

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

NANA FIIFI ACQUAH SCH

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GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

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YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
		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 READING	BUILDING THE LOVE AND CULTURE OF READING
2	SONGS	ASKING AND ANSWERING QUESTIONS/ QUESTION TAGS
	POEMS	
	PHONICS	COMPREHENSION
	NOUNS	VERBS
	PARAGRAPH DEVELOPMENT	CREATIVE/ FREE WRITING
	USING CAPITALISATION	USING QUALIFYING WORDS-ADJECTIVES
	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF 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 READING	BUILDING THE LOVE AND CULTURE OF 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 READING	BUILDING THE LOVE AND CULTURE OF 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 READING	BUILDING THE LOVE AND CULTURE OF 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 READING	BUILDING THE LOVE AND CULTURE OF READING
7	LISTENING COMPREHENSION	
	VOCABULARY	VOCABULARY
	PRONOUNS	NOUNS
	NARRATIVE WRITING	PARAGRAPH DEVELOPMENT
	NAMING WORDS/NOUNS	NAMING WORDS/NOUNS
	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
8	LISTENING COMPREHENSION	POEMS
	VOCABULARY	VOCABULARY
	PRONOUNS	NOUNS
	NARRATIVE WRITING	PARAGRAPH DEVELOPMENT
	NAMING WORDS/NOUNS	NAMING WORDS/NOUNS

	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF 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 READING	BUILDING THE LOVE AND CULTURE OF READING
10	GIVING AND FOLLOWING COMMANDS	CONVERSATION
	LISTENING COMPREHENSION	COMPREHENSION
	VERBS	DESEMESTERINERS
	CREATIVE/ FREE WRITING	WRITING AS A PROCESS
	USING ACTION WORDS	USING ACTION WORDS
	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
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 READING	BUILDING THE LOVE AND CULTURE OF 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 READING	POEMS

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

	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF 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 READING	BUILDING THE LOVE AND CULTURE OF 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 READING	BUILDING THE LOVE AND CULTURE OF READING
19	CONVERSATION - TALKING ABOUT ONESELF, FAMILY, PEOPLE, CUSTOMS, SOCIAL/CULTURAL VALUES AND MANNERS	PRESENTATION
	VOCABULARY	SUMMARISING
	VERBS	PREPOSITIONS
	WRITING AS A PROCESS	LETTER WRITING
	USING ACTION WORDS	SPELLING
	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
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YEARLY SCHEME OF LEARNING

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
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YEARLY SCHEME OF LEARNING

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
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YEARLY SCHEME OF LEARNING

COMPUTING

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Generation of computers and parts of a computer and other gadgets	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
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YEARLY SCHEME OF LEARNING

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)
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YEARLY SCHEME OF LEARNING

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 RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
15	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
16	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
17	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION

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18	RELIGIOUS FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
19	RELIGIOUS FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
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YEARLY SCHEME OF LEARNING

HISTORY

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	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 GHANA	THE 1948 RIOTS AND AFTER
12	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	THE 1948 RIOTS AND AFTER
13		
14	SOCIAL DEVELOPMENT	THE 1948 RIOTS AND AFTER

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15	SOCIAL DEVELOPMENT	THE 1948 RIOTS AND AFTER
16	SOCIAL DEVELOPMENT	THE 1948 RIOTS AND AFTER
17	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
18	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
19	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

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

12	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	DISPLAY AND SHARING (PERFORMING ARTS)
13		
14	THINKING AND EXPLORING (VISUAL ARTS)	APPRECIATING AND APPRAISING (VISUAL ARTS)
15	THINKING AND EXPLORING (PERFORMING ARTS)	APPRECIATING AND APPRAISING (PERFORMING ARTS)
16	PLANNING, MAKING AND COMPOSING (VISUAL ARTS)	APPRECIATING AND APPRAISING (VISUAL ARTS)
17	PLANNING, MAKING AND COMPOSING (PERFORMING ARTS)	APPRECIATING AND APPRAISING (PERFORMING ARTS)
18	DISPLAYING AND SHARING (VISUAL ARTS)	DISPLAY AND SHARING SCHOOL-BASED PROJECT (VISUAL AND PERFORMING ARTS)
19	DISPLAY AND SHARING (PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)
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YEARLY SCHEME OF LEARNING

GHANAIAI LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	SONGS POEMS	PERSUASIVE WRITING / ARGUMENTATIVE WRITING
2	LISTENING AND STORY TELLING DRAMATISATION AND ROLE PLAY	ARGUMENTATIVE WRITING
3	PHONICS: LETTER SOUND KNOWLEDGE	GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS) & (USE OF QUALIFYING WORDS)
4	PHONICS: LETTER SOUND KNOWLEDGE VOCABULARY (SIGHT AND CONTENT VOCABULARY)	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF POSTPOSITIONS) & (USE OF SIMPLE AND COMPOUND SENTENCES)
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 LANGUAGE (CAPITALIZATION)	FLUENCY

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

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

	Reading	Blends and Consonant Clusters	B5.2.5.1.	B5.2.5.1.1	sentence cards, class library
	Grammar Usage At Word	DeSEMESTERiners	B5.3.2.1.	B5.3.2.1.2	
	Writing	Writing as a Process	B5.4.9.1..	B5.4.9.1.1.	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1..	B5.5.3.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
6	Oral Language	Conversation	B5.1.6.1.. B5.1.6.2.	B5.1.6.1.1. B5.1.6.2.1	Word cards sentence cards, class library
	Reading	Vocabulary	B5.2.6.1.	B5.2.6.1.1	
	Grammar Usage At Word	DeSEMESTERiners	B5.3.2.1.	B5.3.2.1.2	
	Writing	Writing as a Process	B5.4.9.2..	B5.4.9.2.1.	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1..	B5.5.3.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
7	Oral Language	Listening Comprehension	B5.1.7.1.. B5.1.7.1.	B5.1.7.1.1. B5.1.7.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B5.2.6.1.	B5.2.6.1.2	
	Grammar Usage At Word	Pronouns	B5.3.3.1.	B5.3.3.1.1	
	Writing	Narrative Writing	B5.4.10..1	B5.4.10.1.1	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1.	B5.5.3.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
8	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B5.2.6.2.	B5.2.6.2.1	
	Grammar Usage At Word	Pronouns	B5.3.3.1.	B5.3.3.1.1	
	Writing	Narrative Writing	B5.4.10.1.	B5.4.10.1.1	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1.	B5.5.3.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
9	Oral Language	Asking and Answering Questions	B5.1.8.1.	B5.1.8.1.1	Word cards sentence cards, class library
	Reading	Listening Comprehension	B5.1.7.1.	B5.1.7.1.1	
	Grammar Usage At Word	Adjectives	B5.3.4.1.	B5.3.4.1.1	
	Writing	Creative/ Free Writing	B5.6.1.1..	B5.4.11.1.1	
	Using Writing Conventions	Using action Words	B5.5.4.1.	B5.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	

10	Oral Language	Giving and Following Commands	B5.1.9.1..	B5.1.9.1.1.	Word cards sentence cards, class library
	Reading	Listening Comprehension	B5.1.7.1.	B5.1.7.1.2	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.1	
	Writing	Creative/ Free Writing	B5.4.11.1	B5.4.11.1.1	
	Using Writing Conventions	Using action Words	B5.5.4.1..	B5.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
11	Oral Language	Presentation	B5.1.10.1.	B5.1.10.1.1	Word cards sentence cards, class library
	Reading	Listening Comprehension	B5.1.7.1.	B5.2.7.1.3	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.2	
	Writing	Descriptive Writing	B5.4.12.1.	B5.4.12.1.1	
	Using Writing Conventions	Using action Words	B5.5.4.1.	B5.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
12	Oral Language	Presentation	B5.1.10.1.	B5.1.10.1.2	Word cards sentence cards, class library
	Reading	Listening Comprehension	B5.1.7.1.	B5.2.7.1.3	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.2	
	Writing	Descriptive Writing	B5.4.12.1.	B5.4.12.1.1	
	Using Writing Conventions	Using action Words	B5.5.4.1.	B5.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
13					Word cards sentence cards, class library
	Reading	Phonics	B5.2.2.1.	B5.2.2.1.2.	
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.3	
	Writing	Penmanship and Handwriting	B5.4.2.1.	B5.4.2.1.2.	
	Using Writing Conventions	Using Capitalisation	B5.5.1.1..	B5.5.1.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.	B5.6.1.1.1	
14	Oral Language	Songs	B5.1.1.1.	B5.1.1.1.2	Word cards sentence cards, class library
	Reading	Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1.	B5.2.3.1.2.	
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.3	
	Writing	Penmanship and Handwriting	B5.4.2.1.	B5.4.2.1.2.	
	Using Writing Conventions	Using Capitalisation	B5.5.1.1..	B5.5.1.1.2.	

	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.	B5.6.1.1.1	
15	Oral Language	Poems	B5.1.3.1..	B5.1.3.1.2.	Word cards sentence cards, class library
	Reading	Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1..	B5.2.3.1.2.	
	Grammar Usage At Word	DeSEMESTERiners	B5.3.2.1..	B5.3.2.1.3.	
	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	
16	Oral Language	STORY TELLING	B5.1.4.1..	B5.1.4.1.2.	Word cards sentence cards, class library
	Reading	Blends and Consonant Clusters	B5.2.5.1.	B5.2.5.1.1	
	Grammar Usage At Word	DeSEMESTERiners	B5.3.2.1..	B5.3.2.1.4.	
	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	
17	Oral Language	Dramatization and Role Play	B5.1.5.2..	B5.1.5.2.2.	Word cards sentence cards, class library
	Reading	Blends and Consonant Clusters	B5.2.5.1.	B5.2.5.1.1	
	Grammar Usage At Word	Verbs	B5.3.5.1..	B5.3.5.1.3.	
	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	
18	Oral Language	Conversation - Talking about Oneself, Family, People, Customs, Social/Cultural Values and Manners	B5.1.6..2. B5.1.6.3..	B5.1.6.2.2. B5.1.6.3.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B5.2.6.3.	B5.2.6.3.1	
	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	
	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	
19	Reading	Phonics	B5.2.2.1.	B5.2.2.1.2.	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.3	
	Writing	Penmanship and Handwriting	B5.4.2.1.	B5.4.2.1.2.	

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	Using Writing Conventions	Using Capitalisation	B5.5.1.1..	B5.5.1.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.	B5.6.1.1.1	
	Oral Language	Songs	B5.1.1.1.	B5.1.1.1.2	
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FIRST SEMESTER SCHEME OF LEARNING

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

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B5.1.1.2.	B5.1.1.2.1	
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	Plants and animals in the environment, plastics, stones, pictures videos paper
8	CYCLES	EARTH SCIENCE	B5.2.1.1.	B5.2.1.1.1	
9	CYCLES	EARTH SCIENCE	B5.2.1.2.	B5.2.1.2.1	
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
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14	CYCLES	EARTH SCIENCE	B5.2.1.4.	B5.2.1.4.1	Plants and animals in the environment, plastics, stones, pictures videos paper

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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 ORGANISMS	B5.2. 2.1.	B5.2. 2.1.2	Plants and animals in the environment, plastics, stones, pictures videos paper
19	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B5.4.1.1.	B5.4.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
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FIRST SEMESTER SCHEME OF LEARNING

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

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

			B5.5.1.3..	B5.5.1.3.3.	
15	Programming and databases	Introduction to databases, algorithm and programming.	B5.5.1.3. B5.5.1.3.	B5.5.1.3.4 B5.5.1.3.5 B5.5.1.3.6	Laptops,
16	Programming and databases	Introduction to Electronic Spreadsheet	B5.5.1.3.	B5.5.1.3.1 B5.5.1.3.2 B5.5.1.3.3	Laptops,
17	Internet and social media	Network Overview	B5.6.1.1.	B5.6.1.1.1 B5.6.1.1.2 B5.6.1.1.3	Laptops,
18	Internet and social media	Network Overview	B5.6.1.1.	B5.6.1.1.1 B5.6.1.1.2 B5.6.1.1.3	Laptops,
19	Internet and social media	Web browsers and Web Pages	B5.6.2.1.. B5.6.2.1. B5.6.2.1.	B5.6.2.1.1. B5.6.2.1.2 B5.6.2.1.3	Laptops,
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FIRST SEMESTER SCHEME OF LEARNING

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

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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	
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

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
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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
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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	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of Ghana, Posters, 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 Including the Slave Trade	B5.3.2.1.	B5.3.2.1.1	A map of Ghana,

					Posters, documentary
10	Europeans in Ghana	International Trade Including the Slave Trade	B5.3.2.1.	B5.3.2.1.1	A map of Ghana, Posters, documentary
11	Developments Under Colonial Rule	Colonisation and Developments under Colonial Rule in Ghana	B5.4.2.1.	B5.4.2.1.1	A map of Ghana, Posters, documentary
12	Developments Under Colonial Rule	Colonisation and Developments under Colonial Rule in Ghana	B5.4.2.1.	B5.4.2.1.1	A map of Ghana, Posters, documentary
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14	Colonisation And Developments Under Colonial Rule In Ghana	Social Development	B5.4.2.1.	B5.4212	A map of Ghana, Posters, documentary
15	Colonisation And Developments Under Colonial Rule In Ghana	Social Development	B5.4.2.1.	B5.4212	A map of Ghana, Posters, documentary
16	Colonisation And Developments Under Colonial Rule In Ghana	Social Development	B5.4.2.1.	B5.4212	A map of Ghana, Posters, documentary
17	Colonisation And Developments Under Colonial Rule In Ghana	Economic Development	B5.4.3.2	B54321	A map of Ghana, Posters, documentary
18	Colonisation And Developments Under Colonial Rule In Ghana	Economic Development	B5.4.3.2	B54321	A map of Ghana, Posters, documentary

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

15	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
16	Religious practices and their moral implications	Religious Worship in the Three Major Religions in Ghana	B5.2.1.1.	B5.2.1.1.2	A map of Ghana, Posters, documentary
17	Religious practices and their moral implications	Religious Worship in the Three Major Religions in Ghana	B5.2.1.1.1	B5.2.1.1.2	A map of Ghana, Posters, documentary
18	Religious practices and their moral implications	Religious Festivals in the Three Major Religions in Ghana	B5.2.2.1.	B5.2.2.1.1	A map of Ghana, Posters, documentary
19	Religious practices and their moral implications	Religious Festivals in the Three Major Religions in Ghana	B5.2.2.1.	B5.2.2.1.1	A map of Ghana, Posters, documentary
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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
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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

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

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

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		(Performing Arts)			
16	Visual arts	Planning, Making and Composing (Visual Arts)	B5.1.2.2	B5.1.2.2.2	-do-
17	Performing arts	Planning, Making and Composing (Performing Arts)	B5.2.2.2	B5.2.2.2.2	-do-
18	Visual arts	Displaying and sharing (Visual Arts)	B5.1.3.4	B5.1.3.4.2	-do-
19	Performing arts	Display and Sharing (Performing Arts)	B5.2.3.4	B5.2.3.4.2	-do-
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FIRST SEMESTER SCHEME OF LEARNING

Scheme of Learning for B5 SEMESTER 1 (Ghanaian Language)

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

9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization)	B5.5.1.1. B5.5.1.1. B5.5.1.1.	B5.5.1.1.1 B5.5.1.1.2 B5.5.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	B5.5.2.1. B5.5.2.1. B5.5.2.1. B5.5.3.1.	B5.5.2.1.1 B5.5.2.1.2 B5.5.2.1.3 B5.5.3.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Library	Building the Love and Culture of Reading in Learners	B5.6.1.1. B5.6.1.1.	B5.6.1.1.1 B5.6.1.1.2	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud with Children	B5.6.2.1. B5.6.2.1.	B5.6.2.1.1 B5.6.2.1.2	Manila Cards, Markers
13					
14	Oral Language	Conversation	B5.1.6.1. B5.1.6.1. B5.1.6.1.	B5.1.6.1.1. B5.1.6.1.2 B5.1.6.1.3	Manila Cards, Markers

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

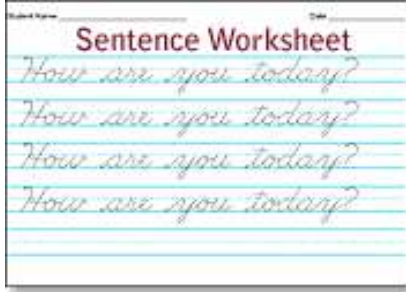
SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 21st January, 2022			Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022		
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1		
Strand : A. Reading B. Grammar Usage At Word C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Phonics B. Nouns C. Penmanship and Handwriting D. Using Capitalisation E. Building the Love and Culture of Reading		
Indicator (code)	B5.2.2.1.1. B5.5.1.1.1.	B5.3.1.1.1. B5.6.1.1.1.	B5.4.2.1.1	
Content standard (code)	B5.2.2.1.	B5.3.1.1. B5.6.1.1.	B5.4.2.1.	B5.5.1.1.
Performance Indicator	A. Learners can apply common phonic generalisations (e.g. hard and soft “c” and “g”) when reading continuous texts B. Learners can Identify and use nouns or noun phrases to refer to quantities or units. C. Learners can copy sentences clearly in joint script maintaining legible handwriting D. Learners can follow appropriate mechanical convention E. 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: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. <p>That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>B.READING e.g. “c” as in country and cell “g” as in gain and age</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: let learners mention words in which the sounds occur.</p>	
Wednesday	<p>Catch and pass (using nouns in speech and writing activity)</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise nouns briefly. • Introduce quantities and units in context. <p>e.g.:</p> <ul style="list-style-type: none"> – Please, give me a piece of paper. – I have a pair of trousers. <ul style="list-style-type: none"> • Have learners identify more examples of these in text and use them in sentences. • Learners make up their own noun phrases and use them in sentences. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use nouns or noun phrases to refer to quantities or units.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Thursday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>Assessment: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Select sentences from texts learners have read and write them on the board, using joint script. e.g.  <ul style="list-style-type: none"> • Have learners read out the sentence. (in pairs, small groups, large groups) • Have learners copy the sentences into their exercise books. • Go round to support struggling learners. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners copy sentences clearly in joint script maintaining legible handwriting</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Divide learners into small groups and assign one topic to each group</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p>	<p>What new things have you learned today?</p>

	<p>for learners to describe what the word or words mean Many groups can have the same topic.</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask individual learners to write a formal letter each on a given topic paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation mark, apostrophe, hyphen etc.</p> <p>Assessment: let learners write a formal letter each on a given topic</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WEEK ONE : LESSON PLAN

SUBJECT: MATHEMATICS

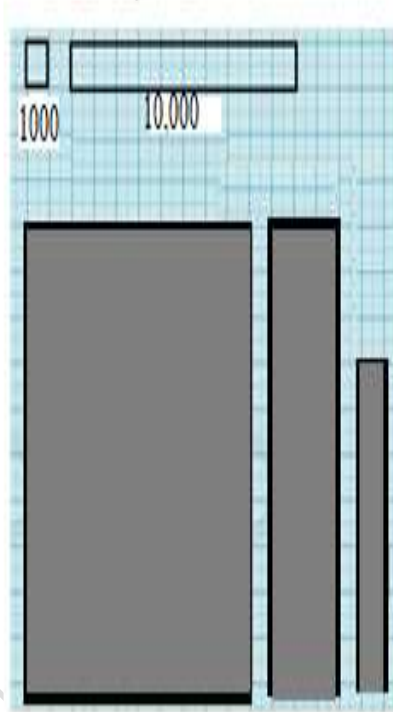
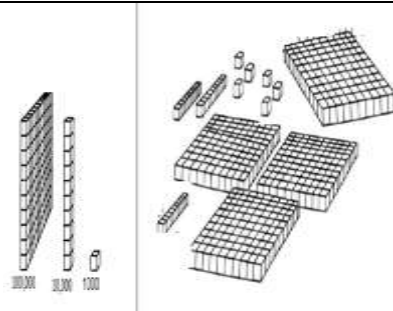
CLASS: FIVE

Week Ending: 21st January, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 3 2 of 3 3 of 3 1 of 2 2 of 2	
Strand : Number		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B5.1.1.1.1	B5.1.1.1.2	
Content standard (code)	B5.1.1.1.	B5.1.1.1.	
Performance 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Graph sheets • Place value mats • Place value charts • Multi-base blocks or counters	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	1. Learners write numbers on a ball using a marker.	Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-	Review the lesson with Learners

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>base block, a cube = 1000 unit; a rod = 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p>	<p>Ask pupils to model the number 137,000 shading graph sheet square as shown below, where 1cm×1cm square represents 1000 units .</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

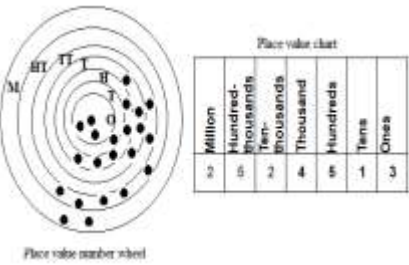
stronger learners can help weaker ones.

