

SEMESTER ONE
BASIC FOUR
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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NANA FIIFI ACQUAH SCH

YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
		Conversation
1	Phonics	Comprehension
	Nouns	Verbs
	Penmanship and Handwriting	Writing as a Process
	Using Punctuation	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Listening Comprehension
	Phonics	Comprehension
	Nouns	Verbs
	Paragraph Development	Creative/Free Writing
	Using Punctuation	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	Poems	Asking and Answering Questions
	Word Families	Comprehension
	Nouns	Adverbs
	Paragraph Development	Creative/Free Writing
	Naming words/ Nouns	Conjunctions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests
	Diphthongs	Silent Reading
	DeSEMESTERiners	Adverbs
	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/ Nouns	Conjunctions

	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	Presentation
	Blends and Consonant Clusters	Fluency
	DeSEMESTERiners	Idiomatic Expressions
	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/ Nouns	Conjunctions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Conversation	Presentation
	Vocabulary	Fluency
	DeSEMESTERiners	Idiomatic Expressions
	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/ Nouns	Conjunctions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Listening Comprehension	
	Vocabulary	Phonics
	Pronouns	DeSEMESTERiners
	Narrative Writing	Writing as a Process
	Using Action Words	Naming words/ Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Asking and Answering Questions	Poems
	Vocabulary	Phonics
	Pronouns	Nouns
	Narrative Writing	Writing as a Process
	Using Action Words	Naming words/ Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading

9	Giving and Following Commands	Conversation
	Comprehension	Vocabulary
	Adjectives	Verbs
	Creative/Free Writing	Argumentative/Persuasive Writing
	Using Qualifying Words – Adjectives	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
10	Presentation	Conversation
	Comprehension	Vocabulary
	Verbs	Verbs
	Creative/Free Writing	Argumentative/Persuasive Writing
	Using Qualifying Words – Adjectives	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Presentation	Listening Comprehension
	Comprehension	Comprehension
	Verbs	Adverbs
	Descriptive Writing	Argumentative/Persuasive Writing
	Using Adverbs	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
12	Presentation	Listening Comprehension
	Comprehension	Comprehension
	Verbs	Conjunctions
	Descriptive Writing	Argumentative/Persuasive Writing
	Using Adverbs	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
13		

14		Presentation
	Phonics	Silent Reading
	Nouns	Conjunctions
	Penmanship and Handwriting	Expository/Informative Writing
	Naming words/ Nouns	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
15	Songs	Presentation
	Word Families, Rhyming Endings and Common Digraphs	Silent Reading
	Nouns	Modals
	Penmanship and Handwriting	Expository/Informative Writing
	Naming words/ Nouns	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
16	Poems	Presentation
	Blends and Consonant Clusters	Fluency
	DeSEMESTERiners	Modals
	Paragraph Development	Letter Writing
	Using Action Words	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
17	Story Telling	Presentation
	Vocabulary	Summarising
	DeSEMESTERiners	Prepositions
	Paragraph Development	Letter Writing
	Using Action Words	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
18	Dramatisation and Role Play	Presentation
	Vocabulary	Summarising

	Verbs	Prepositions
	Writing as a Process	Letter Writing
	Using Qualifying Words – Adjectives	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
19	Conversation	Presentation
	Vocabulary	Summarising
	Verbs	Prepositions
	Writing as a Process	Letter Writing
	Using Qualifying Words – Adjectives	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
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YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	THE SOLAR SYSTEM
2	LIVING AND NON-LIVING THINGS	THE SOLAR SYSTEM
3	LIVING AND NON-LIVING THINGS	ECOSYSTEM
4	LIVING AND NON-LIVING THINGS	SOURCES AND FORMS OF ENERGY
5	LIVING AND NON-LIVING THINGS	ELECTRICITY AND ELECTRONICS
6	MATERIALS	THE HUMAN BODY SYSTEMS
7	EARTH SCIENCE	ELECTRICITY AND ELECTRONICS
8	EARTH SCIENCE	ELECTRICITY AND ELECTRONICS
9	EARTH SCIENCE	FORCES AND MOVEMENT
10	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
11	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
12	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
13		
14	THE HUMAN BODY SYSTEMS	DISEASES
15	EARTH SCIENCE	DISEASES
16	LIFE CYCLES OF ORGANISMS	DISEASES
17	LIFE CYCLES OF ORGANISMS	CLIMATE CHANGE
18	LIFE CYCLES OF ORGANISMS	CLIMATE CHANGE
19	THE HUMAN BODY SYSTEMS	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	Myself	Festivals
3	Myself	Basic Human Rights
4	Myself	Being a Leader
5	My Family and the Community	Being a Leader
6	My Family and the Community	Being a Leader
7	Home and School	Being a Citizen
8	Home and School	Being a Citizen
9	The Environment and the Weather	Being a Citizen
10	The Environment and the Weather	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	Data, sources and usage
2	Generation of computers and parts of a computer and other gadgets	Data, sources and usage
3	Generation of computers and parts of a computer and other gadgets	Data, sources and usage
4	Generation of computers and parts of a computer and other gadgets	Data, sources and usage
5	Generation of computers and parts of a computer and other gadgets	Data, sources and usage
6	Generation of computers and parts of a computer and other gadgets	Data, sources and usage
7	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Data, sources and usage
8	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Technology in the community (communication)
9	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Technology in the community (communication)
10	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Data, sources and usage
11	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Technology in the community (communication)
12	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Technology in the community (communication)
13		
14	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)
15	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)
16	Data, sources and usage	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
17	Data, sources and usage	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
18	Data, sources and usage	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
19	Data, sources and usage	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
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YEARLY SCHEME OF LEARNING

MATHS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	COUNTING, REPRESENTATION & CARDINALITY	PATTERN AND RELATIONSHIPS
2	COUNTING, REPRESENTATION & CARDINALITY	MEASUREMENT- (PERIMETER AND AREA)
3	COUNTING, REPRESENTATION & CARDINALITY	MEASUREMENT- (PERIMETER AND AREA)
4	COUNTING, REPRESENTATION & CARDINALITY	DATA COLLECTION, ORGANIZATION, PRESENTATION, INTERPRETATION AND ANALYSIS
5	COUNTING, REPRESENTATION & CARDINALITY	DATA COLLECTION, ORGANIZATION, PRESENTATION, INTERPRETATION AND ANALYSIS
6	COUNTING, REPRESENTATION & CARDINALITY	DATA COLLECTION, ORGANIZATION, PRESENTATION, INTERPRETATION AND ANALYSIS
7	COUNTING, REPRESENTATION & CARDINALITY	COUNTING, REPRESENTATION & CARDINALITY
8	NUMBER OPERATIONS	COUNTING, REPRESENTATION & CARDINALITY
9	NUMBER OPERATIONS	NUMBER OPERATIONS
10	NUMBER OPERATIONS	NUMBER OPERATIONS
11	NUMBER OPERATIONS	FRACTIONS
12	NUMBER OPERATIONS	FRACTIONS
13		
14	COUNTING, REPRESENTATION & CARDINALITY	UNKNOWN, EXPRESSIONS AND EQUATIONS
15	COUNTING, REPRESENTATION & CARDINALITY	MEASUREMENT- (PERIMETER AND AREA)
16	NUMBER OPERATIONS	MEASUREMENT -TIME
17	NUMBER OPERATIONS	DATA COLLECTION, ORGANIZATION, PRESENTATION, INTERPRETATION AND ANALYSIS
18	FRACTIONS	DATA COLLECTION, ORGANIZATION, PRESENTATION, INTERPRETATION AND ANALYSIS

