntivity and Innova	ation C	Communication	on and Colla	aboration Perso	nal Development
and Leadersh	nip Critical Th	ninking and Prob	lem So	lving.			
_							
Keywords		B.					
T. L .R. (s)			Perc	entage chart	with bench	ımark percenta	ges and example
Ref:		Mathematics cu	ırriculu	ım Page			
DAY	Phase 1:		Phas	e 2: Main			Phase 3:
Starter (preparing the brain		(new	learning inc	luding asse	essment)	Plenary /	
						Reflections	
	for learni	ng)					
Monday 1. Learners form convenient groups and			. , .		n by a whole	What new things	
		l l	ber, change t	•	•	have you learned	
	_	ip is given an	l l	mon fraction $0\% imes10$ mea	•	ly and simplify	today?
		nber of bottle empty tins.	102:		iii3 ⊡4010(5 0000	
	tops and	empty tills.	100	-,			

- 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
- and record their findings.

 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.40% $\times 10$ means $\square 40100 \ o \ oo \ 10 \square = 4$;

What is 20% of 45?

$$20\% \text{ of } 45 = 20\% \times 45$$

$$=\frac{20}{100}\times\frac{45}{1}$$

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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

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:

Tuesday

- 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

To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.60% ×10 means 240100 *o oo* 102=4;

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

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

DEBRIEFING

game.

- 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?

Share lesson indicator and treat key words with learner.

answer similar questions.

 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

Assessment: have learners to practice with more examples

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Wednesday

- 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.

Use pictorial representations and chart to display common or benchmarks percentages and ask pupils to deSEMESTERine these from their equivalent common fractions

Percent	10%	20%	25%	33 <u>1</u> %	50%	66 ¹ / ₃ %
	1	1	1	1	1	2
Haction	10	5	4	3	2	3

Give learners practice through drills and games to learn the equivalences of the benchmark fractions

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:

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

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.

 Use the remedial activities as practice for learners who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

Thursday

- 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
- 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?

Ask pupils to use the benchmarks for estimating percentages of given quantities. E.g. for "what is 60% of 45?" using the nearest benchmark fraction (i.e. 50%) the learner will know the expected result is close to 30;the learner can use benchmark fractions to deSEMESTERine the result mentally by finding which can easily multiply 45, and in this case 15 to give 9. Since 15 is 20%, then the 60% required will be 3 times 9 which is 27.

What is 60% of 45?

$$60\% \text{ of } 45 = 60\% \times 45$$

$$= \frac{600}{100} \times \frac{45}{1}$$

$$= 27$$

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:

first and then let learners who are 3. What will you do to share objects equally struggling with your friends? answer similar questions. Pair up stronger and weaker learners so Share lesson indicator that and treat key words with stronger learners can help weaker ones. learner. • Use the remedial activities as practice for learners who struggle, and the extension activities those learners who need more of a challenge Assessment: have learners to practice with more examples 1. Learners form Ask pupils to use the benchmarks for Friday What new things convenient groups and estimating and deSEMESTERining the have you learned each group is given an today? results of finding percentages of given even number of bottle quantities and then verify by working; that tops and empty tins. Learning progress is, changing the percentage to common 2. Put the bottle tops in voting: fraction and multiplying by the quantity the empty tins and shake Ask learners to it up. show by their 3. Pour them on the fingers of 5 or 3 or Differentiated learning floor/table, observe, 1 as to those 'who Ask stronger learners to answer some count and record the really got it', 'got questions ones with the face up as some of it' or didn't first and then let learners who are the numerator over the get it' respectively. struggling total number of bottle answer similar questions. tops on the table/floor. Independent Pair up stronger and weaker learners so Activity/ 4. Learners play in turns and record their findings. Homework: that 5. the group to get the stronger learners can help weaker ones. fraction which represent • Use the remedial activities as practice half of a whole wins the for learners game. who struggle, and the extension activities **DEBRIEFING** those learners who need more of a 1. How did you find the activity? What made it challenge so?

WHATSAPP ONLY 0245350591 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? Share lesson indicator and treat key words with learner.

Vetted by :	Signature:	 Date :

SUBJECT: SCIENCE CLASS: FIVE

Week Ending: 11th March, 2022						Class size:		
Day:					Date :	•		
Thursday, 60 minutes			10th March, 2022					
Period :					Lesso	n :		
2					1 of 1			
Strand : CY	CLES			Sub-st	rand :	EARTH SCIEN	ICE	
Indicator (c	code)		B5.2.1	.1.1				
Content sta	andard (code)		B5.2.1	.1.		. \		
Performan	ce Indicator		Learne	ers can k	now h	ow day and r	night are formed	
<u> </u>	etencies: Creativity and ship Critical Thinking a			ion and	Collab	oration Perso	onal Development	
Keywords			Rotati	on, axis,	sun, E	arth, day, nig	ght	
T. L .R. (s)	T. L .R. (s)			Pictures or videos showing darkness and day, globe, ball, flash light				
Ref: Science curriculu		Science curriculu	im Pag	е				
DAY	Phase 1: Starter (preparing the brain for learning)	Starter (preparing the brain		Phase 2: Main (new learning including assessment) Phase 3: Plenary / Re		Phase 3: Plenary / Reflections		
Monday	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?		 Assemble materials such as polystyrene (plastic) balls, football, ice-cream stick, torch, pen and globe. Learners are assisted to understand the SEMESTERs, rotation and axis using a ball. Explain how the motion of the earth causes day and night, with the aid of a globe. Learners observe a demonstration of day and night, using appropriate 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.			

•How does it feel to win? Independent e.g. globe of the earth, blu tac, Activity/ Homework: •What will you do next time to win? and lamp without shade and a dark room. • Learners, in their groups, Share lesson indicator and treat key demonstrate the formation of words with learner day and night using, polystyrene balls, ice-cream Share lesson indicator and treat key stick, torch, pen and globe. words with learner. 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. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners explain how day and night come about Thursday Play the HOT SEAT game using the Learners explain how day and What new things key words. have you learned night come about and draw Select a learner to sit facing the today? diagrams to represent their other learners with their back to the work. board where you write the keywords Learning progress for learners to describe what the voting: Differentiated learning word means or does and the learner Ask learners to show Ask stronger learners to answer in the HOT SEAT has to guess what by their fingers of 5 the word is. Repeat for all the key or 3 or 1 as to those some questions words 'who really got it', first and then let learners who 'got some of it' or are struggling didn't get it' answer similar questions. **DEBRIEFING:** respectively. • Pair up stronger and weaker •How did you feel during the game? learners so that •What new words did you learn?

•How does it feel to win?	stronger learners can help	Independent
•What will you do next time to win?	weaker ones.	Activity/ Homework:
	 Use the remedial activities as 	
Share lesson indicator and treat key	practice for learners	
words with learner	who struggle, and the extension	
words with learner	activities for	
	those learners who need more	
Share lesson indicator and treat key words with learner .	of a challenge	
	Assessment: let learners draw	
	diagrams to represent how day	
	and night come about.	

Vetted bv :		Signature:	Date :
,			
	and have been a second		
	Alx.		

SUBJECT: HISTORY CLASS: FIVE

Week End	Week Ending: 11th March, 2022			Class size:			
Day:				Date :			
Tuesday, 6	0 minutes			8th March, 2022			
Thursday,	Thursday, 60 minutes			10th	March, 2022		
Period :				Lessor	ı:		
2				1 of 2			
2				2 of 2			
Strand : M	y Country Ghana		Sub-str	and:S	ome Selected I	ndividuals	
Indicator (code)	B5.2.5.	1.1		(X)		
Content st	andard (code)	B5.2.5.	1.				
Performar	nce Indicator	Learne	rs can na	ame Gl	hanaians who	have made significant	
					d international	•	
	petencies: Creativity and Innovation (ication a	nd Coll	aboration Pers	onal Development	
and Leade	rship Critical Thinking and Problem So	olving.	0-				
Keywords		qualifications, fluent, anthropology, publicity, centrist,					
		federal	ist, unific	ation,	diplomat, food	security, playwright,	
		passionate, physicist, architect, flagship, cardiothoracic,					
		cardiov	ascular,	amate	ur, highlife		
T. L .R. (s)		pictures, posters or the internet to identify Ghanaians who					
		have made important contributions locally and					
		interna	itionally.				
Ref:	History curricu	ılum Paş	ge				
DAY	Phase 1:	Phase 2	2: Main			Phase 3:	
	Starter	(new le	earning in	cludin	g	Plenary / Reflections	
	(preparing the brain	assessr	nent)				
	for learning)						
Tuesday	Play the HOT SEAT game using the key words.					What new things	
	learners, develop a have you learned				_		
Select a learner to sit facing the other learners with their back to			documentary/poster of individuals today?				
	who have contributed significantly in this field.				Learning progress		
	the board where you write the keywords for learners to describe						
	what the word means or does and	Differe	ntiated le	earning	Į	Ask learners to show	
	the learner in the HOT SEAT has to			- x · · · · · · · · · · · · ·	,	by their fingers of 5	
						or 3 or 1 as to those	

Share lesson indicator and treat

key words with learner

WHATSAPP ONLY 0245350591 guess what the word is. Repeat for 'who really got it', Ask stronger learners to answer 'got some of it' or all the key words some auestions first and then let learners who are didn't get it' respectively. struggling **DEBRIEFING:** answer similar questions. How did you feel during the Independent • Pair up stronger and weaker Activity/ Homework: game? learners so that •What new words did you learn? stronger learners can help weaker •How does it feel to win? ones. •What will you do next time to • Use the remedial activities as win? practice for learners who struggle, and the extension activities for Share lesson indicator and treat those learners who need more of a key words with learner challenge Assessment: let learners develop a Share lesson indicator and treat documentary/poster of individuals key words with learner. who have contributed significantly in this field. Thursday Play the HOT SEAT game using the Identify the traditional rulers What new things have you learned key words. whose work inspires you most and Select a learner to sit facing the today? give reasons for your choice. other learners with their back to the board where you write the Learning progress Differentiated learning keywords for learners to describe voting: Ask stronger learners to answer what the word means or does and Ask learners to show some questions the learner in the HOT SEAT has to by their fingers of 5 first and then let learners who are guess what the word is. Repeat for or 3 or 1 as to those struggling all the key words 'who really got it', answer similar questions. 'got some of it' or • Pair up stronger and weaker didn't get it' learners so that **DEBRIEFING:** respectively. stronger learners can help weaker •How did you feel during the ones. Independent game? Use the remedial activities as •What new words did you learn? Activity/ Homework: practice for learners •How does it feel to win? who struggle, and the extension •What will you do next time to activities for win? those learners who need more of a challenge

Assessment: let learners identify the

traditional rulers whose work

WHATSAPP ONLY 0245350591					
Share lesson indic key words with le		inspires you most and give reasons for your choice.			

/etted by :	Signature:	Date :
-------------	------------	--------

WANA FIIFI ACOUNTIFICATION OF THE SCHOOL OF

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endi	Week Ending: 11th March, 2022				Class size:		
Day:					Date	:	
Tuesday, 6	0 minutes				8th	March, 202	22
Thursday, 60 minutes				10th	March, 20	22	
Period :					Lesso	n :	
2					1 of 2	2	
2					2 of 2	2	
Strand : Al	L AROUND US			Sub-s	trand	: Map Mak	ring and Land Marks
						. \	
Indicator (code)		B5.2.3	3.1.1.	(
Content st	andard (code)		B5.2.3	3.1.	C	\bigcirc	
Performan	ce Indicator		Learn	ers ca	n loca	ate major	land marks on a sketch
			map o	of the o	commi	unity	
Core Comp	petencies: Creativity and Inno	vation Commu	nicatio	n and	Collab	oration Pe	rsonal Development
and Leade	ship Critical Thinking and Pro	blem Solving.	-()				
Warm			اد کار را				ation alotaless
Keywords				-		•	ction, sketches
T. L .R. (s)			Video clips, Charts, poster, Paper, computer,				
D. C		W. 110 5	projector				
Ref:	Oui	r World Our Pe	opie (curricu	ııum F	rage	
DAY	Phase 1:		Dhaca	2: Ma	in		Phase 3:
ואט	Starter					ıding	Plenary / Reflections
	(preparing the brain		•	ew learning including sessment)		aung	Tienary / Nemections
	for learning)		45565		1		
Tuesday	Play the HOT SEAT game us	sing the key	Learn	ers ide	ntify n	naior	What new things have
Tuesday	words.	mig the Key		narks i	•	iiajoi	you learned today?
	Select a learner to sit facing	g the other				e school,	,
	learners with their back to	-		•	_	station	Learning progress
	where you write the keywo		-	h, mos	-	Station	voting: Ask
	learners to describe what the		Cituic	11, 11105	que		learners to show by
	means or does and the lear		Heina	landm	narke l	earners	their fingers of 5 or 3 or 1 as to those 'who
	HOT SEAT has to guess what is. Repeat for all the key wo		_	urns ir			really got it', 'got
	is. Repeat for all the key we	71 (43				s in the	some of it' or didn't
					place	s iii tiie	get it' respectively.
	DEBRIEFING:		COMM	nunity			,
	•How did you feel during th	ne game?	D:tt	ontint	مطامة :	·nina	
			וועer	entiate	eu iear	ning	

•What new words did you learn? Independent Ask stronger learners to • How does it feel to win? Activity/ Homework: answer some questions •What will you do next time to win? first and then let learners who are struggling answer similar questions. Share lesson indicator and treat key Pair up stronger and words with learner weaker learners so that stronger learners can help Share lesson indicator and treat key weaker ones. words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners identify major land marks in the community Thursday Play the HOT SEAT game using the key Learners sketch a map of What new things have words. you learned today? the community indicating Select a learner to sit facing the other major landmarks learners with their back to the board Learning progress where you write the keywords for voting: Ask Differentiated learning learners to describe what the word learners to show by Ask stronger learners to means or does and the learner in the their fingers of 5 or 3 answer some questions HOT SEAT has to guess what the word or 1 as to those 'who really got it', 'got is. Repeat for all the key words first and then let learners some of it' or didn't who are struggling get it' respectively. answer similar questions. **DEBRIEFING:** Pair up stronger and •How did you feel during the game? Independent weaker learners so that •What new words did you learn? Activity/ Homework: stronger learners can help • How does it feel to win? •What will you do next time to win? weaker ones. Use the remedial activities as practice for Share lesson indicator and treat key learners words with learner who struggle, and the extension activities for those learners who need Share lesson indicator and treat key words with learner. more of a challenge

WHATSAPP ONLY 0245350591		
	Assessment: Let learners sketch a map of the community indicating major landmarks	
Vetted by :	Signature:	Date :

WALLEL ROOM TO THE SCHOOL THE SCHOOL TO THE

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending: 1	Week Ending: 11th March, 2022					Class size:		
Day:					Date :			
Friday, 60 minu	tes				11th Ma	arch, 2022		
Period :					Lesson:			
2					1 of 1			
Strand: MOTOR	R SKILL AND M	OVEMENT		Sub-strai	nd : MAN	IPULATIVE	SKILLS	
PATTERNS								
In diagram / and a	1		DE 4.2.4					
Indicator (code			B5.1.2.1.					
Content standa			B5.1.2.1.		/			
Performance In	dicator			can thro jogging an			ring partner to catch while	
Core Competen Leadership Criti		•		municatio	n and Coll	aboration	Personal Development and	
Keywords								
T. L .R. (s)			Cones					
Ref:		PE curricul	um Page	•				
DAY	Phase 1:	. D	Phase 2:	Main			Phase 3:	
	Starter (preparing t		(new lea	rning inclu	ding asse	essment)	Plenary / Reflections	
Friday	Learners jog demarcated files while s clapping to the body fo performand prevent inju	I area in inging and warm-up r maximal e and to	specific value pairs with appropriate other. Lead and catca and runrabasketba available Supervising feedback	go throug warm ups. h a ball. Pa ate distand earners per hing while hing as in h all based or e and learn e learners k to improvence. Let the	Group lead artners standing through the balls ers' ability and give their	arners in and at an the each owing jogging r s y.	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:	

WHATSAPP ONLY UZ	245350591		
		or basketball game. End the lesson	
		with cool down activities.	

WANA FIIFI ACOUNTY SCH Vetted by :..... Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending: 1	Week Ending: 11th March, 2022					Class size:		
Day:				Da	Date :			
Friday, 60 minutes			11	th March	, 2022			
Period :				Les	sson :			
2				10	of 1			
Strand : God, Hi	is Creation and Attr	butes		Sub-stran	d : The Er	nvironment		
Indicator (code))		B5.1.2	.1.1.				
Content standa	rd (code)		B5.1.2	.1.	. \			
Performance In	dicator			ers can disc vironment	- \ , \	fects of human activities on		
Core Competencies: Creativity and Innovation Command Leadership Critical Thinking and Problem Solving Keywords			munication and Collaboration Personal Development ng.					
T. L .R. (s)		7	Pictur	es				
Ref:		RME curriculum	Page					
DAY	Phase 1: Starter (preparing the br for learning)	ain		2: Main earning inc ment)	luding	Phase 3: Plenary / Reflections		
Friday	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		Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, infrequent rainfall, famine, drought, etc.		mate oods, quent drought,	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/		
	DEBRIEFING: •How did you fee game? •What new word	_	Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling					

•How does it feel to win?	answer similar questions.	
 What will you do next time to 	 Pair up stronger and 	
win?	weaker learners so that	
	stronger learners can help	
Share lesson indicator and treat	weaker ones.	
key words with learner	 Use the remedial 	
,	activities as practice for	
	learners	
Share lesson indicator and treat	who struggle, and the	
key words with learner .	extension activities for	
	those learners who need	
	more of a challenge	
	Assessment: let learners	
	write the effects of	
	human activities on the	
	environment:	

		environment:	
Vetted by :		Signature:	Date :
	ARAK		

SUBJECT: COMPUTING CLASS: FIVE

Week Ending: 11			Class s	size:	
Day:			Date:	Date:	
Wednesday, 60 m	ninutes		9th March, 2022		022
Period :			Lessor	n :	
2		1 of 1			
Strand: INTRODU	JCTION TO COMPUTING	Sub-s	trand : D	ATA, SC	OURCES AND USAGE
Indicator (code)		B5.1.3.1.3	B5.	1.3.1.4	
Content standard	l (code)	B5.1.3.1.	B5.:	1.3.1.	\
Performance Indi	 Learners can identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc. Learners can demonstrate sending and sharing information e.g. arranging data, sorting and calculations etc. 				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				ion Personal Development	
Keywords	data, information, sources, qualitative, quantitative, data form primary sources of information radio, fax, SMS, telephone recording devices, microphone, speakers				
T. L .R. (s)	- OF	Laptop			
Ref:	Computing co	urriculum Pag	е		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Mair (new learning assessment)		g 	Phase 3: Plenary / Reflections
Wednesday	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 learner or talk about receive or ser by asking lead Task learners from the new and bring to discussion. List	where or nd inform ding ques to recor s on the class for	ne can nation stions. d data	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.

has to guess what the word is. Repeat for all the key words	recorded and ask learners to group according to their similarities.	Independent Activity/ Homework:
DEBRIEFING: •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?	Task learners to sort data in alphabetical order (increasing and decreasing order) and perform basic calculations such as multiplying, dividing and adding vales of sample data. Learners can also be guided to generate age data from	
Share lesson indicator and treat key words with learner	their dates of birth. NB: recall content in B4 and add to it.	
Share lesson indicator and treat key words with learner.	Assessment: Let learners sort data in alphabetical order	

Vetted by :	Signature:	Date ·
vetted by	31g11ata1 C	Date

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending: 11th March, 2022			Class size:				
Day:				Date :			
Wednesday, 60 minutes				9th March, 2022			
Period :					Lesson:		
2					1 of 2		
2				2 of 2			
Strand : Performing Arts			Sub-strand: Displaying and Sharing				
Indicator (code)			B5 2.3.4.2				
Content stand	lard (code)		B5 2.3.4.				
t t			Learners can plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa				
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		s curriculum					
DAY	Phase 1:		Phase 2: N	⁄lain			Phase 3:
	Starter (preparing th for learning)	e brain	(new lear	ning includ	ling asses	sment)	Plenary / Reflections
Monday	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		performal circuit, dis festival of of the Ghareflect the people of discuss to compositi	a short video or live nances (preferably during the district or regional cultural of the cultural education unit shana Education Service) that the history and culture of the		cural ion unit ce) that of 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.

the word is. Repeat for develop a roadmap for the Independent Activity/ Homework: all the key words performances by: - fixing a date - selecting a venue **DEBRIEFING:** - inviting an audience How did you feel during Drainstorm to agree on a theme for the game? the performance (e.g. The Pride of What new words did you learn? African Culture); •How does it feel to win? send manual and/or electronic •What will you do next invitations (e.g. letters, postcards, time to win? WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to Share lesson indicator target audience, for example and treat key words with learner parents, PTA/SMC members, stakeholders, colleague learners); select compositions by considering Share lesson indicator (e.g. creativity and originality, lyrics, and treat key words with movement patterns, dynamics and learner. relevance of the message to the theme, social and cultural importance); Assessment: let learners write a plan for a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa Wednesday Play the HOT SEAT game Learners are to: What new things have you learned today? using the key words. decide on mode and arrangement Select a learner to sit of performances, e.g. facing the other learners Learning progress monologue/solo/group, costumes, with their back to the voting: Ask props, etc.; board where you write learners to show by getting ready: plan the sequence of the keywords for learners their fingers of 5 or 3 or events, stage/site plan identifying to describe what the 1 as to those 'who word means or does and the positions of all facilities (e.g. PA really got it', 'got some the learner in the HOT of it' or didn't get it' system, lightings, performance zone, SEAT has to guess what respectively. entry, exit, changing and makeup rooms/corners), characters,

WHATSAPP ONLY	0245350591						
	the word is. Repeat for	directors, stage managers, audience,	Independent Activity/				
	all the key words	health and security personnel);	Homework:				
		🛚 clean and prepare the venue and					
	DEBRIEFING:	its environment and make it ready					
	How did you feel during	for the performance;					
	the game?						
	•What new words did	activities such as cleaning,					
	you learn?	appreciation, evaluation, reporting,					
	How does it feel to win?What will you do next	etc					
	time to win?	Assessment: let learners write a plan					
		for a display of own portfolio of					
	Share lesson indicator	performing artworks to educate and					
	and treat key words with	share creative experiences of					
	learner	artworks that reflect the physical and					
		social environments of some					
	Share lesson indicator	communities of Africa					
	and treat key words with						
	learner .						
Mattad by			Data				
vettea by :		Signature:	Date:				

'etted by :	Signature:	Date :
-------------	------------	--------

WEEK EIGHT: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:			Class size:	
Day :			Date :	
Period :			Lesson :	
Strand : Compo	sition Writing	Sub-s	strand : Descriptive Wri	ting
Indicator (code)	B5.4.3.1	.1 B5.4.3.1.2	
Content standa	rd (code)	B5.4.3.1	. B5.4.3.1.	
Performance Indicator			earners should write sing the	ng controlled pple descriptive essays trolled composition
-	ncies: Creativity and Innovation Comical Thinking and Problem Solving.	municatio	n and Collaboration Per	sonal Development and
Keywords				
T. L .R. (s)		Manila	cards, markers, recorded	d audios visual
Ref:	Ghanaian Languag	ge curricu	llum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: (new lea assessm	arning including	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	to write essay or • Encou learners	ontrolled composition a short descriptive a a cardboard. rage and monitor to write simple ive essays about	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3
	the right, and ask pupils to make			Lineii iiiigeis Oi 3 Oi 3

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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

human beings using controlled composition.