- 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

<p>Wednesday</p>	<p>1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>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</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p>	<p>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)</p>  <p>Place value number wheel</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Differentiated learning

	<p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
Friday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Ask pupils to write given numbers on the expanded form of the number :</p> $2,524,513 = 1000,000 \times 2 + 100,000 \times 5 + 10,000 \times 2 + 1000 \times 4 + 100 \times 5 + 10 \times 1 + 1 \times 3$ $= 2,000,000 + 500,000 + 20,000 + 4,000 + 500 + 10 + 3$  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: have learners to practice with more examples	
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WEEK ONE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 21st January, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 17th January, 2022 20th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSTY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B5.1.1.1.1	
Content standard (code)		B5.1.1.1.	
Performance Indicator		Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Living things, non-living things, growth, sensitivity, respiration, excretion, mammals.	
T. L .R. (s)		Pictures or videos of different plants and animals undergoing some life activities, bowl of food, toffee.	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners go outside the classroom to observe and identify various living and non-living things and discuss their observation. • Learners go on a nature walk to observe sensitivity in the	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 21st January, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 18th January, 2022 20th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B5.2.1.1.1		
Content standard (code)	B5.2.1.1.		
Performance Indicator	Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	barter, EFT, app, blacksmiths, tailors, craft, automated, irrigation, astronomy, accurate, smallpox, cataracts, terraces, diking, transplanting, diagnose, security system, generation, archaeological, inhabite		
T. L .R. (s)	Images and videos showing the comparison between trading, types of work and technology		
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	Identify the kinds of food they ate, the clothes they wore and how they travelled 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

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

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners Identify the kinds of food our ancestors ate, the clothes they wore and how they travelled</p>	
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WEEK ONE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 21st January, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 18th January, 2022 20th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : Nature of God	
Indicator (code)		B5.1.1.1.1.		
Content standard (code)		B5.1.1.1.		
Performance Indicator		Learners can explain that human beings are unique compared to other creatures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Creation, creator, characteristic, judgement, creatures		
T. L .R. (s)		pictures, Posters, video clips, films, computer, charts, Internet,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:	Learners recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing, powerful and creator of all things. 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:	

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

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

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 21st January, 2022		Class size:	
Day : Friday, 60 minutes		Date : 21st January, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B5.1.1.1.1		
Content standard (code)	B5.1.1.1.		
Performance Indicator	Learners can walk on straight lines edges.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	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:

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WEEK ONE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 21st January, 2022				Class size:	
Day : Friday, 60 minutes				Date : 21st January, 2022	
Period : 2				Lesson : 1 of 1	
Strand : His Creation and Attributes				Sub-strand : God the Creator	
Indicator (code)			B5.1.1.1.1:		
Content standard (code)			B5.1.1.1.		
Performance Indicator			Learners can explain how special each individual is.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)			Pictures		
Ref:		RME curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Friday	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. Differentiated learning		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 21st January, 2022			Class size:		
Day : Wednesday, 60 minutes			Date : 19th January, 2022		
Period : 2			Lesson : 1 of 1		
Strand : INTRODUCTION TO COMPUTING			Sub-strand : INTRODUCTION 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 Indicator		<ul style="list-style-type: none">• Learners can recognise and use output devices• Learners can describe the types of output device and identify their use			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		softcopy, hardcopy, computer monitor, projector, audio-electrical signals, printed images, printer, speakers			
T. L .R. (s)		Laptop			
Ref:		Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Wednesday	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 recall what they learnt in the previous classes and ask them to mention computer devices that produce output. Softcopy- computer monitor/projector, audio electrical signals etc. Hardcopy- printed images, pictures documents		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Guide learners to identify types of output devices and their uses. Assist them to list them on the board as well as their uses.</p> <p>Assessment: Let learners identify types of output devices and their uses</p>	
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WEEK ONE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 21st January, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 17th January, 2022 19th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Visual Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B5 1.1.1.1		
Content standard (code)	B5 1.1.1.		
Performance Indicator	Learners can study 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	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	Learners are to: ☐ Study the artworks e.g. sculpture, textiles, metal arts, paintings, cartoons, photography, ceramics created by Ghanaian and African visual artists e.g. El-Anatsui, Nnenna Okore, Cheri Samba, Goncalo Mabunda, Abdoulaye Konate, Peju Alatise, William J. Kentridge, Justine Mahoney living in Africa by:	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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;</p> <p>b) talking about the works of the artists in relation to the history and culture of the people of Africa;</p> <p>c) identifying and discussing various items (symbols) found in the works being studied that reflect the history and culture of the people of Africa;</p> <p>d) writing a brief about their choice of artist using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of artworks - Title of some works - Medium of expression. <p>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</p>	<p>Independent Activity/ Homework:</p>
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WEEK ONE : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Songs Poems	
Indicator (code)	B5.1.1.1.1.:	B5.1.3.1.1	B5.1.3.1.2
Content standard (code)	B5.1.1.1.	B5.1.3.1.	B5.1.3.1.
Performance Indicator	<ul style="list-style-type: none"> 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 seven lines correctly Learners should recognise the key words in the poem and discuss the theme of the poem. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.	<ul style="list-style-type: none"> Show a clip of a baby crying to learners. 	What new things have you learned today? Learning progress voting: Ask learners to show by their

	<p>1. Write a word on the board.</p> <p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>E.g. It makes the baby sleep.</p> <p>It makes the baby happy.</p> <p>It enables the baby to play.</p> <ul style="list-style-type: none"> • Assist learners to discuss the importance of cradle songs to the mother and caretaker. <p>E.g. It allows the mother to do her work. It helps the mother to rest etc.</p> <ul style="list-style-type: none"> • Write the outcome from the discussion with the learners. • Let learners role play mother singing a lullaby and holding a child. 	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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		<p>Assessment: let learners sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.</p>	
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. <p>That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Ask a learner to explore 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 <p>Assessment: let learners describe a poem of about six to seven lines correctly</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

Vetted by : Signature: Date :

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SEMESTER ONE

BASIC FIVE

WEEK 2

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WEEK TWO : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 28th January, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 24th January, 2022 25th January, 2022 26th January, 2022 27th January, 2022 28th January, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Songs , Poems B. Phonics C. Nouns D. Paragraph Development E. Using Capitalisation 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,	

		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	
		E. Learners can Follow appropriate mechanical convention	
		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:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression. •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. DEBRIEFING: 1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression?	A.ORAL LANGUAGE • Have learners sing some familiar patriotic songs. • Have learners listen to you sing a selected song. • Guide learners to sing lines of the song with appropriate stress and rhythm. • Let them sing individually and in groups. • Using questions discuss the central message of the target song: Who composed this song? What is the song telling us? • Invite individuals to explain the central message(s) of the song. • Ask learners to recite a poem of their choice with actions. • Choose a poem appropriate for the grade level.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively. Independent Activity/ Homework:

	<p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners explain the central messages in songs and poems</p>	
Tuesday	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. <p>That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING e.g. “c” as in country and cell “g” as in gain and age</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: let learners mention words in which the sounds occur.</p>	
Wednesday	<p>Catch and pass (using nouns in speech and writing activity)</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C.GRAMMAR Proper nouns</p> <ul style="list-style-type: none"> • Introduce the concept in context. E.g. Christmas is coming. The people of Ga celebrate Homowo. - In pairs have learners give more examples of festivals and write them as proper nouns. <p>Count and non-count nouns.</p> <ul style="list-style-type: none"> • Revise the concept of proper nouns and common nouns. (Proper nouns refer to particular nouns such as names of people, places, mountains, etc.) • Elicit examples from learners. • Briefly discuss what common nouns are giving and eliciting several examples. • Use several examples to explain and exemplify count and non-count nouns and provide activities for practice. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: let learners use nouns to form sentences</p>	
Thursday	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Put word cards on the table/floor/in a bowl. 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. S/he then picks the card and shows it to the class. 4. The class checks to see if the pupil's word is correct. 5. The pupil with the correct number of words wins the game. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • 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. <p>Examples of modes of writing.</p> <ol style="list-style-type: none"> i. Process ii. Narration iii. Description iv. Comparison v. Problem solution vi. Classification vii. Argument <ul style="list-style-type: none"> • Put learners into small groups and assign each group a mode of writing • Have learners study the sample text. • Guide them through appropriate questions to identify the: <ol style="list-style-type: none"> i. Mode of writing/types of essay ii. Purpose iii. Audience <p>Assessment: let learners choose one of the modes of writing, to write on</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Divide learners into small groups and assign one topic to each group for learners to describe what the word or words mean</p> <p>Many groups can have the same topic.</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Ask individual learners to write a formal letter each on a given topic paying attention to correct use of capital letters, the full stop, comma, question mark,</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>exclamation mark, quotation mark, apostrophe, hyphen etc.</p> <p>Assessment: let learners write a formal letter each on a given topic</p>	<p>by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature:

Date :

WEEK TWO : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending: 28th January, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 24th January, 2022 25th January, 2022 26th January, 2022 27th January, 2022 28th January, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : Number		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)		B5.1.1.1.3	B5.1.1.1.4
Content standard (code)		B5.1.1.1.	B5.1.1.1.
Performance Indicator		Learners can identify numbers in different positions around a given number in a number chart Learners can compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Number charts • Counters	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	1. Learners form convenient groups. 2. Give each group a number chart/Bingo grid	Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in	What new things have you learned today?

	<table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</p> <table><tr><td>10,00 0</td><td>11,50 0</td><td>12,00 0</td><td>13,50 0</td></tr><tr><td>20,00 0</td><td>21,50 0</td><td>22,00 0</td><td>23,50 0</td></tr><tr><td>30,00 0</td><td>31,50 0</td><td>33,00 0</td><td>34,50 0</td></tr><tr><td>40,00 0</td><td>41,50 0</td><td>43,00 0</td><td>44,50 0</td></tr><tr><td>50,00 0</td><td>51,50 0</td><td>53,00 0</td><td>54,50 0</td></tr><tr><td>60,00 0</td><td>61,50 0</td><td>63,00 0</td><td>64,50 0</td></tr></table> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	10,00 0	11,50 0	12,00 0	13,50 0	20,00 0	21,50 0	22,00 0	23,50 0	30,00 0	31,50 0	33,00 0	34,50 0	40,00 0	41,50 0	43,00 0	44,50 0	50,00 0	51,50 0	53,00 0	54,50 0	60,00 0	61,50 0	63,00 0	64,50 0	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
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Tuesday	<div>1. Learners form convenient groups.</div> <div>2. Give each group a number chart/Bingo grid</div> <table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <div>3. Groups study the number chart / Bingo grid</div> <div>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</div> <div>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</div> <div>DEBRIEFING</div> <div>I. How was the game? What makes it so?</div> <div>2. How were you able to identify the numbers mentioned?</div> <div>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</div> <div>Share lesson indicator and treat key words with learner .</div>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<div>Display a number chart in multiples of 1,500 between 10,000 and 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</div> <table><tr><td>10,00 0</td><td>11,50 0</td><td>12,00 0</td><td>13,50 0</td></tr><tr><td>20,00 0</td><td>21,50 0</td><td>22,00 0</td><td>23,50 0</td></tr><tr><td>30,00 0</td><td>31,50 0</td><td>33,00 0</td><td>34,50 0</td></tr><tr><td>40,00 0</td><td>41,50 0</td><td>43,00 0</td><td>44,50 0</td></tr><tr><td>50,00 0</td><td>51,50 0</td><td>53,00 0</td><td>54,50 0</td></tr><tr><td>60,00 0</td><td>61,50 0</td><td>63,00 0</td><td>64,50 0</td></tr></table> <div>Differentiated learning</div> <div>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</div> <div><div>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</div><div>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</div></div>	10,00 0	11,50 0	12,00 0	13,50 0	20,00 0	21,50 0	22,00 0	23,50 0	30,00 0	31,50 0	33,00 0	34,50 0	40,00 0	41,50 0	43,00 0	44,50 0	50,00 0	51,50 0	53,00 0	54,50 0	60,00 0	61,50 0	63,00 0	64,50 0	<div>What new things have you learned today?</div> <div>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</div> <div>Independent Activity/ Homework:</div>
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60,00 0	61,50 0	63,00 0	64,50 0																																													

		Assessment: have learners to practice with more examples																						
Wednesd ay	<p>< / ></p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by saying greater or less than he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>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 than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 > 132,635</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>																					
Thursday	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table border="1"><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873,</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
4	1	6																						
5	7	40																						
3	16	13																						
10	14	2																						
42	19	36																						
18	25	35																						

	<p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Friday	<p>< / ></p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by saying greater or less than he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p>	<p>Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 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</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	<p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Assessment: have learners to practice with more examples</p>	
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WEEK TWO : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 28th January, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 24th January, 2022 27th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B5.1.1.2.1		
Content standard (code)		B5.1.1.2.		
Performance Indicator		Learners can compare the differences among things that are living, dead and things that have never been alive		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday	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.		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<ul style="list-style-type: none"> • Learners, in an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive. <p>Learners are guided to compare the differences among things that are alive, once alive or never been alive.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners compare the differences among things that are living, dead and things that have never been alive</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<ul style="list-style-type: none"> • 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. <p>NB: Wear protectives when gathering specimen.</p> <ul style="list-style-type: none"> • Learners observe and comment on the samples. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<ul style="list-style-type: none"> • Learners, in an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive. <p>Learners are guided to compare the differences among things that are alive, once alive or never been alive.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners compare the differences among things that are living, dead and things that have never been alive</p>	<p>Independent Activity/ Homework:</p>
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WEEK TWO : LESSON PLAN

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 28th January, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 25th January, 2022 27th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B5.2.1.1.1		
Content standard (code)	B5.2.1.1.		
Performance Indicator	Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	barter, EFT, app, blacksmiths, tailors, craft, automated, irrigation, astronomy, accurate, smallpox, cataracts, terraces, diking, transplanting, diagnose, security system, generation, archaeological, inhabite		
T. L .R. (s)	Images and videos showing the comparison between trading, types of work and technology		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	1. Identify the kinds of food they ate, the clothes they wore and how they travelled etc. 2. Compare life today to life in ancient days. e.g. Food eaten, Clothes worn,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

	<ul style="list-style-type: none">•What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners produce a photo album</p>	
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WEEK TWO : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 28th January, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 25th January, 2022 27th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Nature of God	
Indicator (code)	B5.1.1.1.1.		
Content standard (code)	B5.1.1.1.		
Performance Indicator	Learners can explain that human beings are unique compared to other creatures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Creation, creator, characteristic, judgement, creatures		
T. L .R. (s)	pictures, Posters, video clips, films, computer, charts, Internet,		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners in groups reflect and make a poster on the characteristics of human beings that make them different from other creatures e.g. having a unique personality, ability to be creative and think rationally, ability to communicate and collaborate, ability to exercise judgement and make choices between right and wrong, ability to learn.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners write a debate on the topic 'animals do not reason'.</p>	
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WEEK TWO : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 28th January, 2022		Class size:	
Day : Friday, 60 minutes		Date : 28th January, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B5.1.1.1.2:		
Content standard (code)	B5.1.1.1.		
Performance Indicator	Learners can skip and leap continuously		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners bend their knees, push against the ground to skip and leap as many times as they can at their own pace in a demarcated area. Learners practice the activities as individuals and in groups at their own pace. Organise competitions for learners in groups. End the lesson with cool down activities and use questions to summarise 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.