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19	FRACTIONS	DATA COLLECTION, ORGANIZATION, PRESENTATION, INTERPRETATION AND ANALYSIS
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YEARLY SCHEME OF LEARNING

RME

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

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17	Festivals in the Three Major Religions	Roles, Relationships in the Family and Character Formation
18	Festivals in the Three Major Religions	Roles, Relationships in the Family and Character Formation
19	The Call of the Leaders of the Three Major Religions	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	Why and How We Study HISTORY	Missionary Activities
2	Why and How We Study HISTORY	Missionary Activities
3	Why and How We Study HISTORY	Missionary Activities
4	Why and How We Study HISTORY	Establishing British Rule in Ghana
5	Why and How We Study HISTORY	Establishing British Rule in Ghana
6	The People Of Ghana	Establishing British Rule in Ghana
7	The People Of Ghana	Establishing Colonial Rule in Ghana
8	The People Of Ghana	Establishing Colonial Rule in Ghana
9	The People Of Ghana	Establishing Colonial Rule in Ghana
10	The People Of Ghana	The Republics
11	The People Of Ghana	The Republics
12	The People Of Ghana	The Republics
13		
14	Major Historical Locations	The Republics
15	Major Historical Locations	The Republics
16	Major Historical Locations	The Republics
17	SOME SELECTED INDIVIDUALS	The Republics
18	SOME SELECTED INDIVIDUALS	The Republics
19	SOME SELECTED INDIVIDUALS	The Republics
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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

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

	(Visual Arts and Performing Arts)	
13		
14	Thinking and Exploring Ideas (Visual Arts)	Appreciating and Appraising (Visual Arts)
15	Thinking and Exploring Ideas (Performing Arts)	Appreciating and Appraising (Performing Arts)
16	Planning, Making and Composing (Visual Arts)	Thinking and Exploring Ideas (Visual Arts and Performing Arts)
17	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Visual Arts and Performing Arts)
18	Displaying and Sharing (Visual Arts)	Displaying and Sharing (Visual Arts and Performing Arts)
19	Displaying and Sharing (Performing Arts)	Appreciating and Appraising (Visual Arts 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 Listening and Story Telling	Argumentative Writing
2	Dramatisation and Role Play	Informative/ Academic Writing & Literary Writing
3	Phonics: Letter Sound Knowledge	Integrating Grammar in Written Language (Use of qualifying words) & (Use of post positions)
4	Phonics: Letter Sound Knowledge vocabulary (Sight and content vocabulary)	Integrating Grammar in Written Language (Use of postpositions)
5	Penmanship/Handwriting	Reading Texts, Poems, Narratives and Short Stories
6	Narrative Writing	Reading Texts, Poems, Narratives and Short Stories
7	Creative/ Free Writing Descriptive Writing	Giving and Following Commands/ Instructions
8	Descriptive Writing Persuasive Writing	Presentation
9	Integrating Grammar in Written Language (Capitalization)	Fluency

	Integrating Grammar in Written Language (Punctuation) B4	
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 Questions	Integrating Grammar in Written Language (Use of simple and compound sentences)
16	Vocabulary / Comprehension	Integrating Grammar in Written Language (spelling)
17	Silent Reading	Integrating Grammar in Written Language (Conjunctions)
18	Penmanship/ Handwriting	Reading Texts, Poems, Narratives and Short Stories
19	Persuasive Writing	Reading Texts, Poems, Narratives and Short Stories
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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	Aerobic Capacity
4	MANIPULATIVE SKILLS	Strength
5	MANIPULATIVE SKILLS	Endurance
6	MANIPULATIVE SKILLS	Flexibility
7	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
8	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
9	MANIPULATIVE SKILLS	HEALTHY DIET
10	MANIPULATIVE SKILLS	SAFETY AND INJURIES
11	MANIPULATIVE SKILLS	SAFETY AND INJURIES
12	MANIPULATIVE SKILLS	SUBSTANCES/DRUGS
13		
14	Manipulative Skills	SELF-RESPONSIBILITY
15	Rhythmic Skills	SOCIAL INTERACTION
16	Manipulative Skills	GROUP DYNAMICS
17	Space Awareness	CRITICAL THINKING
18	Dynamics	CRITICAL THINKING
19	Relations	FITNESS PROGRAMME,
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FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B4 SEMESTER 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B4.2.2.1.	B4.2.2.1.1.	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B4.3.1.1..	B4.3.1.1.1.	
	Writing	Penmanship and Handwriting	B4.4.2.1..	B4.4.2.1.1.	
	Using Writing Conventions	Using Punctuation	B4.5.2.1..	B4.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
2	Oral Language	Songs	B4.1.1.1.	B4.1.1.1.1	Word cards sentence cards, class library
	Reading	Phonics	B4.2.2.1.	B4.2.2.1.2	
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.2	
	Writing	Paragraph Development	B4. 4.6.1.	B4. 4.6.1.1.	
	Using Writing Conventions	Using Punctuation	B4.5.2.1..	B4.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
3	Oral Language	Poems	B4.1.3.1.	B4.1.3.1.1.	Word cards sentence cards, class library
	Reading	Word Families	B4.2.3.1.	B4.2.3.1.1	
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.2	
	Writing	Paragraph Development	B4. 4.6.1..	B4. 4.6.1.1.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1..	B4.5.3.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
4	Oral Language	Story Telling	B4.1.4.1.	B4.1.4.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B4.2.4.1..	B4.2.4.1.1.	
	Grammar Usage At Word	DeSEMESTERiners	B4. 3.2.1.	B4. 3.2.1.1	
	Writing	Writing as a Process	B4. 4.9.1.	B4. 4.9.1.1	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
5	Oral Language	Dramatisation and Role Play	B4.1.5.1..	B4.1.5.1.1.	Word cards sentence cards, class library
	Reading	Blends and Consonant Clusters	B4.2.5.1..	B4.2.5.1.1.	

	Grammar Usage At Word	DeSEMESTERiners	B4. 3.2.1	B4. 3.2.1.2	
	Writing	Writing as a Process	B4.4.9.2	B4.4.9.2.1.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
6	Oral Language	Conversation	B4.1.6.1.. B4.1.6.2..	B4.1.6.1.1. B4.1.6.2.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.1.	B4.2.6.1.1	
	Grammar Usage At Word	DeSEMESTERiners	B4. 3.2.1	B4. 3.2.1.2	
	Writing	Writing as a Process	B4.4.9.2..	B4.4.9.2.1.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
7	Oral Language	Listening Comprehension	B4.1.7.1.. B4.1.7.1..	B4.1.7.1. B4.1.7.1.2.	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.1.	B4.2.6.1.2	
	Grammar Usage At Word	Pronouns	B4.3.3.1.	B4.3.3.1.1	
	Writing	Narrative Writing	B4.4.10.1.	B4.4.10.1.1.	
	Using Writing Conventions	Using Action Words	B4.5.4.1..	B4.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
8	Oral Language	Asking and Answering Questions	B4.1.8.1.	B4.1.8.1.1	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.2.. B4.2.6.2.1.	B4.2.6.2.1.	
	Grammar Usage At Word	Pronouns	B4.3.3.1.	B4.3.3.1.1	
	Writing	Narrative Writing	B4.4.10.1.. B4.4.10.1.1.	B4.4.10.1.1.	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
9	Oral Language	Giving and Following Commands	B4.1.9.1.. B4.1.9.1.1.	B4.1.9.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1.. B4.2.7.1.1.	B4.2.7.1.1.	
	Grammar Usage At Word	Adjectives	B4.3.4.1.1. 1.	B4.3.4.1.1. 1.	
	Writing	Creative/Free Writing	B4.4.11.1.	B4.4.11.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B4.5.5.1.. B4.5.5.1.1.	B4.5.5.1.1.	