Assessment: let learners write simple descriptive essays about human beings using controlled composition

or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent
Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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.

DEBRIEFING:

- Use controlled composition to write a simple descriptive essay on a cardboard.
- Let learners write simple descriptive essays about objects using controlled composition

Assessment: let learners give simple descriptive essays about objects using controlled composition

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:

WHATSAPP ONL	What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.		
	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. 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. DEBRIEFING: What did you like about the game?	 Use controlled composition to write a simple descriptive essay on a cardboard. Let learners write simple descriptive essays about objects using controlled composition Assessment: let learners give simple descriptive essays about objects using controlled composition 	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:

What did you dislike about the

What must your team do to win

Share lesson indicator and treat

key words with learner .

game?

next time?

SEMESTER ONE BASIC FIVE WEEK 9

MANA FILIFICATION OF THE SCHOOL OF THE SCHOO



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 18th March, 2022	Class size:
Day:	Date :
Monday, 60 minutes	14th March, 2022
Tuesday, 60 minutes	15th March, 2022
Wednesday, 60 minutes	16th March, 2022
Thursday, 60 minutes	17th March, 2022
Friday, 60 minutes	18th March, 2022
Period:	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Asking and Answering Questions
B. Reading	B. Listening Comprehension
C. Grammar Usage At Word	C. Adjectives
D. Writing	D. Creative/ Free Writing
E. Using Writing Conventions	E. Using action Words
F. Extensive Reading	F. Building the Love and Culture of
	Reading
Indicator (code)	B5.1.8.1.1. B5.2.7.1.1. B5.3.4.1.1. B5.4.11.1.1
Ť	B5.5.4.1.1 B5.6.1.1.1.
Content standard (code)	B5.1.8.1. B5.2.7.1. B5.3.4.1. B5.4.11.1.
	B5.5.4.1. B5.6.1.1.
Performance Indicator	A. Learners can use the various forms of "do",
	"be", "have", appropriately in questions and
	responses
	B. Learners can construct meaning from text read
	C. Learners can use comparatives forms of regular
	and irregular adjectives to make comparisons:
	Regular e.g. shorter, Irregular: better
	D. Learners can write freely on topics of choice on
	issues in the community

WHATSAPP O	NLY 0245350591					
	etencies: Creativity and Ir Thip Critical Thinking and		E. Learners can identify the simple past verbs F. Learners can read a variety of age- and level appropriate books and present at least athree-paragraph summary of each book read munication and Collaboration Personal Development g.			
Keywords						
T. L .R. (s)			Word cards, sentence cards, letton on a manila card and a class libr			
Ref:		English Languag	ge curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning) "Pick and Read"		Phase 2: Main (new learning including assessment) A.ORAL LANGUAGE • Revise Wh and Yes/No	Phase 3: Plenary / Reflections What new things have you learned		
	 Learners in convenient A group leader picks and shows/signs/demodern another group. E.g. Group B. reads/signs/demonstrates sentence at a good pace expression. The group earns a point member reads/signs/demonstrates the sentence correctly; passed on to another generate bonus point. DEBRIEFING: What are some of the you read in the game? What challenges did reading with good pace expression? What can you do to reads/signs/demonstrates sentence correctly? Share lesson indicator a words with learner. 	is sentence card onstrates it to up B atte the se and ant if the emonstrates otherwise, it is roup for a sentences you face in and attes the	questions by having learners respond to several of such questions. • Use the various forms of "do" to construct sentences as learners listen to you. e. g. Do you like lots of pepper? Does he teach here? Did we sleep there? • Answer each question yourself. • Ask the questions again and have learners give the answer. • In pairs, learners ask questions for their partners to answer. • Repeat the procedure to introduce the various forms of "be" (is, am, are etc.) and "have" (has, have, had). Assessment: let learners ask questions for their partners to answer.	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:		

Roll the Dice B.READING What new things Tuesday Choose different texts for have you learned (Vocabulary development activity) Learners in convenient groups. E.g. learners to make meaning from today? Group A, B, C, D agree and choose a using the different strategies word (from a list, from the board, or they are familiar with: Learning progress from a card) E.g - Use of prior voting: knowledge/experience. Ask learners to - Making predictions A learner a group rolls a dice. show by their Contextual meaning of fingers of 5 or 3 or The group members then use their vocabulary to connect with the 1 as to those 'who selected word to respond to one of other words to make meaning. really got it', 'got the following based on the number some of it' or didn't from the dice: Differentiated learning get it' respectively. 1= Define the word. Ask stronger learners to answer 2= Use I in a sentence. some questions Independent 3= Say a synonym for the word. first and then let learners who Activity/ Homework: 4= Say an antonym for the word. are struggling 5= Draw a picture example (on answer similar questions. scratch paper or whiteboards) Pair up stronger and weaker 6= Act it out learners so that stronger learners can help weaker ones. Use the remedial activities as **DEBRIEFING** practice for learners What did you enjoy about this game? What did you dislike about the game? who struggle, and the What must your team do to win next extension activities for time? those learners who need more of a challenge Share lesson indicator and treat key Assessment: let learners words with learner. construct meaning from text read ask questions for their partners to answer. Wednesda C.GRAMMAR What new things • Revise the formation of the have you learned Catch and pass У comparative adjective using er today? Learners in convenient groups of 2 or and the superlative using est more. A member in Group A throws a .e.g. fat, fatter, fattest. Learning progress • Introduce learners to ball to a member in Group B. The voting: student who catches the ball shouts "I formation of comparison for Ask learners to catch". irregular adjectives. show by their • Let them form the fingers of 5 or 3 or comparative forms for irregular 1 as to those 'who A different member in Group B really got it', 'got mention an adjective adjectives. e.g. some of it' or didn't good better Another member in Group B uses the Bad worse get it' respectively. adjective to form a sentence. The

group earns a point for the given adjective and correct sentence.

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.

DEBRIEFING

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Share lesson indicator and treat key words with learner .

• Introduce drills to give learners practice in their usage.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons

Independent Activity/ Homework:

Thursday

Look-Say-Cover-Write-Check

Learners in convenient groups.

- 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.

DEBRIEFING

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

D.WRITING

- Revise the stages of the writing process
- Have learners follow the writing process to create their own pieces on a given topic.
- Learners present their work for editing.
- Have pupils publish their works on the notice board.

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. 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:

WHATSAFF OF	NLY 0245350591		<u> </u>
	Share lesson indicator and treat key words with learner .	Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write freely on topics of choice on issues in the community	
Friday	Catch and pass 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". A different member in Group B mention a verb Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence. 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. DEBRIEFING What did you like about the game? What must your team do to win next time? Share lesson indicator and treat key	E.WRITING CONVENTION AND GRAMMAR USAGE Distribute a sample story and let learners identify the simple past verbs to observe how they are used in sentences. • Working in pairs, learners write their own story using the simple past. • Guide learners to do their own editing paying attention to the correct use of the simple past. Assessment: let learners identify the simple past verbs in sentences	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:
Friday	words with learner. Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on	E.EXTENSIVE READINGHave learners read independently books of their	What new things have you learned today?

display in class/library/cupboard office.

DEBRIEFING

- 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?

Share the lesson indicator and explain the key words

choice during the library period.

- Learners think-pair-share their stories with peers.
- Ask each learner to write atwo-three paragraph summary of the book read.
- Invite individuals to present their work to the class for feedback.

Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

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:

Vattad by	•	Signature:	Date :
velled by		JIKI 1910 F	Date

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	: 18th March	2022				Class size:	
Day:					Date :		
Monday, 60	minutes				14th Ma	rch, 2022	
Tuesday, 60 r	minutes				15th Ma	rch, 2022	
Wednesday,	60 minutes				16th Ma	rch, 2022	
Thursday, 60	minutes				17th Ma	rch, 2022	
Friday, 60 mii	nutes				18th Ma	rch, 2022	
Period :					Lesson:		
2					1 of 3		
2					2 of 3		
2					3 of 3)	
2					1 of 2		
2					2 of 2		
Strand:.ALG	GEBRA			Sub-stran	d : Pattern	s and Relation	ships
Indicator (co	de)		B5.1.5	.1.3	B5.2.1	l.1.1	
Content stan	dard (code)		B5.1.5	.1.	B5.2.	1.1.	
Performance Indicator			 Learners can Identify and describe percent from real-life contexts and solve problems using percent. Learners can Extend a given pattern with and without concrete materials, and explain how each element differs from the preceding one 				
		vity and Innovat iking and Proble			n and Colla	aboration Pers	onal Development
Keywords							
T. L .R. (s)			Percentage chart with benchmark percentages Counters for building patterns • Matchsticks/sucker sticks, bottle tops, marbles,				
Ref: Mathematics co			urriculu	ım Page			
DAY	Phase 1:		Phase	Phase 2: Main Phase 3:			Phase 3:
Starter (preparing the brain			(new l	(new learning including assessment) Plenary / Reflections			<u> </u>
			<u> </u>				

for learning) Monday Discuss the contexts below in which What new things have you learned 1. Learners write fractions are used in real life and provide numbers on a ball using a today? materials for pupils to act them out marker. ☑ In shops – discounts, reduction to clear 2. Learners bounce or Learning progress – 50%, etc. throw the ball to other voting: In exams expressing marks as learners and have them Ask learners to percentages mention the number they show by their see first. Phone battery power used etc. 502 fingers of 5 or 3 or 3. Learners 1 as to those 'who bounces/throw the ball to really got it', 'got some of it' or didn't another learner, who does same by adding the get it' respectively. ATET 3G 1:42 PM number he/she sees to the number of the first Independent General learner. Activity/ Homework: **DEBRIEFING Battery Percentage** 1. How did you find the game? 2. How difficult/easy was Differentiated learning it adding your number to Ask stronger learners to answer some your friends number? auestions 3. What were some of the first and then let learners who are numbers you heard your struggling friends calling out? answer similar questions. • Pair up stronger and weaker learners so Share lesson indicator and treat key words with stronger learners can help weaker ones. learner • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: have learners to practice with more examples

Tuesday

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.

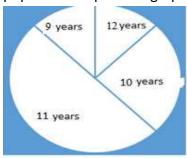
The learner with the highest number of cards at the end wins the game

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?

Share lesson indicator and treat key words with learner.

Drawing circle graphs that represent that represent various percentages of halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph



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.

 Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

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:

Wednesday

- 1. Learners write numbers on a ball using a marker.
- 2. Learners bounce or throw the ball to other learners and have them

Drawing circle graphs that represent that represent various percentages of halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph

What new things have you learned today?

Learning progress voting: Ask learners to show by their

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.

9 years 12 years 10 years

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:

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?

Share lesson indicator and treat key words with learner

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.

 Use the remedial activities as practice for learners who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

Thursday

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

Learners form convenient

groups.

sum.

If the learner gets the answer right, the learner keeps the cards but if the

cards together to give the

Skip count in multiples of 20, 50, 500, Provide students with a thousand number chart or number line with missing numbers and help use the strategy of skip counting to find missing numbers 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 learner gets it wrong, the learner put the cards back 110 130 190 Activity/ 260 280 and the cards are Homework: 310 350 390 shuffled. 470 480 The learner with the 530 540 highest number of cards 610 690 at the end wins the game 710 750 780 830 870 **DEBRIEFING** 930 940 950 1. How was the game? What makes it so? Differentiated learning 2. How were you able to Ask stronger learners to answer some get the sum of the questions numbers you picked? 3. How will you be able to first and then let learners who are add six oranges and two struggling oranges together? answer similar questions. • Pair up stronger and weaker learners so Share lesson indicator and treat key words with stronger learners can help weaker ones. learner. • Use the remedial activities as practice for learners who struggle, and the extension activities those learners who need more of a challenge Assessment: have learners to practice with more examples Friday Skip count in multiples of 20, 50, 500, What new things 1. Learners write have you learned numbers on a ball using a today? Provide students with a thousand number marker. chart or number line with missing 2. Learners bounce or Learning progress numbers and help use the strategy of skip throw the ball to other voting: counting to find missing numbers learners and have them Ask learners to mention the number they show by their see first. fingers of 5 or 3 or 3. Learners 1 as to those 'who bounces/throw the ball to really got it', 'got some of it' or didn't another learner, who does same by adding the get it' respectively. number he/she sees to

Vetted by :.....

the number of the first Independent 190 learner. 110 130 Activity/ 280 Homework: 310 350 **DEBRIEFING** 470 480 1. How did you find the 530 540 game? 640 710 780 2. How difficult/easy was 870 it adding your number to 930 940 950 your friends number? 3. What were some of the numbers you heard your Differentiated learning friends calling out? Ask stronger learners to answer some questions Share lesson indicator first and then let learners who are and treat key words with struggling learner answer similar questions. • 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 Assessment: have learners to practice with more example

Signature: Date:

SUBJECT: SCIENCE CLASS: FIVE

Week Ending: 18th M	larch, 2022					Class si	ze:
Day:					Date :		
Monday, 60 minutes				14th March, 2022			
Thursday, 60 minutes				17th N	March, 2	022	
Period :					Lesson	:	
2					1 of 2		
2					2 of 2		
Strand: CYCLES				Sub-st	rand : E	ARTH SC	CIENCE
Indicator (code)			B5.2.1.	.2.1			
Content standard (co	de)		B5.2.1.	.2.	C	\sim	
Performance Indicato	r		Learne	rs can d	lescribe	the ben	efits of the sun to the earth
Core Competencies: 0	reativity an	d Innovation Co	mmunic	ation an	d Collab	oration	Personal Development
and Leadership Critica	l Thinking a	nd Problem Solv	ing.	10			
Marria and a			Calan				
Keywords			Solar, photosynthesis				
T. L .R. (s)			Picture or video of the sun, pepper seeds, loamy soil				
Ref:		Science curricul					
Nei.		Science curricul	iuiii ra	ge			
DAY Phase	- 1·		Phase	2: Main			Phase 3:
Start		1	(new learning including		g	Plenary / Reflections	
(prep	aring the b	rain	assessment)			, ,	
	arning)						
Monday Play	the HOT SE	AT game using	Put lea	rners in	to grou	ps to	What new things have you
the k	ey words.		discuss the benefits the			ie	learned today?
		to sit facing the	earth derives from the sun.		sun.		
		ith their back	• Learr	ners, in t	their gro	oups,	Learning progress voting:
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			presen	t their f	indings.		Ask learners to show by their fingers of 5 or 3 or 1
		These may include the		<u>.</u>	as to those 'who really got		
		followi	ing; the	sun pro	vides	it', 'got some of it' or	
		warmt	h to the	earth, l	ight	didn't get it' respectively.	
	·-	eat for all the	for pla	nts to g	row wel	l,	
key v	vords		provid	es day a	nd nigh	t	Independent Activity/
			cycles	and ene	ergy.		Homework:
			I				

• How did you feel during the Differentiated learning game? Ask stronger learners to •What new words did you answer some questions learn? first and then let learners •How does it feel to win? who are struggling •What will you do next time to answer similar questions. win? • Pair up stronger and weaker learners so that Share lesson indicator and treat stronger learners can help key words with learner weaker ones. • Use the remedial activities as practice for learners Share lesson indicator and treat who struggle, and the key words with learner. extension activities for those learners who need more of a challenge Assessment: let learners describe the benefits of the sun to the earth Thursday Play the HOT SEAT game using Learners brainstorm on What new things have you the key words. learned today? what will happen if there Select a learner to sit facing the was no sun other learners with their back Learning progress voting: to the board where you write Ask learners to show by Learners demonstrate the the keywords for learners to their fingers of 5 or 3 or 1 importance of sunlight to describe what the word means as to those 'who really got the growth of plants or does and the learner in the it', 'got some of it' or HOT SEAT has to guess what didn't get it' respectively. the word is. Repeat for all the Differentiated learning Independent Activity/ key words Ask stronger learners to Homework: answer some questions first and then let learners **DEBRIEFING:** who are struggling • How did you feel during the game? answer similar questions. •What new words did you Pair up stronger and learn? weaker learners so that •How does it feel to win? stronger learners can help •What will you do next time to weaker ones. win? • Use the remedial activities as practice for learners

Share lesson indicator and treat	who struggle, and the	
key words with learner	extension activities for	
	those learners who need	
Share lesson indicator and treat	more of a challenge	
key words with learner .	Assessment: let learners	
	write the importance of	
	sunlight to the growth of	
	plants	

Vetted hv ·	Signature:	Date :

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g: 18th March, 2022			Class size:				
Day:			Dat	e:				
Tuesday, 60	minutes		15tl	15th March, 2022				
Thursday, 60	O minutes		17tl	March, 2022				
Period :			Less	on:				
2			1 of	2				
2			2 of	2				
Strand : Eur	opeans in Ghana		Sub-strar Slave Tra		al Trade Including the			
Indicator (co	ode)	B5.3.	2.1.1					
Content sta	ndard (code)	B5.3.	2.1.	9				
Performanc	e Indicator	Learn	ers can i	nvestigate why	the Europeans began			
		tradir	ng in hum	ans by the 16th	century.			
	tencies: Creativity and Innovation Comn		on and Co	ollaboration Per	sonal Development			
and Leaders	hip Critical Thinking and Problem Solving	2)-					
Keywords		slave	ry, slave c	wners, enslaved	d, slaves, slave traders,			
		Trans-Atlantic, raw materials, brutal, slave auctions,						
		plant	ations, re	sisted, abolish, e	ethnic wars, hijacked,			
		aboli	ionist, co	lonists, depende	ed, immune, immunity			
T. L .R. (s)		1	Map to explain the concept of Trans-Atlantic slave					
		trade, documentary on the slave trade, pictures of some forts and castles						
				castles				
Ref:	History curriculu	m Pag	е					
DAY	Phase 1:	Phase	2: Main		Phase 3:			
	Starter				Plenary / Reflections			
	(preparing the brain		assessment)					
	for learning)							
Tuesday	Play the HOT SEAT game using the key		-	o explain the	What new things			
words.			concept of Trans-Atlantic have you learned					
Select a learner to sit facing the other learners with their back to the board			Slave Trade. today?					
where you write the keywords for			2. Role play/show documentary on how the Learning progress					
	learners to describe what the word			slave trade was conducted.				
	means or does and the learner in the	Ask learners to sho						
	HOT SEAT has to guess what the word	Diffe	entiated	learning	by their fingers of 5			
	is. Repeat for all the key words	1			or 3 or 1 as to those			

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners narrate how the slave trade was conducted

'who really got it', 'got some of it' or didn't get it' respectively.