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	performan ce and to prevent injuries		Independent Activity/ Homework:
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WEEK TWO : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 28th January, 2022			Class size:	
Day : Friday, 60 minutes			Date : 28th January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B5.1.1.1.1:		
Content standard (code)		B5.1.1.1.		
Performance Indicator		Learners can explain how special each individual is.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	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?	• Put learners into groups according to: height, colour, mass, intelligence, etc. • Let learners put in writing how different they are from each other. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 28th January, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 26th January, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Introduction to computing		Sub-strand : Generation of computers and parts of a computer and other gadgets	
Indicator (code)	B5.1.1.1.3	B5.1.1.1.4	
Content standard (code)	B5.1.1.1.	B5.1.1.1.	
Performance Indicator	<ul style="list-style-type: none">Learners can distinguish the difference and similarities between analogue and digital devices e.g. telephone, mobile phone, radio, tablets, satellite etc.Learners can identify the left, right mouse button, holding of mouse, performing single, double and triple clicking and dragging object.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:		Computing curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has	Guide the learners to identify the similarities and differences between analogue and digital devices. Present examples of analogue and digital devices to learners. Aid them to mention other examples of analogue devices and digital devices as	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING: <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? </p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>well as noticing the differences</p> <p>Guide learners to use the mouse to perform single, double and triple clicking and dragging object into a folder or bring picture(s) describing the processes; single, double and triple clicking and dragging objects into a folder and ask learners to point out a mentioned process</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge </p> <p>Assessment: Let learners distinguish the difference and similarities between analogue and digital devices</p>	<p>Independent Activity/ Homework:</p>
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WEEK TWO : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 28th January, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 24th January, 2022 26th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Performing Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B5 2.1.1.1		
Content standard (code)	B5 2.1.1.		
Performance Indicator	Learners can Explore and study 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the	Learners are to: ☐ Study the compositions and performances of Ghanaian and other African performing artists (e.g. Salif Keita, Angelique Kidjo, Chinua Achebe, Jack Mapanje, Dada Masilo, Anton Robert Krueger, Hugh Masekela, Miriam Makeba, Asabea Cropper, John Okafor, Ositalkema) by	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>a) gathering information through OERs: library studies, internet surfing recorded videos, documentaries and other social media, as well as visits to recording studios, theatre, festival, cultural performances, concert parties, For example, 'Things fall Apart' by Chinua Achebe, and 'Shaka the Zulu' a South African television series was written by Joshua Sinclair and directed by William C. Faure;</p> <p>b) appreciate: discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans;</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p>	<p>Learners are to: write a brief about any of the artists of their choice using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of compositions and performances - Title of some works - Style. <p>Assessment: let learners describe some compositions and</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none">•How did you feel during the game?•What new words did you learn?•How does it feel to win?•What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	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	
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Vetted by :..... Signature: Date :

WEEK TWO : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Listening and Story Telling Dramatisation and Role Play	
Indicator (code)	B5.1.4.1.1..	B5.1.4.1.2	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.
Performance Indicator	<ul style="list-style-type: none"> • Learners should retell a folktale of about five scenes and discuss the moral/values of it. • Learners should recognise the characters in the folktales. • Learners should narrate a story of about six to seven characters and recognise the characters, setting and stage. • Learners should perform a drama of about six to seven characters. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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

	<p>the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>be considered in turning a story into a drama.</p> <ul style="list-style-type: none"> • Direct learners to perform a drama piece with the story line. <p>Assessment: let learners perform a drama of about six to seven characters.</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

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SEMESTER ONE

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WEEK 3

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WEEK THREE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 4th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 31st January, 2022 1st February, 2022 2nd February, 2022 3rd February, 2022 4th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. STORY TELLING B. Word Families C. Nouns D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading	
Indicator (code)	B5.1.4.1.1 B5.6.1.1.1.	B5.2.3.1.1 B5.5.2.1.1.	B5.3.1.1.2. B5.4.3.1.1
Content standard (code)	B5.1.4.1. B5.6.1.1.	B5.2.3.1. B5.5.2.1.	B5.3.1.1. B5.4.3.1.
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		

		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 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: 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 Tell a story using the appropriate procedure or stages. With examples, guide learners to identify the beginning, middle and ending. Invite learners to retell story sequentially. <table><tr><td>Story Element:</td><td>What are the key details about this story?</td></tr><tr><td>Who is the main character?</td><td></td></tr><tr><td>What is the setting?</td><td></td></tr><tr><td>What event(s) happened</td><td></td></tr></table>	Story Element:	What are the key details about this story?	Who is the main character?		What is the setting?		What event(s) happened		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:
Story Element:	What are the key details about this story?										
Who is the main character?											
What is the setting?											
What event(s) happened											

		<table><tr><td>at the beginning of the story?</td><td></td></tr><tr><td>What event(s) happened at the middle of the story?</td><td></td></tr><tr><td>What event(s) happened at the end of the story?</td><td></td></tr></table> <p>Have learners take turns to comment on the story.</p> <p>Assessment: let learners take turns to comment on the story.</p>	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?		
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?									
Tuesday	<p>Matching game (reading words with digraphs activity)</p> <p>Learners in convenient groups.</p> <p>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</p> <p>Matching Table</p> <table><tr><td>Ch</td><td>chair</td><td>church</td><td>Child</td></tr></table>	Ch	chair	church	Child	<p>B.READING</p> <ul style="list-style-type: none">• 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.	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>		
Ch	chair	church	Child						

	<table border="1"> <tr> <td>Sh</td><td>Shirt</td><td>short</td><td>Ship</td></tr> <tr> <td>Gh</td><td>Ghana</td><td>ghost</td><td>Ghast</td></tr> </table> <p>Learners form meaningful sentences with the words for extra points</p> <ul style="list-style-type: none"> • <p>DEBRIEFING:</p> <ul style="list-style-type: none"> • How did you feel during the game? • What new words did you learn? • How does it feel to win? • What will you do next time to win? <p>Share lesson indicator and treat key words with learner .</p>	Sh	Shirt	short	Ship	Gh	Ghana	ghost	Ghast	<ul style="list-style-type: none"> • Learners in pairs identify more words from reading passages and make a list on a chart. Let each pair read the words. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify common minimal pairs from reading passages and make a list on a chart</p>	
Sh	Shirt	short	Ship								
Gh	Ghana	ghost	Ghast								
Wednesday	<p>Catch and pass (using nouns in speech and writing activity)</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p>	<p>C.GRAMMAR</p> <p>Singular and Plural (regular, irregular) nouns</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – Regular count nouns take s or es to form their plural. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>								

	<p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>– e.g. table – tables, chair – chairs – 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</p> <p>Plural nouns without plural markers</p> <ul style="list-style-type: none"> • Have learners discover the plural nouns without plural marker in context. E.g. The sheep are grazing outside. I met a lot of people at the party. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use nouns to form sentences</p>	
Thursday	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Put word cards on the table/floor/in a bowl. 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. S/he then picks the card and shows it to the class. 4. The class checks to see if the pupil's word is correct. 	<p>D.WRITING</p> <ul style="list-style-type: none"> • Put learners into small groups and assign each group a mode of writing <p>Examples of modes of writing.</p> <ol style="list-style-type: none"> i. Process ii. Narration iii. Description iv. Comparison v. Problem solution vi. Classification vii. Argument <ul style="list-style-type: none"> • Have learners study the sample text. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p>

	<p>5. The pupil with the correct number of words wins the game.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Guide them through appropriate questions to identify the: <ol style="list-style-type: none"> i. Mode of writing/types of essay ii. Purpose iii. Audience <p>Jumble the paragraphs and have learners in groups re-arrange the paragraphs into a coherent piece.</p> <ul style="list-style-type: none"> • 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. <p>Have learners read a text to identify the structure of each mode.</p> <p>Assessment: let learners choose one of the modes of writing, to write on</p>	<p>Independent Activity/ Homework:</p>
Friday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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. 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. <p>Assessment: Give learners unpunctuated sentences/texts to punctuate.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .		
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by : Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending: 4th February, 2022			Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes			Date : 31st January, 2022 1st February, 2022 2nd February, 2022 3rd February, 2022 4th February, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 2 2 of 2 1 of 3 2 of 3 3 of 3	
Strand : Number			Sub-strand : Counting, Representation & Cardinality	
Indicator (code)		B5.1.1.1.5	B5.1.1.1.6	
Content standard (code)		B5.1.1.1.	B5.1.1.1.	
Performance Indicator		<ul style="list-style-type: none">Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens.Learners can skip count forwards and backwards in 500s 1000s etc. up to and from 100,000		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Number lines • Place value chart , Number charts • Counter		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections

Monday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Learners round off numbers to the nearest 10,000, 1000 and 100. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>								
Tuesday	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p>	<p>2 Learners round up and round down to estimate sums and differences</p> <p>NB: To round down learners consider the smaller of the two approximated numbers, while round up considers the bigger of the two numbers. The table below may bring the meaning of these two concepts clearer</p> <table border="1"> <tr> <td>214765</td><td>Round up</td><td>Round down</td><td>Round off</td></tr> <tr> <td>to the nearest ten</td><td>214770</td><td>214760</td><td>214770</td></tr> </table>	214765	Round up	Round down	Round off	to the nearest ten	214770	214760	214770	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p>
214765	Round up	Round down	Round off								
to the nearest ten	214770	214760	214770								

	<p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<table border="1"> <tr> <td>to the nearest hundred</td><td>21480 0</td><td>21470 0</td><td>21480 0</td></tr> <tr> <td>to the nearest thousand</td><td>21500 0</td><td>21400 0</td><td>21500 0</td></tr> </table> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	to the nearest hundred	21480 0	21470 0	21480 0	to the nearest thousand	21500 0	21400 0	21500 0	<p>Independent Activity/ Homework:</p>
to the nearest hundred	21480 0	21470 0	21480 0								
to the nearest thousand	21500 0	21400 0	21500 0								
Wednesday	<ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 	<p>Put learners into convenient groups. A learner mention a number and another makes skip count in 500s or 1000s to include the fifth count. For instance.</p> <p>Learner 1: Shout out “15290” skip counting up in 500s Learner 2: 15790, 16290, 17290, 17790, 18290, etc. Learner 3; Shout out “31285” skip counting up in 1000s Learner 4; 32285, 33285, 34285, 35285, 36285....etc</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>								

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

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

WEEK THREE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 4th February, 2022			Class size:
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 31st January, 2022 3rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	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, smooth, opaque, transparent and bendable)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Material, Classification, soft, hard, rough, smooth, opaque, transparent and bendable.		
T. L .R. (s)	Metal sheets, straw, fabrics, paper, wood, ceramic artefacts, vessels, glass, clay, gravel, A4 sheets, blu tack, paper glue and pictures of these items.		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word	• Learners to collect and bring a variety of everyday materials from the home, school and community. Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>marbles (rough and smooth) chalk, crayon, pen and straw.</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners classify everyday materials based on their properties</p>	<p>Independent Activity/ Homework:</p>
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<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • Learners 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. <p>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.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify properties of a given material</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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		enable it to be used for making certain products,	
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WEEK THREE : LESSON PLAN

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 4th February, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st February, 2022 3rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B5.2.1.1.1	
Content standard (code)		B5.2.1.1.	
Performance Indicator		Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		barter, EFT, app, blacksmiths, tailors, craft, automated, irrigation, astronomy, accurate, smallpox, cataracts, terraces, diking, transplanting, diagnose, security system, generation, archaeological, inhabite	
T. L .R. (s)		Images and videos showing the comparison between trading, types of work and technology	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	Visit ancient sites and museums Differentiated learning Ask stronger learners to answer some questions	What have we learnt today?

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

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	Share lesson indicator and treat key words with learner .	Assessment: let learners compare life today to life in ancient days.	
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WEEK THREE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 4th February, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st February, 2022 3rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)		B5.1.2.1.1.	
Content standard (code)		B5.1.2.1.	
Performance Indicator		Learners can describe changes that occur during adolescence	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		adolescence, Irritate, excitement, attachment, adventurous, menstruation, acquisition, pubic hair, ovulation, enlargement	
T. L .R. (s)		pictures, Video clips, posters, films, computer, charts, Internet,	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word	Learners brainstorm on the SEMESTER, Adolescence e.g. Young people are people within the ages 10 -24 and the adolescent falls within this group. Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968).	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

WEEK THREE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 4th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 4th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B5.1.2.1.1		
Content standard (code)	B5.1.2.1.		
Performance Indicator	Learners can roll ball using a stick through obstacles (arranged cones)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Arrange ten cones in a straight form and zigzag. Learners roll balls through in turns. As learners move, the teacher checks their movements, control of the balls with the stick and gives corrective feedback for correct mastery of skill. Learners are allowed to progress at their own pace during practice. Organise competition for learners. End the lesson with cool down activities and use questions to summarise the lesson.	What have we learnt today? Use answers to summarise the lesson.

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WEEK THREE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 4th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 4th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B5.1.1.1.2:		
Content standard (code)		B5.1.1.1.		
Performance Indicator		Learners can state the qualities of God that humankind should demonstrate.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	• Let learners 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	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 10th September, 2021			Class size:		
Day : Wednesday, 60 minutes , 60 minutes			Date : 8th September, 2021		
Period : 2			Lesson : 1 of 1		
Strand : Introduction to computing			Sub-strand : Generation of computers and parts of a computer and other gadgets		
Indicator (code)		B5.1.1.1.5		B5.1.1.1.6	
Content standard (code)		B5.1.1.1.		B5.1.1.1.	
Performance Indicator		<ul style="list-style-type: none">• Learners can identify home row keys, top row, bottom row keys, numerical pad and type (short sentences).• Learners can summarise the generation of computers.			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Laptop			
Ref:		Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:		Guide learners to type using top row keys (Q, W, E, R, and T keys for the left-hand and Y, U, I, O, and P keys for the right-hand), bottom row keys (Z, X, C, V, and B keys for the left-hand and N, M, comma, period, and forward slash keys for the right-hand), numerical pad (1, 2, 3, ...9. etc.) and type an essay (50 words) using Word Processor or typing tutorial		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 4th February, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 31st January, 2022 2nd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Visual arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)		B5 1.2.2.1	
Content standard (code)		B5 1.2.2.	
Performance Indicator		Learners can experiment with available relevant visual arts media and methods to create own visual artworks that reflect the physical and social environments of some African communities	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: 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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>physical and social environments of some African communities using appropriate methods and skills: e.g.</p> <ul style="list-style-type: none"> - clay, plasticine, papier mâché (paper pulp), etc. for modelling and casting; - straw, yarn, paper, etc. for weaving; - odds and ends for constructing and assembling; - brushes and paint for painting; <p>☑ discuss and share their experiences through jury and peer review;</p> <p>☑ use available materials in the environment to make artworks similar to the works studied;</p> <p>☑ discuss and compare their artworks to the artworks studied.</p> <p>Assessment: let learners create own visual artworks that reflect the physical and social environments of some African communities</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.</p> <p>Repeat for all the key words</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> explore the local environment to select available materials and tools that are good for making artworks <p>☑ study and experiment with available materials and tools to create simple artworks that reflect the</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>physical and social environments of some African communities using appropriate methods and skills: e.g.</p> <ul style="list-style-type: none"> - craft tools for perforating, shaping and punching; - folding and shaping paper to make origami and quilling; - spatula and scooping tools for modelling; - needle for sewing, etc. <p>☐ discuss and share their experiences through jury and peer review;</p> <p>☐ use available materials in the environment to make artworks similar to the works studied;</p> <p>☐ discuss and compare their artworks to the artworks studied.</p> <p>Assessment: let learners create own visual artworks that reflect the physical and social environments of some African communities</p>	<p>Independent Activity/ Homework:</p>
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Vetted by :

Signature:

Date :

WEEK THREE : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter Sound Knowledge	
Indicator (code)	B5.2.4.1.1	B5.2.4.1.2	B5.2.4.1.3
Content standard (code)	B5.2.4.1.	B5.2.4.1.	B5.2.4.1.
Performance Indicator	<ul style="list-style-type: none"> • 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from	<ul style="list-style-type: none"> • Ask learners to mention some sounds of the letters of the alphabet. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify words with familiar sounds..</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p>	<ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p>

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

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners use some of the words to form sentences orally. <p>Assessment: let learners blend two or more syllables to form words and read them</p>	
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Vetted by : Signature: Date :

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SEMESTER ONE

BASIC FIVE

WEEK 4

NANA FIIFI ACQUAH SCH

WEEK FOUR : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 11th February, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Dramatization and Role Play B. Diphthongs C. DeSEMESTERiners D. Paragraph Development E. Using Punctuation 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 or role-play parts/whole of stories B. Learners can use closing diphthongs, e.g. /aʊ/, /eʊ/to make meaningful sentences C. Learners can identify and use indefinite and definite articles “a” and “an” to refer to a person, animal, event, time or objects in general D. Learners can identify the main idea and minor ideas/supporting details in a paragraph 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 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: 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 <ul style="list-style-type: none">• 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:

<p>Tuesday</p>	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner. <p>DEBRIEFING</p> <p>What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Revise the activity on minimal pairs words. Let learners pick partners, think-pair-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. /eŪ/ - go, no, boat, load etc. /aŪ/ - 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. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use closing diphthongs, e.g. /aŪ/, /eŪ/to make meaningful sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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<p>Wednesday</p>	<p>Catch and pass (using nouns in speech and writing activity)</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Provide an appropriate text containing abstract, concrete nouns. • Revise the lesson on nouns. Use the same text to introduce definite, indefinites and zero articles. Guide learners with examples to list the articles in the passage. • Help learners to form sentences using the articles. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use indefinite and definite articles “a” and “an” to form sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Display a Model Paragraph, e.g. The children of Boti go to 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 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who</p>

	<p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING</p> <p>How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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.</p> <ul style="list-style-type: none"> • Have learners read it (or read it to them). Have them do Think-Pair-Share and answer the questions: <ol style="list-style-type: none"> What is this paragraph about? 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. <p>Assessment: let learners identify the main idea and minor ideas/supporting details in a paragraph</p>	<p>really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Friday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points on each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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. 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 learners unpunctuated sentences/texts to punctuate. <p>Assessment: Give learners unpunctuated sentences/texts to punctuate.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? 	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

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WEEK FOUR : LESSON PLAN

SUBJECT: Mathematics

CLASS: FIVE

Week Ending: 11th February, 2022			Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 2 2 of 2 1 of 3 2 of 3 3 of 3	
Strand : Number		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B5.1.1.2.1		B5.1.1.2.2
Content standard (code)	B5.1.1.2.		B5.1.1.2.
Performance Indicator	<ul style="list-style-type: none">Learners can recognize roman Numerals system up to C (i.e. 100)Learners can count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Roman numeral chart	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	1. Learners write numbers on a ball using a marker.	Display roman numeral charts (1-100) arranged in sequential order and lead	What new things have you learned today?