	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
10	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.2	
	Grammar Usage At Word	Verbs	B4.3.5.1.1	B4.3.5.1.1.	
	Writing	Creative/Free Writing	B4.4.11.1.	B4.4.11.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B4.5.5.1..	B4.5.5.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
11	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.2	
	Writing	Descriptive Writing	B4.4.12.1..	B4.4.12.1.1.	
	Using Writing Conventions	Using Adverbs	B4.5.6.1	B4.5.6.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
12	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.2	
	Writing	Descriptive Writing	B4.4.12.1..	B4.4.12.1.1.	
	Using Writing Conventions	Using Adverbs	B4.5.6.1..	B4.5.6.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
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14					Word cards sentence cards, class library
	Reading	Phonics	B4.2.2.2.	B4.2.2.2.1	
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.3	
	Writing	Penmanship and Handwriting	B4.4.2.1.	B4.4.2.1.2.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1..	B4.5.3.1.3.	

	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1.	
15	Oral Language	Songs	B4.1.1.1. .	B4.1.1.1. 2.	Word cards sentence cards, class library
	Reading	Word Families, Rhyming Endings and Common Digraphs	B4.2.3.1.	B4.2.3.1.2	
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.3	
	Writing	Penmanship and Handwriting	B4.4.2.1..	B4.4.2.1.2.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
16	Oral Language	Poems	B4.1. 3.1.	B4.1. 3.1.2	Word cards sentence cards, class library
	Reading	Blends and Consonant Clusters	B4.2.5.1..	B4.2.5.1.2.	
	Grammar Usage At Word	DeSEMESTERiners	B4.3.2.1..	B4.3.2.1.3.	
	Writing	Paragraph Development	B4. 4.6.1..	B4. 4.6.1.2.	
	Using Writing Conventions	Using Action Words	B4.5.4.1..	B4.5.4.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.1.	B4.6.1.1.1.	
17	Oral Language	Story Telling	B4. 1.4.1..	B4. 1.4.1.2.	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.1.	
	Grammar Usage At Word	DeSEMESTERiners	B4.3.2.1.	B4.3.2.1.4	
	Writing	Paragraph Development	B4. 4.6.1..	B4. 4.6.1.2.	
	Using Writing Conventions	Using Action Words	B4.5.4.1..	B4.5.4.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
18	Oral Language	Dramatisation and Role Play	B4.1.5.2.	B4.1.5.2.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.3..	B4.2.6.3.2.	
	Grammar Usage At Word	Verbs	B4.3.5.1..	B4.3.5.1.3.	
	Writing	Writing as a Process	B4.4.9.3..	B4.4.9.3.1.	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B4.5.5.1.	B4.5.5.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
19	Oral Language	Conversation	B4.1.6.2.	B4.1.6.2.2	
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.1	

	Grammar Usage At Word	Verbs	B4.3.5.1..	B4.3.5.1.4.	Word cards sentence cards, class library
	Writing	Writing as a Process	B4.4.9.3.	B4.4.9.3.2	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B4.5.5.1.	B4.5.5.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
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FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B4 SEMESTER 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.1.	B4.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.1.	B4.1.1.1.2	
3	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.2.	B4.1.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.2.	B4.1.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
5	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.2.	B4.1.1.2.2	Plants and animals in the environment, plastics, stones, pictures videos paper
6	DIVERSITY OF MATTER	MATERIALS	B4.1.2.2.	B4.1.2.2.1	
7	DIVERSITY OF MATTER	EARTH SCIENCE	B4.2.1.1.	B4.2.1.1.1	
8	DIVERSITY OF MATTER	EARTH SCIENCE	B4.2.1.1.	B4.2.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
9	CYCLES	EARTH SCIENCE	B4.2.1.2.	B4.2.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
10	CYCLES	EARTH SCIENCE	B4.2.1.2.	B4.2.1.2.1	
11	CYCLES	EARTH SCIENCE	B4.2.1.3.	B4.2.1.3.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
12	CYCLES	EARTH SCIENCE	B4.2.1.3.	B4.2.1.3.1	
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14	SYSTEMS	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	

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15	CYCLES	EARTH SCIENCE	B4.2.1.5.	B4.2.1.5.1	Plants and animals in the environment, plastics, stones, pictures videos paper
16	CYCLES	LIFE CYCLES OF ORGANISMS	B4.2. 2.1.	B4.2. 2.1.1.	Plants and animals in the environment, plastics, stones, pictures videos paper
17	CYCLES	LIFE CYCLES OF ORGANISMS	B4.2. 2.1.	B4.2. 2.1.1.	Plants and animals in the environment, plastics, stones, pictures videos paper
18	CYCLES	LIFE CYCLES OF ORGANISMS	B4.2.2.1.	B4.2.2.1.2.	Plants and animals in the environment, plastics, stones, pictures videos paper
19	CYCLES	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	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 B4 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	B4.1.1.1.	B4.1.1.1.1	Laptops, Images of clipboard, styles, fonts, paragraph
2	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.2	Laptops,
3	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.3	Laptops,
4	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.3	
5	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.4	Laptops,
6	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.5.	Laptops,
7	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.1	Laptops,
8	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.1	Laptops,
9	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.2	Laptops,
10	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.3	Laptops,
11	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.4	Laptops,
12	Introduction to computing	Introduction to MS-Windows Interface (Desktop	B4.1.2.1.	B4.1.2.1.4	Laptops, smart phones