Independent
Activity/ Homework:

Thursday

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

- 3. Brainstorm the reasons why the Europeans began trading in humans.
- 4. Visit/show pictures of some forts and castles.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners give

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:

WHATSAPP ONLY 0245350591		
	reasons why the Europeans began trading in humans.	
Vetted by :	Signature:	Date :

WANT HILLIAM ON THE SCHOOL OF THE SCHOOL OF

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending:	18th March, 2022					Class	size:	
Day:					Date :			
Tuesday, 60 minutes				15th March, 2022				
Thursday, 60 m	inutes				17th N	March,	2022	
Period :					Lesson	1 :		
2					1 of 2			
2					2 of 2			
Strand: ALL AR	OUND US			Sub-st	trand : F	Populat	tion and Settlement	
Indicator (code	e)		B5.2.4	.1.1.		- / /		
Content standa	ard (code)		B5.2.4	.1.	5			
Performance In	ndicator		Learne	ers can	explain	the fe	atures of rural settlement	
<u> </u>				on and	Collabo	oration	Personal Development	
and Leadership	Critical Thinking an	d Problem Solving	g.)-)				
Keywords	Keywords			features, urban, settlement, population, rural.				
T. L .R. (s)			pictures, Clips, Charts, posters, computer, projector					
Ref:		Our World Our P	People	curricu	lum Pa	ge		
DAY	Phase 1:		Phase	2: Maiı	n		Phase 3:	
	Starter		(new learning including assessment)			ng	Plenary / Reflections	
	(preparing the br	ain						
	for learning)							
Tuesday	Play the HOT SEA	T game using	Learners talk about the features of rural and urban settlements e.g. in			he	What new things have	
	the key words.	a sit fasing the					you learned today?	
	Select a learner to other learners wi	_				_	Learning progress voting:	
	the board where				ents the		Ask learners to show by	
	keywords for lear	•	1	-	tion, few		their fingers of 5 or 3 or 1	
	what the word m			igs, peo	ople livir	ng far	as to those 'who really	
	and the learner ir		· ·				got it', 'got some of it' or	
					ements		didn't get it' respectively.	
Repeat for all the key words					large, th	nere	Independent Activity/	
			_	e marke			Homework:	
	DEBRIEFING:			_	roups ta			
	•How did you fee	l during the	about	the ma	iin activi	ities		
	game?							

•What new words did you learn? in the rural and urban •How does it feel to win? settlements of Ghana. •What will you do next time to What can do to get food win? and money e.g. rural settlement: crop farming, animal rearing, hunting Share lesson indicator and treat key words with learner Differentiated learning Ask stronger learners to Share lesson indicator and treat answer some questions key words with learner. 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. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners explain the features of rural settlement Play the HOT SEAT game using Learners draw a rural and Thursday What new things have the key words. you learned today? urban settlements, Select a learner to sit facing the showing some features. other learners with their back to Learning progress voting: the board where you write the Ask learners to show by Differentiated learning keywords for learners to describe their fingers of 5 or 3 or 1 Ask stronger learners to what the word means or does as to those 'who really and the learner in the HOT SEAT answer some questions got it', 'got some of it' or has to guess what the word is. didn't get it' respectively. first and then let learners Repeat for all the key words who are struggling Independent Activity/ answer similar questions. Homework: • Pair up stronger and **DEBRIEFING:** weaker learners so that How did you feel during the game?

•What new words did you learn? stronger learners can help •How does it feel to win? weaker ones. •What will you do next time to • Use the remedial win? activities as practice for learners who struggle, and the Share lesson indicator and treat extension activities for key words with learner those learners who need more of a challenge Share lesson indicator and treat key words with learner. Assessment: Let learners draw a rural and urban settlements, showing some features

'etted by :	. Signature:	Date :
-------------	--------------	--------

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending: 18th March, 2022					Class size:				
Day:	Day: Dat					Date :			
Friday, 60 minutes					18th March, 2022				
Period :					Lesson:				
2					1 of 1				
Strand: MOTOR SKIL	L AND M	IOVEMENT		Sub-stra	n d : MANI	PULATIVE	SKILLS		
PATTERNS									
Indicator (code)			B5.1.2.1.	7·					
Content standard (co	ndo)		B5.1.2.1.				>		
Performance Indicate	•				a hall held	ow the wa	aist and away from the body		
Ferrormance marcat	Oi			ging and r		JW the wa	aist and away from the body		
Core Competencies:	Creativit	v and Innov				ahoration	Personal Development and		
Leadership Critical Th				mamcatio	ii aiiu coii	asoration	r croonar bevelopment and		
					<u>)</u>				
Keywords									
T. L .R. (s)			Cones						
Ref: PE curriculu			ım Page						
DAY Pha	ase 1:		Phase 2:	Main			Phase 3:		
	rter		Þ	-	ding acca	ccment)	Plenary / Reflections		
		the brain	(new learning including assessment)				Tienary / Reflections		
	learning								
		g round a	Learners	start with	general a	nd	What new things have you		
·	marcated	=		pecific warm ups. Group learners in			learned today?		
file	s while s	inging and		h a ball sta	•				
		warm-up	distance	apart facir	ng each ot	her.	Learning progress voting:		
the	body fo	r maximal	Learners	perform t	hrowing a	nd	Ask learners to show by their fingers of 5 or 3 or 1		
per	rformand	e and to	catching	ball below	the waist	and	as to those 'who really got		
pre	prevent injuries away from the b			m the bod	y level as	they	it', 'got some of it' or		
			move from one point to			other.	didn't get it' respectively.		
	Supervise t			e them an	d give the				
			feedback	to improv	e their		Independent Activity/		
			performa	ance. Leari	ners play h	nandball,	Homework:		
			netball o	r basketba	ıll game. E	nd the			
			lesson wi	ith cool do	wn activit	ies			

CLASS: FIVE

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending: 18th Day: Friday, 60 minutes Period: 2 Strand: God, His Co Indicator (code) Content standard Performance Indic	Creation and Attropoletics (code) cator es: Creativity and	ributes	B5.1.2.1.2 B5.1.2.1.	Lesso 1 of 1 ub-strand :	March, 2 on : L	2022	
Period: 2 Strand: God, His Collindicator (code) Content standard	Creation and Attroduced (code) cator es: Creativity and	ributes	B5.1.2.1.2 B5.1.2.1.	Lesso 1 of 1 ub-strand :	on:		
Period: 2 Strand: God, His Content standard	Creation and Attroduced (code) cator es: Creativity and	ributes	B5.1.2.1.2 B5.1.2.1.	1 of 1	L	onment	
Strand : God, His Content standard	(code) cator es: Creativity and	ributes	B5.1.2.1.2 B5.1.2.1.	ub-strand :		onment	
Indicator (code) Content standard	(code) cator es: Creativity and	ributes	B5.1.2.1.2 B5.1.2.1.		The Envir	onment	
Content standard	cator es: Creativity and		B5.1.2.1.	2			
	cator es: Creativity and						
Performance Indic	es: Creativity and		Learners				
			environm		onstrate	ways to care for the	
Core Competencies: Creativity and Innovation Com and Leadership Critical Thinking and Problem Solvin Keywords			mmunication and Collaboration Personal Development ing.				
T. L .R. (s)	Pictures						
Ref:		RME curriculum	n Page			_	
s (Phase 1: Starter (preparing the bi for learning)	rain	Phase 2: (new lear assessme	ning includi	ng	Phase 3: Plenary / Reflections	
Friday t t S c t t t t c c c t t	for learning) 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?		 Through questions and answers, learners explain what they think a clean environment should be. Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc. 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:	

•What new words did you Ask stronger learners to learn? answer some questions •How does it feel to win? first and then let learners •What will you do next time to who are struggling win? answer similar questions. Pair up stronger and Share lesson indicator and weaker learners so that treat key words with learner stronger learners can help weaker ones. • Use the remedial activities Share lesson indicator and as practice for learners treat key words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners identify ways of caring for the environment

Vetted by :	Signature:	Date :

SUBJECT: COMPUTING CLASS: FIVE

Week Ending: 18th March, 2022				Class size:			
Day:				Date :			
Wednesday, 60 minutes				16th	March, 202	2	
Period :				Lesso	n :		
2				1 of 1			
Strand: Introd	luction to computing	S	ub-s	trand	: Data, sour	ces and usage	
Indicator (code	e)	B5.1.3.1	5		B5.1.3.1.6	B5.1.3.1.7	
Content stand	ard (code)	B5.1.3.1			B5.1.3.1.	B5.1.3.1.	
				 Learners can demonstrate basic calculations on sample data e.g. arranging and summing and averaging data. Learners can recognise data types (integer, double, float). Learners can demonstrate sending and sharing information nunication and Collaboration Personal Development			
_	o Critical Thinking and Problem Solvi					Tersonal Development	
T. L .R. (s)	- Ar	Laptop					
Ref:	Computing curr	riculum F	Page				
DAY	Phase 1:	Phase 2	: Ma	in	Phas	se 3:	
	Starter (preparing the brain for learning)	(new lea		_	uding Plen	ary / Reflections	
Wednesday	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	Guide le and find data col present to the cl Divide le two gro	I the lecte thei lass	averaged and r findir	ngs Lear Ask finge thos o som	nt new things have you ned today? ning progress voting: learners to show by their ers of 5 or 3 or 1 as to e 'who really got it', 'got e of it' or didn't get it' ectively.	

the word is. Repeat for all the Independent Activity/ one group to mention Homework: key words a number and the other group to identify the type of data **DEBRIEFING:** mentioned •How did you feel during the game? Guide learners to send •What new words did you learn? messages to each •How does it feel to win? other via SMS, email. •What will you do next time to Εt win? Differentiated learning Ask stronger learners Share lesson indicator and to answer some treat key words with learner questions first and then let Share lesson indicator and learners who are treat key words with learner. struggling answer similar questions. 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 Assessment: Let learners describe sending and sharing information

Vetted by :...... Date : Date :

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g: 18th March,	2022				Class size:		
Day:					Date :			
Monday, 60 minutes			14th March, 2022					
Wednesday,	60 minutes				16th Ma	arch, 2022		
Period :					Lesson:			
2					1 of 1			
2					1 of 1			
Strand :				Sub-stra	nd :			
Visual Arts				Displayin	g and Sha	iring		
Performing A	Arts			Apprecia	ting and A	Appraising		
Indicator (co	ode)		B5 1.3.4.1	•	B5	5 2.4.6.1		
Content star	ndard (code)		B5 1.3.4.		B5	5 2.4.6.		
_	tencies: Creative hip Critical Thin		art Af • Le ap the ovation Com	tworks tha rica arners ca praising or e history a nmunicatio	t reflect t n Develown and ot nd culture	he history and of the history and of the people	feative experiences of culture of the people of for appreciating and ng artworks that reflect of Africa sonal Development	
T. L .R. (s)			Pictures					
Ref:		Creative A	rts curriculu	m				
DAY	Phase 1: Starter (preparing t		Phase 2: Main (new learning includ		uding assessment)		Phase 3: Plenary / Reflections	
Monday	game using the key words. visit a		visit an ex	are to: a short video on an exhibition or xhibition centre, preferably during it, district or regional cultural What new things have you learned today?			have you learned	

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

festival of the cultural education unit of the Ghana Education Service);

☑ discuss the need for displaying portfolio of own visual artworks;

develop a roadmap for the exhibition by:

- fixing a date
- selecting a venue
- inviting an audience

☑ brainstorm to agree on a theme for the exhibition (e.g. the African History and Culture).

 send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience such as parents, PTA/SMC members, stakeholders, colleague learners);

☑ select works for the exhibition by considering (e.g. creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance);

- decide on mode of display (e.g. 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;
- plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.

Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa

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:

Wednesday

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Learners are to:

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;

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

fix a day/date for the appreciation/appraisal/jury.Suggested guidelines

process;

☑ 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.

Assessment: let learners write a guidelines for appreciating and appraising own and others' performing artworks that reflect the history and culture of the people of Africa

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: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:						Class siz	ze:	
Day:					Date	:		
Daviad .					1			
Period :					Lesso	n:		
Strand : Writing	Conventions / U	sage		Sub-s	trand :	Integrat	ing Gra	mmar in Written
				Langu	iage (C	Capitaliza	tion)	
Indicator (code)			B5.5.1	1.1.1.	B5.5	.1.1.2	B5.5	.1.1.3
Content standar	rd (code)		B5.5.1	1.1	B5.5	.1.1.	B5.5	.1.1.
Performance Inc	dicator		•)			d that capital letters
						er nouns.		ad the use of conital
				l)		r a colon.	•	nd the use of capital
								d the use of capital
						r a questi		
•	•			nication	n and C	Collabora	tion Pe	rsonal Development and
Leadership Critic	cal Thinking and I	Problem Solving	•					
Keywords		P)						
T. L .R. (s)			Manila cards, markers, recorded audios visual					
Ref:	•	Ghanaian Lang	uage (curricu	lum			
DAY	Phase 1:			2: Ma				Phase 3:
	Starter			learnin sment)	_	ding		Plenary / Reflections
	(preparing the brain for learning)			sili c iit)				
	Cover Up		• Writ	te a list	of wo	rds on th	ıe	What new things have
						of commo	_	you learned today?
Learners in convenient				and p	•			
	groups.			-	-	roup the		Learning progress
	1. Write a word	on the hoard	nouns	5.				voting: Ask learners to show by
								their fingers of 5 or 3 or

- 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.

DEBRIEFING:

win next time?

What did you like about the game?

What did you dislike about the game?

What must your team do to

Share lesson indicator and treat key words with learner.

- Discuss with learners the proper nouns.
- Let learners recognise the use of capital letters to begin the proper nouns.
- Ask students to write some more proper nouns on the board.
- Ask learners to use some of the proper nouns in sentences.

Assessment: let learners write some more proper nouns

1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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.

- Write a paragraph on flash cards with all punctuations used.
- Ask learners to recognise where capital letters occur in the paragraph.
- Discuss the colon and the use of capitals after the colon.
- Use flashcards to help learners understand the use of capital letters after a colon.

Assessment: let learners use capital letters after a colon in sentences

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:

That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

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.
- 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?

- Allow learners to read a passage.
- Discuss with learners the occurrences of the question mark in the passage.
- Let learners recognise the words that occur after the question mark.
- Discuss the occurrence of the capital letter to begin the word after the question mark.
- Write a few sentences on the board and ask learners to write them out correctly, placing in them question marks and capital letters, etc.

Assessment: let learners use of capital letters after a question mark in sentences

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:

WHATSAPP ONLY	0245350591	
	What must your team do to win next time?	
	Share lesson indicator and treat key words with learner .	

ARMA FIIFI ACOUNTIA

Signature: Date:

Vetted by :.....



SEMESTER ONE BASIC FIVE WEEK 10

MANA FILIFICATION OF THE SCHOOL OF THE SCHOO



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 25th March, 2022	Class size:
Day:	Date :
Monday, 60 minutes	21st March, 2022
Tuesday, 60 minutes	22nd March, 2022
Wednesday, 60 minutes	23rd March, 2022
Thursday, 60 minutes	24th March, 2022
Friday, 60 minutes	25th March, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Giving and Following Commands
B. Reading	B. Listening Comprehension
C. Grammar Usage At Word	C. Verbs
D. Writing	D. Creative/ Free Writing
E. Using Writing Conventions	E. Using action Words
F. Extensive Reading	F. Building the Love and Culture of Reading
Indicator (code)	B5.1.9.1.1. B5.2.7.1.2. B5.3.5.1.1. B5.4.11.1.1.
	B5.5.4.1.1 B5.6.1.1.1.
Content standard (code)	B5.1.9.1. B5.2.7.1. B5.3.5.1. B5.4.11.1.
	B5.5.4.1. = B5.6.1.1.
Performance Indicator	A. Learners can give and respond to commands,
	instructions; give and follow directions with
	clear landmarks
	B. Learners can note and recall main ideas in a
	sequence
	C. Learners can use different types of verbs in
	sentences: Main verb, Helping verb (primary
	auxiliary and modal auxiliary
	D. Learners can write freely on topics of choice on
	issues in the community

DEBRIEFING:

game?

1. What are some of the sentences you read in the

2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly? Share lesson indicator and treat key words with learner. "Pick and Read" What new things Tuesday **B.READING** Using SQ3R guide learners to have you learned present facts and ideas in a Learners in convenient today? sequential order. groups. •A group leader picks a Learning progress sentence card and Differentiated learning voting: shows/signs/demonstrates it Ask stronger learners to answer Ask learners to to another group. E.g.Group some questions show by their first and then let learners who fingers of 5 or 3 or A member in Group B are struggling 1 as to those 'who reads/signs/demonstrate the answer similar questions. really got it', 'got sentence at a good pace and Pair up stronger and weaker some of it' or learners so that didn't get it' expression. The group earns a point if stronger learners can help respectively. the member weaker ones. reads/signs/demonstrates • Use the remedial activities as Independent the sentence correctly; practice for learners Activity/ otherwise, it is passed on to who struggle, and the extension Homework: another group for a bonus activities for those learners who need more point. of a challenge **DEBRIEFING:** 1. What are some of the sentences you read in the Assessment: let learners recall game? main ideas in a sequence 2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly? Share lesson indicator and treat key words with learner.

WHATSAPP ONLY 0245350591 What new things Wednesday C.GRAMMAR have you learned Catch and pass • Revise verbs using context. Let learners identify main today? Learners in convenient verbs in sentences. groups of 2 or more. A E.g. The boy has bought a new Learning progress member in Group A throws a football. voting: • Provide a text and guide Ask learners to ball to a member in Group B. The student who catches the learners to identify auxiliary show by their ball shouts "I catch". (Primary and Modal) verbs. E.g. fingers of 5 or 3 or is, was, have, has, had, etc. 1 as to those 'who A different member in Group • Create situations and really got it', 'got B mention a verb introduce drills for learners to some of it' or didn't get it' have practice using them. Another member in Group B respectively. uses the verb to form a Differentiated learning sentence. The group earns a Ask stronger learners to answer Independent point for the given verb and some questions Activity/ first and then let learners who Homework: correct sentence. are struggling A member in Group B throws answer similar questions. the ball back to a member in Pair up stronger and weaker Group A and they go through learners so that the same process until they stronger learners can help produce for example five weaker ones. verbs each plus their Use the remedial activities as corresponding sentences. practice for learners who struggle, and the extension **DEBRIEFING** activities for What did you like about the those learners who need more game? of a challenge What did you dislike about the game? Assessment: let learners use What must your team do to different types of verbs in win next time? sentences Thursday Look-Say-Cover-Write-Check **D.WRITING** What new things Revise the stages of the writing have you learned Learners in convenient process today? groups. • Have learners follow the writing process to create their Learning progress 1. Put word cards on the own pieces on a given topic. voting:

• Learners present their work for

• Have pupils publish their works

on the notice board.

editing.

Ask learners to

fingers of 5 or 3 or

1 as to those 'who

really got it', 'got some of it' or

show by their

table/floor/in a bowl.

reads the word, covers

word on the board.

2. A pupil picks a word card,

it/turns it over and writes the

WHATSAPP UNLT 02453	30001		
	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.	Assessment: let learners write freely on topics of choice on issues in the community	didn't get it' respectively. Independent Activity/ Homework:
	DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
	Share lesson indicator and treat key words with learner .		
Friday	Catch and pass 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". A different member in Group B mention a verb Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence. 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.	E.WRITING CONVENTION AND GRAMMAR USAGE Distribute a sample story and let learners identify the simple past verbs to observe how they are used in sentences Follow the same procedure to guide learners to identify uses of the present perfect tense. • Have learners compare how the two tenses are different. Assessment: let learners use the simple past and the present perfect tense forms in sentences	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:

WHATSAPP ONLY 02453	DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.		
Friday	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. DEBRIEFING 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? Share the lesson indicator and explain the key words	 E.EXTENSIVE READING Have learners read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write atwo-three paragraph summary of the book read. Invite individuals to present their work to the class for feedback. Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read 	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: MATHEMATICS CLASS: FIVE

Week Endi	ng: 25th March, 2022				Class size:	
Day:				Date :		
Monday, 6	0 minutes			21st March, 2022		
Tuesday, 60 minutes			22	nd March, 2022		
Wednesday	y, 60 minutes			23	rd March, 2022	
Thursday, 6	50 minutes			24	th March, 2022	
Friday, 60 r	minutes			25	th March, 2022	
Period :				Le	sson:	
2				1 (of 2	
2				2 (of 2	
2				1 (of 3	
2				2 (of 3	
2				3 (of 3	
Strand : AL	GEBRA		Sub-stra	nd	: Patterns and Relationship	ps
Indicator (d	code)	B5.2	.1.1.2	B5.2.1.1.3		
Content sta	andard (code)	B5.2	.1.1.	B5.2.1.1.		
Performan	ce Indicator		Learners can describe, orally or in writing, a given pattern,			
		using mathematical language, such as one more, one less,				
		five more, and one more than or less than twice, etc.				
		Learners can predict subsequent elements in a given				
			pattern			
_	etencies: Creativity and Innova			atio	on and Collaboration Perso	onal Development
and Leader	ship Critical Thinking and Probl	em So	lving.			
Keywords						
Keywords						
T. L .R. (s)		Cour	ators for b	ماندد	ling nattorns a Matchetick	rs/suskar sticks, battle
1. L .K. (5)		Counters for building patterns • Matchsticks/sucker sticks, bottle				
'		-	tops, marbles Number charts			
Ref: Mathematics curriculum Page		ibei Cilait.	>			
Rei:	Wathematics curriculum Pa	age				
DAY	Phase 1:	Phase 2: Main Phase 3:			Phase 3:	
	Starter (ne		(new learning including assessment) Plenary /		Plenary /	
	(preparing the brain		_			Reflections
	for learning)					

Lines are drawn to intersect two lines in Monday What new things 1. Learners write numbers have you learned each diagram and the number of points of on a ball using a marker. today? intersection are counted to form a 2. Learners bounce or sequence. Ask learners to tabulate your throw the ball to other Learning progress results for the next four SEMESTERs in the learners and have them voting: sequence and complete the table Find the mention the number they Ask learners to rule for lines see first. show by their 3. Learners bounces/throw X XX XX XX fingers of 5 or 3 or the ball to another learner, 1 as to those 'who who does same by adding really got it', 'got Number of 2 3 the number he/she sees to some of it' or didn't lines the number of the first get it' respectively. Intersection 1 2 learner. S Independent DEBRIEFING Activity/ Guide learners to describe the relationship Homework: 1. How did you find the as "intersection is one less number of game? lines" 2. How difficult/easy was it Differentiated learning adding your number to Ask stronger learners to answer some your friends number? 3. What were some of the questions numbers you heard your first and then let learners who are friends calling out? struggling answer similar questions. Pair up stronger and weaker learners so Share lesson indicator and that treat key words with stronger learners can help weaker ones. learner • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: have learners to practice with more examples Tuesday Learners form convenient Consider a design on the wall is being What new things have you learned groups. made using square tiles of size 10cm by Give each group a today? 10cm 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

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?