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

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

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

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

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WEEK FOUR : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 11th February, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 7th February, 2022 10th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : MATERIALS	
Indicator (code)		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, smooth, opaque, transparent and bendable)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Material, Classification, soft, hard, rough, smooth, opaque, transparent and bendable.		
T. L .R. (s)		Metal sheets, straw, fabrics, paper, wood, ceramic artefacts, vessels, glass, clay, gravel, A4 sheets, blu tack, paper glue and pictures of these items.		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word	• Learners to collect and bring a variety of everyday materials from the home, school and community. Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples, marbles (rough and smooth) chalk, crayon, pen and straw.		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got

	<p>is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • Learners 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. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners classify everyday materials based on their properties</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you</p>	<ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p>

	<p>write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>moulded without breaking. Raffia palm is used in basketry because it can bend easily.</p> <ul style="list-style-type: none"> • Learners work in groups to classify different materials based on various similarities and differences. <p>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.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify properties of a given material enable it to be used for making certain products,</p>	<p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK FOUR : LESSON PLAN

SUBJECT: HISTORY

CLASS: FIVE

Week: 11th February, 2022		Class size:	
Day : Tuesday, 60 minutes Ending Thursday, 60 minutes		Date : 8th February, 2022 10th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B5.2.1.1.2	
Content standard (code)		B5.2.1.1.	
Performance Indicator		Learners can describe some ancient towns in Ghana.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		evidence, archaeological finds, microliths, settlement, harpoons, migrated, founded, trans-Saharan, archaeologists, conquering	
T. L .R. (s)		Images and videos showing some ancient towns in Ghan	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	1. List some ancient towns and places in Ghana (Begho, Bono-Manso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya). 2. Locate some of these towns and places on a map of Ghana.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners locate some of these towns and places on a map of Ghana</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week: 11th February, 2022		Class size:	
Day : Tuesday, 60 minutes Ending Thursday, 60 minutes		Date : 8th February, 2022 10th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)	B5.1.3.1.1.		
Content standard (code)	B5.1.3.1.		
Performance Indicator	Learners can explain the need to be a committed member of the family		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Behaviours, attitude, committed, obedience, responsibility, climax, pavement		
T. L .R. (s)	Pictures, Video clips, Charts. posters, films, computer, Internet,		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word	Learners mention behaviours and attitudes needed to be a committed family member e.g. taking part in family activities, obedience to elders of the family, respect for family members, accepting responsibility (performing assigned duties), taking initiatives, helping needy relatives, be present at family	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

	<p>is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners explain the need to be a committed member of the family</p>	<p>Independent Activity/ Homework:</p>
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WEEK FOUR : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 11th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 11th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B5.1.2.1.2		
Content standard (code)	B5.1.2.1.		
Performance Indicator	Learners can perform simple small-group balance stunts by distributing weight and base of support		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learner stands straight and hold on to another person. Rise up and move as high as possible and distribute body weight on toes. Organise competition for learners and use time declare winners based on how long it takes a member of the group loses a balance. End the lesson with cool down activities and use questions to summarise 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:

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WEEK FOUR : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 11th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 11th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B5.1.1.1.2:		
Content standard (code)		B5.1.1.1.		
Performance Indicator		Learners can state how they can use their God-given unique qualities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	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?	• Let learners, in pairs or in groups, discuss how they can use their God-given unique qualities: - Serve God and humankind, - Protect and preserve the environment, - Live together in harmony, - Contribute to development, etc.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners present their work for appreciation and discussion in class <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners state how they can use their God-given unique qualities</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 18th February, 2022			Class size:		
Day : Wednesday, 60 minutes			Date : 16th February, 2022		
Period : 2			Lesson : 1 of 1		
Strand : INTRODUCTION TO COMPUTING			Sub-strand : INTRODUCTION TO MS-WINDOWS INTERFACE		
Indicator (code)		B5.1.1.1.1.	B5.1.2.1.2	B5.1.2.1.3	
Content standard (code)		B5.1.1.1.	B5.1.2.1.	B5.1.2.1.	
Performance Indicator		<ul style="list-style-type: none">Learners can list the features of Windows InterfaceLearners 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.			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		pin, taskbar, image, icon, drawing pin, taskbar, image, icon, drawing, desktop background, customise, Start menu			
T. L .R. (s)		Laptop			
Ref:		Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Wednesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT	Guide learners to list the features (i.e. Start Menu Returns, Cortana on Desktop, Xbox App, Project Spartan Browser, etc.) and compatibility issues of Windows 10. Do		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>this by using leading questions, or any other method.</p> <p>Guide learners to create their own background picture using any application (e.g. paints). Guide them to use it as background picture.</p> <p>Guide learners to identify and use task bar, start menu, etc.</p> <p>Assessment: Let learners create their own background picture using any application</p>	<p>Independent Activity/ Homework:</p>
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WEEK FOUR : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 11th February, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 7th February, 2022 9th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B5 2.2.2.1		
Content standard (code)	B5 2.2.2.		
Performance Indicator	Learners can Experiment with available relevant performing arts media and techniques to create own performing artworks that reflect the history and culture of the people 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 curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Learners are to: ☐ explore the local environment to select available instruments, equipment, sounds, melody, rhythms, movement patterns that are good for composing/arranging and performing music, dance, drama, poems, appellations, etc.; ☐ experiment with the available instruments, equipment, 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 ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>movement patterns, melody, etc. to perform some of the compositions of the Ghanaian artists studied that reflect the history and culture of the people of Africa;</p> <p>☑ discuss and share their experiences through peer review</p> <p>Assessment: let learners create own performing artworks that reflect the history and culture of the people of Africa</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? 	<p>Learners are to:</p> <p>☑ explore the local environment to select available instruments, equipment, sounds, melody, rhythms, movement patterns that are good for composing/arranging and performing music, dance, drama, poems, appellations, etc.;</p> <p>☑ experiment with the available instruments, equipment, sounds, movement patterns, melody, etc. to perform some of the compositions of the Ghanaian artists studied that reflect the history and culture of the people of Africa;</p> <p>☑ discuss and share their experiences through peer review</p> <p>Assessment: let learners create own performing artworks that</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

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WEEK FOUR : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter Sound Knowledge Vocabulary (Sight and content vocabulary)	
Indicator (code)	B4.2.4.1.4 B5.2.5.1.1		
Content standard (code)	B4.2.4.1. B5.2.5.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should recognise and say consonant clusters in words found in paragraphs Learners should read paragraphs of passages aloud with correct pronunciation and tone. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask	<ul style="list-style-type: none"> Let learners mention some words and write the words on the board. Discuss the words on the board and bring out 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

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

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

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>paragraphs aloud with correct pronunciation and tone.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone.</p>	
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Vetted by : Signature: Date :

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC FIVE

WEEK 5

NANA FIIFI ACQUAH SCH

WEEK FIVE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 18th February, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th February, 2022 15th February, 2022 16th February, 2022 17th February, 2022 18th February, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Dramatization and Role Play B. Blends and Consonant Clusters C. DeSEMESTERiners D. Writing as a Process E. Naming Words/Nouns 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. 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.	

		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		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
T. L .R. (s)			
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	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 • 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	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

<p>Tuesday</p>	<p>Matching game (reading words with digraphs activity)</p> <p>Learners in convenient groups.</p> <p>Learners pick folded sheets that contain words that have digraphs for their team members. (E.g. church, child)</p> <p>Learners match the words to the digraphs in the table within a given time</p> <p>Matching Table</p> <table border="1" data-bbox="253 716 638 951"> <tr> <td>Ch</td><td>chair</td><td>church</td><td>Child</td></tr> <tr> <td>Sh</td><td>Shirt</td><td>short</td><td>Ship</td></tr> <tr> <td>Gh</td><td>Ghana</td><td>ghost</td><td>Ghastly</td></tr> </table> <p>Learners form meaningful sentences with the words for extra points</p> <ul style="list-style-type: none"> • <p>DEBRIEFING:</p> <ul style="list-style-type: none"> • How did you feel during the game? • What new words did you learn? • How does it feel to win? • What will you do next time to win? <p>Share lesson indicator and treat key words with learner .</p>	Ch	chair	church	Child	Sh	Shirt	short	Ship	Gh	Ghana	ghost	Ghastly	<p>B.READING</p> <ul style="list-style-type: none"> • 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 <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners read sentences and pick out the two-syllable words with consonant blends</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Ch	chair	church	Child												
Sh	Shirt	short	Ship												
Gh	Ghana	ghost	Ghastly												
<p>Wednesday</p>	<p>Roll the Dice (Vocabulary development activity)</p> <p>Learners in convenient groups.</p> <p>E.g Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Introduce other types of deSEMESTERiners like each, both, and all. • Let learners read the sentences containing these deSEMESTERiners and explain the sentences. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to</p>												

	<p>A learner a group rolls a dice.</p> <p>The group members then use their selected word to respond to one of the following based on the number from the dice:</p> <p>1= Define the word. 2= Use I in a sentence. 3= Say a synonym for the word. 4= Say an antonym for the word. 5= Draw a picture example (on scratch paper or whiteboards) 6= Act it out</p> <p>DEBRIEFING What did you enjoy about this game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Provide a text and let learners identify the deSEMASTERiners in a group activity. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify the deSEMASTERiners in a given text</p>	<p>show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points for each correct sentence they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Scaffold the writing process. <p>i. Pre-writing</p> <ul style="list-style-type: none"> • Have learners select and discuss 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. <p>e.g. line diagram</p> <p>Poor sanitation</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <p>How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>What is poor sanitation, causes/effects, solution</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners select a topic of choice on issues in their community and write about it</p>	
Friday	<p>Catch and pass (using nouns in speech and writing activity)</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a</p>	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Introduce quantities and units in context. E.g. – Please, give me <u>a piece of paper</u>. I have <u>a pair of trousers</u></p> <p>Assessment: let learners use nouns or noun phrases in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

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 5		
2			2 of 5		
2			3 of 5		
2			4 of 5		
2			5 of 5		
Strand : Number			Sub-strand : Fractions		
Indicator (code)		B5.1.3.1.1			
Content standard (code)		B5.1.3.1.			
Performance Indicator		• Learners can determine equivalent fractions of given fractions			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Fraction strips • Various counters • Various fraction models			
Ref:		Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Monday	1. Learners form convenient groups and each group is given an even number of	To compare, add or subtract the fractions, $\frac{3}{4}$, $\frac{5}{6}$ and $\frac{7}{10}$, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. Use the prime factorising		What new things have you learned today? Learning progress voting: Ask learners to show by	

	<p>bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>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.]</p> <p>$24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are prime factors of 24</p> <table border="1" data-bbox="597 682 974 856"> <tr> <td>2</td><td>4</td><td>6</td><td>10</td></tr> <tr> <td>2</td><td>2</td><td>3</td><td>5</td></tr> <tr> <td>3</td><td>1</td><td>3</td><td>5</td></tr> <tr> <td>5</td><td>1</td><td>1</td><td>5</td></tr> <tr> <td></td><td>1</td><td>1</td><td>1</td></tr> </table> <p>The product of each prime factor which divided any of the numbers is the LCM</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	2	4	6	10	2	2	3	5	3	1	3	5	5	1	1	5		1	1	1	<p>their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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2	2	3	5																				
3	1	3	5																				
5	1	1	5																				
	1	1	1																				

<p>Tuesday</p>	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game.</p> <p>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?</p> <p>Share lesson indicator and</p>	<p>To compare, add or subtract the fractions, $\frac{3}{4}$, $\frac{5}{6}$ and $\frac{7}{10}$, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. Use the prime factorising strategy to determine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions. $\frac{3}{4} = \frac{?}{36}$; $\frac{5}{6} = \frac{??}{36}$; and $\frac{7}{10} = \frac{???}{36}$. [To obtain the numerators, determine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]</p> <p>$24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are prime factors of 24</p> <table border="1" data-bbox="592 913 901 1081"> <tr> <td>2</td><td>4</td><td>6</td><td>10</td></tr> <tr> <td>2</td><td>2</td><td>3</td><td>5</td></tr> <tr> <td>3</td><td>1</td><td>3</td><td>5</td></tr> <tr> <td>5</td><td>1</td><td>1</td><td>5</td></tr> <tr> <td></td><td>1</td><td>1</td><td>1</td></tr> </table> <p>The product of each prime factor which divided any of the numbers is the LCM</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	2	4	6	10	2	2	3	5	3	1	3	5	5	1	1	5		1	1	1	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Wednesday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally</p>	<p>To compare, add or subtract the fractions, $\frac{3}{4}$, $\frac{5}{6}$ and $\frac{7}{10}$, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. Use the prime factorising strategy to determine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions.</p> <p>$\frac{3}{4} = \frac{?}{36}$; $\frac{5}{6} = \frac{??}{36}$; and $\frac{7}{10} = \frac{???}{36}$.</p> <p>[To obtain the numerators, determine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]</p> <p>$24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are prime factors of 24</p> <table border="1"> <tr> <td>2</td><td>4</td><td>6</td><td>10</td></tr> <tr> <td>2</td><td>2</td><td>3</td><td>5</td></tr> <tr> <td>3</td><td>1</td><td>3</td><td>5</td></tr> <tr> <td>5</td><td>1</td><td>1</td><td>5</td></tr> <tr> <td></td><td>1</td><td>1</td><td>1</td></tr> </table> <p>The product of each prime factor which divided any of the numbers is the LCM</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	2	4	6	10	2	2	3	5	3	1	3	5	5	1	1	5		1	1	1	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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	1	1	1																				

	<p>with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>																					
Thursday	<ol style="list-style-type: none"> 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. 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. Learners play in turns and record their findings. the group to get the fraction which represent half of a whole wins the game. <p>DEBRIEFING</p> <ol style="list-style-type: none"> How did you find the activity? What made it so? 	<p>To compare, add or subtract the fractions, $\frac{3}{4}$, $\frac{5}{6}$ and $\frac{7}{10}$, 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.</p> <p>$\frac{3}{4} = \frac{?}{36}$; $\frac{5}{6} = \frac{??}{36}$; and $\frac{7}{10} = \frac{???}{36}$.</p> <p>[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.]</p> <p>$24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are prime factors of 24</p> <table border="1"> <tr> <td>2</td><td>4</td><td>6</td><td>10</td></tr> <tr> <td>2</td><td>2</td><td>3</td><td>5</td></tr> <tr> <td>3</td><td>1</td><td>3</td><td>5</td></tr> <tr> <td>5</td><td>1</td><td>1</td><td>5</td></tr> <tr> <td></td><td>1</td><td>1</td><td>1</td></tr> </table> <p>The product of each prime factor which divided any of the numbers is the LCM</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	2	4	6	10	2	2	3	5	3	1	3	5	5	1	1	5		1	1	1	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
2	4	6	10																				
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	<p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>																					
Friday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p>	<p>To compare, add or subtract the fractions, $\frac{3}{4}$, $\frac{5}{6}$ and $\frac{7}{10}$, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. Use the prime factorising strategy to determine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions.</p> <p>$\frac{3}{4} = \frac{?}{36}$; $\frac{5}{6} = \frac{??}{36}$; and $\frac{7}{10} = \frac{???}{36}$.</p> <p>[To obtain the numerators, determine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]</p> <p>$24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are prime factors of 24</p> <table border="1"> <tr> <td>2</td><td>4</td><td>6</td><td>10</td></tr> <tr> <td>2</td><td>2</td><td>3</td><td>5</td></tr> <tr> <td>3</td><td>1</td><td>3</td><td>5</td></tr> <tr> <td>5</td><td>1</td><td>1</td><td>5</td></tr> <tr> <td></td><td>1</td><td>1</td><td>1</td></tr> </table> <p>The product of each prime factor which divided any of the numbers is the LCM</p> <p>Differentiated learning</p>	2	4	6	10	2	2	3	5	3	1	3	5	5	1	1	5		1	1	1	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
2	4	6	10																				
2	2	3	5																				
3	1	3	5																				
5	1	1	5																				
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	<p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
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Vetted by : Signature: Date :

WEEK FIVE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 18th February, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 14th February, 2022 17th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : MATERIALS	
Indicator (code)		B5.1.2.2.1		
Content standard (code)		B5.1.2.2.		
Performance Indicator		Learners can know that some changes are reversible, while others cannot be reversed		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday	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 paper, melting of plastics,		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>paper, melting of plastics, burning of paper, burning of wood, etc.).</p> <ul style="list-style-type: none"> • 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. <p>NB: Hazardous chemicals and solutions should not be used.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain why changes are reversible, while others cannot be reversed</p>	<p>Independent Activity/ Homework:</p>
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WEEK FIVE : LESSON PLAN

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 18th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 15th February, 2022 17th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana			Sub-strand : The People Of Ghana	
Indicator (code)		B5.2.1.1.2		
Content standard (code)		B5.2.1.1.		
Performance Indicator		Learners can describe some ancient towns in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		evidence, archaeological finds, microliths, settlement, harpoons, migrated, founded, trans-Saharan, archaeologists, conquering		
T. L .R. (s)		Images and videos showing some ancient towns in Ghana		
Ref:		History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	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	Show and discuss a documentary/pictures of some of these towns and places. 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:	

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

WEEK FIVE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 18th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 15th February, 2022 17th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : Home and School	
Indicator (code)		B5.1.4.1.1		
Content standard (code)		B5.1.4.1.		
Performance Indicator		Learners can talk about the benefits of belonging to good peer groups		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Behaviours, attitude, committed, obedience, responsibility, respect,		
T. L .R. (s)		Pictures, Video clips, Charts. posters, films, computer, Internet,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Learners discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre marital sex</p> <p>Assessment: Let learners write the benefits of belonging to good peer groups</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? 	<p>Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following:</p> <ol style="list-style-type: none"> drink alcohol take drugs have pre marital sex <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

WEEK FIVE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 18th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 18th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B5 1.2.1.3:		
Content standard (code)	B5 1.2.1.		
Performance Indicator	Learners can change direction quickly while walking with an 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	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	After general and specific warm ups, learners stand with balls in front. Learners dribble through the obstacles while maintaining their balance, agility in turns and progress at their own pace. Put learners in groups to compete	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 18th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 18th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B5.1.1.1.3		
Content standard (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 Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	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?	• Let learners give reasons why they should maintain their God-given form and colour: God has a purpose for creating everybody as they are. No one creates himself or herself.Our bodies serve as the Temple of God. • Let learners discuss possible purposes for which each one is created in a unique form. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 18th February, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 16th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Introduction to computing			Sub-strand : Introduction to MS-Windows Interface	
Indicator (code)		B5.1.2.1.4		B5.1.2.1.5
Content standard (code)		B5.1.2.1.		B5.1.2.1.
Performance Indicator		<ul style="list-style-type: none">Learners can describe how to Personalise the Desktop Background usingLearners can create a short cut, adding or removing common icons on the desktop.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Laptop		
Ref:		Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Wednesday	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 customize the Start Menu and the Notification Area Guide learners to create shortcuts of icons on the computers' desktop	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners describe how to create a short cut, adding or removing common icons on the desktop.</p>	
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Date :