		Background and locations of the computer.)			
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14	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.5	Laptops,
15	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.6	Laptops,
16	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.1	Laptops,
17	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.1	Laptops,
18	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.2	Laptops,
19	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.3	Laptops,
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FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B4 SEMESTER 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	NUMBER	Counting, Representation & Cardinality	B4.1.1.1. B4.1.1.1	B4.1.1.1.1 B4.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation & Cardinality	B4.1.1.1. B4.1.1.1.	B4.1.1.1.3 B4.1.1.1.4	
3	NUMBER	Counting, Representation & Cardinality	B4. 1.1.1. B4.1.1.1.	B4. 1.1.1.5 B4.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Number Operations	B4.1.1.4. B4.1.2.1.	B4.1.1.4.2 B4.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	NUMBER	Number Operations	B4.1.2.2. B4.1.2.2.	B4.1.2.2.1 B4.1.2.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Fractions	B4.1.3.1. B4.1.3.1.	B4.1.3.1.1 B4.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Fractions	B4.1.3.1. B4.1.3.1.	B4.1.3.1.2 B4.1.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Fractions	B4.1.3.1. B4.1.3.1.	B4.1.3.1.3 B4.1.3.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Algebra	Patterns and Relationships	B4.2.1.1. B4.2.1.1. B4.2.1.1. B4.2.1.2. B4.2.1.2.	B4.2.1.1.2 B4.2.1.1.3 B4.2.1.2.1 B4.2.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Algebra	Pattern and Relationships	B4.2.1.3. B4.2.1.3 B4.2.2.1.	B4.2.1.3.1 B4.2.1.3.2 B4.2.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B4.2.2.2. B4.3.1.1. B4.3.1.1.	B4.2.2.2.7 B4.3.1.1.1 B4.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
12	GEOMETRY AND MEASUREMENT	Position / Transformation	B4.3.2.1. B4.3.3.1.	B4.3.2.1.1 B4.3.3.1.1	Counters, bundle and loose straws, Paper st

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14	NUMBER	Counting, Representation & Cardinality	B4.1.1.2. B4.1.1.3.	B4.1.1.2.2 B4.1.1.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
15	NUMBER	Counting, Representation & Cardinality	B4.1.1.3. B4. 1.1.3..	B4.1.1.3.2 B4. 1.1.3.3.	Counters, bundle and loose straws, Paper strips, Cut out cards
16	NUMBER	Number Operations	B4. 1.2.3 B4. 1.2.4.	B4. 1.2.3.1 B4. 1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
17	NUMBER	Number Operations	B4.1.2.5.	B4.1.2.5.1	Counters, bundle and loose straws, Paper strips, Cut out cards
18	Number	Fractions	B4.1.3.2. B4.1.3.2.	B4.1.3.2.1 B4.1.3.2.3.	Counters, bundle and loose straws, Paper strips, Cut out cards
19	Number	Fractions	B4.1.3.2. B4.1.4.1. B4.1.4.1.	B4.1.3.2.3. B4.1.4.1.1 B4.1.4.1.2	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 B4 SEMESTER 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.1	Balls
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.2	Pictures and Videos
3	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.:	B4.1.2.1.1:	Drums, Clappers, Video and Pictures Video and Pictures
4	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B 4. 1.2.1.	B 4. 1.2.1.2	
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.3	Pictures and Video
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.4	Pictures and Video
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.5	Pictures and Video
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.6	Pictures and Video
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.7	Pictures and Video
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.8	Drums, Laptop, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.9	Drums, Laptop, Speakers,
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.1	Drums, Laptop, Speakers
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14	Motor Skills And Movement Patterns	Manipulative Skills	B4.1.2.1.	B4.1.2.1.1	
15	Motor Skills And Movement Patterns	Rhythmic Skills	B4.1.3.1.	B4.1.3.1.1	

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16	Motor Skills And Movement Patterns	Manipulative Skills	B4.1.2.1.	B4.1.2.1.2	
17	Movement Concepts, Principles And Strategies	Space Awareness	B4.2.1.2.	B4.2.1.2.1	
18	Movement Concepts, Principles And Strategies	Dynamics	B4.2.2.2.	B4.2.2.2.1	
19	Movement Concepts, Principles and Strategies	Relations	B4.2.3.2.	B4.2.3.2.1	
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FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B4 SEMESTER 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation and Attributes	God the Creator	B4.1.1.1.	B4.1.1.1.1:	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B4.1.1.1.:	B4.1.1.1.1:	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall words, posters, video clip, etc
5	God, His Creation and Attributes	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall words, posters, video clip, etc
6	God, His Creation and Attributes	The Environment	B4. 1.2.1.	B4. 1.2.1.1	wall charts, wall words, posters, video clip, etc
7	God, His Creation and Attributes	The Environment	B4. 1.2.1.	B4. 1.2.1.1	wall charts, wall words, posters, video clip, etc
8	Religious Practices and their Moral Implications	Religious Worship, Prayer and other Religious Practices	B4.2.1.1.	B4.2.1.1.1	wall charts, wall words, posters, video clip, etc
9	Religious Practices and their Moral Implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.2	wall charts, wall words, posters, video clip, etc
10	Religious Practices and their Moral Implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.2	wall charts, wall words, posters, video clip, etc
11	Religious Practices and their Moral Implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.2	wall charts, wall words, posters, video clip, etc
12	Religious Practices and their Moral Implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.2	wall charts, wall words, posters, video clip, etc
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14	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B4.2.1.1.	B4.2.1.1.1	wall charts, wall words, posters, video clip, etc

15	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.2:	wall charts, wall words, posters, video clip, etc
16	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.3	wall charts, wall words, posters, video clip, etc
17	Religious practices and their moral implications	Festivals in the Three Major Religions	B4 2.1.1.	B4 2.1.1.3	wall charts, wall words, posters, video clip, etc
18	Religious practices and their moral implications	Festivals in the Three Major Religions	B4.2.2.1.1	B4.2.2.1.1	wall charts, wall words, posters, video clip, etc
19	Religious practices and their moral implications	The Call of the Leaders of the Three Major Religions	B4.2.2.1.	B4.2.2.1.1	wall charts, wall words, posters, video clip, etc
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FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B4 SEMESTER 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts, Video Clip
2	ALL ABOUT US	Myself	B4.1.2.1..	B4.1.2.1.1.	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B4.1.2.1.	B4.1.2.1. 2.	Pictures, Charts, Video Clip
4	ALL ABOUT US	Myself	B4.1.2.1.	B4.1.2.1. 2.	Pictures, Charts, Video Clip
5	ALL ABOUT US	My Family and the Community	B4.1.3.1..	B4.1.3.1.1.	Pictures, Charts, Video Clip
6	ALL ABOUT US	My Family and the Community	B4.1.3.2.	B4.1.3.2.1	Pictures, Charts, Video Clip
7	ALL ABOUT US	Home and School	B4.1.4.1..	B4.1.4.1. 1.	Pictures, Charts, Video Clip
8	ALL ABOUT US	Home and School	B4.1.4.1..	B4.1.4.1. 1.	Pictures, Charts, Video Clip
9	ALL AROUND US	The Environment and the Weather	B4.2.1.1..	B4.2.1.1 .1.	Pictures, Charts, Video Clip
10	ALL AROUND US	The Environment and the Weather	B4.2.1.2	B4.2.1.2 .1.	Pictures, Charts, Video Clip
11	ALL AROUND US	The Environment and the Weather	B4.2.1.2	B4.2.1.2 .1.	Pictures, Charts, Video Clip
12	ALL AROUND US	The Environment and the Weather	B4.2.1.2	B4.2.1.2 .1.	Pictures, Charts, Video Clip
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14	ALL AROUND US	The Environment and the Weather	B4.2.1.3 ..	B4.2.1.3 .1.	Pictures, Charts, Video Clip
15	ALL AROUND US	Plants and Animals	B4.2.2.1..	B4.2.2.1.1.	Pictures, Charts, Video Clip
16	ALL AROUND US	Map Making and Land Marks	B4.2.3.1.	B4.2.3.1.1.	Pictures, Charts, Video Clip
17	ALL AROUND US	Map Making and Land Marks	B4.2.3.1.	B4.2.3.1.1.	Pictures, Charts, Video Clip
18	ALL AROUND US	Population and Settlement	B4.2.4.1..	B4.2.4.1.1.	Pictures, Charts, Video Clip
19	OUR BELIEFS AND VALUES	Worship	B4.3.1.1..	B4.3.1.1.1.	Pictures, Charts, Video Clip
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FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B4 SEMESTER 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
2	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
3	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
4	History as a Subject	Why and How We Study HISTORY	B4.1.1.2.	B4.1.1.2.1	A map of Ghana,
5	History as a Subject	Why and How We Study HISTORY	B4.1.1.2.	B4.1.1.2.1	A map of Ghana, Posters, documentary
6	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.1	A map of Ghana, Posters, documentary
8	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.1	A map of Ghana, Posters, documentary
9	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters, documentary
10	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters,
11	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters, documentary
12	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters, documentary
13					