Share lesson indicator and treat key words with learner.

<u> </u>	<u> </u>	→ .	•,—•,	Ţ
	T I	l I		
	1 1			
l J		JI	J	J

Ask learners to find the number of joints made by the tiles if one, two, three, four

Number of	1	2	3	4	5
joints					
Intersection	0	1			
s					

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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

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:

Wednesday

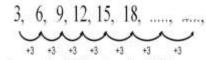
- 1. Learners write numbers on a ball using a marker.
- 2. Learners bounce or throw the ball to other learners and have them mention the number they see first.
- 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.

Ask students to respond to find the next two SEMESTERs in a pattern and state the rule for the pattern

. What are the next two terms and what is the pattern?



Two must be ADDED to the previous TERM



Three must be ADDED to the previous TERM

Ask learners to complete the table below for the number of match sticks used in this

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.

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?

Share lesson indicator and treat key words with learner

geometric pattern. Guide learners to describe the relationship







Differentiated learning

Ask stronger learners to answer some auestions

first and then let learners who are struggling

answer similar questions.

Pair up stronger and weaker learners so

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

who struggle, and the extension activities

those learners who need more of a challenge

Assessment: have learners to practice with more examples

Independent Activity/ Homework:

Thursdays

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.

Ask students to respond to find the next two Same Swell ingsa pattern and state the rule for the pattern

Number of	1	2	3	4	5
triangles					
Number of	1	2			
match sticks					

Differentiated learning

Ask stronger learners to answer some auestions

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.

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:

The learner with the highest number of cards at the end wins the game

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?

Share lesson indicator and treat key words with learner.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

Friday

- 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.

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
- 3. What were some of the numbers you heard your friends calling out?

Ask students to respond to find the next two SEMESTERs in a pattern and state the rule for the pattern

Number of	1	2	3	4	5
triangles					
Number of match	1	2			
sticks					

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.

 Use the remedial activities as practice for learners
 who struggle, and the extension activities

for those learners who need more of a

those learners who need more of a challenge

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:

WHATSAPP (JNLY 0245350591		
		Assessment: have learners to practice with	
	Share lesson indicator and	more examples	
	treat key words with		
	learner		

Vetted by :	Signature:	Date:

SUBJECT: SCIENCE CLASS: FIVE

Week Ending: 25th March, 2022				Class size:			
Day:				Date :			
Monday, 60	minutes			21st March, 2022			
Thursday, 60	minutes				24th M	larch, 2022	
Period :	Period :				Lesson	:	
2					1 of 2		
2					2 of 2		
Strand : CYCL	LES .			Sub-stra	and:EAF	RTH SCIENCE	
Indicator (co	de)		B5.2.1.3.1			- / /	
Content stan	dard (code)		B5.2.1.3.		<u> </u>	\cup	
Performance	Indicator		Learners c	an demo	nstrate	evaporation	and condensation as
						nydrological (• •
	tencies: Creativity a			cation an	d Collab	oration Perso	nal Development
and Leadersh	nip Critical Thinking	and Problem	Solving.	()-			
Keywords)			
Reywords							
T D (c)			Pictures				
T. L .R. (s) Ref: Science curr			riculum Page				
inci.		Science can	iculum rug	_			
DAY	l Phase 1:	4/1/2	Phase 2: Main				Phase 3:
	Starter		(new learning including asset			essment)	Plenary /
	(preparing the brai	n	(new rearring moraums assess			,	Reflections
	for learning)						
	Play the HOT SEAT	game using	• Learners recite poems and rhymes What new thing				
	the key words.		involving t	he enviro	nment a	-	have you learned
	Select a learner to	_	• In groups, learners demonstrate evaporation and condensation, e.g. today?			today?	
	the other learners					l aggresia a granda a	
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 observe water drying off their wet hands (evaporation), covering Learning provoting: voting: Ask learners			ng off their	Learning progress
						Ask learners to	
						show by their	
			droplets or	n the lid a	after som	ne time	fingers of 5 or 3 or
	guess what the wo		(evaporation	on & con	densatio	n).	1 as to those 'who
	Repeat for all the k	ey words	• Demonst	rate eva _l	poration	by heating	really got it', 'got
			water unti	l it boils (to be do	ne by the	some of it' or didn't get it' respectively.
			teacher), t	hen cove	ring the	boiling	Bet it respectively.

DEBRIEFING: water with a sheet of transparent glass. • How did you feel during the Independent Water vapour condenses on game? Activity/ transparent glass (condensation). •What new words did you Homework: Learners are assisted to understand learn? how evaporation and condensation •How does it feel to win? lead to the formation of rain. What will you do next time to win? Differentiated learning Ask stronger learners to answer some Share lesson indicator and questions treat key words with learner first and then let learners who are struggling answer similar questions. Share lesson indicator and treat key words with learner. • 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 Assessment: let learners explain how evaporation and condensation lead to the formation of rain. Thursday Play the HOT SEAT game using • Learners are assisted to understand What new things the key words. have you learned how evaporation and condensation Select a learner to sit facing today? lead to the formation of rain. the other learners with their Display pictures or simple diagrams of back to the board where you Learning progress the water cycle showing evaporation write the keywords for voting: and learners to describe what the Ask learners to condensation. word means or does and the show by their learner in the HOT SEAT has to fingers of 5 or 3 or guess what the word is. 1 as to those 'who Differentiated learning Repeat for all the key words really got it', 'got Ask stronger learners to answer some some of it' or didn't auestions get it' respectively. first and then let learners who are **DEBRIEFING:** struggling How did you feel during the Independent answer similar questions. game? Activity/ Homework:

•What new words did you • Pair up stronger and weaker learners learn? so that •How does it feel to win? stronger learners can help weaker ones. •What will you do next time to • Use the remedial activities as practice win? for learners who struggle, and the extension Share lesson indicator and activities for treat key words with learner those learners who need more of a challenge Share lesson indicator and treat key words with learner. Assessment: let learners draw diagrams of the water cycle showing evaporation and condensation

Vetted by:	Signature:	Date :

SUBJECT: HISTORY CLASS: FIVE

Week Ending: 25th March, 2022				Class size:			
Day:					Date :		
Tuesday, 6	0 minutes				22nd March, 2022		
Thursday,	60 minutes				24th	March, 2022	2
Period :					Lesso	n:	
2					1 of 2		
2					2 of 2		
Strand : Eu	ropeans in Ghana			Sub-s	strand	: Internation	nal Trade Including the
				Slave	Trade		
Indicator (code)		B5.3.2.1	l.1			
Content st	andard (code)		B5.3.2.1	l.			
Performan	ce Indicator		Learner	s can	inve	stigate why	the Europeans began
			trading	in hur	mans k	by the 16th c	entury.
-	petencies: Creativity and			ion ar	nd Coll	laboration Pe	ersonal Development
and Leader	rship Critical Thinking an	ıd Problem Solvi	ing.)-			
Keywords			slavery, slave owners, enslaved, slaves, slave traders,				
			Trans-Atlantic, raw materials, brutal, slave auctions,				
			plantations, resisted, abolish, ethnic wars, hijacked,				
			abolitionist, colonists, depended, immune, immunity				
T. L .R. (s)			Map to explain the concept of Trans-Atlantic slave trade,				
		71	documentary on the slave trade, pictures of some forts				
			and cas	tles			
Ref:	A	History curricu	ılum Pag	;e			
DAY	Phase 1:		Phase 2	: Mair	า		Phase 3:
	Starter		(new learning including Plenary / Reflectio			Plenary / Reflections	
	(preparing the brain for learning)		assessment)				
Tuesday	esday Play the HOT SEAT game using the		In small groups learners What new thin			What new things have	
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		develop a poster on the Trans- you learned today?				you learned today?	
		Croups present their work to					
							the who
			word means or does a		Differer	ntiator	d loarn
	in the HOT SEAT has to		וופופו	ונומנפנ	a i c dil	IIII B	or 1 as to those 'who
							really got it', 'got some

WHATSAPP ONLY 0245350591 the word is. Repeat for all the key of it' or didn't get it' Ask stronger learners to words answer some questions respectively. first and then let learners who Independent Activity/ are struggling Homework: **DEBRIEFING:** answer similar questions. •How did you feel during the game? Pair up stronger and weaker •What new words did you learn? learners so that • How does it feel to win? stronger learners can help •What will you do next time to win? weaker ones. Use the remedial activities as practice for learners Share lesson indicator and treat key who struggle, and the words with learner extension activities for those learners who need more of a challenge Share lesson indicator and treat key words with learner. Assessment: let learners in small groups develop a poster on the Trans-Atlantic Slave Trade Thursday Play the HOT SEAT game using the In small groups learners What new things have you learned today? key words. develop a poster on the Trans-Select a learner to sit facing the Atlantic Slave Trade. other learners with their back to the Learning progress Groups present their work to board where you write the keywords Ask voting: the whole class for learners to describe what the learners to show by word means or does and the learner their fingers of 5 or 3 Differentiated learning in the HOT SEAT has to guess what or 1 as to those 'who Ask stronger learners to the word is. Repeat for all the key really got it', 'got some answer some questions words of it' or didn't get it' first and then let learners who respectively. are struggling answer similar questions. Independent Activity/ **DEBRIEFING:** Pair up stronger and weaker •How did you feel during the game? Homework: learners so that •What new words did you learn? stronger learners can help •How does it feel to win? weaker ones. •What will you do next time to win? • Use the remedial activities as practice for learners who struggle, and the Share lesson indicator and treat key extension activities for words with learner those learners who need more of a challenge

Share lesson indicator and treat key

words with learner.

WHATSAPP (JNLY 0245350591		
	3.12.1 02.13330331	Assessment: let learners in small groups develop a poster on the Trans-Atlantic Slave Trade	

Vetted by :	Signature:	Date :
<i> </i>	- 0	



SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending:	: 25th March, 202	22			Class	s size:	
Day:					Date :		
Tuesday, 60 m	ninutes			22nd March, 2022			
Thursday, 60 r	minutes				24th March	2022	
Period :					Lesson:		
2					1 of 2		
2					2 of 2		
Strand : OUR	BELIEFS AND VALU	IES		Sub-str	and: Worshi)	
Indicator (cod	le)		B5. 3.1	.1. 1.			
Content stand	dard (code)		B5. 3.1	.1.			
Performance	Indicator		Learne	rs can gi	ive reasons w	hy we worship	
•	encies: Creativity a p Critical Thinking			ication a	nd Collaborat	ion Personal Development	
Keywords			Evange	elism, reli	igious, ministi	ation, worship,	
			commandments, creator, sacred passages, oral tradition				
T. L .R. (s)			The Holy Bible, Quran, Pictures, Videos, Paper, charts,				
		computer, projector,					
Ref:		Our World Ou	r People	curricul	lum Page		
DAY	Phase 1:	N	Phase :	2: Main		Phase 3:	
	Starter			earning ir	ncluding	Plenary / Reflections	
	(preparing the	brain	assessment)				
	for learning)						
Tuesday	Play the HOT SI	•	Learners recall the modes of			What new things have you	
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.			worship (charity, prayer, song ministration,			learned today?	
		_				Learning progress voting:	
		evangelism,) and gi		_	Ask learners to show by		
		-	reasons why w		-	their fingers of 5 or 3 or 1	
		human beings are under the			as to those 'who really got		
			•	Creator, we	it', 'got some of it' or		
		demonstrate that we depend		•	didn't get it' respectively.		
	Repeat for all t		on God	for surv	rival, etc	Independent Activity/	
	The peat for all the	ic key words	D:00			Homework:	
			Differentiated learning				
	DEBRIEFING:						

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners give reasons why we worship:

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:

Thursday

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Learners listen to and sing religious songs of the three major religions in Ghana.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

WHATSAFF ONLY 0245550551		
Share lesson indicator and treat key words with learner .	Assessment: Let learners sing religious songs of the three major religions in Ghana.	

WHATCARD ONLY 024E2E0E01

	Vetted by		Signature:	Date:
--	-----------	--	------------	-------

WANT HILL ROUNT OF THE SCHOOL OF THE SCHOOL

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	: 25th March, 2	022				Class siz	e:	
Day:			Date :					
Friday, 60 mir	nutes		25th March, 202			2		
Period :					Lesson:			
2					1 of 1			
Strand: MOTOR SKILL AND MOVEMENT PA			ATTERNS	Sub-stra	and: MAN	NIPULATI\	/E SKILLS	
Indicator (cod	de)		B5.1.2.1	8:				
Content stand			B5.1.2.1					
Performance			Learner	s can stor	a kicked	ball by t	rapping it with the foot while	
				g or movii			THE COLUMN TO SERVICE STATE OF THE COLUMN TO SERVICE STATE STATE OF THE COLUMN TO SERVICE STATE	
Leadership Cr	encies: Creativity itical Thinking an			nunicatio	n and Col	laboratio	n Personal Development and	
Keywords								
T. L .R. (s)			Cones					
Ref: PE curriculu			ım Page					
DAY	Phase 1:		Phase 2	: Main			Phase 3:	
	Starter		· ·	arning inc	luding		Plenary / Reflections	
	(preparing t	. 1 3	assessm	nent)				
	for learning							
Friday	Learners jog			s after wa	-		What new things have you	
		area in files	pairs facing each other with a ball The partner with the ball throws i				learned today?	
	while singin	_					Learning progress voting:	
	clapping to			to the partner to trap (control the movement) with the foot, thigh o			Ask learners to show by	
	the body for						their fingers of 5 or 3 or 1	
	·	performance and to prevent injuries		he practio			as to those 'who really got	
	prevent inju			er the oth			it', 'got some of it' or didn't	
			-	and prog	gress at th	eir own	get it' respectively.	
			pace.				Independent Activity/ Homework:	
Vetted by :				Signature	:		Date :	

CLASS: FIVE

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending: 25th March, 2022					Clas	s size:
Day:				Da	ite :	
Friday, 60 minutes				25	th Mar	ch, 2022
Period :				Le	sson :	
2				1 0	of 1	
Strand : God, His	Creation and Attrib	utes		Sub-stra	and : Th	e Environment
Indicator (code)			B5.1	.2.1.2		
Content standard	d (code)		B5.1	.2.1.		
Performance Ind	icator			ners can ronment.	- 1	nstrate ways to care for the
Core Competencies: Creativity and Innovation Communiand Leadership Critical Thinking and Problem Solving. Keywords			ication and Collaboration Personal Development			
T. L .R. (s)			Pictu	iroc		
Ref:		DME curriculum I	Page			
Rei.		RME curriculum	rage			
DAY	Phase 1: Starter (preparing the brai	in	(new	se 2: Mair v learning uding ssment)		Phase 3: Plenary / Reflections
Friday	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?		orga clear in th envir Diffe learr Ask s learr some first learr	earners nise and n-up exer e school ronment. erentiated ning stronger ners to an e questio and then ners who	cises d swer ns let	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:

	•What will you do next time to win?	answer similar
		questions.
		Pair up stronger
	Share lesson indicator and treat key words with learner	and weaker
	words with learner	learners so that
		stronger learners
	Share lesson indicator and treat key	can help weaker
	words with learner .	ones.
		Use the remedial
		activities as practice
		for learners
		who struggle, and
		the extension
		activities for
		those learners who
		need more of a
		challenge
		Assessment: let
		learners mention
		ways to care for the
		environment
etted by :	Signa	ature: Date :
	ARAK	

Vetted by :	Signature:	Date :

SUBJECT: COMPUTING CLASS: FIVE

Week Ending: 25th March, 2022				Class size:			
Day:			Date :				
Wednesday, 60 minutes			23rd March, 2022				
Period :	Period :			Lesson:			
2			1 of 1				
Strand : Introd	Sub-st	Sub-strand : Data, sources and usage					
Indicator (cod	e)	B5.1.3.1.8	B5.1.3.1.9 B5.1.3.1.10				
Content stand	lard (code)	B5.1.3.1.	B5.1.3.1. B5.1.3.1.				
Performance I	 Learners can select the samples and collect data (e.g. listening to radio, newspaper, talking to people etc.). Learners can make simple tables and diagrams from the collected data. Learners can analyse tables, maps, diagrams, photographs and charts, and generalize the results and make suggestions (e.g. Finding sum or grand total). Communication and Collaboration Personal Development 						
and Leadershi	p Critical Thinking and Problem	Solving.					
T. L .R. (s)		Laptop					
Ref:	Computing cu	ırriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning assessment)	including	5	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	Put learners in to interview to questionnaire, in books. Bring tools or pin a box or con	and reco	sing simple ord the data of the 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		

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring tools for collecting data for a class discussion.

Task learners to calculate the average, mean, sum and difference between data collected in an earlier class. NB: This is to help the learner with fundamental principle of problem-solving skills and creativity in computing and computer science.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners make simple tables and diagrams from the collected data.

some of it' or didn't get it' respectively.

Independent
Activity/ Homework:

etted by	/ :	Signature:	Date:
elleu by	/	Signature	Date

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:	25th March,	2022			Class	size:	
Day:					Date :		
Monday, 60 minutes				21st March, 2022			
Wednesday, 6	0 minutes				23rd March, 2022		
Period :					Lesson:		
2					1 of 2		
2				2 of 2			
Strand : Visua	Arts Perforr	ming Arts		Sub-stra	-strand: Displaying and Sharing		
				Appreciating and Appraising			
Indicator (cod	e)		B5 1.3.5.	1	B5	2.4.7.2	
Content stand	lard (code)		B5 1.3.5.		B5	2.4.7.	
Performance I	ndicator		• L	earners ca	an exhibit port	folio of own and others' visual art	
			a	rtworks t	o share creati	ve experiences of artworks that	
			re	eflect the	history and cul	ture of the people of Africa	
			• L	earners o	can analyse a	nd appreciate own or others'	
			performing artworks and present reports as feedback on				
			compositions that reflect the physical and social				
			environments of some communities in Africa				
Core Compete	encies: Creativit	ty and Innov	vation Con	nmunicati	on and Collabo	ration Personal Development	
and Leadershi	p Critical Thinki	ing and Pro	blem Solvi	ng.			
Voymords		-					
Keywords							
T. L .R. (s)			Pictures				
Ref:		Creative A		lum			
Kei.		Creative A	rts curricu	iuiii			
DAY	Phase 1:		Phase 2:	Main		Phase 3:	
	Starter			rning incl	uding	Plenary / Reflections	
(preparing the brain for learning)		he brain	assessment)			,.	
Monday Play the HOT SEAT		Learners	are to:		What new things have you		
	game using the key words. Select a learner to sit		2 decide	le on the types and learned today?			
			number of artworks to exhibit and mount them based on the				
						Learning progress voting: Ask learners to show by their	
facing the other learners with their			I chaco available to cuit the thome			fingers of 5 or 3 or 1 as to	
			I				

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

for the exhibition (e.g. artworks that best tell the story of the history and culture of the people of Africa);

- 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 penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size of work, date of production;
- ② 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);

Assessment: let learners exhibit portfolio of own and others' visual art artworks to share creative experiences of artworks that reflect the history and culture of the people of Africa

those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Wednesday

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

Play the HOT SEAT

Learners are to:

☑ display (photographs/video) of selected performances (own or that of others) that reflect the physical and social environments of some communities in Africa; ☑ talk about the performances dispassionately using agreed guidelines;

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.