WEEK FIVE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 18th February, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 14th February, 2022 16th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Visual Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)		B5 1.2.3.1	
Content standard (code)		B5 1.2.3.	
Performance Indicator		Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people 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 curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	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 2-dimensional and 3-dimensional artworks based on own ideas and experiences;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;</p> <p>☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:</p> <p>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)</p> <p>b) tools and equipment: e.g.</p> <ul style="list-style-type: none"> - 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. <p>c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
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<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ 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 2-dimensional 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: <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> - 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 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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		<p>finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</p> <p>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</p>	
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WEEK FIVE : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B5.3.1.1.1 B5.3.1.1.2		
Content standard (code)	B5.3.1.1. B5.3.1.1.		
Performance Indicator	<ul style="list-style-type: none"> 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 and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Let learners write a sentences on the board and in their books. Go round and check the sentences written to see if full stops are at the ends. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

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

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

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

BASIC FIVE

WEEK 6

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WEEK SIX : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 25th February, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st February, 2022 22nd February, 2022 23rd February, 2022 24th February, 2022 25th February, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. DeSEMESTERiners D. Writing as a Process E. Naming Words/Nouns 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	

		<p>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</p> <p>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</p> <p>E. Learners can identify and use nouns or noun phrases to refer to quantities or units.</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>“Pick and Read”</p> <ul style="list-style-type: none">•Learners in convenient groups.•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none">• Discuss some important personalities in the community,• Ask pupils to mention the regions in the country.• In groups, have learners talk about important places in in each region.• Have groups read their findings to the class.• Encourage the class to ask questions for clarification of ideas• Discuss with learners the importance of appropriate posture and facial expression in conversation.	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>another group for a bonus point.</p> <p>DEBRIEFING:</p> <ol style="list-style-type: none"> 1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression? <p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>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</p>	
Tuesday	<p>Roll the Dice (Vocabulary development activity)</p> <p>Learners in convenient groups. E.g Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g</p> <p>A learner a group rolls a dice.</p> <p>The group members then use their selected word to respond to one of the following based on the number from the dice:</p> <ol style="list-style-type: none"> 1= Define the word. 2= Use I in a sentence. 3= Say a synonym for the word. 4= Say an antonym for the word. 5= Draw a picture example (on scratch paper or whiteboards) 6= Act it out <p>DEBRIEFING</p>	<p>B.READING</p> <p>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.</p> <ul style="list-style-type: none"> • 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 verbs. 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

	<p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>Assessment: let learners use the quantifiers in sentences</p>	
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING</p> <p>Put learners into groups to develop their ideas in B5.4.9.1.1 into a three-paragraph draft.</p> <p>Assessment: let learners develop ideas into a two-paragraph draft</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Friday	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Introduce quantities and units in context. E.g. – Please, give me <u>a piece of paper</u>. I have <u>a pair of trousers</u></p> <p>Assessment: let learners use nouns or noun phrases in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Have learners read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3</p>

	<p>DEBRIEFING</p> <p>1. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p> <p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	<p>or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK SIX : LESSON PLAN

SUBJECT: MATHEMATICS

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 5		
2			2 of 5		
2			3 of 5		
2			4 of 5		
2			5 of 5		
Strand : Number		Sub-strand : Fractions			
Indicator (code)		B5.1.3.1.2			
Content standard (code)		B5.1.3.1.			
Performance Indicator		• Learners can compare and order fractions			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		• Fraction strips • Various counters • Various fraction model			
Ref:		Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Monday	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.	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?		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3	

	<p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>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.</p> <p>LCD for $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ is 12; hence $\frac{3}{4} = \frac{9}{12}$, $\frac{2}{3} = \frac{8}{12}$, $\frac{5}{6} = \frac{10}{12}$</p> <p>$\therefore$ the order is $\frac{5}{6}, \frac{3}{4}, \frac{2}{3}$</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 	<p>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 $3/4$ or $2/3$? 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.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>LCD for $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;</p> <p>hence $\frac{3}{4} = \frac{9}{12}$, $\frac{2}{3} = \frac{8}{12}$, $\frac{5}{6} = \frac{10}{12}$</p> <p>$\therefore$ the order is $\frac{5}{6}, \frac{3}{4}, \frac{2}{3}$</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
Wednesd ay	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. 	<p>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, $\frac{5}{6}$ and $\frac{3}{4}$ or $\frac{2}{3}$? E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. $\frac{5}{6} = 0.83$, $\frac{3}{4} = 0.75$, and $\frac{2}{3} = 0.66$, and compare.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>LCD for $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;</p> <p>hence $\frac{3}{4} = \frac{9}{12}$, $\frac{2}{3} = \frac{8}{12}$, $\frac{5}{6} = \frac{10}{12}$</p> <p>$\therefore$ the order is $\frac{3}{4}$, $\frac{2}{3}$, $\frac{5}{6}$</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
Thursday	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. 	<p>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, $\frac{5}{6}$ and $\frac{3}{4}$ or $\frac{2}{3}$? E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. $\frac{5}{6} = 0.83$, $\frac{3}{4} = 0.75$, and $\frac{2}{3} = 0.66$, and compare.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p> $\text{LCD for } \frac{3}{4}, \frac{2}{3} \text{ and } \frac{5}{6} \text{ is } 12;$ $\text{hence } \frac{3}{4} = \frac{9}{12}, \frac{2}{3} = \frac{8}{12}, \frac{5}{6} = \frac{10}{12}$ $\therefore \text{ the order is } \frac{3}{4}, \frac{2}{3}, \frac{5}{6}$ </p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
Friday	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. <p>DEBRIEFING</p>	<p>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, $\frac{5}{6}$ and $\frac{3}{4}$ or $\frac{2}{3}$? E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. $\frac{5}{6} = 0.83$, $\frac{3}{4} = 0.75$, and $\frac{2}{3} = 0.66$, and compare.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>LCD for $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;</p> <p>hence $\frac{3}{4} = \frac{9}{12}$, $\frac{2}{3} = \frac{8}{12}$, $\frac{5}{6} = \frac{10}{12}$</p> <p>$\therefore$ the order is $\frac{5}{6}, \frac{3}{4}, \frac{2}{3}$</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
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Vetted by : Signature: Date :

WEEK SIX : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 25th February, 2022			Class size:
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 21st February, 2022 24th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B5.1.2.3.1		
Content standard (code)	B5.1.2.3.		
Performance Indicator	Learners can demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none">• Display some solid and liquid substances for learners to observe, e.g. water, common salt, vinegar, sugar, sand, cooking oil and soft drinks.• Put learners in groups and ask them to add each of the substances to a separate quantity of water whilst stirring and observe what happens.• Learners describe the material combinations they have produced, i.e. as solid-liquid mixture, liquid-liquid mixture or a solution.	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners 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. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the formation of mixtures (solid-liquid and liquid-liquid mixtures)</p>	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<ul style="list-style-type: none"> • 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. <p>Project: Separation of solid- liquid mixture</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners separate a mixture of sand and water using appropriate materials.</p> <p>NB: An improvised separation equipment can be used to effectively separate various mixtures</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK SIX : LESSON PLAN

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 25th February, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd February, 2022 24th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B5.2.5.1.1		
Content standard (code)	B5.2.5.1.		
Performance Indicator	Learners can name Ghanaians who have made significant contribution locally and internationally		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	qualifications, fluent, anthropology, publicity, centrist, federalist, unification, diplomat, food security, playwright, passionate, physicist, architect, flagship, cardiothoracic, cardiovascular, amateur, highlife		
T. L .R. (s)	pictures, posters or the internet to identify Ghanaians who have made important		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	1. Use pictures, posters or the internet to identify Ghanaian who have made important contributions locally and internationally. 2. Match these personalities with areas of specialty e.g. Dr R.E.G Armattoe (Science and Medicine), Kofi Annan	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>(international diplomacy), Osibisa (popular music), El Anatsui (sculptor), David Adjaye (Architect), Ozwald Boateng (fashion), Efua Sutherland (playwright), Prof Francis Allotey (science and History), Prof Akua Kuenyehia (law), Prof. Frimpong Boateng (Surgeon), Abedi Ayew 'Pele' (Football), Azumah Nelson (Boxing) etc.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners name Ghanaians who have made significant contribution locally and internationally</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the</p>	<p>Show photographs/ documentary of significant individuals</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners name Ghanaians who have made significant contribution locally and internationally</p>	<p>Independent Activity/ Homework:</p>
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WEEK SIX : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 25th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 22nd February, 2022 24th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US			Sub-strand : The Environment and the Weather	
Indicator (code)		B5.2.1.1.1.		
Content standard (code)		B5.2.1.1.		
Performance Indicator		Learners can record human activities that cause over concentration of greenhouse gases and climate change		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Climate, adaptation, emission, greenhouse, atmosphere, globe, deforestation, pollution.		
T. L .R. (s)		posters, Pictures, Video clips, charts, computer,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners explain climate change and human adaptations. Learner list human activities in their community that contribute to the emission of greenhouse gases e.g. deforestation, application of fertilizers, smoke from	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners dangers describe how the atmosphere can be preserved for the provision of quality air</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 25th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 25th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B5.1.2.1.4		
Content standard (code)	B5.1.2.1.		
Performance Indicator	Learners can striking a dropping light ball upward and forward to a teammate using the hands or feet.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After warm ups as usual, learners are grouped in pairs with a ball. Learners toss balls and swing their feet from behind to strike the ball to a partner at appropriate distance. Partners strike the ball back to continue the rally. Group can be striking balls light ball like volleyballs with their hands and strike heavy balls like footballs with their foot to prevent injuries. Learners continue with the process when the ball drops. Supervise and give support to learners. Organise mini football and volley competition. End lesson with cool down activities.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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WEEK SIX : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 25th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 25th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B5.1.1.1.3		
Content standard (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 Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	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.Weshould avoid bleaching the skin. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe how to maintain their God-given form and colour</p>	
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SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 25th February, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 23rd February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Introduction to computing		Sub-strand: Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	
Indicator (code)	B5.1.2.1.6		B5.1.2.1.7
Content standard (code)	B5.1.2.1.		B5.1.2.1.
Performance Indicator	<ul style="list-style-type: none">Learners can move, copy and paste a file or icon into and from a folder on the desktop.Learners can demonstrate understanding of the File Explorer window and locations of the computer through the file explorer.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:		Computing curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Guide learners to copy and paste a file or icon into and from a folder on the desktop. Guide learners to use the file explorer to locate files. NB: This is to help the learner with the fundamental skills of creativity in computing and Computer Science.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners describe how to use the file explorer to locate files.</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK SIX : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 25th February, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 21st February, 2022 23rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B5 2.2.3.1		
Content standard (code)	B5 2.2.3.		
Performance Indicator	Learners can create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people 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 curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	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;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or

	<p>HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ make own compositions based on reflective memory of the history and culture of a selected group of Africans;</p> <p>☑ produce music, dance, drama etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate:</p> <p>a) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props);</p> <p>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);</p> <p>c) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production.</p> <p>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</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess</p>	<p>Learners are to:</p> <p>☑ 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;</p> <p>☑ make own compositions based on reflective memory of the history and culture of a selected group of Africans;</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>produce music, dance, drama etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate:</p> <p>a) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props);</p> <p>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);</p> <p>c) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production.</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK SIX : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Narrative Writing	
Indicator (code)	B5.4.1.1.1	B5.4.1.1.2	B5.4.1.1.3
Content standard (code)	B5.4.1.1.	B5.4.1.1.	B5.4.1.1.
Performance Indicator	<ul style="list-style-type: none"> • 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	• Discuss with learners types of writing and explain what narrative writing is.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

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

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

Vetted by :

Signature: Date :

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SEMESTER ONE

BASIC FIVE

WEEK 7

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WEEK SEVEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 4th March, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th February, 2022 1st March, 2022 2nd March, 2022 3rd March, 2022 4th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Vocabulary C. Pronouns D. Narrative Writing E. Naming Words/Nouns 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	

		E. Learners can identify and use proper nouns to refer to festivals; common nouns: Count/non-count, Singular, Plural (regular, irregular), plural without plural marker 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		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
T. L .R. (s)			
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	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 <ul style="list-style-type: none">• 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 development activity)	B.READING <ul style="list-style-type: none">• Choose a text to guide learners identify synonyms, antonyms, idioms or phrasal verbs etc.	What new things have you learned today?

	<p>Learners in convenient groups. E.g Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g</p> <p>A learner a group rolls a dice.</p> <p>The group members then use their selected word to respond to one of the following based on the number from the dice:</p> <p>1= Define the word. 2= Use I in a sentence. 3= Say a synonym for the word. 4= Say an antonym for the word. 5= Draw a picture example (on scratch paper or whiteboards) 6= Act it out</p> <p>DEBRIEFING What did you enjoy about this game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Create a scenario where learners can use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in written and spoken languages. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in sentences</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a pronoun</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or</p>

	<p>Another member in Group B uses the pronoun to form a sentence. The group earns a point for the given pronoun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five pronoun each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use indefinite pronouns in sentences.</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p>	<p>D.WRITING</p> <p>Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <p>Prewriting</p> <ul style="list-style-type: none"> • Put learners into groups of five (5) and have them select a topic, purpose and audience for their narrative writing. <p>E.g. Topic: How I spent my Christmas holidays.</p> <p>Purpose: to share an important experience. Audience: Classmates</p> <ul style="list-style-type: none"> • Guide learners to individually use appropriate graphic organizers to 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <p>How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>generate, gather and organise ideas and details for writing.</p> <p>E.g. Time Line, 5 Ws Chart.</p> <p>Time Line Organiser</p> <ul style="list-style-type: none">• Use Time Line for personal narratives to list actions or events in the order in which they occurred. <p>E.g. Topic.....</p> <p>Events in Chronological Order</p> <ol style="list-style-type: none">1. Event 12. Event 23. Event 3 <p>5 W's Chart</p> <ul style="list-style-type: none">• 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. <p>e.g. Topic_____</p> <table><tr><td>Where?</td><td>Who?</td><td>What?</td><td>When?</td><td>Why?</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Guide learners to organise their details into writing plant (beginning, middle and ending).</p> <p>Writing stage</p> <p>Learners then revise their first draft by ensuring the writing has a beginning, middle and ending.</p> <p>Learners should ensure they have used descriptive words. They have written about what they saw, heard, smelled, tasted and touched.</p>	Where?	Who?	What?	When?	Why?						
Where?	Who?	What?	When?	Why?									

		<p>Revising: checklist for narrative writing</p> <p>i. Does my essay have beginning, middle and ending? ii. Have I used descriptive words?</p> <p>iii. Are my ideas/events arranged in the order in which they occurred?</p> <p>iv. Does my narrative sound natural?</p> <p>v. Do I express how I feel about what happened?</p> <p>Editing</p> <p>Have learners use the checklist above to edit their first draft for the conventions of punctuation, capitalisation, spelling and grammar.</p> <p>Assessment: let learners create settings, characters and at least one plot in a narrative text,</p>	
Friday	<p>Catch and pass (using nouns in speech and writing activity)</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Proper nouns</p> <ul style="list-style-type: none"> • Introduce the concept in context. <p>e.g. Christmas is coming. The people of Ga celebrate Homowo.</p> <p>Count and non-count nouns.</p> <ul style="list-style-type: none"> • Revise the concept of proper nouns and giving and eliciting several examples. <p>(Proper nouns refer to particular nouns people, places, mountains, etc.)</p> <ul style="list-style-type: none"> • Provide a text and let learners identify count nouns. • Have groups use the nouns identified sentences. • Invite groups to present their work. <p>Assessment: let learners use nouns in simple sentences.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WEEK SEVEN : LESSON PLAN

SUBJECT: MATHEMATICS

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 2		
2		2 of 2		
2		1 of 3		
2		2 of 3		
2		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		<ul style="list-style-type: none">Learners can use the concept of equivalent fractions in changing fractions to the same denominator for addition and subtraction of like fractions (one denominator being a multiple of the other).Learners can Use the concept of equivalent fractions for addition and subtraction of fractions greater than one (improper or mixed fractions)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Fraction walls • Fraction strips		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections

<p>Tuesday</p>	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game.</p> <p>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?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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, $= \frac{4}{6} = \frac{2}{3}$ (i.e. its simplest form) subtract the fractions, $\frac{2}{3}$ and $\frac{2}{5}$, 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 $\frac{10}{15}$ and $\frac{6}{15}$; $= \frac{4}{15}$</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>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.</p>	<p>To add like mixed fractions that are larger than 1, , we write down the sum of the whole numbers and add the fractions;</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by</p>

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

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

	<p>record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>6 and their sum is, $= 4/6 = 2/3$ (i.e. its simplest form)</p> <p>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 $6/15$; $= 4/15$</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK SEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 4th March, 2022			Class size:
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 28th February, 2022 3rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)		B5.2.1.1.1	
Content standard (code)		B5.2.1.1.	
Performance Indicator		Learners can know how day and night are formed	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem 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 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 SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none">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	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>materials, e.g. globe of the earth, blu tac, and lamp without shade and a dark room.</p> <ul style="list-style-type: none"> • Learners, in their groups, demonstrate the formation of day and night using, polystyrene balls, ice-cream stick, torch, pen and globe. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain how day and night come about</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.</p> <p>Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? 	<p>Learners explain how day and night come about and draw diagrams to represent their work.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners draw diagrams to represent how day and night come about.</p>	
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WEEK SEVEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 4th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st March, 2022 3rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B5.2.1.1.2	
Content standard (code)		B5.2.1.1.	
Performance Indicator		Learners can describe some ancient towns in Ghana.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		qualifications, fluent, anthropology, publicity, centrist, federalist, unification, diplomat, food security, playwright, passionate, physicist, architect, flagship, cardiothoracic, cardiovascular, amateur, highlife	
T. L .R. (s)		pictures, posters or the internet to identify Ghanaians who have made important	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	Show and discuss a documentary/pictures of some of these towns and places. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

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	Share lesson indicator and treat key words with learner .	Assessment: let learners describe some ancient towns in Ghana	
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WEEK SEVEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 4th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st March, 2022 3rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)		B5.2.1.2 .1	
Content standard (code)		B5.2.1.2 .	
Performance Indicator		Learners can explain ways to care for the environment	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		climate, adaptation, emission, greenhouse, atmosphere, globe, deforestation, pollution.	
T. L .R. (s)		Posters, Pictures, Video clips, charts Paper, computer, projector	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners talk about the human activities in the environment. Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, draught, etc.</p> <p>Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>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</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain ways to care for the environment</p>	
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their</p>	<p>Learners discuss the importance of caring for the environment: It helps to improve climatic conditions</p>	<p>What new things have you learned today?</p>

	<p>back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>such as oxygen, balanced temperature on earth, etc.</p> <p>Let learners present their work in class for discussion. Learners design posters and flyers in groups to create awareness on cleanliness in their school.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write the importance of caring for the environment</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK SEVEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 4th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 4th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B5 1.2.1.3:		
Content standard (code)	B5 1.2.1.		
Performance Indicator	Learners can change direction quickly whiles walking with an 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	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	After general and specific warm ups, learners stand with balls in front. Learners dribble through the obstacles whiles maintaining their balance, agility in turns and progress at their own pace. Put learners in groups to compete	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