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14	My Country Ghana	Major Historical Locations	B4.1.4.1.	B4.1.4.1.1	A map of Ghana, Posters,
15	My Country Ghana	Major Historical Locations	B4.1.4.1.	B4.1.4.1.1	A map of Ghana, Posters,
16	My Country Ghana	Major Historical Locations	B4.1.4.1.	B4.1.4.1.1	A map of Ghana, Posters,
17	My Country Ghana	SOME SELECTED INDIVIDUALS	B4.2.5.1.	B4.2.5.1.1	A map of Ghana, Posters,
18	My Country Ghana	SOME SELECTED INDIVIDUALS	B4.2.5.1.	B4.2.5.1.1	A map of Ghana, Posters,
19	My Country Ghana	SOME SELECTED INDIVIDUALS	B4.2.5.1.	B4.2.5.1.1	A map of Ghana, Posters,
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

FIRST SEMESTER Scheme of Learning (SOL) for B4 SEMESTER 1 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B4 1.1.1.	B4 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	B4 2.1.1.	B4 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B4 1.2.2.	B4 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B4.2.2.2.	B4.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B4 1.2.3.	B4 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B4 2.2.3.	B4 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B4 1.3.5.	B4 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B4 2.3.5.	B4 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B4 1.4.6. B4 2.4.6.	B4 1.3.4.1 B4 2.4.6.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B4 1.4.7. B4 2.4.7.	B4 1.3.5.1 B4 2.4.7.2	-do-
11	Visual and Performing Arts	Appreciating and Appraising	B4 2.3.4.	B4 1.4.6.2 B4 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B4.1.4.7. B4.2.4.7.	B4 1.4.6.2 B4 2.4.6.2	-do-
13					
14	Visual Arts	Thinking and Exploring Ideas	B4. 1.1.1.	B4. 1.1.1.3	-do-
15	Performing Arts	Thinking and Exploring Ideas	B4. 2.1.1.	B4. 2.1.1.3	-do-

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16	Visual Arts	Planning, Making and Composing	B4 1.2.2.	B4 1.2.2.2	-do-
17	Performing Arts	Planning, Making and Composing	B4 2.2.2.	B4 2.2.2.2	-do-
18	Visual Arts	Displaying and Sharing	B4 1.3.4.	B4 1.3.4.2	-do-
19	Performing Arts	Displaying and Sharing	B4 2.3.4.	B4 2.3.4.2	-do-
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FIRST SEMESTER SCHEME OF LEARNING

Scheme of Learning for B4 SEMESTER 1 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	SONGS Poems Listening and Story Telling	B4.1.1.1. B4.1.2.1. B4.1.4.1.	B4.1.1.1.1 B4.1.2.1.1 B4.1.4.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Dramatisation and Role Play	B4.1.5.1. B4.1.5.1.	B4.1.5.1.1 B4.1.5.1.2	
3.	Reading	Phonics: Letter Sound Knowledge	B4.2.4.1. B4.2.4.1. B4.2.4.1.	B4.2.4.1.1 B4.2.4.1.2 B4.2.4.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonics: Letter Sound Knowledge vocabulary (Sight and content vocabulary)	B4.2.4.1. B4.2.5.1.1. B4.2.5.1.1.	B4.2.4.1.4 B4.2.5.1.1.1 B4.2.5.1.1.2	Manila cards, markers, recorded audio-visual
5.	Writing	Penmanship/Handwriting	B4.3.1.1. B4.3.1.1.	B4.3.1.1.1 B4.3.1.1.2	Manila cards, markers, recorded audio-visual
6.	Composition Writing	Narrative Writing	B4.4.1.1. B4.4.1.1. B4.4.1.1.	B4.4.1.1.1 B4.4.1.1.2 B4.4.1.1.3	Manila Cards, Class reader
7.	Composition Writing	Creative/ Free Writing Descriptive Writing	B4.4.2.1. B4.4.2.1. B4.4.3.1.	B4.4.2.1.1 B4.4.2.1.2 B4.4.3.1.1	Manila Cards, Markers
8.	Composition Writing	Descriptive Writing Persuasive Writing	B4.4.3.1. B4.4.3.1. B4.4.4.1.	B4.4.3.1.2 B4.4.3.1.3 B4.4.4.1.1	Word cards, Manila card Markers Word cards Manila card Markers

9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation) B4	B4.5.1.1. B4.5.1.1. B4.5.1.1. B4.5.2.1.	B4.5.1.1.1 B4.5.1.1.2 B4.5.1.1.3 B4.5.2.1.1	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	B4.5.2.1. B4.5.2.1. B4.5.3.1. B4.5.3.1.	B4.5.2.1.2 B4.5.2.1.3 B4.5.3.1.1 B4.5.3.1.2	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Library	Building the Love and Culture of Reading in Learners	B4.6.1.1.	B4.6.1.1.1	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud with Children	B.4.6.2.1.	B.4.6.2.1.1	Manila Cards, Markers
13					
14	Oral Language	Conversation	B4.1.6.1. B4.1.6.1.	B4.1.6.1.1 B4.1.6.1.2	Manila Cards, Markers

15	Oral Language	Talking about Oneself, Family, People and Places/ Asking and Answering Questions	B4.1.7.1. B4.1.7.1. B4.1.9.1.	B4.1.7.1.1 B4.1.7.1.2 B4.1.9.1.1	Manila Cards, Markers
16	Reading	Vocabulary / Comprehension	B4.2.5.1. B4.2.6.1. B4.2.6.1.	B4.2.5.1.3 B4.2.6.1.1 B4.2.6.1.2	Manila Cards, Markers
17	Reading	Silent Reading	B4.2.7.1. B4.2.7.1 B4.2.7.1.	B4.2.6.1.3 B4.2.7.1.1 B4.2.7.1.2	Manila Cards, Markers
18	Writing	Penmanship/ Handwriting	B4.3.1.1.	B4.3.1.1.3	Manila Cards, Markers
19	Composition Writing	Persuasive Writing	B4.4.4.1. B4.4.4.1. B4.4.5.1.	B4.4.4.1.2 B4.4.4.1.3 B4.4.5.1.1	Manila Cards, Markers
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SEMESTER ONE

BASIC FOUR

WEEK 1

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WEEK ONE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

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 Punctuation E. Building the Love and Culture of Reading	
Indicator (code)	B4.2.2.1.1	B4.3.1.1.1.	B4.4.2.1.1 B4.5.2.1.1. B4.6.1.1.1
Content standard (code)	B4.2.2.1.	B4.3.1..1.	B4.4.2.1. B4.5.2.1. B4.6.1.1.
Performance Indicator	A. Learners can match sounds to their corresponding letter/letter patterns (e.g. initial/final consonants – m, j, f, s, etc., initial short vowels”– a, e, i, o, u”, final “y” as vowel, silent letters etc.) B. Learners can identify and use nouns to identify people, animals, events and objects C. Learners can write clearly using joined letters of consistent size D. Learners can use the comma: – before and after "Yes" and "No" in sentences – after addressing a person, e.g. Kofi, can you help me?		