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

☑ use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance;

Assessment: let learners write a report on appreciating own or others' performing artworks and present reports as feedback on compositions that reflect the physical and social environments of some communities in Africa

Independent Activity/ Homework:

Vetted by : Sig	gnature:	Date :
-----------------	----------	--------

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:				Class size:		
Day:				Date	:	
Period :				Lesso	on:	
L			Sub-strand: Integrating Grammar in Written Language (Punctuation). Integrating Grammar in Written Language (Use of action words)			
Indicator (code)			B5.5.	2.1.1	B5.5.2.1.2	B5.5.2.1.3
Content standar	rd (code)		B5.5.	2.1.	B5.5.2.1.	B5.5.2.1.
Core Competencies: Creativity and Innovation Commun Leadership Critical Thinking and Problem Solving.			 Learners should recognise and use commas, full stops, and question marks appropriately in writing. Learners should understand and use exclamation mark in writing appropriately Learners should use colon and quotation marks in writing appropriately 			
Keywords						
T. L .R. (s)						
Ref:	Ref: Ghanaian Language		curricu	lum		
DAY	Phase 1: Starter (preparing the body for learning)	orain	asses	learn smen	ning including nt)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.		learn	ers ai	passage to and allow the pread.	What new things have you learned today?

- 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 read5. The pupil who blend the sounds to read wins the game.
- **DEBRIEFING:**

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Read the passage aloud to learners.
- Let learners recognise the punctuation used in the passage.
- Write a paragraph on a flash card without any punctuations.
- Guide learners to use commas, full stops, and question marks appropriately in the writing.

Assessment: let learners use commas, full stops, and question marks appropriately in writing.

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:

Onset and Rime Game

Learners in convenient groups.

- 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.

- Allow learners to read a passage and discuss the punctuations with learners.
- Talk about the exclamation mark.
- Write a paragraph on a flash card without some punctuations, e.g. the exclamation mark.
- Read the paragraph aloud to learners.
- Assist learners to use exclamation marks to punctuate the writing appropriately

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:

WHATSAFF ONLI	7243330331		
	DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	Assessment: let learners use exclamation mark in writing appropriately	
	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. 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. DEBRIEFING: What did you like about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	 Revise the lesson on colon with learners and discuss quotation marks with learners. Give a short passage and ask learners to put in the colon and quotation marks appropriately. Assessment: let learners use colon and quotation marks in writing appropriately 	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 :
--	-----------	-----	------------	--------

SEMESTER ONE BASIC FIVE WEEK 11

WANT HILL OF THE SCHOOL OF THE



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Day: Monday, 60 minutes Tuesday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Thursd	Week Ending: 1st April, 2022	Class size:
Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Thursday, 60 minutes Triday, 60 minutes To fill To	Day:	Date :
Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes Period: 2	Monday, 60 minutes	28th March, 2022
Thursday, 60 minutes Friday, 60 minutes Period: Lesson: 1 of 1 1 of 1 1 of 1 2 Using action Words F. Extensive Reading Indicator (code) B5.1.10.1.1. B5.2.7.1. B5.3.5.1. B5.4.12.1. Performance Indicator A Lesson: 1 of 1 2 1 of 1 2 0 of 1 3 0 of 1 4 Descriptive Writing E. Using action Words F. Building the Love and Culture of Reading B5.1.10.1.1. B5.2.7.1.3 B5.3.5.1. B5.4.12.1.1 B5.5.4.1.2 B5.6.1.1.1 Performance Indicator A Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	Tuesday, 60 minutes	29th March, 2022
Friday, 60 minutes Period: Lesson: 1 of 1 1 of 1 1 of 1 2 1 of 1 2 1 of 1 2 1 of 1 2 1 of 1 5trand: A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading Indicator (code) B5.1.10.1.1 B5.2.7.1.3 B5.3.5.1.2 B5.4.12.1. B5.5.4.1 B5.6.1.1. Performance Indicator A learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	Wednesday, 60 minutes	30th March, 2022
Period: 2	Thursday, 60 minutes	31st March, 2022
2	Friday, 60 minutes	1st April, 2022
2 1 of 1 Strand: A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading Indicator (code) B5.1.10.1.1 B5.5.4.1.2 B5.6.1.1.1 Performance Indicator A presentation B. Listening Comprehension C. Verbs D. Descriptive Writing E. Using action Words F. Building the Love and Culture of Reading B5.1.10.1.1 B5.5.4.1.2 B5.6.1.1.1. A Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	Period :	Lesson:
2 1 of 1 2 2 1 1 of 1 2 1 of 1 2 1 of 1 2	2	1 of 1
2	2	1 of 1
Strand: A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading Indicator (code) B5.1.10.1.1 B5.5.4.1.2 B5.6.1.1.1 Performance Indicator A. Presentation B. Listening Comprehension C. Verbs D. Descriptive Writing E. Using action Words F. Building the Love and Culture of Reading B5.1.10.1.1 B5.2.7.1.3 B5.3.5.1.2 B5.4.12.1.1 B5.6.1.1.1 A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	2	1 of 1
Strand: A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading Indicator (code) B5.1.10.1.1 B5.5.4.1.2 B5.6.1.1.1 Performance Indicator A. Presentation B. Listening Comprehension C. Verbs D. Descriptive Writing E. Using action Words F. Building the Love and Culture of Reading B5.1.10.1.1 B5.2.7.1.3 B5.2.7.1.3 B5.3.5.1.2 B5.4.12.1.1 B5.5.4.1.2 B5.6.1.1.1 A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	2	1 of 1
A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading Indicator (code) B5.1.10.1.1 B5.2.7.1.3 B5.3.5.1.2 B5.4.12.1.1 Content standard (code) B5.1.10.1. B5.2.7.1. B5.3.5.1. B5.4.12.1. A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	2	1 of 1
B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading F. Building the Love and Culture of Reading Indicator (code) B5.1.10.1.1. B5.2.7.1.3 B5.3.5.1.2 B5.4.1.2 B5.6.1.1.1. Content standard (code) B5.1.10.1. B5.2.7.1. B5.3.5.1. B5.3.5.1. B5.4.1.2 B5.4.1.2 B5.6.1.1. A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	Strand :	Sub-strand :
C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading B5.1.10.1.1. B5.2.7.1.3 B5.3.5.1.2 B5.4.12.1.1. Content standard (code) B5.1.10.1. B5.2.7.1. B5.2.7.1. B5.3.5.1. B5.4.12.1. B5.4.12.1. B5.4.12.1. B5.5.4.1. B5.6.1.1. A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	A. Oral Language	A. Presentation
D. Writing E. Using Writing Conventions F. Extensive Reading F. Building the Love and Culture of Reading Indicator (code) B5.1.10.1.1. B5.2.7.1.3 B5.3.5.1.2 B5.4.12.1.1. Content standard (code) B5.1.10.1. B5.5.4.1. B5.6.1.1. Performance Indicator A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	B. Reading	B. Listening Comprehension
E. Using Writing Conventions F. Extensive Reading B5.1.10.1.1. B5.2.7.1.3 B5.3.5.1.2 B5.4.12.1.1. Content standard (code) B5.1.10.1. B5.2.7.1. B5.3.5.1. B5.4.12.1. B5.6.1.1. Performance Indicator A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	C. Grammar Usage At Word	C. Verbs
F. Building the Love and Culture of Reading Indicator (code) B5.1.10.1.1. B5.2.7.1.3 B5.3.5.1.2 B5.4.12.1.1. Content standard (code) B5.1.10.1. B5.2.7.1. B5.2.7.1. B5.3.5.1. B5.4.12.1. Performance Indicator A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	D. Writing	D. Descriptive Writing
B5.1.10.1.1. B5.2.7.1.3 B5.3.5.1.2 B5.4.12.1.1. B5.5.4.1.2 B5.6.1.1.1.	E. Using Writing Conventions	E. Using action Words
B5.5.4.1.2 B5.6.1.1.1. Content standard (code) B5.1.10.1. B5.2.7.1. B5.3.5.1. B5.4.12.1. B5.5.4.1. B5.6.1.1. Performance Indicator A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse		
Content standard (code) B5.1.10.1. B5.2.7.1. B5.3.5.1. B5.4.12.1. Performance Indicator A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	Indicator (code)	
B5.5.4.1. B5.6.1.1. Performance Indicator A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse		
Performance Indicator A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse	Content standard (code)	
features of spoken language, e.g. use of discourse		
	Performance Indicator	
markers – well, also, finally		
		, , ,
B. Learners can Scan texts for details		
C. Learners can use appropriate subject-verb		
agreement:		
D. Learners can use descriptive		·
words/expressions/sound devices/ figurative		
language to describe places, personal experiences and events.		
E. Learners can use the simple past verb form to		
express past needs, feelings and interest		•

WHATSAPP ONLY	0245350591		<u></u>		
			F. Learners can read a var		
			appropriate books and present at least a-three-		
			paragraph summary of eac		
=	ncies: Creativity and Critical Thinking and		ommunication and Collaboration Pelving.	ersonal Development	
Keywords					
T. L .R. (s)			Word cards, sentence cards, letter manila card and a class library.	cards, handwriting on a	
Ref:					
DAY	Phase 1:		Phase 2: Main	Phase 3:	
	Starter		(new learning including	Plenary / Reflections	
	(preparing the brai	in	assessment)		
DAYS	for learning) PHASE 1: STARTER	2 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
27113	MINS	. 10	(New Learning Including	10MINS	
	(Preparing The Bra	ain	Assessment)	(Learner And	
	For Learning)			Teacher)	
Monday	"Pick and Read" •Learners in converge groups. •A group leader pisentence card and shows/signs/demote another group. A member in Groureads/signs/demote sentence at a good expression. •The group earns at the member reads/signs/demote sentence correctly it is passed on to a group for a bonus DEBRIEFING: 1. What are some esentences you read game?	cks a onstrates it E.g.Group B p B nstrate the d pace and a point if nstrates the ; otherwise, nother point.	A.ORAL LANGUAGE • Revise important features of spoken language such as use of contractions and ellipsis. • Help learners to use contractions and ellipsis in speech. E.g. 1. Contraction: i. Kofi cannot come today. ii. Kofi can't come today. 2. Ellipis: A: When will you come? B: Tomorrow Assessment: let learners use contractions and ellipsis in speech.	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:	

2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?

Share lesson indicator and treat key words with learner.

B.READING

- Guide learners to skim and scan texts for details.
- Have learners skim/scan a text in a short period/time frame and write down their ideas.
- Discuss the answers together as a class.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners skim and scan passages for details. What new things have you learned today?

Learning progress Ask voting: learners to show by their 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:

Tuesday **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

A learner a group rolls a dice.

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

DEBRIEFING

What did you enjoy about this game? What did you dislike about the game? What must your team do to win next time?

WHATSAPP ONL	Y U24535U591	T	<u></u>
	Share lesson indicator and		
	treat key words with learner .		
		0.00.11.11.00	111
Wednesday		C.GRAMMAR	What new things have
	Catch and pass	Review subjects and verbs in	you learned today?
		simple sentences.	
	Learners in convenient groups	Use examples to introduce and	Learning progress
	of 2 or more. A member in	explain subject-verb agreement.	voting: Ask
	Group A throws a ball to a	Present sentences with missing	learners to show by
	member in Group B. The	subjects and others without verbs	their fingers of 5 or 3
	student who catches the ball	for learners to complete.	or 1 as to those 'who
	shouts "I catch".	 Introduce drills e.g. a 	really got it', 'got
		completion drill to give further	some of it' or didn't
	A different member in Group	practice	get it' respectively.
	B mention a verb		
		Differentiated learning	Independent
	Another member in Group B	Ask stronger learners to answer	Activity/ Homework:
	uses the verb to form a	some questions	
	sentence. The group earns a	first and then let learners who are	
	point for the given verb and	struggling	
	correct sentence.	answer similar questions.	
		Pair up stronger and weaker	
	A member in Group B throws	learners so that	
	the ball back to a member in	stronger learners can help weaker	
	Group A and they go through	ones.	
	the same process until they	Use the remedial activities as	
	produce for example five	practice for learners	
	verbs each plus their	who struggle, and the extension	
	corresponding sentences.	activities for	
		those learners who need more of	
	DEBRIEFING	a challenge	
	What did you like about the	a snamenge	
	game?	Assessment: Present sentences	
	What did you dislike about	with missing subjects and others	
	the game?	without verbs for learners to	
	What must your team do to	complete	
	win next time?	Complete	
Thursday	Sentence Scrabble	D.WRITING	What new things have
	(using simple sentences	Revise descriptive writing with	you learned today?
	clearly and correctly)	learners.	, 32
	a.carry arra correctly)	Talk about sensory details that	Learning progress
	Learners in convenient	allow a reader to visualise a	voting: Ask
	groups.	person, a place, a thing or an	learners to show by
	B. 04 P3.	idea.	their fingers of 5 or 3
		idea.	or 1 as to those 'who
			OF THE CHILDSE WILL

Using word cards, learners arrange the words to form grammatically correct sentences. Example

learners gain points or each correct sentences they come up with,

learners are given more word cards until the cards are exhausted. The group with highest points win the game.

DEBRIEFING

How did you find the sentences Scrabble game?

Was the game challenging?

How can this game be improved?

Share lesson indicator and treat key words with learner.

- Guide learners through the stages of writing.
- Write to describe events/situations/places of their choice and personal experiences. Focus on the use of:
- Descriptive (adjectives)
- Figurative language e.g. simile metaphor
- Sensory details (sensory details that are experience through the senses: sight, smell, touch, taste

Assessment: let learners use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events.

really got it', 'got some of it' or didn't get it' respectively.

Independent
Activity/ Homework:

Friday

Catch and pass

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".

A different member in Group B mention a verb

Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.

E.WRITING CONVENTION AND GRAMMAR USAGE Let learners write on a story.

E.g. What happened after school on Monday?

- Discus 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 and edit as teacher guides by focusing on the past verb form and past participle form..
- Guide learners to rewrite the essay incorporating the corrections.

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:

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.	Assessment: let learners use the simple past verb form to express past needs, feelings and interest	
DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
Share lesson indicator and treat key words with learner .	ON WHY SOL.	

Vetted by :	Signature:	Date :

SUBJECT: MATHEMATICS CLASS: FIVE

Week End	ling: 1st April, 2022			Class size:	
Day:			D	ate:	
Monday,	60 minutes		2	8th March, 2022	
Tuesday, 6	60 minutes		2	9th March, 2022	
Wednesda	ay, 60 minutes		3	0th March, 2022	
Thursday,	60 minutes		3	1st March, 2022	
Friday, 60	minutes		1	st April, 2022	
Period :			L	esson :	
2			1	of 3	
2			2	of 3	
2			3	of 3	
2			1	of 1	
2			2	of 2	
Strand: A	ALGEBRA		Sub-stranc	: Patterns and Relationsh	ips
Indicator	(code)	B5.	2.1.1.4	B5.2.1.1.5	
Content s	tandard (code)	B5.	2.1.1.	B5.2.1.1.	
Performa	nce Indicator	7	• Learners	s can Represent a given pa	attern visually to verify
			prediction	ons	
			Learners can solve a given problem by using a pattern		
			rule to c	leSEMESTERine subsequer	nt elements
Core Com	petencies: Creativity and Inno	vation (Communicat	ion and Collaboration Pers	onal Development
and Leade	ership Critical Thinking and Pro	blem Sc	olving.		
Keywords	·				
			ers for building patterns • Matchsticks/sucker sticks,		
<u> </u>		tle tops, ma	rbles, etc. • Number chart		
Ref:	Mathematics curriculum	Page			
DAY	Phase 1:	Dha	ase 2: Main		Phase 3:
DAT	Starter			actuding accomment	Plenary /
	(preparing the brain	(ne	w learning if	ncluding assessment)	Reflections
	for learning)				Reflections
	ioi learining)				

Monday

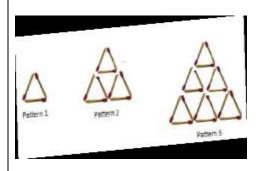
- 1. Learners write numbers on a ball using a marker.
- 2. Learners bounce or throw the ball to other learners and have them mention the number they see first.
- 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.

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?

Share lesson indicator and treat key words with learner

Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of triangles.



Pattern	1	2	3	4	5
Number					
(sticks in			C)
side)					
Number of	3	9	18		
match		//			
sticks					

Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship.

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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

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:

	NLT 0245550591	Assessment: have learners to practice with more examples	
Tuesday	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 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? Share lesson indicator and treat key words with learner.	Ask learners to examine the pattern in the table below which shows the number of Pattern 1 2 3 4 5 sticks Number (sticks in side) a pattern of squares Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship 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. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: have learners to practice with more examples	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:

Wednesday Ask learners to write questions based on What new things 1. Learners write numbers have you number or geometric patterns for their on a ball using a marker. learned today? friends to find answers to; e.g. how many 2. Learners bounce or match sticks will be used for the 9th pattern throw the ball to other Learning of squares? How many match sticks will be learners and have them progress voting: used for the 8th pattern of squares mention the number they Ask learners to see first. show by their 3. Learners bounces/throw Differentiated learning fingers of 5 or 3 the ball to another learner, or 1 as to those Ask stronger learners to answer some who does same by adding 'who really got questions the number he/she sees to it', 'got some of first and then let learners who are struggling the number of the first it' or didn't get answer similar questions. learner. it' respectively. • Pair up stronger and weaker learners so DEBRIEFING that Independent 1. How did you find the stronger learners can help weaker ones. Activity/ game? Homework: • Use the remedial activities as practice for learners 2. How difficult/easy was it who struggle, and the extension activities adding your number to for your friends number? those learners who need more of a 3. What were some of the numbers you heard your challenge friends calling out? Assessment: have learners to practice with more examples Share lesson indicator and treat key words with learner Thursday Learners form convenient Ask learners to describe the pattern rule for What new things have you groups. each example and deSEMESTERine the next Give each group a designed learned today? three elements of each: playing cards (i) 1, 10, 7, 70, 67, 670, ... Learners plays in turns (one Learning (ii) 10, 12, 16, 22, 30 ... at a time) progress voting: (iii) 50, 48, 47, 45, 44 ... Learner picks up two cards Ask learners to at a time and then add the show by their numbers on the cards Differentiated learning fingers of 5 or 3 together to give the sum. or 1 as to those Ask stronger learners to answer some If the learner gets the 'who really got questions answer right, the learner it', 'got some of first and then let learners who are struggling keeps the cards but if the it' or didn't get answer similar questions. learner gets it wrong, the it' respectively. • Pair up stronger and weaker learners so learner put the cards back and the cards are shuffled. that

The learner with the highest number of cards at the end wins the game

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?

Share lesson indicator and treat key words with learner.

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

Assessment: have learners to practice with more examples

Independent Activity/ Homework:

Friday

- 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.

DEBRIEFING

- 1. How did you find the game?
- 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?

Ask learners to describe the pattern rule for each of the patterns and deSEMESTERine the next three elements:

- (i) .25, .5, .75, ___, ___, ___,
- (ii) 2.50, 5, 7.50, ___, ___, ___
- (iii) 64, 32, 16, , ___, ___, ___
- (iv) 900, 450, 225, , ____, ___

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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

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:

WHATSAPP ON	ILY 0245350591		
	Share lesson indicator and treat key words with learner	Assessment: have learners to practice with more examples	

Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: FIVE

Week Ending: 1st April, 2022			Class size:			ze:		
Day:				C	Date :			
Monday, 60	minutes			28th March, 2022			022	
Thursday, 60	minutes			3	31st M	arch, 20)22	
Period :				L	esson	:		
2				1	of 2			
2				2	of 2			
Strand: CYCL	.ES			Sub-strar	nd : EA	RTH SCI	ENCE	
Indicator (cod	de)		B5.2.1.	3.2		K		
Content stan	dard (code)		B5.2.1.	3.	()	J'		
Performance	Indicator		Learne	rs can kno	w how	clouds	are formed	
-	•			ition and C	Collabo	ration P	ersonal Development	
and Leadersh	ip Critical Thinking a	ina Problem Solv	ing.	10				
Keywords								
Reywords								
T. L .R. (s)			Picture	 S				
Ref:		Science curricul						
			J					
DAY	Phase 1:		Phase 2	2: Main			Phase 3:	
	Starter	<i>[</i>],	(new le	arning inc	luding		Plenary / Reflections	
	(preparing the b	rain	assessment)					
	for learning)							
Monday	Play the HOT SE	AT game using	Review composition of air			air	What new things have	
	the key words.		with learners. This should			ld	you learned today?	
	Select a learner	_	include water vapour.				1	
	other learners w		• Ask le	earners the	e quest	ion:	Learning progress voting: Ask	
	the keywords fo	•	What a	re clouds?)		learners to show by	
describe what the word means		Assist learners to come out		out	their fingers of 5 or 3 or			
or does and the learner in the		with this explanation: Clouds			ouds	1 as to those 'who really		
HOT SEAT has to guess what		consist of many tiny water			ter	got it', 'got some of it'		
	the word is. Repeat for all the		droplets resulting from the			the	or didn't get it'	
	key words		conden	sation of v	water		respectively.	
			vapour	into liquid	l water	or	Indonondant Activity/	
	DEBRIEFING:		ice.				Independent Activity/ Homework:	
	DEDITIES STORY		1				HOHICWOIK.	