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WEEK SEVEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 11th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 11th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B5.1.2.1.1.		
Content standard (code)		B5.1.2.1.		
Performance Indicator		Learners can discuss the effects of human activities on the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Friday	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?	• Guide learners to talk about the human activities in the environment. • Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 4th March, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 2nd March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : INTRODUCTION TO COMPUTING		Sub-strand : DATA, SOURCES AND USAGE	
Indicator (code)	B5.1.3.1.1. B5.1.3.1.2		
Content standard (code)	B5.1.3.1. B5.1.3.1.		
Performance Indicator	<ul style="list-style-type: none">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 Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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: Main (new learning including assessment)	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 learners to identify the types of data (qualitative and quantitative) by asking leading questions. Task them to convert data from one format to another without losing its value.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Guide learners to mention or talk about primary sources of information. Task learners to record data from the primary source and bring them to class for discussion. List items recorded and ask learners to group according to their similarities.</p> <p>Assessment: Let learners identify primary sources of information</p>	<p>Independent Activity/ Homework:</p>
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WEEK SEVEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 4th March, 2022			Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 28th February, 2022 2nd March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : Visual Arts			Sub-strand : Planning, Making and Composing	
Indicator (code)		B5 1.2.3.1		
Content standard (code)		B5 1.2.3.		
Performance Indicator		Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people 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 curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		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	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 2-dimensional and 3-dimensional artworks based on own ideas and experiences;		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;</p> <p>☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:</p> <p>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)</p> <p>b) tools and equipment: e.g.</p> <ul style="list-style-type: none"> - 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. <p>c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
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<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ 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 2-dimensional 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: <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> - 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 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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		<p>finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</p> <p>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</p>	
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WEEK SEVEN : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Creative/ Free Writing	
Indicator (code)	B5.3.1.1.1	B5.3.1.1.2	
Content standard (code)	B5.3.1.1.	B5.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> • 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 and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from	<ul style="list-style-type: none"> • Let learners write a sentences on the board and in their books. • Go round and check the sentences written to see if full stops are at the ends. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got

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

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

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	Share lesson indicator and treat key words with learner .	separate the items in the sentence written	
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WEEK 8

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WEEK EIGHT : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 11th March, 2022		Class size:	
Day : Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Vocabulary C. Pronouns D. Narrative Writing E. Naming Words/Nouns F. Building the Love and Culture of Reading	
Indicator (code)	B5.1.7.1.3 B5.5.3.1.2.	B5.2.6.2.1 B5.6.1.1.1.	B5.3.3.1.1. B5.4.10.1.1
Content standard (code)	B5.1.7.1. B5.5.3.1.	B5.2.6.2. B5.6.1.1..	B5.3.3.1. B5.4.10.1.
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		

		cohesion, and using simple literary devices, e.g. direct speech E. Learners can Identify and use proper nouns to refer to festivals; common nouns: Count/non-count, Singular, Plural (regular, irregular), plural without plural marker 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: 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 • 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:

<p>Tuesday</p>	<p>Scavenger Hunt (vocabulary building activity)</p> <p>Learners in convenient groups. Learners read quickly a passage with words ending with –sure, -ture, -tch, etc</p> <p>When signaled, learners unfold the word cards and use –sure, -ture, -tch, as cues to circle all the words in the passage ending with –sure. –ture, -tch within a specific time for points.</p> <p>The group goes ahead to form sentences with the identified words for extra points.</p> <p>DEBRIEFING: How were you able to identify the words?</p> <p>What will you do to easily identify things at home?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • 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 <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners read their selected story books to the class</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p>

	<p>Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a pronoun</p> <p>Another member in Group B uses the pronoun to form a sentence. The group earns a point for the given pronoun and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five pronoun each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Repeat the procedure to teach possessive pronouns. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use possessive pronouns in sentences.</p>	<p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative • Discuss personal narrative with learners: <p>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</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it'</p>

	<p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING</p> <p>How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>naturally to allow readers to experience the event(s) for themselves.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners create settings, characters and at least one plot in a narrative text</p>	<p>or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Catch and pass (using nouns in speech and writing activity)</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a Noun e.g. monkey or tambourine, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Singular and Plural (regular, irregular)</p> <ul style="list-style-type: none"> • Introduce singular and plural nouns <p>E.g. I need a table. Can you give me one table? This child looks sick, but those children are healthy.</p> <ul style="list-style-type: none"> • Have learners read the sentences and underline the underlined words. • Show pictures of objects/people to help identify regular and irregular nouns. <p>E. g. picture of a child and a picture of a table</p> <ul style="list-style-type: none"> • Guide learners to discover the difference between regular and irregular plural formation <p>– Regular count nouns take s or es to form plural.</p> <p>E.g. table – tables, chair – chairs</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>– Irregular count nouns are nouns that do not take s or es to form their plural.</p> <p>E.g. child – children; ox – oxen; man – men; goose – geese Put learners into groups</p> <ul style="list-style-type: none"> • Have groups construct sentences with given singular and plural nouns and share their work with the class. <p>Plural nouns without plural markers</p> <ul style="list-style-type: none"> • Have learners discover the plural nouns without plural markers in context. <p>Assessment: let learners use nouns in sentences</p>	
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK EIGHT : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending: 11th March, 2022		Class size:	
Day : Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022	
Period : 2 2 2 2		Lesson : 1 of 1 1 of 3 2 of 3 3 of 3	
Strand : Number		Sub-strand : Number: Fractions	
Indicator (code)	B5.1.5.1.1	B5.1.5.1.2	
Content standard (code)	B5.1.5.1.	B5.1.5.1.	
Performance Indicator	<ul style="list-style-type: none">Learners can deSEMESTERine the percentage 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 Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Percentage chart with benchmark percentages and example	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.	To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.40% ×10 means 40100 0000 10÷=4;	What new things have you learned today?

	<p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g. $40\% \times 10$ means $\frac{40}{100} \times 10 = 4$;</p> <p>What is 20% of 45?</p> $20\% \text{ of } 45 = 20\% \times 45$ $= \frac{20}{100} \times \frac{45}{1}$ $= 9$ <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the</p>	<p>To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g. $60\% \times 10$ means $\frac{60}{100} \times 10 = 6$;</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<p>ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>														
Wednesday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p>	<p>Use pictorial representations and chart to display common or benchmarks percentages and ask pupils to determine these from their equivalent common fractions</p> <table><tr><td>Percent</td><td>10%</td><td>20%</td><td>25%</td><td>$33\frac{1}{3}\%$</td><td>50%</td><td>$66\frac{2}{3}\%$</td></tr><tr><td>Fraction</td><td>$\frac{1}{10}$</td><td>$\frac{1}{5}$</td><td>$\frac{1}{4}$</td><td>$\frac{1}{3}$</td><td>$\frac{1}{2}$</td><td>$\frac{2}{3}$</td></tr></table> <p>Give learners practice through drills and games to learn the equivalences of the benchmark fractions</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	Percent	10%	20%	25%	$33\frac{1}{3}\%$	50%	$66\frac{2}{3}\%$	Fraction	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Percent	10%	20%	25%	$33\frac{1}{3}\%$	50%	$66\frac{2}{3}\%$											
Fraction	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$											

	<p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
Thursday	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 	<p>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 determine 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.</p> <p>What is 60% of 45?</p> $60\% \text{ of } 45 = 60\% \times 45$ $= \frac{60}{100} \times \frac{45}{1}$ $= 27$ <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

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

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	<p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: have learners to practice with more examples</p>	
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Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 11th March, 2022			Class size:
Day : Thursday, 60 minutes		Date : 10th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)		B5.2.1.1.1	
Content standard (code)		B5.2.1.1.	
Performance Indicator		Learners can know how day and night are formed	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem 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 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 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.

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>e.g. globe of the earth, blu tac, and lamp without shade and a dark room.</p> <ul style="list-style-type: none"> • Learners, in their groups, demonstrate the formation of day and night using, polystyrene balls, ice-cream stick, torch, pen and globe. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain how day and night come about</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? 	<p>Learners explain how day and night come about and draw diagrams to represent their work.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p>

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners draw diagrams to represent how day and night come about.</p>	Independent Activity/ Homework:
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NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 11th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 8th March, 2022 10th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B5.2.5.1.1		
Content standard (code)	B5.2.5.1.		
Performance Indicator	Learners can name Ghanaians who have made significant contribution locally and internationally		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	qualifications, fluent, anthropology, publicity, centrist, federalist, unification, diplomat, food security, playwright, passionate, physicist, architect, flagship, cardiothoracic, cardiovascular, amateur, highlife		
T. L .R. (s)	pictures, posters or the internet to identify Ghanaians who have made important contributions locally and internationally.		
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	With the aid of the internet learners, develop a documentary/poster of individuals who have contributed significantly in this field. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

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

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	Share lesson indicator and treat key words with learner .	inspires you most and give reasons for your choice.	
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NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 11th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 8th March, 2022 10th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : Map Making and Land Marks	
Indicator (code)		B5.2.3.1.1.	
Content standard (code)		B5.2.3.1.	
Performance Indicator		Learners can locate major land marks on a sketch map of the community	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Landmarks, community, direction, sketches	
T. L .R. (s)		Video clips, Charts, poster, Paper, computer, projector	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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 identify major land marks in the community e.g. the school, post office, police station church, mosque Using landmarks, learners take turns in showing directions to places in the community 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.

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

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		Assessment: Let learners sketch a map of the community indicating major landmarks	
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NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 11th March, 2022			Class size:
Day : Friday, 60 minutes		Date : 11th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B5.1.2.1.6		
Content standard (code)	B5.1.2.1.		
Performance Indicator	Learners can throw a ball to a moving partner to catch while walking, jogging and running.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through general and specific warm ups. Group learners in pairs with a ball. Partners stand at an appropriate distance facing the each other. Learners perform throwing and catching whiles walking, jogging and running as in handball or basketball based on the balls available and learners' ability. Supervise learners and give the feedback to improve their performance. Let them play handball,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

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		or basketball game. End the lesson with cool down activities.	
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NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 11th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 11th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B5.1.2.1.1.		
Content standard (code)		B5.1.2.1.		
Performance Indicator		Learners can discuss the effects of human activities on the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, infrequent rainfall, famine, drought, etc. 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:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write the effects of human activities on the environment:</p>	
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NANA FIIFI ACCOUNTS

WEEK EIGHT : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 11th March, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 9th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : INTRODUCTION TO COMPUTING		Sub-strand : DATA, SOURCES AND USAGE	
Indicator (code)	B5.1.3.1.3 B5.1.3.1.4		
Content standard (code)	B5.1.3.1. B5.1.3.1.		
Performance Indicator	<ul style="list-style-type: none">• 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.			
Keywords		data, information, sources, qualitative, quantitative, data form primary sources of information radio, fax, SMS, telephone recording devices, microphone, speakers	
T. L .R. (s)		Laptop	
Ref:		Computing curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT	Guide learners to mention or talk about where one can receive or send information by asking leading questions. Task learners to record data from the news on the radio and bring to class for discussion. List items	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>recorded and ask learners to group according to their similarities.</p> <p>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 their dates of birth. NB: recall content in B4 and add to it.</p> <p>Assessment: Let learners sort data in alphabetical order</p>	<p>Independent Activity/ Homework:</p>
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WEEK EIGHT : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 11th March, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 9th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : Performing Arts			Sub-strand : Displaying and Sharing	
Indicator (code)		B5 2.3.4.2		
Content standard (code)		B5 2.3.4.		
Performance Indicator		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 curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		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	Learners are to: ☑ watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect the history and culture of the people of Africa; ☑ discuss the need for performing compositions of own music, dance, drama, poetry, etc.;		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ develop a roadmap for the performances by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>☑ brainstorm to agree on a theme for the performance (e.g. The Pride of African Culture);</p> <p>☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>☑ select compositions by considering (e.g. creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance);</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what</p>	<p>Learners are to:</p> <p>☑ decide on mode and arrangement of performances, e.g. monologue/solo/group, costumes, props, etc.;</p> <p>☑ getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners), characters,</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>directors, stage managers, audience, health and security personnel);</p> <p>☑ clean and prepare the venue and its environment and make it ready for the performance;</p> <p>☑ plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK EIGHT : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Descriptive Writing	
Indicator (code)	B5.4.3.1.1 B5.4.3.1.2		
Content standard (code)	B5.4.3.1. B5.4.3.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should write simple descriptive essays about human beings using controlled composition Learners should give simple descriptive essays about objects using controlled composition 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make	<ul style="list-style-type: none"> Use controlled composition to write a short descriptive essay on a cardboard. Encourage and monitor learners to write simple descriptive essays about 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3

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

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

Vetted by :

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WEEK 9

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WEEK NINE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 18th March, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Asking and Answering Questions B. Listening Comprehension C. Adjectives D. Creative/ Free Writing E. Using action Words 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 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	

		E. Learners can identify the simple past verbs 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: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>“Pick and Read”</p> <ul style="list-style-type: none">•Learners in convenient groups.•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. <p>DEBRIEFING:</p> <p>1. What are some of the sentences you read in the game?</p> <p>2. What challenges did you face in reading with good pace and expression?</p> <p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none">• Revise Wh and Yes/No 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). <p>Assessment: let learners ask questions for their partners to answer.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

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

	<p>group earns a point for the given adjective and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Introduce drills to give learners practice in their usage. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Put word cards on the table/floor/in a bowl. 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. S/he then picks the card and shows it to the class. 4. The class checks to see if the pupil's word is correct. 5. The pupil with the correct number of words wins the game. <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write freely on topics of choice on issues in the community</p>	
Friday	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify the simple past verbs in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Have learners read independently books of their 	<p>What new things have you learned today?</p>

	<p>display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p>choice during the library period.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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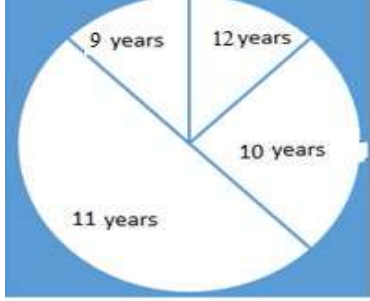
WEEK NINE : LESSON PLAN

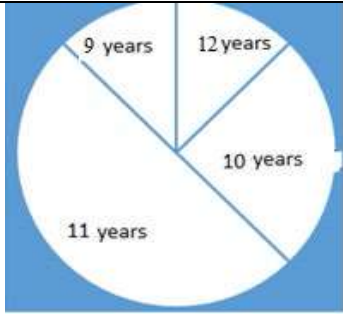
SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending: 18th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 3 2 of 3 3 of 3 1 of 2 2 of 2	
Strand : . ALGEBRA		Sub-strand : Patterns and Relationships	
Indicator (code)	B5.1.5.1.3	B5.2.1.1.1	
Content standard (code)	B5.1.5.1.	B5.2.1.1.	
Performance Indicator	<ul style="list-style-type: none">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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Percentage chart with benchmark percentages Counters for building patterns • Matchsticks/sucker sticks, bottle tops, marbles,	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)		
Monday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out</p> <p>☐ In shops – discounts, reduction to clear – 50%, etc.</p> <p>☐ In exams expressing marks as percentages</p> <p>☐ Phone battery power used etc.</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

	<p>mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	 <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the</p>	<p>Skip count in multiples of 20, 50, 500,</p> <p>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</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p>

	<p>learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<table border="1"><tr><td>10</td><td></td><td></td><td></td><td></td><td>70</td><td>90</td><td></td></tr><tr><td>110</td><td></td><td>130</td><td></td><td></td><td></td><td>190</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>260</td><td>280</td><td>300</td><td></td></tr><tr><td>310</td><td></td><td></td><td>350</td><td></td><td></td><td>390</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>470</td><td>480</td><td></td></tr><tr><td></td><td></td><td>530</td><td>540</td><td></td><td></td><td>590</td><td></td></tr><tr><td>610</td><td></td><td></td><td>640</td><td></td><td></td><td>690</td><td></td></tr><tr><td>710</td><td></td><td></td><td></td><td>750</td><td></td><td>780</td><td></td></tr><tr><td></td><td></td><td>830</td><td></td><td></td><td>870</td><td></td><td></td></tr><tr><td></td><td></td><td>930</td><td>940</td><td>950</td><td></td><td></td><td></td></tr></table> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	10					70	90		110		130				190						260	280	300		310			350			390							470	480				530	540			590		610			640			690		710				750		780				830			870					930	940	950				<p>Independent Activity/ Homework:</p>
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Friday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to</p>	<p>Skip count in multiples of 20, 50, 500,</p> <p>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</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p>																																																																																

	<p>the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<table><tr><td>10</td><td></td><td></td><td></td><td></td><td>70</td><td>90</td><td></td></tr><tr><td>110</td><td>130</td><td></td><td></td><td></td><td></td><td>190</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>260</td><td>280</td><td>300</td><td></td></tr><tr><td>310</td><td></td><td></td><td>350</td><td></td><td></td><td>390</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>470</td><td>480</td><td></td></tr><tr><td></td><td>530</td><td>540</td><td></td><td></td><td></td><td>590</td><td></td></tr><tr><td>610</td><td></td><td>640</td><td></td><td></td><td></td><td>690</td><td></td></tr><tr><td>710</td><td></td><td></td><td>750</td><td></td><td></td><td>780</td><td></td></tr><tr><td></td><td>830</td><td></td><td></td><td></td><td>870</td><td></td><td></td></tr><tr><td></td><td>930</td><td>940</td><td>950</td><td></td><td></td><td></td><td></td></tr></table> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more example</p>	10					70	90		110	130					190						260	280	300		310			350			390							470	480			530	540				590		610		640				690		710			750			780			830				870				930	940	950					<p>Independent Activity/ Homework:</p>
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WEEK NINE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 18th March, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 14th March, 2022 17th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B5.2.1.2.1		
Content standard (code)		B5.2.1.2.		
Performance Indicator		Learners can describe the benefits of the sun to the earth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Solar, photosynthesis		
T. L .R. (s)		Picture or video of the sun, pepper seeds, loamy soil		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	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:	Put learners into groups to discuss the benefits the earth derives from the sun. • Learners, in their groups, present their findings. These may include the following; the sun provides warmth to the earth, light for plants to grow well, provides day and night cycles and energy.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the benefits of the sun to the earth</p>	
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? 	<p>Learners brainstorm on what will happen if there was no sun</p> <p>Learners demonstrate the importance of sunlight to the growth of plants</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 18th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 15th March, 2022 17th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Europeans in Ghana		Sub-strand : International Trade Including the Slave Trade	
Indicator (code)	B5.3.2.1.1		
Content standard (code)	B5.3.2.1.		
Performance Indicator	Learners can investigate why the Europeans began trading in humans by the 16th century.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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, documentary on the slave trade, pictures of some forts and castles		
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	1. Use a map to explain the concept of Trans-Atlantic Slave Trade. 2. Role play/show documentary on how the slave trade was conducted. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners narrate how the slave trade was conducted</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>3. Brainstorm the reasons why the Europeans began trading in humans. 4. Visit/show pictures of some forts and castles.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners give</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

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		reasons why the Europeans began trading in humans.	
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WEEK NINE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 18th March, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 15th March, 2022 17th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US			Sub-strand : Population and Settlement	
Indicator (code)		B5.2.4.1.1.		
Content standard (code)		B5.2.4.1.		
Performance Indicator		Learners can explain the features of rural settlement		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		features, urban, settlement, population, rural.		
T. L .R. (s)		pictures, Clips, Charts, posters, computer, projector		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	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 the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban settlements the population is large, there is large market. Learners in groups talk about the main activities	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

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

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners draw a rural and urban settlements, showing some features</p>	
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WEEK NINE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 18th March, 2022			Class size:
Day : Friday, 60 minutes		Date : 18th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)		B5.1.2.1.7:	
Content standard (code)		B5.1.2.1.	
Performance Indicator		Learners can catch a ball below the waist and away from the body while jogging and running.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners start with general and specific warm ups. Group learners in pairs with a ball stand at appropriate distance apart facing each other. Learners perform throwing and catching ball below the waist and away from the body level as they move from one point to the other. Supervise them and give the feedback to improve their performance. Learners play handball, netball or basketball game. End the lesson with cool down activities	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

WEEK NINE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 18th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 18th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B5.1.2.1.2		
Content standard (code)		B5.1.2.1.		
Performance Indicator		Learners can demonstrate ways to care for the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	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:	

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

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 18th March, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 16th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B5.1.3.1.5	B5.1.3.1.6	B5.1.3.1.7
Content standard (code)	B5.1.3.1.	B5.1.3.1.	B5.1.3.1.
Performance Indicator	<ul style="list-style-type: none">• 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:		Computing curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	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 learners to add and find the average data collected and present their findings to the class Divide learners into two groups 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.