		E. Learners can read a variety of age- and level appropriate books and present a-two-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	Engage learners to recite/sing the rhyme/song ‘ <		

	<p>DEBRIEFING.</p> <p>What were some of the nouns your group identified?</p> <p>How did you identify the nouns?</p> <p>What can you do to learn more nouns?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Have learners form sentences with names of people, animals, events and objects and underline these nouns in the sentences. • Have them note that common nouns start with small letters. • Have learners identify common nouns from paragraphs/passages <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 identify people, animals, events and objects</p>	<p>or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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.</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Stage 1 : Write letters with a flick e.g. a, t, m, n, w, d • Stage 2: Join pairs of letters. e.g. at, am, et, de • Stage 3: Join the letters of a word. e.g. and , kettle, can, catch <i>kettle, can, catch, and</i> • Stage 4: Copy sentences and passages <p>Procedure:</p> <ul style="list-style-type: none"> • Demonstrate the exercise • Give practice • Give exercise • Provide 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>

	<p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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 clearly using joined letters of consistent size</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>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide learners with sample texts for them to identify the target punctuation marks. e.g. Yes, please. No, thank you. Kofi, can you help me? • Give them practice in using the punctuation marks. They copy and punctuate unpunctuated sentences and short paragraphs. <p>Assessment: let learners use the comma: before and after "Yes" and "No" 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>How can this game be improved?</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"> • Guide learners to choose and read independently books of their choice the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their summaries to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-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>

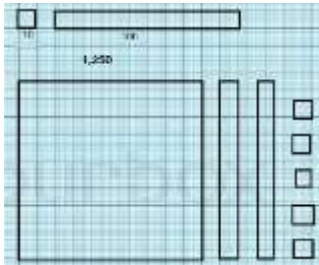
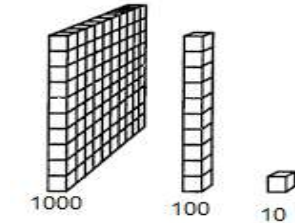
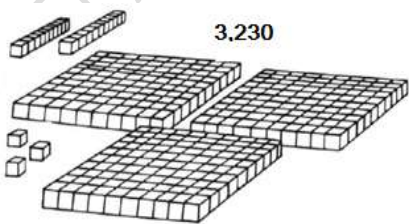
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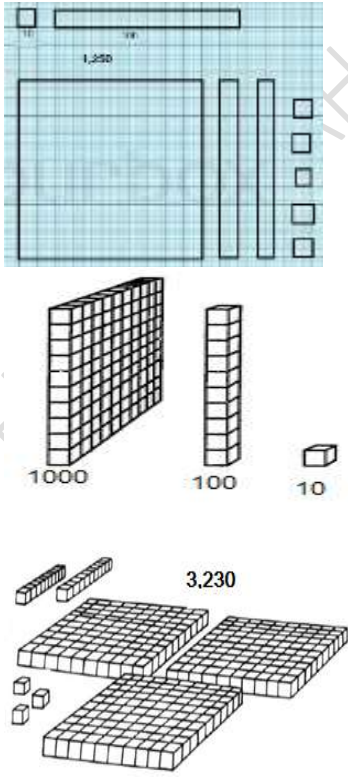
WEEK ONE : LESSON PLAN


SUBJECT: MATHEMATICS

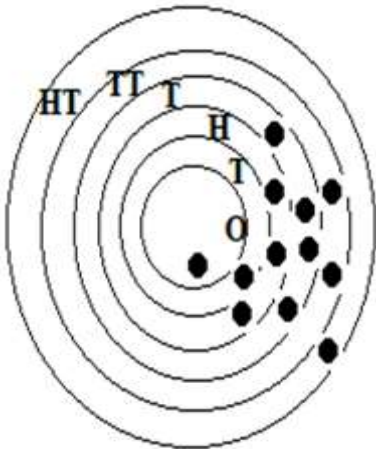
CLASS: FOUR

Week Ending: 21st January, 2022			Class size:	
Day :			Date :	
Monday, 60 minutes			17th January, 2022	
Tuesday, 60 minutes			18th January, 2022	
Wednesday, 60 minutes			19th January, 2022	
Thursday, 60 minutes			20th January, 2022	
Friday, 60 minutes			21st January, 2022	
Period :			Lesson :	
2			1 of 3	
2			2 of 3	
2			3 of 3	
2			1 of 2	
2			2 of 2	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality		
Indicator (code)	B4.1.1.1.1	B4.1.1.1.2		
Content standard (code)	B4.1.1.1.	B4.1.1.1.		
Performance Indicator	<ul style="list-style-type: none">Learners can model number quantities, place value for multi-digit using graph sheets or multi-base materials up to 100,000.Learners can read and write numbers in figures and in words up 100,000			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords	Place value; digits; expanded notation			
T. L .R. (s)	<ul style="list-style-type: none">Grid paperMulti-base blocksNumber charts; number cards, Place value number wheel			
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		Ask learners to model number quantities up to 100,000 using graph sheets or		What new things have you learned today?

	<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>multi-base materials. For instance, with multi-base block , a cube = 100 unit; a rod = 1000; a flat = 10,000 and a block = 100,000; learners model 32,300 with the appropriate materials</p> <p>Ask learners to model the number 12,500 shading graph sheet square as shown below, where 2cm×2cm square represents 10 units.</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>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	
Tuesday	<p>Learners form convenient groups. Give each group a designed playing cards. Learners play 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>Ask learners to model number quantities up to 100,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 100 unit; a rod = 1000; a flat = 10,000 and a block = 100,000; learners model 32,300 with the appropriate materials.</p> <p>Ask learners to model the number 12,500 shading graph sheet square as shown below, where 2cm×2cm square represents 10 units.</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"> • Use 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 number to your friends number? 3. What were some of the numbers you heard your friends calling out? <p>Share lesson indicator and treat key words with learner</p>	<p>Give learners teacher-made token currency notes [¢1, ¢10 & ¢100 notes] on different coloured-paper and ask them to model or pick given amounts up to ¢10,000; e.g. ¢2,480</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 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>

Thursday	<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>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it to find the place value number?</p> <p>3. What were some of the place value numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Play the place value number wheel game: Use the hundred thousand number wheel to generate 6-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-thousand' ring making the number twenty-thousand or 20,000). The representations to use also include verbal, and numerals. Learners must match number word cards to the figures</p> <div><p>Place value number wheel</p><p>Place value chart</p><table><tr><th>Hundred-thousands</th><th>Ten-thousands</th><th>Thousand</th><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td>1</td><td>2</td><td>4</td><td>3</td><td>1</td><td>1</td></tr></table></div>	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones	1	2	4	3	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>
Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones										
1	2	4	3	1	1										
		Differentiated learning													