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

- Explain that the upward vertical motion of air through the atmosphere cools water vapour to form clouds.
- Learners demonstrate formation of clouds in a bottle
- . 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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners explain how clouds are formed

Thursday

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

- Ask learners the question: What are clouds? Assist learners to come out with this explanation: Clouds consist of many tiny water droplets resulting from the condensation of water vapour into liquid water or ice.
- Learners demonstrate formation of clouds in a bottle.

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.

WHATSAPP ONLY 0245350591 • Learners explain why clouds **DEBRIEFING:** Independent Activity/ •How did you feel during the Homework: are not formed close to the game? surface of the ground. •What new words did you learn? Differentiated learning •How does it feel to win? Ask stronger learners to •What will you do next time to answer some questions win? first and then let learners who are struggling Share lesson indicator and treat answer similar questions. key words with learner • Pair up stronger and weaker learners so that stronger learners can help Share lesson indicator and treat weaker ones. key words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Vetted by :	Cignatura	Data :
verted by	Signature:	Date

formed

Assessment: let learners explain how clouds are

SUBJECT: HISTORY CLASS: FIVE

Week Ending: 1st April, 2022					Class size:		
Day:					Date:		
Tuesday, 60 minut	es				29th I	29th March, 2022	
Thursday, 60 minu	tes				31st N	March	, 2022
Period:					Lessor	า :	
2					1 of 2		
2					2 of 2		
Strand : Colonisati	on and Developments	under Colon	ial	Sub-s	trand :	Devel	opments Under Colonial
Rule in Ghana				Rule			
			T		(
Indicator (code)			B5.4.2		C	\vee	
Content standard	•		B5.4.2		<u> </u>		
Performance Indic	cator					•	e developments in education
						•	874-1957).
				on and	l Collab	oratio	on Personal Development
and Leadership Cri	tical Thinking and Pro	blem Solving					
Keywords			development, social development, missions,				
			missionaries, ordinance, grants, era, qualified,				
	•		registered, quality, rural, masonry, educationalists,				
	. 6		ICT, donated, scholarship, neglect				
T. L .R. (s)	d'		Pictur	es fror	n the in	iterne	t or books of schools and
			churches that were built during the colonial period,				
	Θ_{I}		map of where the schools and churches were located				
			in Ghan				
Ref:	Hi	story curricul	llum Page				
DAY	Phase 1:		Phase	2: Ma	in		Phase 3:
	Starter				Plenary / Reflections		
	(preparing the brain	n	assessment)				
	for learning)						
Tuesday	Play the HOT SEAT	game using	Ident	ify sch	ools tha	at	What new things have you
	the key words.			-	930, wh		learned today?
	Select a learner to	_	_		ated an		Lagratina musika sa sa sa 190
	the other learners				acts ab	out	Learning progress voting: Ask learners to show by
	back to the board v	•	these	schoo	IS.		their fingers of 5 or 3 or 1
	Title the key words						

learners to describe what the as to those 'who really got word means or does and the it', 'got some of it' or didn't Differentiated learning learner in the HOT SEAT has to Ask stronger learners get it' respectively. guess what the word is. to answer some Repeat for all the key words Independent Activity/ auestions Homework: first and then let learners who are **DEBRIEFING:** struggling •How did you feel during the answer similar game? questions. •What new words did you Pair up stronger and learn? weaker learners so that •How does it feel to win? stronger learners can •What will you do next time to help weaker ones. win? • Use the remedial activities as practice for learners Share lesson indicator and who struggle, and the treat key words with learner extension activities for those learners who Share lesson indicator and need more of a treat key words with learner. challenge Assessment: let learners identify schools that existed by 1930, where they are located and state some facts about these schools Play the HOT SEAT game using List some of the What new things have you

Thursday

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:

List some of the measures the British took to promote education in the Gold Coast. e.g. Ordinances to make sure all teachers were registered

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:

WHATSAPP ONLY 0245350591 •How did you feel during the first and then let learners who are game? •What new words did you struggling learn? answer similar •How does it feel to win? questions. •What will you do next time to • Pair up stronger and win? weaker learners so that stronger learners can help weaker ones. Share lesson indicator and • Use the remedial treat key words with learner activities as practice for learners who struggle, and the Share lesson indicator and extension activities for treat key words with learner. those learners who need more of a challenge Assessment: let learners list some of the measures the British took to promote education in the Gold

Vetted by :	Signature:	. Date :

Coast

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending: 1st April, 2022			Class size:				
Day:			Date:				
Tuesday, 60 m	inutes		29th March, 2022				
Thursday, 60 r	ninutes		31st March,	2022			
Period :			Lesson:				
2			1 of 2				
2			2 of 2				
Strand: OUR E	BELIEFS AND VALUES	Sub-st	t rand : Worshi	р			
Indicator (cod	e)	B5. 3.1.1. 1.					
Content stand	lard (code)	B5. 3.1.1.					
Performance I	ndicator			moral significance of Sacred			
		J		s in the three main religions			
<u>-</u>	encies: Creativity and Innovation Copportion Copportion Solver So		nd Collaborati	on Personal Development			
Keywords		Evangelism, religious, ministration, worship, commandments, creator, sacred passages, oral tradition					
T. L .R. (s)		The Holy Bible, Quran, Pictures, Videos, Paper, charts, computer, projector,					
Ref:	Our World Our	People curricu	People curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections			
Tuesday	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	passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20) and show how they can apply them in their daily lives. 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/			

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners write the moral significance of the Ten Commandments

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:

Thursday

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Learners recite selected passages and, or oral traditions e.g.: Al-Fathiha and show how they can apply them in their daily lives.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for

WHATSAPP UNLY	J24535U591		
	Share lesson indicator and treat key words with learner .	those learners who need more of a challenge Assessment: Let learners write the moral significance of the Al-Fathiha	

Vetted by :..... Date : Date

WANTE IN THE SCHOOL STATE OF THE SCHOOL SCHO

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending: 1st April, 2022				Class size:				
Day:					Date:			
Friday, 60 min	utes				1st April, 2022			
Period :					Lesson :			
2					1 of 1			
Strand : MOTO	OR SKILL AND M	OVEMENT		Sub-stra	nd : MAN	PULATIVE	SKILLS	
PATTERNS								
Indicator (cod	e)		B5.1.2.1	.9:				
Content stand	lard (code)		B5.1.2.1					
Performance I			person f	rom posse	ssing the	ball.) while preventing another	
	encies: Creativit tical Thinking ar			municatio	n and Coll	aboration	Personal Development and	
Keywords								
T. L .R. (s)			Cones					
Ref:		PE curricul	um Page					
DAY	Phase 1:		Phase 2:	Main			Phase 3:	
	Starter (preparing t for learning		(new lea	rning inclu	ıding asse	essment)	Plenary / Reflections	
Friday	Learners jog demarcated files while s clapping to the body for performance prevent inju	l area in inging and warm-up r maximal e and to	up. Learn their food hands as cones or progress peers propossessing hand or Keep ball your book	ners in pai ners dribble of as in foo s in handba s in handba s to advance event ther on of the ba foot used Il away fro dy in betwo	le their pe tball or w all but thre estacles. Le ce dribblin m from tal palls. Alter in the drik m peers b een ball ar	ers with ith their ough earners g their king mate the oble. y placing 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 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

WHATSAPP UNLT 02455	50591		
		competition. End the lesson with	
		cool down activities.	

VALUATE A DD ONII V OQUESEDEDI

Vetted by :..... Signature: Date:



SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending: 1st April, 2022				Class size:			
Day:	Day:			Date:			
Friday, 60 minu	tes		1st A	pril, 2022			
Period :			Lesso	n :			
2			1 of 1				
Strand : God, H	is Creation and Attributes		Sub-strand :	The Environment			
Indicator (code)	B5.1	2.1.2				
Content standa	ird (code)	B5.1	2.1.	. \			
Performance In	ndicator		ners can dem onment.	ionstrate ways to care	e for the		
Core Competencies: Creativity and Innovation Comm and Leadership Critical Thinking and Problem Solving. Keywords			·				
T. L .R. (s)		Pictu	Pictures				
Ref:	RME curricul	um Page					
DAY	Phase 1: Starter (preparing the brain for learning)	(new	e 2: Main learning inclue ssment)	Phase 3: ding Plenary / Reflecti	ions		
Friday	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 at the learner in the HOT SEAT has to guess what the word is. Reperfor all the key words DEBRIEFING: How did you feel during the game? What new words did you learn	to do clear dum chec clear etc. Diffe Ask s answ first learn	e learners in groad project on: ing a rubbish o, planting tree king erosion, ing choked gut rentiated learn tronger learne ter some quest and then let ers who are igling	Learning progres Ask learners to sh their fingers of 5 as to those 'who it', 'got some of didn't get it' resp ling rs to Homework'	s voting: how by or 3 or 1 really got it' or pectively.		

	•How does it feel to win?	answer similar				
	What will you do next time to	questions.				
	win?	Pair up stronger and				
		weaker learners so that				
	Share lesson indicator and treat	stronger learners can				
	key words with learner	help weaker ones.				
	,	Use the remedial				
		activities as practice for				
	Share lesson indicator and treat	learners				
	key words with learner .	who struggle, and the				
		extension activities for				
		those learners who				
		need more of a				
		challenge				
		Assessment: let learners				
		mention ways to care				
		for the environment				
		0				
etted by :	Si	gnature:	Date :			
·						
	ARIA.					

Vetted by :	Signature:	Date :

SUBJECT: Computing CLASS: FIVE

Week Ending: 1st April, 2022				Class size:		
Day:			Date	Date :		
Wednesday, 60 m	ninutes		30th March, 2022			
Period :	Period :			on :		
2		1 of :	1			
Strand: INTRODU	JCTION TO COMPUTING	Sub-	strand	: TECHNOLOG	Y IN THE COMMUNITY	
Indicator (code)		B5.1.4.1.1		B5.1.4.1.2		
Content standard	d (code)	B5.1.4.1.		B5.1.4.1.		
Performance Indi	 Learners can list the effects of technology on the community. Learners can explain the fundamentals of digital system components (hardware, software and networks). 					
=	ies: Creativity and Innovation Coritical Thinking and Problem Sol		on and	Collaboration	Personal Development	
Keywords	compression of documents, privacy and security, resource depletion, pollution hardware, software, networks, desktop, laptop, tablet, mouse, smartphone, printer, microphone, speaker, graphics tablet, plotter, word processor, spreadsheet, presentation, database, desktop publisher, web author, internet					
T. L .R. (s)		Laptop				
Ref:	Computing cu	rriculum Pa	ige			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: M (new learn assessmen	ing inc	cluding	Phase 3: Plenary / Reflections	
Wednesday	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	the types a	nd im on of d ects – manu	health care,	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.	

	word is. Repeat for all the	Negative effects – resource	Independent Activity/				
	key words	depletion ,pollution, privacy	Homework:				
		and security etc.					
	DEBRIEFING:	Guide learners to brainstorm					
	How did you feel during	the basics of digital system					
	the game?	components such as					
	•What new words did you	hardware, software and					
	learn?	networks).					
	•How does it feel to win?						
	•What will you do next time to win?	Assessment: Let learners					
	to wiii:	explain the fundamentals of					
		digital system components					
	Share lesson indicator and						
	treat key words with learner						
	Share lesson indicator and						
	treat key words with learner						
	. ,						
	<i>M</i> ,						
	· ·						

Vetted by : Date :	Date :
--------------------	--------

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending: 1st April, 2022			Class size:			
Day:			Date :			
Monday, 60 minutes			28th March, 2022			
Wednesday, 60 minutes		30th M	arch, 2022			
Period :		Lesson	:			
2				1 of 1		
2			1 of 1			
Strand : Visual Arts Performing Arts Su		Sub-stra	strand : Appreciating and Appraising			
Indicator (c	ode)	B5 1.4.6.	2		B5 2.4.6.2	
Content sta	ndard (code)	B5 1.4.6.			B5 2.4.6.	
Performand	ce Indicator	• Le	earners c	an Deve	elop guidelines	for appreciating and
		ap	opraising (own and	others' visual	artworks that reflect the
		pl	nysical an	d social	environments (of some communities in
		A	frica)-		
		• Le	earners c	an Deve	elop guidelines	for appreciating and
			appraising own and others' performing artworks that reflect			
			the physical and social environment of some communities in			
		Africa				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development						
and Leadership Critical Thinking and Problem Solving.						
Keywords						
Reywords						
T. L .R. (s)		Pictures				
		rts curriculum				
DAY	Phase 1:	Phase 2:	Main			Phase 3:
Starter (preparing the brain		(new lear	(new learning including as		sessment) Ple	Plenary / Reflections
	for learning)					
Monday Play the HOT SEAT game					What new things have	
	using the key words.			ot a guide	e for	you learned today?
	Select a learner to sit	appreciating and appraising own and/or		Loarning progress		
facing the other learners with their back to the board where you write		others' vi	I others visual artworks based on the			Learning progress voting: Ask
		l guidelines suggested helow:			learners to show by	
<u> </u>	1 2 2 7 2 3 2 1 1 1 1 1 1					

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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

☑ fix a day/date for the appreciation/appraisal/jury.

Suggested Guidelines

☑ Description of the work: The elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (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

Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks

their 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:

Wednesda y

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

Learners are to:

sharing, etc.

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;

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

WHATSAPP ONLY 0245350591 does and the learner in 2 agree on what to use the appraisal some of it' or didn't the HOT SEAT has to get it' respectively. report for and how to share it; guess what the word is. 2 agree on the approach/method Repeat for all the key Independent (manual/digital) to use in words Activity/ Homework: recording/documenting the appraisal process; fix a day/date for the **DEBRIEFING:** How did you feel during appreciation/appraisal/jury the game? What new words did Suggested guidelines vou learn? Music: theme, voice production and •How does it feel to diction, harmony and blending of parts, win? interpretation, the elements and •What will you do next knowledge of music. time to win? Dance: theme, entrance/exit, movement variation, gestures, creativity, Share lesson indicator makeup, movement in relation to singing and treat key words with and drumming, costume, props, energy, learner stage use, stage setting and dynamics. Drama: characterisation, makeup, Share lesson indicator gestures, voice projection, diction, use of and treat key words with space, aesthetics, creativity. learner. Assessment: let learners writ guidelines

Vetted by	<i>/</i> :	Sig	gnature:	Date:
v CttCa D	,		h.iata.c	Date :

others' performing artworks

for appreiating and appraising own and

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:				Class size:		
Day:		Da	ite	:		
Period :		Les	sso	n :		
Strand: Extensive Reading		Sub-strar	iub-strand: Building the Love and Culture of Reading			
_		in Learners				
Indicator (code)		B5.6.1.1.1 B5.6.1.1.2				
Content standard (code)		B5.6.1.1		B5.6.1.1.		
Performance Indicator		Learners should read aloud passages from				
		novels and newspapers with correct				
		pronunciation and tone.				
		 Learners should demonstrate correct speech, rhythm and tone 				
Core Compete	ncies: Creativity and Innovation Commu		-	•		
	ical Thinking and Problem Solving.				·	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian Language c	urriculum	1			
DAY	Phase 1:	Phase 2:	: M	ain	Phase 3:	
	Starter	(new lea	arni	ng including	Plenary / Reflections	
(preparing the brain for learning)		assessm				
	Cover Up	• Read a	-	assage aloud to	What new things have	
	Learners in convenient groups.				you learned today?	
	Learners in convenient groups.			cards with	Learning progress	
1. Write a word on the board.		three to fou			voting: Ask	
	2. Cover all the letters except the first			written on	learners to show by	
	one, beginning from the left to the	them to	ass	sist learners	their fingers of 5 or 3 or	
	right, and ask pupils to make the				1 as to those 'who	

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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Share lesson indicator and treat key words with learner.

with correct pronunciation and intonation.

- Let learners bring other materials on literary works like magazines or newspapers to read.
- Call learners to read paragraph by paragraph to check the correct pronunciation

Assessment: let learners read aloud passages from novels and newspapers with correct pronunciation and tone

really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game?

 Read a newspaper or novel aloud to learners with the correct tone and rhythm.

Allow learners to demonstrate correct speech, rhythm and tone.

Assessment: let learners read with correct rhythm and tone

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:

What must your team do to win next time? Share lesson indicator and treat key words with learner .		
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. 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. DEBRIEFING: What did you like about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	• Read a newspaper or novel aloud to learners with the correct tone and rhythm. Allow learners to demonstrate correct speech, rhythm and tone. Assessment: let learners with correct rhythm and tone	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:
WOLGS WITH TEATHER.		

/etted by :	Signature:	Date :
-------------	------------	--------



SEMESTER ONE BASIC FIVE WEEK 12

AMA FIIFI ROUMH SCH



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 8th April, 2022		Class size:
Day:		Date :
Monday, 60 minutes		4th April, 2022
Tuesday, 60 minutes		5th April, 2022
Wednesday, 60 minutes		6th April, 2022
Thursday, 60 minutes		7th April, 2022
Friday, 60 minutes		8th April, 2022
Period :		Lesson:
2		1 of 1
Strand:		-strand :
A. Oral Language		A. Presentation
B. Reading	B	B. Listening Comprehension
C. Grammar Usage At Word		C. Verbs
D. Writing		D. Descriptive Writing
E. Using Writing Conventions		E. Using action Words
F. Extensive Reading		F. Building the Love and Culture of Reading
Indicator (code)		. B5.2.7.1.3. B5.3.5.1.2 B5.4.12.1.1.
	B5.5.4.1.2	
Content standard (code)	B5.1.10.1.	B5.2.7.1 B5.3.5.1. B5.4.12.1
		B5.6.1.1.
Performance Indicator		ners can demonstrate awareness of the
		rences between spoken and written forms of
	_	uage, e.g. formal and informal register
		ners can scan texts for details
	C. Learn	,, ,
	_	ement:
	D. Learn	'
		ds/expressions/sound devices/ figurative
		uage to describe places, personal experiences events
	E. Learn	ners can use the simple past verb form to
	expre	ess past needs, feelings and interest

WHATSAPP ONL	Y 0245350591		<u></u>	
			F. Learners can read a varie	ety of age- and level
		appropriate books and pre	esent at least a-three-	
			paragraph summary of each	book read
Core Compete	encies: Creativity and	d Innovation C	ommunication and Collaboration Per	rsonal Development
and Leadersh	ip Critical Thinking ar	nd Problem So	lving.	
Keywords				
T. L .R. (s)			Word cards, sentence cards, letter	cards, handwriting on a
		-	manila card and a class library.	
Ref:		English Langu	uage curriculum Page	
DAY	Phase 1:		Phase 2: Main	Phase 3:
	Starter		(new learning including	Plenary / Reflections
	(preparing the brain	า	assessment)	
	for learning)			
Monday	"Pick and Read"		A.ORAL LANGUAGE	What new things have
			Revise some differences	you learned today?
	•Learners in conver		between spoken and written	
	 A group leader pic sentence card and 	ks a	forms of language, e.g. simplicity in spoken sentences and	Learning progress voting: Ask
		nstrates it to	complexity of written sentences.	learners to show by
	shows/signs/demonstrates it to another group. E.g.Group B		e.g. written: I have not gone	their fingers of 5 or 3
	A member in Group		there.	or 1 as to those 'who
	reads/signs/demon		spoken: I haven't gone there.	really got it', 'got
	sentence at a good	pace and	Demonstrate simplicity of	some of it' or didn't
	expression.		spoken language by giving short	get it' respectively.
	•The group earns a	point if the	and simple speeches on a topic.	lada a ada at
	member reads/signs/demon	stratos tho	E.g. Introduction of a chairman.Encourage learners to give short	Independent Activity/ Homework:
	sentence correctly;		and simple speeches on chosen	Activity/ Homework.
	is passed on to ano	•	topics, e.g. My Favourite Meal	
	for a bonus point.	0 1	, , ,	
			Assessment: let learners give	
	DEBRIEFING:		short and simple speeches on	
	1. What are some o		chosen topics, e.g. My Favourite	
	sentences you read	in the	Meal	
	game? 2. What challenges	did you face		
	in reading with goo	· ·		
	expression?	a pace and		
	What can you do to	1		
	reads/signs/demon	strates the		
	sentence correctly?)		