	<p>the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>one group to mention a number and the other group to identify the type of data mentioned</p> <p>Guide learners to send messages to each other via SMS, email. Et</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners describe sending and sharing information</p>	<p>Independent Activity/ Homework:</p>
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WEEK NINE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 18th March, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 14th March, 2022 16th March, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : Visual Arts Performing Arts		Sub-strand : Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B5 1.3.4.1 B5 2.4.6.1		
Content standard (code)	B5 1.3.4. B5 2.4.6.		
Performance Indicator	<ul style="list-style-type: none">Learners can plan 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 AfricaLearners can Develop guidelines for appreciating and appraising own and others' performing artworks that reflect the history and culture of the people 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 curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other	Learners are to: ☐ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural	What new things have you learned today?

	<p>learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>festival of the cultural education unit of the Ghana Education Service);</p> <p>☐ discuss the need for displaying portfolio of own visual artworks;</p> <p>☐ develop a roadmap for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>☐ brainstorm to agree on a theme for the exhibition (e.g. the African History and Culture).</p> <p>☐ 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);</p> <p>☐ 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);</p> <ul style="list-style-type: none"> • 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. <p>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</p>	<p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury. <p>Suggested guidelines</p> <ul style="list-style-type: none"> ☐ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music. ☐ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics ☐ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. <p>Assessment: let learners write a guidelines for appreciating and appraising own and others' performing artworks that reflect the history and culture of the people of Africa</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK NINE : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Capitalization)	
Indicator (code)	B5.5.1.1.1.	B5.5.1.1.2	B5.5.1.1.3
Content standard (code)	B5.5.1.1..	B5.5.1.1.	B5.5.1.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should understand that capital letters begin proper nouns. • Learners should comprehend the use of capital letters after a colon. • Learners should understand the use of capital letters after a question mark 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> • Write a list of words on the board comprising of common nouns and proper nouns. • Ask learners to group the nouns. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or

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

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

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	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
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WEEK 10

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WEEK TEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 25th March, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Giving and Following Commands B. Listening Comprehension C. Verbs D. Creative/ Free Writing E. Using action Words 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	

		E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing F. Learners can read 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: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression. •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. DEBRIEFING: 1. What are some of the sentences you read in the game?	A.ORAL LANGUAGE • Revise the concept of giving commands and making requests. • In pairs, have learners role-play giving and obeying or following commands/instructions. • Model giving simple directions to places in the school and important places in the community or environment. • Provide situations for learners to practise giving directions. Assessment: let learners give and respond to commands, instructions; give and follow directions with clear landmarks	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively. Independent Activity/ Homework:

	<p>2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Tuesday	<p>“Pick and Read”</p> <ul style="list-style-type: none"> •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B <p>A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.</p> <ul style="list-style-type: none"> •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. <p>DEBRIEFING:</p> <ol style="list-style-type: none"> 1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly? <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <p>Using SQ3R guide learners to present facts and ideas in a sequential order.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners recall main ideas in a sequence</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Wednesday</p>	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise verbs using context. • Let learners identify main verbs in sentences. <p>E.g. The boy has bought a new football.</p> <ul style="list-style-type: none"> • Provide a text and guide learners to identify auxiliary (Primary and Modal) verbs. E.g. is, was, have, has, had, etc. • Create situations and introduce drills for learners to have practice using them. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use different types of verbs in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Put word cards on the table/floor/in a bowl. 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board. 	<p>D.WRITING</p> <ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or</p>

	<p>3. S/he then picks the card and shows it to the class.</p> <p>4. The class checks to see if the pupil's word is correct.</p> <p>5. The pupil with the correct number of words wins the game.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners write freely on topics of choice on issues in the community</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Distribute a sample story and let learners identify the simple past verbs to observe how they are used in sentences</p> <p>Follow the same procedure to guide learners to identify uses of the present perfect tense.</p> <ul style="list-style-type: none"> • Have learners compare how the two tenses are different. <p>Assessment: let learners use the simple past and the present perfect tense forms in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature:


Date :

WEEK TEN : LESSON PLAN


SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 2 2 of 2 1 of 3 2 of 3 3 of 3	
Strand : ALGEBRA		Sub-strand : Patterns and Relationships	
Indicator (code)	B5.2.1.1.2	B5.2.1.1.3	
Content standard (code)	B5.2.1.1.	B5.2.1.1.	
Performance Indicator	<ul style="list-style-type: none">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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters for building patterns • Matchsticks/sucker sticks, bottle tops, marbles Number charts	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

Monday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Lines are drawn to intersect two lines in each diagram and the number of points of intersection are counted to form a sequence. Ask learners to tabulate your results for the next four SEMESTERs in the sequence and complete the table Find the rule for lines</p>  <table><tr><td>Number of lines</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Intersection s</td><td>1</td><td>2</td><td></td><td></td><td></td></tr></table> <p>Guide learners to describe the relationship as “intersection is one less number of lines”</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	Number of lines	1	2	3	4	5	Intersection s	1	2				<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Number of lines	1	2	3	4	5										
Intersection s	1	2													
Tuesday	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p>	<p>Consider a design on the wall is being made using square tiles of size 10cm by 10cm</p>	<p>What new things have you learned today?</p>												

	<p>Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>Ask learners to find the number of joints made by the tiles if one, two, three, four</div><table><tr><td>Number of joints</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Intersections</td><td>0</td><td>1</td><td></td><td></td><td></td></tr></table></div> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	Number of joints	1	2	3	4	5	Intersections	0	1				<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Number of joints	1	2	3	4	5										
Intersections	0	1													
Wednesday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p>	<p>Ask students to respond to find the next two SEMESTERs in a pattern and state the rule for the pattern</p> <p>• What are the next two terms and what is the pattern?</p> <div><div>2, 4, 6, 8, 10, 12,</div><div>+2 +2 +2 +2 +2 +2 +2</div><div>Two must be ADDED to the previous TERM</div><div>3, 6, 9, 12, 15, 18,</div><div>+3 +3 +3 +3 +3 +3 +3</div><div>Three must be ADDED to the previous TERM</div></div> <p>Ask learners to complete the table below for the number of match sticks used in this</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p>												

	<p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>geometric pattern. Guide learners to describe the relationship</p> <div></div> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>												
Thursdays	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p>	<p>Ask students to respond to find the next two patterns and state the rule for the pattern</p> <table><tr><td>Number of triangles</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Number of match sticks</td><td>1</td><td>2</td><td></td><td></td><td></td></tr></table> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.	Number of triangles	1	2	3	4	5	Number of match sticks	1	2				<p>What have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Number of triangles	1	2	3	4	5										
Number of match sticks	1	2													

	<p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>													
Friday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p>	<p>Ask students to respond to find the next two SEMESTERs in a pattern and state the rule for the pattern</p> <table><tr><td>Number of triangles</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Number of match sticks</td><td>1</td><td>2</td><td></td><td></td><td></td></tr></table> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge	Number of triangles	1	2	3	4	5	Number of match sticks	1	2				<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Number of triangles	1	2	3	4	5										
Number of match sticks	1	2													

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	Share lesson indicator and treat key words with learner	Assessment: have learners to practice with more examples	
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WEEK TEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 25th March, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 21st March, 2022 24th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B5.2.1.3.1		
Content standard (code)		B5.2.1.3.		
Performance Indicator		Learners can demonstrate evaporation and condensation as important processes of the hydrological (water) cycle		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	• Learners recite poems and rhymes involving the environment and water. • In groups, learners demonstrate evaporation and condensation, e.g. learners observe water drying off their wet hands (evaporation), covering water with a lid and observing water droplets on the lid after some time (evaporation & condensation). • Demonstrate evaporation by heating water until it boils (to be done by the teacher), then covering the boiling		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

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

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 25th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd March, 2022 24th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Europeans in Ghana		Sub-strand : International Trade Including the Slave Trade	
Indicator (code)	B5.3.2.1.1		
Content standard (code)	B5.3.2.1.		
Performance Indicator	Learners can investigate why the Europeans began trading in humans by the 16th century.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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, documentary on the slave trade, pictures of some forts and castles		
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	In small groups learners develop a poster on the Trans-Atlantic Slave Trade. Groups present their work to the whole class 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

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

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		Assessment: let learners in small groups develop a poster on the Trans-Atlantic Slave Trade	
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WEEK TEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 25th March, 2022			Class size:		
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 22nd March, 2022 24th March, 2022		
Period : 2 2			Lesson : 1 of 2 2 of 2		
Strand : OUR BELIEFS AND VALUES			Sub-strand : Worship		
Indicator (code)		B5. 3.1.1. 1.			
Content standard (code)		B5. 3.1.1.			
Performance Indicator		Learners can give reasons why we worship			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
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 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 DEBRIEFING:	Learners recall the modes of worship (charity, prayer, song ministration, evangelism,) and give reasons why we worship: human beings are under the authority of the Creator, we demonstrate that we depend on God for survival, 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:	

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

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	Share lesson indicator and treat key words with learner .	Assessment: Let learners sing religious songs of the three major religions in Ghana.	
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WEEK TEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 25th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 25th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B5.1.2.1.8:		
Content standard (code)	B5.1.2.1.		
Performance Indicator	Learners can stop a kicked ball by trapping it with the foot while standing or moving.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners after warm up stand in pairs facing each other with a ball. The partner with the ball throws it to the partner to trap (control the movement) with the foot, thigh or chest. The practice should be done one after the other. Learners practice and progress at their own pace.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

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WEEK TEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 25th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 25th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B5.1.2.1.2		
Content standard (code)		B5.1.2.1.		
Performance Indicator		Learners can demonstrate ways to care for the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	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?	Let learners organise and do clean-up exercises in the school environment. 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:	

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention ways to care for the environment</p>	
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WEEK TEN : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending: 25th March, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 23rd March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B5.1.3.1.8	B5.1.3.1.9	B5.1.3.1.10
Content standard (code)	B5.1.3.1.	B5.1.3.1.	B5.1.3.1.
Performance Indicator	<ul style="list-style-type: none">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).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:		Computing curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT	Put learners into groups, task them to interview teachers using simple questionnaire, and record the data in books. Bring tools or pictures of the tools in a box or container 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

	<p>has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>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.</p> <p>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.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners make simple tables and diagrams from the collected data.</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK TEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 25th March, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 21st March, 2022 23rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Visual Arts Performing Arts		Sub-strand : Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B5 1.3.5.1		B5 2.4.7.2
Content standard (code)	B5 1.3.5.		B5 2.4.7.
Performance Indicator	<ul style="list-style-type: none">Learners can 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 AfricaLearners can analyse and 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 Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their	Learners are to: ☐ decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme	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

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

	<p>word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance;</p> <p>☑ record/document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p> <p>Assessment: let learners write a report on appreciating own or others' performing artworks and present reports as feedback on compositions that reflect the physical and social environments of some communities in Africa</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

WEEK TEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand: Integrating Grammar in Written Language (Punctuation) . Integrating Grammar in Written Language (Use of action words)	
Indicator (code)	B5.5.2.1.1	B5.5.2.1.2	B5.5.2.1.3
Content standard (code)	B5.5.2.1.	B5.5.2.1.	B5.5.2.1.
Performance Indicator	<ul style="list-style-type: none"> 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.	<ul style="list-style-type: none"> Show a passage to learners and allow the learners to read. 	What new things have you learned today?

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

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

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WEEK ELEVEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 1st April, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Listening Comprehension C. Verbs D. Descriptive Writing E. Using action Words 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. 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 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	

		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:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression. •The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. DEBRIEFING: 1. What are some of the sentences you read in the game?	A.ORAL LANGUAGE • 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. Ellipsis: 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:

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

	Share lesson indicator and treat key words with learner .		
Wednesday	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Review subjects and verbs in simple sentences. • Use examples to introduce and explain subject-verb agreement. • Present sentences with missing subjects and others without verbs for learners to complete. • Introduce drills e.g. a completion drill to give further practice <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Present sentences with missing subjects and others without verbs for learners to complete</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Revise descriptive writing with learners. • Talk about sensory details that allow a reader to visualise a person, a place, a thing or an idea. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who</p>

	<p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING</p> <p>How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Guide learners through the stages of writing. • Write to describe events/situations/places of their choice and personal experiences. Focus on the use of: <ul style="list-style-type: none"> – Descriptive (adjectives) – Figurative language e.g. simile – metaphor – Sensory details (sensory details that are experience through the senses: sight, smell, touch, taste) <p>Assessment: let learners use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events.</p>	<p>really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write on a story. E.g. What happened after school on Monday?</p> <ul style="list-style-type: none"> • Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually. • Learners exchange their work 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. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners use the simple past verb form to express past needs, feelings and interest</p>	
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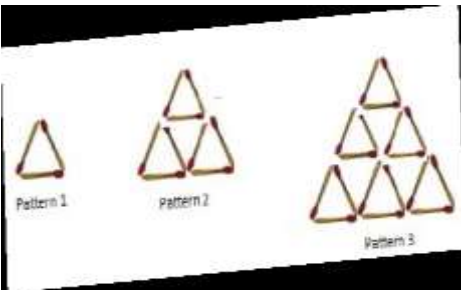
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WEEK ELEVEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending: 1st April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 3 2 of 3 3 of 3 1 of 1 2 of 2	
Strand : ALGEBRA		Sub-strand : Patterns and Relationships	
Indicator (code)	B5.2.1.1.4	B5.2.1.1.5	
Content standard (code)	B5.2.1.1.	B5.2.1.1.	
Performance Indicator	<ul style="list-style-type: none">• Learners can Represent a given pattern visually to verify predictions• Learners can solve a given problem by using a pattern rule to deSEMESTERine subsequent elements		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		<ul style="list-style-type: none">• Counters for building patterns• Matchsticks/sucker sticks, bottle tops, marbles, etc.• Number chart	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

Monday	<div><div><div>1. Learners write numbers on a ball using a marker.</div><div>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</div><div>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.</div></div><div><div>DEBRIEFING</div><div><div>1. How did you find the game?</div><div>2. How difficult/easy was it adding your number to your friends number?</div><div>3. What were some of the numbers you heard your friends calling out?</div></div></div><div><div>Share lesson indicator and treat key words with learner</div></div></div>	<div><div>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of triangles.</div><div><div></div><table><tr><td>Pattern Number (sticks in side)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Number of match sticks</td><td>3</td><td>9</td><td>18</td><td></td><td></td></tr></table></div><div><div>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship.</div><div><div>Differentiated learning</div><div>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</div><div><div><div>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</div><div>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</div></div></div></div></div></div>	Pattern Number (sticks in side)	1	2	3	4	5	Number of match sticks	3	9	18			<div><div>What new things have you learned today?</div><div><div>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</div><div><div>Independent Activity/ Homework:</div></div></div></div>
Pattern Number (sticks in side)	1	2	3	4	5										
Number of match sticks	3	9	18												

		Assessment: have learners to practice with more examples													
Tuesday	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares</p> <table><tr><td>Pattern Number (sticks in side)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Number of Pattern 1 triangles</td><td>1</td><td>4</td><td>9</td><td></td><td></td></tr></table> <p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	Pattern Number (sticks in side)	1	2	3	4	5	Number of Pattern 1 triangles	1	4	9			<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Pattern Number (sticks in side)	1	2	3	4	5										
Number of Pattern 1 triangles	1	4	9												

<p>Wednesday</p>	<p>1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Ask learners to write questions based on number or geometric patterns for their friends to find answers to; e.g. how many match sticks will be used for the 9th pattern of squares? How many match sticks will be used for the 8th pattern of squares</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p>	<p>Ask learners to describe the pattern rule for each example and determine the next three elements of each:</p> <p>(i) 1, 10, 7, 70, 67, 670, ... (ii) 10, 12, 16, 22, 30 ... (iii) 50, 48, 47, 45, 44 ...</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
Friday	<ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? 	<p>Ask learners to describe the pattern rule for each of the patterns and deSEMESTERine the next three elements:</p> <p>(i) .25, .5, .75, __, __, __</p> <p>(ii) 2.50, 5, 7.50, __, __, __</p> <p>(iii) 64, 32, 16, , __, __, __</p> <p>(iv) 900, 450, 225, , __, __</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner	Assessment: have learners to practice with more examples ,	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 1st April, 2022			Class size:		
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 28th March, 2022 31st March, 2022		
Period : 2 2			Lesson : 1 of 2 2 of 2		
Strand : CYCLES			Sub-strand : EARTH SCIENCE		
Indicator (code)		B5.2.1.3.2			
Content standard (code)		B5.2.1.3.			
Performance Indicator		Learners can know how clouds are formed			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Pictures			
Ref:		Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Monday	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:	Review composition of air with learners. This should include water vapour. • 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.		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners explain why clouds are not formed close to the surface of the ground. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain how clouds are formed</p>	<p>Independent Activity/ Homework:</p>
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Signature: Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 1st April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 29th March, 2022 31st March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Colonisation and Developments under Colonial Rule in Ghana		Sub-strand : Developments Under Colonial Rule	
Indicator (code)	B5.4.2.1.1		
Content standard (code)	B5.4.2.1.		
Performance Indicator	Learners can identify the developments in education during the colonial era (1874-1957).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	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, map of where the schools and churches were located in Ghan		
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	Identify schools that existed by 1930, where they are located and state some facts about these schools.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1