		<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>Ask learners to write given numbers on the expanded form of the number: 14031=10,000 + 4,000 +30 + 1</p> <p>Assessment: have learners to practice with more examples</p>																						
Friday	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table border="1"><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>Display a number chart or number line with multiples of 500 between 10000 and 50000 and lead learners to identify numbers in different positions around a given number</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>
4	1	6																						
5	7	40																						
3	16	13																						
10	14	2																						
42	19	36																						
18	25	35																						

	<p>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>		
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Vetted by : Signature: Date :

WEEK ONE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending: 21st January, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 17th January, 2022 20th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B4.1.1.1.1	
Content standard (code)		B4.1.1.1.	
Performance Indicator		Learners can classify animals into insects, birds, mammals and reptiles	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Amphibians, reptiles, mammals, coldblooded, classification.	
T. L .R. (s)		Pictures or videos of birds, insects, fish, mammals, reptiles and amphibians, cardboard, pencil and colour pencils.	
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	Learners embark on a walk to observe and record names of different kinds of animals in their community or show videos and pictures of different kinds of animals. • Learners talk about the different animals based on	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<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>their limbs, body covering, height, shape, size, where they live, how they move, what they eat, etc.</p> <ul style="list-style-type: none"> • Provide flashcards of many different animals to learners in groups. • Assist learners to sort the pictures into insects, birds, mammals and reptiles and produce animal classification cards or tables. • Learners display and do presentations on their group work. • Learners to give reasons for their classifications. • Ask learners to identify things which are common to all the different kinds of animals. • Assist learners to mould different kinds of animals using suitable materials (such as blu tack, clay, cardboard, etc.). • Learners draw different kinds of animals (insects, birds, mammals and reptiles). <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>Independent Activity/ Homework:</p>
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		<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	
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NANA FIIFI ACQUAH SCH

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending: 21st January, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 19th January, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Introduction to computing		Sub-strand : GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)		B4.1.1.1.1.	
Content standard (code)		B4.1.1.1.	
Performance Indicator		Learners can identify parts of a computer and technology tools (the mouse, keyboard, monitor, system unit and its components (memory, hard disk drive, CD-ROM etc.), speakers, and peripherals.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		mouse, keyboard, monitor, central processing unit and its components, memory, hard disk drive, CD-ROM, speakers and peripherals	
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	Bring items such as memory(i.e. memory cards, memory sticks),hard disk drive, CD-ROM etc. or pictures of these items to class and ask the learners to label selected items or computer parts in their note books.	What new things have you learned today? Learning progress voting: Ask learners to show by their 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>Assessment: Let learners identify parts of a computer and technology tools</p>	
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Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK ONE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

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)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
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	demonstrate, creator, intelligent, complexion, uniqueness, intelligent, harmony, preserve, contribute		
T. L .R. (s)	Pictures, video clips, pupils, charts, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/ marker		
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	In groups, learners discuss how each person is created as unique and different from one another: some are short, tall, dull, intelligent, fair in complexion, black in complexion, etc.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners demonstrate the uniqueness of each individual e.g.</p> <p>My name is Esi, I am black and beautiful, there is no one like me, I'm special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.</p> <p>Use pictures/video clips to demonstrate the effects of destroying our bodies.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners explain how special each individual is</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</p>	<p>Put learners into groups according to: height, colour, mass, intelligence, 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</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>Learners write how different they are from one another.</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 how different they are from one another.</p>	<p>those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK ONE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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, MANIPULATIVE AND RHYTHMIC SKILLS	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can Demonstrate the difference between slow and fast, heavy and light, hard and soft while 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	Learners demonstrate slow and fast movements. Learners move in a demarcated area using varied locomotor skills (walk, jog and run). Learners walk or run for peers to demonstrate slow or fast movement	What new things have you learned today? Learning progress voting: Ask learners to show by their 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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	maximal performan ce and to prevent injuries		Independent Activity/ Homework:
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WEEK ONE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending: 21st January, 2022			Class size:	
Day : Friday, 60 minutes			Date : 21st January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B4.1.1.1.1:		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can explain the nature of God as the Creator		
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?	• Lead learners to discuss the nature of God as the Creator: originator of all things, He created all things such as human beings, trees, animals, water bodies, etc. • Take learners on nature walk to observe and document things created by God: human beings, trees, animals, water bodies, etc.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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 nature of God as the Creator</p>	
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Signature: Date :

WEEK ONE : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

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 : History as a Subject			Sub-strand : Why and How We Study HISTORY	
Indicator (code)		B4.1.1.1.1		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can explain the importance of studying the history of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		record, migration, settlement, alliance, coups d'état, identity, unique		
T. L .R. (s)		Pictures		
Ref:		History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	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:	Engage learners to discuss how history defines our identity as Ghanaians. 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 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 explain how history defines our identity as Ghanaians.</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>Engage learners to discuss how history defines our identity as Ghanaians.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>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 explain how history defines our identity as Ghanaians.</p>	
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Vetted by : Signature: Date :

WEEK ONE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

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)		B4 1.1.1.1		
Content standard (code)		B4 1.1.1.		
Performance Indicator		Learners can study and talk about visual artworks created by selected Ghanaian visual artists that reflect the history and culture of the people of Ghana		
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 the word is. Repeat for all the key words	Learners are to: ☐ Study the visual artworks (e.g. wood carvings, printed fabrics, wall paintings, cartoons, posters, photographs, clay pots) created by some Ghanaian visual artists (such as Amon Kotei, Theodosia Okoh, Ablade Glover, Oku Ampofo,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers 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>Offei-Nyako, Kwame Amoah, Betty Acquah, Kofi Antubam) by:</p> <p>a) gathering information from library books; surfing the internet;visiting art studios, galleries, museums or exhibitions;</p> <p>b) watching videos, films or observing photographs of artworks of some Ghanaian visual artists;</p> <p>c) examining some artworks of the artists to find out how those artworks reflect the history and culture of the people of Ghana. For example, relate the colours and star in the Ghana Flag to the history of Ghana;</p> <p>d) identifying and discussing symbols found in the artworks being studied that reflect the history and culture of the people of Ghana;</p> <p>e) writing brief notes about one visual artist using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Training - Type of artworks - Title of some works. <p>Assessment: let learners describe visual artworks created by selected Ghanaian visual artists that</p>	<p>Independent Activity/ Homework:</p>
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		reflect the history and culture of the people of Ghana	
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WEEK ONE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Songs Poems Listening and story telling	
Indicator (code)	B4.1.1.1.1.	B4.1.2.1.1.	B4.1.4.1.1..
Content standard (code)	B4.1.1.1.	B4.1.2.1.	B4.1.4.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should Sing and discuss songs connected to traditional occupations and their importance. Learners should explore the poems of about five lines correctly and discuss the moral lessons in the poem. Learners should retell a folktale of about three scenes and recognise its beginning and end and discuss the features of the folktale. 		
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