WIII/(15)/(11 OIVE	Chara lasson indicator and tract		
	Share lesson indicator and treat		
	key words with learner .		
Tuesday	Roll the Dice	B.READING	What new things have
racsaay	(Vocabulary development	Guide learners to skim and scan	you learned today?
	activity)	texts for details.	you learned today:
	1		Loousing magazine
	Learners in convenient groups.	Have learners skim/scan a text	Learning progress
	E.g Group A, B, C, D agree and	in a short period/time frame and	voting: Ask
	choose a word (from a list, from	write down their ideas.	learners to show by
	the board, or from a card) E.g	Discuss the answers together as	their fingers of 5 or 3
		a class.	or 1 as to those 'who
	A learner a group rolls a dice.		really got it', 'got
		Differentiated learning	some of it' or didn't
	The group members then use	Ask stronger learners to answer	get it' respectively.
	their selected word to respond	some questions	
	to one of the following based	first and then let learners who are	Independent
	on the number from the dice:		Activity/ Homework:
	1= Define the word.	struggling	Activity/ Holliework:
		answer similar questions.	
	2= Use I in a sentence.	Pair up stronger and weaker	
	3= Say a synonym for the word.	learners so that	
	4= Say an antonym for the	stronger learners can help weaker	
	word.	ones.	
	5= Draw a picture example (on	 Use the remedial activities as 	
	scratch paper or whiteboards)	practice for learners	
	6= Act it out	who struggle, and the extension	
		activities for	
		those learners who need more of	
	DEBRIEFING	a challenge	
	What did you enjoy about this	a chancinge	
		Accessore and lating was as a	
	game?	Assessment: let learners scan	
	What did you dislike about the	texts for details	
	game?		
	What must your team do to win		
	next time?		
	Share lesson indicator and treat		
	key words with learner.		
	_		
Wednesday		C.GRAMMAR	What new things have
vvcaricsday	Catch and pass	Review subjects and verbs in	you learned today?
	Catch and pass	-	you learned today:
	Learners in services to the services	simple sentences.	Loorning programs
	Learners in convenient groups	Use examples to introduce and	Learning progress
	of 2 or more. A member in	explain subject-verb agreement.	voting: Ask
	Group A throws a ball to a		learners to show by

member in Group B. The student who catches the ball shouts "I catch".

A different member in Group B mention a verb

Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.

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.

DEBRIEFING

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

• Present sentences with missing subjects and others without verbs for learners to complete.

 Introduce drills e.g. a completion drill to give further practice

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Present sentences with missing subjects and others without verbs for learners to complete

their 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:

Thursday

Sentence Scrabble (using simple sentences clearly and correctly)

Learners in convenient groups.

Using word cards, learners arrange the words to form grammatically correct sentences. Example

learners gain points or each correct sentences they come up with,

learners are given more word cards until the cards are

D.WRITING

- Revise descriptive writing with learners.
- Talk about sensory details that allow a reader to visualise a person, a place, a thing or an idea.
- Guide learners through the stages of writing.
- Write to describe events/situations/places of their choice and personal experiences. Focus on the use of:
- Descriptive (adjectives)
- Figurative language e.g. simile metaphor

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:

exhausted. The group with Sensory details (sensory details highest points win the game. that are experience through the senses: sight, smell, touch, taste **DEBRIEFING** How did you find the sentences Assessment: let learners use Scrabble game? descriptive words/expressions/sound Was the game challenging? devices/ figurative language to describe places, personal How can this game be experiences and events. improved? Share lesson indicator and treat key words with learner. Friday E.WRITING CONVENTION AND What new things have Catch and pass **GRAMMAR USAGE** you learned today? Let learners write on another Learners in convenient groups topic individually using the past Learning progress of 2 or more. A member in verb form. Ask voting: Group A throws a ball to a learners to show by Assessment: let learners use the member in Group B. The their fingers of 5 or 3 student who catches the ball simple past verb form to express or 1 as to those 'who shouts "I catch". past needs, feelings and interest really got it', 'got some of it' or didn't A different member in Group B get it' respectively. mention a verb Independent Another member in Group B Activity/ Homework: uses the verb to form a sentence. The group earns a point for the given verb and correct sentence. 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. **DEBRIEFING** What did you like about the game? What did you dislike about the game?

	What must your team do to win next time? Share lesson indicator and treat key words with learner .		
Friday	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. DEBRIEFING 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? Share the lesson indicator and	E.EXTENSIVE READING • Have learners read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	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:
	explain the key words	OI Eacii book read	

Vetted by : Signature:	Date :
------------------------	--------

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending: 8th April, 2022				Class size:		
Day:			Date :			
Monday, 60 minutes			4th April	4th April, 2022		
Tuesday, 60 minutes				5th Apri	, 2022	
Wednesday, 60 minutes				6th Apri	, 2022	
Thursday, 60 minutes				7th Apri	, 2022	
Friday, 60 minutes				8th Apri	, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
2				1 of 1	. (),	
2				1 of 1		
2				2 of 2		
Strand : GEOMETRY AND M	EASUREMENT		Sub-stran	d : Lines a	nd Shapes	
Indicator (code)		B5.3.1	1.1.1	B5.3.1.	1.2	B5.3.1.1.3
Content standard (code)		B5.3.1	1.1.	B5.3.1	.1.	B5.3.1.1.
propertie and recta • Learners rectangle propertie • Learners		es (e.g. sidengles can use parts to investes can prove and angles	es, angles, a aper folding v stigate sides that a polygo s or by foldin	understanding of the nd diagonals) of squares with cut-out squares and s, angles, and diagonals on is regular by measuring ag and superimposing ersonal Development		
Keywords		Cort		Danila a a a	d:	al constant different since
T. L .R. (s)		Cut-out shapes, Regular and irregular polygons of different sizes (can be cut-outs)				
Def.	N.4 a t b a a t i a a)		
Ref:	Mathematics	curricu	ium Page			

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary /
	(preparing the brain	,	Reflections
	for learning)		
monday	Learners in convenient	E.g. 1 Give learners photocopied	What new things
	groups are given 2D and 3D	worksheets with shapes to identify	have you learned
	shapes to manipulate with	squares and rectangles and give reasons.	today?
	it. 2. Learners sing the song "a	(Or Draw on the chalk board)	Loarning progress
	circle is a shape" and		Learning progress voting:
	when the song end, call out		Ask learners to
	a shape and the first group		show by their
	to identify the shape		fingers of 5 or 3 or
	correctly wins a point.		1 as to those 'who
	3. The group with the highest point wins the		really got it', 'got some of it' or
	game.		didn't get it'
	84	2:11	respectively.
	DEBRIEFING	Differentiated learning	
	1. How was the game?	Ask stronger learners to answer some	Independent
	What made it so?	questions first and then let learners who are	Activity/ Homework:
	2. How successful were you in	struggling	nomework:
	identifying the shapes in	answer similar questions.	
	your	Pair up stronger and weaker learners so	
	3. What are some of the	that	
	places you can identify	stronger learners can help weaker ones.	
	shapes? 4. How will you form these	Use the remedial activities as practice	
	shapes using other	for learners	
	materials (stones, sticks,	who struggle, and the extension activities	
	books)?	for	
		those learners who need more of a	
	Share lesson indicator and	challenge	
	treat key words with learner.	Š	
	icuitici .	Assessment: have learners to practice with	
		more examples	
Tuesday	Learners in convenient	Give learners photocopied worksheets	What new things
	groups are given 2D and 3D	with shapes to identify squares and	have you learned
	shapes to manipulate with	rectangles and give reasons. (Or Draw on	today?
	it. 2. Learners sing the song "a	the chalk board)	Learning progress
	circle is a shape" and		voting:
1	when the song end, call out		Ask learners to

a shape and the first group to identify the shape correctly wins a point.

3. The group with the highest point wins the game.

DEBRIEFING

your

- 1. How was the game? What made it so?
- 2. How successful were you in identifying the shapes in
- 3. What are some of the places you can identify shapes?
- 4. How will you form these shapes using other materials (stones, sticks, books)?

Share lesson indicator and treat key words with learner.

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.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

show by their 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:

Wednesda y

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.
- 3. The group with the highest point wins the game.

DEBRIEFING

your

How was the game?
 What made it so?
 How successful were you in identifying the shapes in

Give learners foldable cut-out 2D squares and rectangles to investigate the properties in SEMESTERs of sides, angles, and diagonals and complete the table

Properti	Rectangl	Squar
es	е	е
Sides		
All sides	No	Yes
are		
congrue		
nt		
Diagonal		
s bisect		
each		
other		

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:

11171137111 311	2 14/6-4-2/2-2-2-4-4-2-2-4-4-2-2-4-4-4-4-4-4-4		
	3. What are some of the	Diagonal	
	places you can identify	s are	
	shapes?	congrue	
	4. How will you form these	nt	
	shapes using other		
	materials (stones, sticks,	Diagonal	
	books)?	s meet at	
		right	
	Share lesson indicator and	angles	
	treat key words with		
	learner .	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.	
		Use the remedial activities as practice	
		for learners	
		who struggle, and the extension activities	
		for	
		those learners who need more of a	
		challenge	
		Assessment: have learners to practice with	
		more examples	
Thursday	Learners in convenient	Give learners foldable cut-out 2D	What new things
	groups are given 2D and 3D	quadrilaterals - rectangles, squares,	have you learned
	shapes to manipulate with	trapezoids, parallelograms, and	today?
	it.	rhombuses - to investigate the properties	
	2. Learners sing the song "a circle is a shape" and	in SEMESTERs of sides, angles, and	Learning progress
	when the song end, call out	diagonals and complete the table	voting: Ask learners to
	a shape and the first group	_ ,	show by their
	to identify the shape	Differentiated learning	fingers of 5 or 3 or
	correctly wins a point.	Ask stronger learners to answer some	1 as to those 'who
	3. The group with the		really got it', 'got
	highest point wins the	questions	some of it' or
	game.	first and then let learners who are	didn't get it'
		struggling	respectively.
	DEBRIEFING	answer similar questions.	

- 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)?

Share lesson indicator and treat key words with learner.

 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

Assessment: have learners to practice with more examples

Independent Activity/ Homework:

Friday

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.
- 3. The group with the highest point wins the game.

DEBRIEFING

- 1. How was the game? What made it so?
- 2. How successful were you in identifying the shapes 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)?

Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses - to investigate the properties in SEMESTERs of sides, angles, and diagonals and complete the table

Propertie	Rectangl	Squar
s	е	е
Sides		
All sides	No	Yes
are		
congruen		
t		
Opposite		
sides are		
congruen		
t		
Opposite		
sides are		
parallel		

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:

	Share lesson indicator and	Differentiated learning	
	treat key words with	Ask stronger learners to answer some	
	learner .	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.	
		Use the remedial activities as practice	
		for learners	
		who struggle, and the extension activities	
		for	
		those learners who need more of a	
		challenge	
		Assessment: have learners to practice with	
		more examples	
etted by :		Signature:	Date :
	" []		
	▼		

Vetted by :	Signature:	Date:

SUBJECT: SCIENCE CLASS: FIVE

Week Ending: 8th April, 2022				Class size:			
Day:					Date :		
Monday, 60 minutes				4th Ap	ril, 2022		
Thursday, 60 r	ninutes				7th Ap	ril, 2022	2
Period :					Lesson	:	
2					1 of 2		
2					2 of 2		
Strand: CYCLE	ES			Sub-str	rand : EA	ARTH SCI	IENCE
						. \	
Indicator (cod	e)		B5.2.1.	3.2			
Content stand	lard (code)		B5.2.1.	3.	3		
Performance	Indicator		Learne	rs can kr	now how	clouds	are formed
Core Compete	ncies: Croativity ar	nd Innovation Co	mmunica	ation and	d Collabo	ration [Personal Development
_	p Critical Thinking a			ation dil	a COIIdD(ח מנוטוו ד	ersonar bevelopment
	p circious riminang e)-			
Keywords							
T. L .R. (s)			Pictures				
Ref:		Science curricul	lum Page				
DAY	Phase 1:		Phase 2	ase 2: Main			Phase 3:
	Starter		(new learning including				Plenary / Reflections
	(preparing the b	rain	assessment)				
	for learning)						
Monday	Play the HOT SE	AT game using		-	sition of		What new things have
	the key words.	to sit facing the	with learners. This should		you learned today?		
	Select a learner to other learners w	_		water v	•		Learning progress
	to the board who				he ques	tion:	voting: Ask
	the keywords fo	•	What a	re cloud	ls?		learners to show by
describe what the word means				to come		their fingers of 5 or 3 or	
or does and the learner in the				1 as to those 'who really			
HOT SEAT has to guess what		, ,		got it', 'got some of it'			
the word is. Repeat for all the		droplets resulting from the or didn't get it'					
	key words		conder	sation o	f water		respectively.
			vapour	into liqu	uid wate	r or	Independent Activity/
	DEBRIEFING:		ice.				Homework:

- •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?

vapour to form clouds.
Learners demonstrate formation of clouds in a bottle.

Explain that the upward

vertical motion of air through

the atmosphere cools water

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners explain how clouds are formed

Thursday

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

- Ask learners the question: What are clouds? Assist learners to come out with this explanation: Clouds consist of many tiny water droplets resulting from the condensation of water vapour into liquid water or ice.
- Learners demonstrate formation of clouds in a bottle.

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.

WHATSAPP ONLY 0245350591 • Learners explain why clouds **DEBRIEFING:** Independent Activity/ •How did you feel during the Homework: are not formed close to the game? surface of the ground. •What new words did you learn? Differentiated learning •How does it feel to win? Ask stronger learners to •What will you do next time to answer some questions win? first and then let learners who are struggling Share lesson indicator and treat answer similar questions. key words with learner • Pair up stronger and weaker learners so that stronger learners can help Share lesson indicator and treat weaker ones. key words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners explain how clouds are

	o: .	
Vetted by :	 Signature:	Date :

formed

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g: 8th April, 2022					Class size:	
Day:					Date	:	
Tuesday, 60 minutes				5th A	April, 2022		
Thursday, 60	minutes				7th A	April, 2022	
Period :					Lesso	n:	
2					1 of 2		
2					2 of 2		
Strand : Cold	onisation and Developmen	ts under Colonial		Sub-	strand	: Developm	ents Under Colonial
Rule in Ghan	a			Rule	(
Indicator (co	de)		B5.4.	2.1.1	C		
Content star	ndard (code)		B5.4.	2.1.			
Performance	e Indicator		Learn	ners	can	identify th	ne developments in
			educa	ation	during	the colonia	l era (1874-1957).
· -	tencies: Creativity and Inn		nication	n and	Collab	oration Pers	onal Development
and Leadersh	nip Critical Thinking and Pr	oblem Solving.					
Keywords			devel	lonm	ent so	cial develon	ment missions
Reywords			development, social development, missions, missionaries, ordinance, grants, era, qualified,				
			registered, quality, rural, masonry, educationalists,				
			ICT, donated, scholarship, neglect				
T. L .R. (s)			Pictures from the internet or books of schools and				
, ,			churches that were built during the colonial period,				
	ell.		map of where the schools and churches were				
			locate	ed in	Ghan		
Ref:		History curriculu	ım Pa	ge			
DAY	Phase 1:		Phase	e 2: N	⁄lain		Phase 3:
	Starter		(new	learr	ning inc	cluding	Plenary /
(preparing the brain		assessment) Reflections					
	for learning)						
Tuesday	Play the HOT SEAT gam	ne using the key			ie role		What new things
	words.				n Ghar		have you learned
Select a learner to sit facing the other learners with their back to the board		educa	ation	sector		today?	
	where you write the ke		Diffor	rantic	ated lea	arning	Learning progress
	learners to describe wh	•	וופו	CILLIC	icu ie	urriirig	voting:

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners mention the role of the churches in Ghana's education sector

Ask learners to show by their 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:

Thursday

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

Recall the role of the important people in

- (a) the community and
- (b) the country who played key role in the educational sector, e.g. Dr Kwegyir Aggrey.

NB: Display pictures of such people in the class.

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.
- Use the remedial activities as practice for 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.

Independent Activity/ Homework:

WHATSAPP UNLY	Y 0245350591		
		who struggle, and the	
		extension activities for	
		those learners who need	
		more of a challenge	
		Assessment: let learners	
		mention important people in	
		(a) the community and	
		(b) the country who played	
		key role in the educational	
		sector	
Vetted by :	Sigr	nature:	Date :
	/\ \		
	*		

Vetted by : Sign	ature:	Date:
------------------	--------	-------

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	: 8th April, 2022				Class size:	
Day:				Date	:	
Tuesday, 60 r	ninutes			5th A	pril, 2022	
Thursday, 60	minutes			7th A	pril, 2022	
Period :				Lesso	n:	
2				1 of 2		
2				2 of 2		
Strand: OUR	BELIEFS AND VALUES	:	Sub-s	trand	Worship	
Indicator (co	de)	B5. 3.1	.1. 1.		C	
Content stan	dard (code)	B5. 3.1	.1.			
Performance	Indicator	Learne	rs car	n iden	tify the mor	ral significance of Sacred
		Passag	es and	d Oral	Traditions in	the three main religions
_	encies: Creativity and Innovation Com		on ar	nd Coll	aboration Pe	ersonal Development
and Leadersh	ip Critical Thinking and Problem Solvin	g.)_			
Keywords		Evangelism, religious, ministration, worship,				
,		commandments, creator, sacred passages, oral				
		tradition				
T. L .R. (s)		The Ho	ly Bib	le, Qu	ran, Pictures	, Videos, Paper, charts,
		computer, projector,				
Ref:	Our World Our P	eople o	urricu	ulum	Page	
DAY	Phase 1:	Phase 2	2: Ma	in		Phase 3:
	Starter	(new le		_	ding	Plenary / Reflections
	(preparing the brain	assessr	nent)			
	for learning)					
Tuesday	Play the HOT SEAT game using	Learne				What new things have
	the key words. Select a learner to sit facing the	passag				you learned today?
	other learners with their back to		1	_	ctales, and	Learning progress
	the board where you write the	show h		•		voting: Ask
	keywords for learners to describe	them i	n thei	r daily	lives.	learners to show by
	what the word means or does	2.00				their fingers of 5 or 3
	and the learner in the HOT SEAT	Differe			_	or 1 as to those 'who
	has to guess what the word is.	Ask str	_			really got it', 'got some
	Repeat for all the key words	answei	som	e ques	tions	of it' or didn't get it' respectively.
		1				. copectively.

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners identify the moral significance of Folktales,

Independent Activity/ Homework:

Thursday

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?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

Learners relate the moral values they have learned to their lives e.g. honesty, sacrifice, dedication, commitment, forgiveness, etc.

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

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:

Assessment: Let learners relate the moral values they	Vetted by :	have learned to their lives Signature:	
		relate the moral values they	

MARKING DIRIKSCH

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending: 8th April, 2022						Class s	ize:	
Day:					Date :			
Friday, 60 minutes					8th Ap	ril, 2022	2	
Period :					Lesson	:		
2					1 of 1			
Strand : MOTOR	SKILL AND MO	VEMENT PATT	TERNS	Sub-sti	rand : M	ANIPUL	ATIVE SKILLS	
Indicator (code)			B5.1.2.	.1.10				
Content standar	rd (code)		B5.1.2.	.1.				
Performance Inc	dicator		Learne	rs can di	ribble a k	pall (by f	oot) and kick it to a partner at a	
			distand	ce of abo	out five n	netres.		
Leadership Critic				unicatio	n and Co	llaborat	tion Personal Development and	
Keywords				(0)				
T. L .R. (s)			cones					
Ref:		PE curriculur	n Page					
Friday	Phase 1: Starter (preparing the for learning) Learners jog demarcated while singing clapping to we body for max performance	round a area in files and varm-up the kimal	Put lea warm u a ball t or obje	nrners in up. Learr hrough oects and r at five	pairs aft ners to d cones, sk kick it to metres. i footbal	er a ribble kittles a	Phase 3: Plenary / Reflections 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	
Vetted by :	prevent injur				oarticipat		some of it' or didn't get it' respectively. Independent Activity/ Homework: Date:	

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending: 8th April, 2022					Class size:		
Day:				Date:			
Friday, 60 minutes			8th Ap	oril, 2022			
Period :				Lesson	1:		
2				1 of 1			
Strand : God,	His Creation and Att	ributes	Sub	o-strand : T	he Environr	ment	
Indicator (cod	de)		B5.1.2.1.2				
Content stand	dard (code)		B5.1.2.1.				
Performance	Indicator		Learners of environmen		nstrate wa	ays to care for the	
· ·	encies: Creativity and ip Critical Thinking ar			and Collabo	oration Pers	sonal Development	
-			(0-				
T. L .R. (s)			Pictures				
Ref:		RME curriculum	n Page				
DAY	Phase 1: Starter (preparing the b for learning)	rain	Phase 2: M (new learni assessment	ng includin		ase 3: enary / Reflections	
Friday	Play the HOT SEA the key words. Select a learner wother learners who to the board who the keywords for describe what the or does and the HOT SEAT has to word is. Repeat words	to sit facing the ith their back ere you write r learners to be word means learner in the guess what the	Let learned write down of caring for environment improve clist such as added balanced to earth, etc. Let learned work in class appreciation.	the impor or the nt: it helps matic cond equate rain emperature ers present ss for	tance you to Lea Asi litions the fall, as e on go dic their	hat new things have u learned today? arning progress voting: k learners to show by eir fingers of 5 or 3 or 1 to those 'who really t it', 'got some of it' or dn't get it' respectively. Independent Activity/ Independent Activity/ Independent Commonwers of the com	
	DEBRIEFING: •How did you fe game?	el during the	Differentiat	ted learnin	g		

What new words did you learn? How does it feel to win? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Weaker 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 Assessment: let learners write down the importance of caring for the environment:				
How does it feel to win? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner 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 Assessment: let learners write down the importance of caring for the		What new words did you	Ask stronger learners to	
What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write down the importance of caring for the			answer some questions	
win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write down the importance of caring for the			first and then let learners	
Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. Share lesson indicator and treat key words with learner. • Pair up stronger and weaker 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 Assessment: let learners write down the importance of caring for the		-	who are struggling	
Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. 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 Assessment: let learners write down the importance of caring for the		wiii:	answer similar questions.	
stronger learners can help weaker ones. Share lesson indicator and treat key words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write down the importance of caring for the			 Pair up stronger and 	
Share lesson indicator and treat key words with learner . 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 Assessment: let learners write down the importance of caring for the		Share lesson indicator and treat	weaker learners so that	
Share lesson indicator and treat key words with learner . • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write down the importance of caring for the		key words with learner	stronger learners can help	
Share lesson indicator and treat key words with learner . activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write down the importance of caring for the			weaker ones.	
key words with learner . activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write down the importance of caring for the		Chara lasson indicator and troot	Use the remedial	
learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write down the importance of caring for the			activities as practice for	
extension activities for those learners who need more of a challenge Assessment: let learners write down the importance of caring for the			learners	
those learners who need more of a challenge Assessment: let learners write down the importance of caring for the			who struggle, and the	
Assessment: let learners write down the importance of caring for the			extension activities for	
Assessment: let learners write down the importance of caring for the			those learners who need	
write down the importance of caring for the			more of a challenge	
write down the importance of caring for the				
of caring for the			Assessment: let learners	
			write down the importance	
environment:			of caring for the	
		4	environment:	

	environment.	
Vetted by :	Signature:	Date :
· cecca 2,	o gracare.	