	<p>learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify schools that existed by 1930, where they are located and state some facts about these schools</p>	<p>as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p>	<p>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</p> <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 1st April, 2022			Class size:		
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 29th March, 2022 31st March, 2022		
Period : 2 2			Lesson : 1 of 2 2 of 2		
Strand : OUR BELIEFS AND VALUES			Sub-strand : Worship		
Indicator (code)		B5. 3.1.1. 1.			
Content standard (code)		B5. 3.1.1.			
Performance Indicator		Learners can identify the moral significance of Sacred Passages and Oral Traditions in the three main religions			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
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 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	Learners recite selected 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 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:	

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

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	Share lesson indicator and treat key words with learner .	those learners who need more of a challenge Assessment: Let learners write the moral significance of the Al-Fathiha	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 1st April, 2022			Class size:	
Day : Friday, 60 minutes			Date : 1st April, 2022	
Period : 2			Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS			Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)		B5.1.2.1.9:		
Content standard (code)		B5.1.2.1.		
Performance Indicator		Learners can dribble a ball (by hand) while preventing another person from possessing the ball.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Cones		
Ref:		PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Put Learners in pairs after a warm up. Learners dribble their peers with their foot as in football or with their hands as in handball but through cones or similar obstacles. Learners progress to advance dribbling their peers prevent them from taking possession of the balls. Alternate the hand or foot used in the dribble. Keep ball away from peers by placing your body in between ball and partner. Organise a mini football	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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		competition. End the lesson with cool down activities.	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 1st April, 2022			Class size:	
Day : Friday, 60 minutes			Date : 1st April, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B5.1.2.1.2		
Content standard (code)		B5.1.2.1.		
Performance Indicator		Learners can demonstrate ways to care for the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?	Guide learners in groups to do a project on: clearing a rubbish dump, 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	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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

SUBJECT: Computing

CLASS: FIVE

Week Ending: 1st April, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 30th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : INTRODUCTION TO COMPUTING		Sub-strand : TECHNOLOGY IN THE COMMUNITY	
Indicator (code)	B5.1.4.1.1	B5.1.4.1.2.	
Content standard (code)	B5.1.4.1.	B5.1.4.1.	
Performance Indicator	<ul style="list-style-type: none">Learners can list the effects of technology on the community.Learners can explain the fundamentals of digital system components (hardware, software and networks).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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	Guide learners to investigate the types and importance of compression of document Positive effects – health care, education, manufacturing, agriculture etc.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>Negative effects – resource depletion ,pollution, privacy and security etc.</p> <p>Guide learners to brainstorm the basics of digital system components such as hardware, software and networks).</p> <p>Assessment: Let learners explain the fundamentals of digital system components</p>	<p>Independent Activity/ Homework:</p>
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	<p>the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> ☐ identify the correct vocabulary to use for appreciating and appraising artworks; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury. <p>Suggested Guidelines</p> <ul style="list-style-type: none"> ☐ Description of the work: The elements in the work (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 sharing, etc. <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	<p>their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

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

WEEK ELEVEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-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	<ul style="list-style-type: none"> Learners should read aloud passages from novels and newspapers with correct pronunciation and tone. Learners should demonstrate correct speech, rhythm and tone 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the	<ul style="list-style-type: none"> Read a passage aloud to learners. Use flashcards with three to four word sentences written on them to assist 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

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

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

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WEEK TWELVE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 8th April, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Listening Comprehension C. Verbs D. Descriptive Writing E. Using action Words F. Building the Love and Culture of Reading
Indicator (code)	B5.1.10.1.2. 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.	
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 differences between spoken and written forms of language, e.g. formal and informal register 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	

		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: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>“Pick and Read”</p> <ul style="list-style-type: none">•Learners in convenient groups.•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point. <p>DEBRIEFING:</p> <p>1. What are some of the sentences you read in the game?</p> <p>2. What challenges did you face in reading with good pace and expression?</p> <p>What can you do to reads/signs/demonstrates the sentence correctly?</p>	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none">• Revise some differences between spoken and written forms of language, e.g. simplicity in spoken sentences and complexity of written sentences. e.g. written: I have not gone there.spoken: I haven’t gone there.• 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 <p>Assessment: let learners give short and simple speeches on chosen topics, e.g. My Favourite Meal</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .		
Tuesday	<p>Roll the Dice (Vocabulary development activity) Learners in convenient groups. E.g Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g</p> <p>A learner a group rolls a dice.</p> <p>The group members then use their selected word to respond to one of the following based on the number from the dice: 1= Define the word. 2= Use I in a sentence. 3= Say a synonym for the word. 4= Say an antonym for the word. 5= Draw a picture example (on scratch paper or whiteboards) 6= Act it out</p> <p>DEBRIEFING What did you enjoy about this game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Guide learners to 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners scan texts for details</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Review subjects and verbs in simple sentences. • Use examples to introduce and explain subject-verb agreement. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by</p>

	<p>member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<ul style="list-style-type: none"> • Present sentences with missing subjects and others without verbs for learners to complete. • Introduce drills e.g. a completion drill to give further practice <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Present sentences with missing subjects and others without verbs for learners to complete</p>	<p>their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • 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. <p>Focus on the use of:</p> <ul style="list-style-type: none"> – Descriptive (adjectives) – Figurative language e.g. simile – metaphor 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>exhausted. The group with highest points win the game.</p> <p>DEBRIEFING</p> <p>How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>– Sensory details (sensory details that are experience through the senses: sight, smell, touch, taste)</p> <p>Assessment: let learners use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events.</p>	
Friday	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write on another topic individually using the past verb form.</p> <p>Assessment: let learners use the simple past verb form to express past needs, feelings and interest</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Friday	<p>Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now? <p>Share the lesson indicator and explain the key words</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

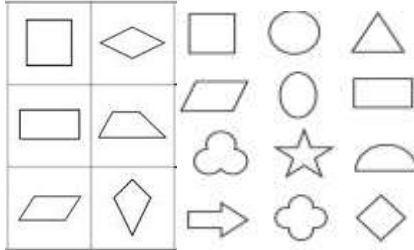
Vetted by : Signature: Date :

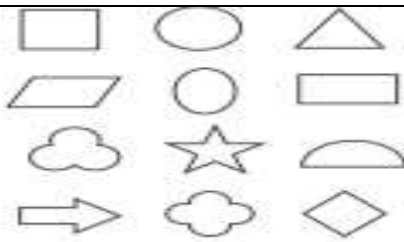
WEEK TWELVE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending: 8th April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 2 2 of 2 1 of 1 1 of 1 2 of 2	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Lines and Shapes	
Indicator (code)	B5.3.1.1.1	B5.3.1.1.2	B5.3.1.1.3
Content standard (code)	B5.3.1.1.	B5.3.1.1.	B5.3.1.1.
Performance Indicator	<ul style="list-style-type: none">Learners can demonstrate an understanding of the properties (e.g. sides, angles, and diagonals) of squares and rectanglesLearners can use paper folding with cut-out squares and rectangles to investigate sides, angles, and diagonals propertiesLearners can prove that a polygon is regular by measuring the sides and angles or by folding and superimposing		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cut-out shapes, Regular and irregular polygons of different sizes (can be cut-outs)		
Ref:	Mathematics curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
monday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)? <p>Share lesson indicator and treat key words with learner .</p>	<p>E.g. 1 Give learners photocopied worksheets with shapes to identify squares and rectangles and give reasons. (Or Draw on the chalk board)</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out</p>	<p>Give learners photocopied worksheets with shapes to identify squares and rectangles and give reasons. (Or Draw on the chalk board)</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to</p>

	<p>a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>												
Wednesday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p>	<p>Give learners foldable cut-out 2D squares and rectangles to investigate the properties in SEMESTERS of sides, angles, and diagonals and complete the table</p> <table border="1"><thead><tr><th>Properties</th><th>Rectangle</th><th>Square</th></tr></thead><tbody><tr><td>Sides</td><td></td><td></td></tr><tr><td>All sides are congruent</td><td>No</td><td>Yes</td></tr><tr><td>Diagonals bisect each other</td><td></td><td></td></tr></tbody></table>	Properties	Rectangle	Square	Sides			All sides are congruent	No	Yes	Diagonals bisect each other			<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Properties	Rectangle	Square													
Sides															
All sides are congruent	No	Yes													
Diagonals bisect each other															

	<p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<table><tr><td>Diagonal s are congruent</td><td></td><td></td></tr><tr><td>Diagonal s meet at right angles</td><td></td><td></td></tr></table> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	Diagonal s are congruent			Diagonal s meet at right angles			
Diagonal s are congruent									
Diagonal s meet at right angles									
Thursday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p>	<p>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</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p>						

	<p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	Independent Activity/ Homework:															
Friday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p>	<p>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</p> <table><tr><td>Propertie s</td><td>Rectangl e</td><td>Squar e</td></tr><tr><td><i>Sides</i></td><td></td><td></td></tr><tr><td>All sides are congruen t</td><td>No</td><td>Yes</td></tr><tr><td>Opposite sides are congruen t</td><td></td><td></td></tr><tr><td>Opposite sides are parallel</td><td></td><td></td></tr></table>	Propertie s	Rectangl e	Squar e	<i>Sides</i>			All sides are congruen t	No	Yes	Opposite sides are congruen t			Opposite sides are parallel			<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Propertie s	Rectangl e	Squar e																
<i>Sides</i>																		
All sides are congruen t	No	Yes																
Opposite sides are congruen t																		
Opposite sides are parallel																		

	Share lesson indicator and treat key words with learner .	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
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Vetted by : Signature: Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending: 8th April, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 4th April, 2022 7th April, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B5.2.1.3.2		
Content standard (code)		B5.2.1.3.		
Performance Indicator		Learners can know how clouds are formed		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	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:	Review composition of air with learners. This should include water vapour. • 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.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners explain why clouds are not formed close to the surface of the ground. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain how clouds are formed</p>	<p>Independent Activity/ Homework:</p>
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Vetted by :

Signature:

Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: HISTORY

CLASS: FIVE

Week Ending: 8th April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 5th April, 2022 7th April, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Colonisation and Developments under Colonial Rule in Ghana		Sub-strand : Developments Under Colonial Rule	
Indicator (code)		B5.4.2.1.1	
Content standard (code)		B5.4.2.1.	
Performance Indicator		Learners can identify the developments in education during the colonial era (1874-1957).	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		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, map of where the schools and churches were located in Ghan	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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	Discuss the role of the churches in Ghana’s education sector Differentiated learning	What new things have you learned today? Learning progress voting:

	<p>means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the role of the churches in Ghana's education sector</p>	<p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Recall the role of the important people in</p> <p>(a) the community and</p> <p>(b) the country who played key role in the educational sector, e.g. Dr Kwegyir Aggrey.</p> <p>NB: Display pictures of such people in the class.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: let learners mention important people in (a) the community and (b) the country who played key role in the educational sector</p>	
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WEEK TWELVE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending: 8th April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 5th April, 2022 7th April, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)		B5. 3.1.1. 1.	
Content standard (code)		B5. 3.1.1.	
Performance Indicator		Learners can identify the moral significance of Sacred Passages and Oral Traditions in the three main religions	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 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	Learners recite selected passages and, or oral traditions e.g.: Folktales, and show how they can apply them in their daily lives. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

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		Assessment: Let learners relate the moral values they have learned to their lives	
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WEEK TWELVE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending: 8th April, 2022		Class size:	
Day : Friday, 60 minutes		Date : 8th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B5.1.2.1.10		
Content standard (code)	B5.1.2.1.		
Performance Indicator	Learners can dribble a ball (by foot) and kick it to a partner at a distance of about five metres.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Put learners in pairs after a warm up. Learners to dribble a ball through cones, skittles or objects and kick it to a partner at five metres. Organise a mini football game for learner to participate 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:

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: 8th April, 2022			Class size:	
Day : Friday, 60 minutes			Date : 8th April, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B5.1.2.1.2		
Content standard (code)		B5.1.2.1.		
Performance Indicator		Learners can demonstrate ways to care for the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	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?		• Let learners discuss and write down the importance of caring for the environment: it helps to improve climatic conditions such as adequate rainfall, balanced temperature on earth, etc. • Let learners present their work in class for appreciation and discussion Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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

SUBJECT: Computing

CLASS: FIVE

Week Ending: 8th April, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 6th April, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Introduction to computing			Sub-strand : Technology in the community (communication)	
Indicator (code)		B5.1.4.1.3	B5.1.4.1.4	
Content standard (code)		B5.1.4.1.		
Performance Indicator		<ul style="list-style-type: none">Learners can discuss how technology is used to save lives in community and how they are usedLearners can discuss the effects of technology on the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Laptop		
Ref:		Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Guide learners to explore how technology is used to save lives in communities. Group them into groups of a maximum of five and let them present their findings to the class. Guide learners to brainstorm the effects of technology on the community. Show learners videos or pictures of effects of technology on the community. Let them discuss 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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>groups, the effects of technology on their own community.</p> <p>Positive effects – health care, education, manufacturing, agriculture etc.</p> <p>Negative effects – resource depletion, pollution, privacy and security etc.</p> <p>NB: This is to help the learners to have fundamental knowledge of hardware such as robots and sensors).</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify the effects of technology on the community</p>	<p>Independent Activity/ Homework:</p>
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	<p>back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> ☐ identify the correct vocabulary to use for appreciating and appraising artworks; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury. <p>Suggested Guidelines</p> <ul style="list-style-type: none"> ☐ Description of the work: The elements in the work (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 sharing, etc. <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	<p>their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

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

SUBJECT: GHANAIAI LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Read Aloud with Children	
Indicator (code)	B5.6.2.1.1	B5.6.2.1.2	
Content standard (code)	B5.6.2.1.	B5.6.2.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should read aloud passages with correct pronunciation and tone. Learners should demonstrate correct speech, rhythm and tone 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.	<ul style="list-style-type: none"> Read a passage of about seven paragraphs aloud to learners. Lead learners to read aloud passages with correct pronunciation and intonation Assessment: let learners read aloud passages 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' ,

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:</p>	<ul style="list-style-type: none"> • Demonstrate correct speech, rhythm and tone. • Lead learners to demonstrate correct speech, rhythm and tone <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>those learners who need more of a challenge</p> <p>Assessment: let learners read aloud passages with correct pronunciation and tone.</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Demonstrate correct speech, rhythm and tone. • Lead learners to demonstrate correct speech, rhythm and tone <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners read aloud passages with correct pronunciation and tone.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : G. Oral Language		Sub-strand : G. Presentation	
Indicator (code)		B5.1.10.1.2.	
Content standard (code)		B5.1.10.1	
Performance Indicator		G. Learners can demonstrate awareness of the differences between spoken and written forms of language, e.g. formal and informal register	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B	A.ORAL LANGUAGE • Revise some differences between spoken and written forms of language, e.g. simplicity in spoken sentences and complexity of written sentences. e.g. written: I have not gone there. spoken: I haven’t gone there.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ ,

	<p>A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.</p> <ul style="list-style-type: none"> •The group earns a point if the member reads/signs/demonstrate s the sentence correctly; otherwise, it is passed on to another group for a bonus point. <p>DEBRIEFING:</p> <ol style="list-style-type: none"> 1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression? <p>What can you do to reads/signs/demonstrate s the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners give short and simple speeches on chosen topics, e.g. My Favourite Meal</p>	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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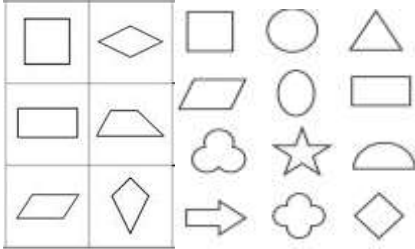
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Lines and Shapes	
Indicator (code)		B5.3.1.1.1	
Content standard (code)		B5.3.1.1.	
Performance Indicator		<ul style="list-style-type: none">Learners can demonstrate an understanding of the properties (e.g. sides, angles, and diagonals) of squares and rectangles	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cut-out shapes, Regular and irregular polygons of different sizes (can be cut-outs)	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	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.	E.g. 1 Give learners photocopied worksheets with shapes to identify squares and rectangles and give reasons. (Or Draw on the chalk 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

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

CLASS: FIVE

Week Ending: 14th April, 2022			Class size:	
Day : Monday, 60 minutes			Date : 11th April, 2022	
Period : 2			Lesson : 1 of 1	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B5.2.1.3.2		
Content standard (code)		B5.2.1.3.		
Performance Indicator		Learners can know how clouds are formed		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	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?		Review composition of air with learners. This should include water vapour. • 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.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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

Signature:

Date :

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending: 14th April, 2022						Class size:	
Day : Monday, 60 minutes					Date : 11th April, 2022		
Period : 2					Lesson : 1 of 1		
Strand : Visual Arts Performing Arts				Sub-strand : Appreciating and Appraising			
Indicator (code)			B5 1.4.6.2				
Content standard (code)			B5 1.4.6.		B5 2.4.6.		
Performance Indicator			<ul style="list-style-type: none"> Learners can Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in 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 curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)			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		Learners are to: ☐ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising artworks; ☐ agree on what to use the appraisal report for and how to share it;			What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or	

	<p>means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☑ fix a day/date for the appreciation/appraisal/jury.</p> <p>Suggested Guidelines</p> <p>☑ 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.</p> <p>☑ Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</p> <p>☑ Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning)</p> <p>☑ Experiences to share: The design process through thinking and composing, planning and making, displaying and sharing, etc.</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by :..... Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Read Aloud with Children	
Indicator (code)	B5.6.2.1.1		
Content standard (code)	B5.6.2.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should read aloud passages with correct pronunciation and tone. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.	<ul style="list-style-type: none"> Read a passage of about seven paragraphs aloud to learners. Lead learners to read aloud passages with correct pronunciation and intonation Assessment: let learners read aloud passages 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.

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

Signature:

Date :