SUBJECT: Computing CLASS: FIVE

Week Ending:				Class size:								
Day:					Date:	Date :						
Wednesday, 60 minutes				6th April, 2022								
Period :				Lesson:								
2					1 of 1							
Strand : Introd	uction to comput	ing		Sub-sti	rand : Te	chnology in the	community					
				(communication)								
Indicator (code	e)		B5.1.4.1	1.3	B5.1	.4.1.4						
Content stand	ard (code)		B5.1.4.1	1.								
Performance I	ndicator		•	Learner	s can di	scuss how techn	ology is used to save					
				lives in	commur	nity and how the	y are used					
			•	Learner	s can di	scuss the effects	of technology on the					
				commu	nity.	•						
Core Compete	ncies: Creativity a	and Innovation	Commur	nication	and Col	laboration Perso	nal Development					
and Leadership	Critical Thinking	and Problem S	Solving.	$\cdot ()$								
Keywords)								
Reywords												
T. L .R. (s)			Lanton	Laptop								
Ref:		Computing cu		Раде								
computing cu			mealam	rage								
DAY	Phase 1:	N	Phase 2: Main Phase 3:									
	Starter		(new learning including assessment) Plenary /									
	(preparing the	brain	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			,	Reflections					
	for learning)											
	Play the HOT SI	EAT game	Guide learners to explore ho			re how	What new things					
	using the key words.		technol	logy is u	s used to save lives in		have you learned					
Wednesday,	Select a learner	communities. Group them into groups today?				today?						
60 minutes	the other learn	of a maximum of five and let them										
	back to the board where you write the keywords for learners to describe what		present their findings			ngs to the class.	Learning progress voting:					
			Ask learners to									
	the word mean	Guide learners to brainstorm the show by their										
the learner in the HOT SEAT has to guess what the word		effects of technology on the community. Show learners videos or pictures of effects of technology on the community. Let them discuss in fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didninget it' respectively										
							is. Repeat for all the key words					
											<u> </u>	

DEBRIEFING:

- •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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

groups, the effects of technology on their own community. Positive effects – health care, education, manufacturing, agriculture etc.

Independent

Activity/

Homework:

Negative effects – resource depletion, pollution, privacy and security etc.

NB: This is to help the learners to have fundamental knowledge of hardware such as robots and sensors).

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners identify theveffects of technology on the community

Vetted by :	Signature:	Date :

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	: 8th April, 2022					Class size:		
Day:			Date :					
Monday, 60 minutes			4th April, 2022					
Wednesday, 60 minutes			6th April, 2022					
Period :					Lesson	:		
2					1 of 1			
2					1 of 1			
Strand : Visua	al Arts Performin	g Arts		Sub-stra	nd : App	reciating and A	ppraising	
Indicator (co	de)		B5 1.4.6.2	2		B5 2.4.6.2		
Content stan	dard (code)		B5 1.4.6.			B5 2.4.6.		
Performance	Indicator		• Le	earners c	an Deve	elop guidelines	s for appreciating and	
			ap	praising	own and	others' visual	artworks that reflect the	
			pl	nysical an	d social	environments (of some communities in	
			At	frica)-			
			• Le	earners c	an Deve	elop guidelines	s for appreciating and	
			aŗ	appraising own and others' performing artworks that reflect				
			the physical and social environment of some communities in					
		(frica				
_	•				on and C	collaboration Pe	ersonal Development	
and Leadersh	ip Critical Thinking	and Pro	piem Solvi	ng.				
Keywords		11.						
Reywords								
T. L .R. (s)			Pictures					
Ref:	Cre	eative A	rts curricul	um				
DAY	DAY Phase 1:		Phase 2: Main				Phase 3:	
Starter (ne (preparing the brain for learning)		(new learning including as		ding ass	essment)	Plenary / Reflections		
Monday	- 1 -		Learners are to:			What new things have		
game using the key words. Select a learner to sit facing the other learners with their				ot a guide	e for	you learned today?		
		c to cit	appreciating and appraisin		ppraising	g own and/or	Loarning progress	
		guidelines suggested below:			Learning progress voting: Ask			
					learners to show by			
			1					

back to the board identify the correct vocabulary to use their fingers of 5 or 3 where you write the or 1 as to those 'who for appreciating and appraising artworks; keywords for really got it', 'got 2 agree on what to use the appraisal learners to describe some of it' or didn't report for and how to share it; what the word get it' respectively. agree on the approach/method means or does and (manual/digital) to use in the learner in the Independent recording/documenting the appraisal Activity/ Homework: **HOT SEAT has to** guess what the word process; is. Repeat for all the fix a day/date for the key words appreciation/appraisal/jury. Suggested Guidelines **DEBRIEFING:** Description of the work: The elements How did you feel in the work (dot, lines, shapes, forms, during the game? What new words colour, texture, tone), materials used did you learn? (paper, pencil, clay, wood), size of the How does it feel to work, number of objects/items in the win? work. •What will you do Subject matter: Meaning, message, next time to win? topic, mood, feelings, history, religion, environment, global warming. Share lesson Appraisal: What the work can be used indicator and treat for, likes, good things in the work, beauty, key words with social and cultural value, correlation learner (connecting to other areas of learning) Experiences to share: The design process through thinking and composing, Share lesson indicator and treat planning and making, displaying and key words with sharing, etc. learner. Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks Wednesday Play the HOT SEAT What new things have Learners are to: you learned today? game using the key discuss and accept a guide for analysing words. and appreciating/appraising own and/or Select a learner to sit Learning progress others' compositions and performances voting: facing the other Ask on the guide guidelines suggested below; learners to show by learners with their identify the correct vocabulary to use back to the board their fingers of 5 or 3 for appreciating and appraising music, where you write the or 1 as to those 'who keywords for

dance and drama;

really got it', 'got

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

☑ 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;

some of it' or didn't get it' respectively.

Independent
Activity/ Homework:

DEBRIEFING:

- 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?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Suggested guidelines

fix a day/date for the

appreciation/appraisal/jury

- Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.
- ② 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.

Assessment: let learners writ guidelines for appreciating and appraising own and others' performing artworks

 Vetted by :.....
 Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:				Class size:	
Day:			Date	e:	
Period :			Less	on ·	
Terrou .			LC33	.	
Strand: Extens	ive Reading	Sub-	stran	d : Read Aloud with	Children
Indicator (code)	B5.6.2.1.1	E	35.6.2.1.2	
Content standa	, ,	B5.6.2.1.	В	5.6.2.1.	
Performance In	ndicator			•	passages with correct
				iation and tone.	
				should demonstrated tone	e correct speech,
Core Competer	ncies: Creativity and Innovation Co				onal Development and
Leadership Crit	ical Thinking and Problem Solving.				
Varnuanda					
Keywords					
T. L .R. (s)		Manila car	ds. m	arkers, recorded aud	dios visual
Ref:	Ghanaian Langu		-	<u>, </u>	
DAY	Phase 1:	Phase 2: N	1ain		Phase 3:
	Starter	(new learn	ing in	cluding	Plenary / Reflections
	(preparing the brain	assessmen	it)		
	for learning)				
	Cover Up	-	_	e of about seven	What new things
	Learners in convenient groups			d to learners.	have you learned today?
	Learners in convenient groups.			to read aloud	touay:
	1. Write a word on the board.	passages w			Learning progress
	2. Cover all the letters except	pronunciat	tion a	nd intonation	voting:
	the first one, beginning from the	Δ		1	Ask learners to show
	left to the right, and ask pupils			learners read	by their fingers of 5
	to make the sound of the letter which is not covered.	•	_	with correct	or 3 or 1 as to those 'who really got it',
	willcii is not covered.	pronunciat	tion a	nd tone.	willo really got it,

- 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.

DEBRIEFING:

next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to win

Share lesson indicator and treat key words with learner.

'got some of it' or didn't get it' respectively.

Independent
Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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.
- **DEBRIEFING:**

- Demonstrate correct speech, rhythm and tone.
- Lead learners to demonstrate correct speech, rhythm and tone

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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for

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:

What did you like about the those learners who need more of a game? challenge What did you dislike about the game? Assessment: let learners read aloud What must your team do to win passages with correct pronunciation next time? and tone. Share lesson indicator and treat key words with learner. What new things **Cover Up** Demonstrate correct speech, have you learned rhythm and tone. Learners in convenient groups. today? • Lead learners to demonstrate correct speech, rhythm and tone 1. Write a word on the board. Learning progress 2. Cover all the letters except voting: Differentiated learning the first one, beginning from the Ask learners to show Ask stronger learners to answer left to the right, and ask pupils by their fingers of 5 to make the sound of the letter or 3 or 1 as to those some questions which is not covered. 'who really got it', first and then let learners who are 3. Do this until the sounds of all 'got some of it' or struggling the individual letters have been didn't get it' answer similar questions. made by pupils. respectively. Pair up stronger and weaker 4. Run your finger under the learners so that word for pupils to blend the Independent stronger learners can help weaker sounds to read Activity/ Homework: 5. The pupil who blend the ones. sounds to read wins the game. • Use the remedial activities as practice for learners who struggle, and the extension DEBRIEFING: activities for What did you like about the those learners who need more of a game? What did you dislike about the challenge What must your team do to win Assessment: let learners read next time? aloud passages with correct pronunciation and tone. Share lesson indicator and treat key words with learner.

etted by :	Signature:	Date :
------------	------------	--------

SEMESTER ONE BASIC FIVE WEEK 13

AMA FILLE



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: 14th April, 2022			Class size:			
Day:				Date :		
Monday, 60 minut	tes			11th	April, 2022	
Period :				Lesso	n:	
2				1 of 1		
Strand :			Sub-s	trand :		
G. Oral Langua	age		G.	Prese	entation	
Indicator (code)		B5.1.1	0.1.2.		C(),	
Content standard	(code)	B5.1.1	.0.1			
Performance Indic	ator	G.	differe	nces k	n demonstrate between spoken g. formal and info	and written forms of
-	s: Creativity and Innovation C tical Thinking and Problem So		ication	and Co	ollaboration Perso	onal Development
T. L .R. (s)		Word	cards, s	entend	ce cards, letter ca	rds, handwriting on a
	dr.	manila	card a	nd a cl	ass library.	
Ref:	English Langu	uage cur	riculum	n Page	2	
DAY	Phase 1:	Phase	2: Mair	1		Phase 3:
	Starter (preparing the brain for learning)	(new le	earning ment)	includ	ing	Plenary / Reflections
Monday	"Pick and Read"Learners in convenient groups.A group leader picks a	 Revi spoker langua 	n and w ge, e.g.	e diffe ritten simpli	rences between forms of city in spoken llexity of	What new things have you learned today? Learning progress
	sentence card and shows/signs/demonstrat es it to another group. E.g.Group B	e.g. wr		have r	not gone there. ne there.	voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it',

WHATSAPP ONLY 0245350591

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/demonstrate s 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?
 What can you do to reads/signs/demonstrate s the sentence correctly?

Share lesson indicator and treat key words with learner.

• Demonstrate simplicity of spoken language by giving short and simple speeches on a topic.

E.g. Introduction of a chairman.

• Encourage learners to give short and simple speeches on chosen topics, e.g. My Favourite Meal

Assessment: let learners give short and simple speeches on chosen topics, e.g. My Favourite Meal 'got some of it' or didn't get it' respectively.

Independent
Activity/ Homework:

	Vetted by :		Signature:	Date :
--	-------------	--	------------	--------

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:	14th April, 20	022			Class size:		
Day:				Date :	Date :		
Monday, 60 m	Monday, 60 minutes			11th Apr	11th April, 2022		
Period :				Lesson:			
2				1 of 1			
Strand : GEON	1ETRY AND IV	1EASUREMENT	Sub-strane	d : Lines ar	nd Shapes		
Indicator (code	e)		B5.3.1.1.1				
Content stand			B5.3.1.1.		(b)		
Performance I				rs can de	monstrate an u	nderstanding of the	
						and diagonals) of	
				es and recta	_	and alagorials, or	
Core Compete	ncies: Creativ	vity and Innovation				nal Development	
		nking and Problem				т от от ритоги	
Keywords							
T. L .R. (s)			Cut-out shapes, Regular and irregular polygons of different				
			sizes (can be c	cut-outs)			
Ref:		Mathematics curr	riculum Page				
DAY	Phase 1:	17,	Phase 2: Main	1		Phase 3:	
	Starter		(new learning	including	assessment)	Plenary /	
		ng the brain				Reflections	
	for learn		_				
Monday		s in convenient	E.g. 1 Give lea	•	•	What new things	
		are given 2D and es to manipulate	worksheets w	•	•	have you learned today?	
	with it.	es to manipulate	squares and re	•	J	today:	
		ers sing the song	reasons. (Or D	raw on the	e chalk board)	Learning progress	
		is a shape" and				voting:	
		e song end, call				Ask learners to	
		ape and the first				show by their	
	I - '	identify the				fingers of 5 or 3 or	
	•	orrectly wins a				1 as to those 'who	
	point.					really got it', 'got	

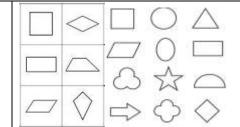
WHATSAPP ONLY 0245350591

3. The group with the highest point wins the game.

DEBRIEFING

- 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)?

Share lesson indicator and treat key words with learner.



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.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

√etted b√	 Sie	gnature:	Date .
velleu by	 	gnature	Date

SUBJECT: SCIENCE CLASS: FIVE

Week Ending: 14th April, 2022					Class s	size:		
Day:					Date:			
Monday, 60 minutes			11th Ap	pril, 20	22			
Period :					Lesson	:		
2				1 of 1				
Strand : CYCLES				Sub-str	and : E	ARTH S	CIENCE	
Indicator (code	e)		B5.2.1	.3.2				
Content standa	ard (code)		B5.2.1	.3.				
Performance II	ndicator		Learne	ers can k	now ho	w clou	ds are formed	
_	ncies: Creativity and Critical Thinking ar			ion and	Collabo	ration	Personal Development	
Keywords								
T. L .R. (s)		1	Picture	Pictures				
Ref: Science curriculum			um Pag	Page				
DAY	Phase 1: Starter (preparing the brain for learning)			Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Monday	Play the HOT SEA the key words. Select a learner to other learners withe board where keywords for lear what the word mand the learner in has to guess what Repeat for all the DEBRIEFING: How did you feet game? What new word	o sit facing the th their back to you write the mers to describe eans or does the HOT SEAT the word is. key words	with le include • Ask I questic clouds Assist with the Clouds water from the include i	learners his expla consist droplets he conde vapour i	This showapour. the t are to com nation: of mane resultinensation	e out y tiny ng n 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:	

WHATSAPP ONLY 0245350591 •How does it feel to win? • Explain that the upward •What will you do next time to vertical motion of air win? through the atmosphere cools water vapour to form clouds. Share lesson indicator and treat • Learners demonstrate key words with learner formation of clouds in a bottle. Share lesson indicator and treat key words with learner. 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. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners

'etted by :	Signature:	Date :
-------------	------------	--------

formed

explain how clouds are

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	: 14th April, 20	22				Class size:	
Day:					Date:		
Monday, 60 minutes			11th April, 2022				
Period :			Lesson	:			
2					1 of 1		
Strand : Visua	al Arts Perfor	ming Arts		Sub-stra	nd : App	reciating and App	praising
Indicator (cod	de)		B5 1.4.6.2	<u> </u>			
Content stand			B5 1.4.6.			B5 2.4.6.	
Performance				earners c	an Deve		for appreciating and
							tworks that reflect the
			-	-			some communities in
				frica	9		
Core Compete	encies: Creativi	ity and Inno			on and C	ollaboration Per	sonal Development
	ip Critical Think				on and o		sona. Bevelopment
Keywords							
T. L .R. (s)		, D	Pictures				
Ref:		Creative A	arts curriculum				
DAY	Phase 1:	71	Phase 2:	Main			Phase 3:
	Starter		(new lear	ning inclu	ding ass	essment)	Plenary / Reflections
	(preparing	the brain					
	for learning	g)					
Monday	Play the HC	OT SEAT	Learners	are to:			What new things
	game using	the key	2 discuss	ss and accept a guide for have you learne			have you learned
	words.		appreciating and appraising own and/or			today?	
Select a learner to sit facing the other learners with their		others' vi	sual artw	orks base	ed on the	Lagraina nuagraga	
		guideline	s suggeste	ed below	;	Learning progress voting:	
back to the board		② identify the correct vocabulary to use for			Ask learners to show		
	where you		appreciating and appraising artworks;			•	by their fingers of 5
	keywords f			n what to		•	or 3 or 1 as to those
	learners to		_	r and how		• •	'who really got it',
	what the w	ord				,	'got some of it' or

WHATSAPP ONLY 0245350591 means or does and agree on the approach/method didn't get it' the learner in the respectively. (manual/digital) to use in HOT SEAT has to recording/documenting the appraisal guess what the word Independent process; is. Repeat for all the Activity/ Homework: fix a day/date for the key words appreciation/appraisal/jury. **DEBRIEFING:** Suggested Guidelines How did you feel Description of the work: The elements in during the game? the work (dot, lines, shapes, forms, colour, What new words texture, tone), materials used (paper, did you learn? pencil, clay, wood), size of the work, •How does it feel to number of objects/items in the work. win? Subject matter: Meaning, message, •What will you do next time to win? topic, mood, feelings, history, religion, environment, global warming. Appraisal: What the work can be used Share lesson for, likes, good things in the work, beauty, indicator and treat social and cultural value, correlation key words with (connecting to other areas of learning) learner Experiences to share: The design process through thinking and composing, planning Share lesson and making, displaying and sharing, etc. indicator and treat key words with Assessment: let learners write guidelines learner.

1/a++ad b	•	Cianatura	Data .
venea by		Signature:	Date:

others' visual artworks

for appreciating and appraising own and

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:					Class size:	
Day :				Date	:	
Period :				Lesso	on:	
Strand: Extens	ive Reading		Sub-	stranc	d : Read Aloud wi	th Children
Indicator (code	e)		B5.6.2.1.1		20	
Content standa	ard (code)		B5.6.2.1.			
Performance In		ad Innovation Co	pro	nunci	ation and tone.	d passages with correct
•	ical Thinking and I		mmunicatio	on and	Collaboration Pe	rsonal Development and
Keywords						
T. L .R. (s)			Manila car	ds, m	arkers, recorded	audios visual
Ref:		Ghanaian Langu	age curric	ulum		
DAY	Phase 1: Starter (preparing the befor learning)	rain	Phase 2: N (new learn assessmen	ing in	cluding	Phase 3: Plenary / Reflections
	1. Write a word 2. Cover all the lithe first one, beging left to the right, to make the sour which is not cover	on the board. letters except ginning from the and ask pupils nd of the letter	paragraph • Lead lead passages v pronuncial	s alou rners to vith co tion and tich tet sages v	nd intonation learners read with correct	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.

WHATSAPP ONLY 0245350591

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 read5. The pupil who blend the sounds to read wins the game.		Independent Activity/ Homework:
DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
Share lesson indicator and treat key words with learner .	CONKIN	

/etted by :	Signature:	Date :
-------------	------------	--------