	<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 sing a familiar traditional song. • Show learners a video of a traditional song being performed. • Discuss the lyrics of the song with learners. • Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). • After watching a video on a performed traditional occupation, allow Learners shoulds to discuss some importance of traditional occupation songs. <p>Work songs: – reduce fatigue, boredom provides enjoyment allows systematic work, inspires fellow workers to work harder etc.</p> <p>Assessment: let learners mention songs connected to traditional occupations and their importance.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 	<ul style="list-style-type: none"> • Let learners sing a popular traditional song. • Explore a poem to learners. • Let them listen and take note of keywords words in the poem. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 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>	<ul style="list-style-type: none"> • Ask learners to mention the words they heard. • Write the words on the board. • Lead learners to say the words aloud. • Let learners say the words and use them to form their own sentences. • Let learners explore the poem correctly. • Put learners in groups. • Let them discuss the moral lessons in the poems in groups and tell the class. <p>Assessment: let learners identify the moral lessons in the poem.</p>	<p>Independent Activity/ Homework:</p>
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. 	<ul style="list-style-type: none"> • Let learners sing a popular song. • Play a video of someone telling a folktale. • Encourage learners to take note of whatever they see and hear. • Teach learners what a folktale is. • Call learners individually to retell what they saw and heard in the video. • Put learners into groups and ask them to compose a folktale on any topic of their choice. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>	<ul style="list-style-type: none"> • Let learners present their folktales to the class. • After watching the video on someone telling a folktale, lead learners to discuss what they saw and heard. • Tell learners a folktale. • Discuss the beginning and end of the folktale with learners. E.g. Beginning or opening, middle or body and end or conclusion. • Let learners discuss the features of the folktale. E.g. People, animals, spirits, tress, river, mountains, etc. It has a moral lesson and is very interesting. It is usually a comedy or tragedy. <p>Assessment: let learners retell a folktale</p>	
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Vetted by : Signature: Date :

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SEMESTER ONE

BASIC FOUR

WEEK 2

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WEEK TWO : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

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 Punctuation F. Building the Love and Culture of Reading
Indicator (code)	(B4.1.1.1.1 B4.1.3.1.1) B4.2.2.1.2 B4.3.1.1.2 B4.4.6.1.1 B4.5.2.1.1. B4.6.1.1.1	
Content standard (code)	(B4.1.1.1. B4.1.3.1.) B4.2.2.1. B4.3.1.1. B4.4.6.1. B4.5.2.1. B4.6.1.1.	
Performance Indicator	A. Learners can listen attentively to songs and sing them with appropriate stress, rhythm and actions. Recite poems with stress, rhythm and actions and interpret them in own their words B. Learners can read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts C. Learners can identify and use: proper nouns – refer to cities and countries and) 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 G. Learners can use the comma: – before and after "Yes" and "No" in sentences – after addressing a person, e.g. Kofi, can you help me? E. Learners can read a variety of age- and level appropriate books and present a-two-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	Engage learners to recite/sing the rhyme/song ‘ <		

		interpret them in own their words													
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)</p> <p>Learners match the words to the digraphs in the table within a given time</p> <p>Matching Table</p> <table border="1"> <tr> <td>C h</td><td>ch air</td><td>chu rch</td><td>Ch ild</td></tr> <tr> <td>S h</td><td>Shi rt</td><td>sho rt</td><td>Shi p</td></tr> <tr> <td>G h</td><td>Gh an a</td><td>gh ost</td><td>Gh ast</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>	C h	ch air	chu rch	Ch ild	S h	Shi rt	sho rt	Shi p	G h	Gh an a	gh ost	Gh ast	<p>B.READING</p> <p>Read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts.</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 read single-syllable-words with taught consonant digraphs</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>
C h	ch air	chu rch	Ch ild												
S h	Shi rt	sho rt	Shi p												
G h	Gh an a	gh ost	Gh ast												

Wednesday	<p>Name that Noun!</p> <p>flip the first letter card out of the number given e.g. “e”(e, b, c, a) and write names of things which begins with that letter in the given categories within a specified time.</p> <p>DEBRIEFING.</p> <p>What were some of the nouns your group identified?</p> <p>How did you identify the nouns?</p> <p>What can you do to learn more nouns?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C.GRAMMAR</p> <p>a. Proper Nouns</p> <ul style="list-style-type: none"> • Have learners read simple sentences having names of cities and countries from the board. • Put learners into groups to identify the names of cities and countries on a globe or map. • Learners form sentences with names of other cities and countries. • Have learners identify proper nouns from paragraphs/passages. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify and use: proper nouns</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>
Thursday	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Select sample essay types/texts showing a variety of modes of writing from 	<p>What new things have you learned today?</p>

	<p>1. Put word cards on the table/floor/in a bowl.</p> <p>2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.</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>learners' readers and/teacher's resource.</p> <p>e.g.</p> <p>i. Expository Writing – how something works.</p> <p>ii. Narrative – how something happened.</p> <p>iii. Description – how something/someone appears.</p> <p>iv. Argument – how an opinion can be stated and supported</p> <ul style="list-style-type: none"> Put learners into groups of five. For each mode of writing, give a sample text to each group to study and, through appropriate questions, guide them to identify the following: <ul style="list-style-type: none"> i. the main idea(s); ii. the mode of writing; iii. the purpose; iv. the audience. <p>For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences).</p> <p>use other controlled composition strategies such as matching, completion and blank filling</p> <p>Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece</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>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</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> Provide learners with sample texts for them to identify the target punctuation marks. e.g. <ul style="list-style-type: none"> Yes, please. No, thank you. Kofi, can you help me? 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5</p>

	<p>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>	<ul style="list-style-type: none"> • Give them practice in using the punctuation marks. They may copy and punctuate unpunctuated sentences and short paragraphs. • Have them write sentences to demonstrate understanding of the use of the comma before and after "Yes" and "No" in sentences; - after addressing a person <p>Assessment: let learners use the comma: before and after "Yes" and "No" in sentences</p>	<p>or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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"> • Guide learners to choose and independently books of their choice for library period. • Learners think-pair-share the books. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present to class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-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 TWO : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending: 21st January, 2022			Class size:	
Day :			Date :	
Monday, 60 minutes			17th January, 2022	
Tuesday, 60 minutes			18th January, 2022	
Wednesday, 60 minutes			19th January, 2022	
Thursday, 60 minutes			20th January, 2022	
Friday, 60 minutes			21st January, 2022	
Period :			Lesson :	
2			1 of 2	
2			2 of 2	
2			1 of 3	
2			2 of 3	
2			3 of 3	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality		
Indicator (code)		B4.1.1.1.3 B4.1.1.1.4		
Content standard (code)		B4.1.1.1. B4.1.1.1.		
Performance Indicator		<ul style="list-style-type: none">• Learners can identify numbers in different positions around a given number in a number chart• Learners can compare and order whole numbers up to 10,000 and represent comparisons using the symbols “<”, “=”, “>”		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Whole numbers; ascending; descending ,		
T. L .R. (s)		Number charts, number cards		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	1. Learners form convenient groups. 2. Give each group a number chart/Bingo grid	1 Display a number chart in multiples of 500 between 10,000 and 100,000 and lead learners	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 it 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>identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table><tr><td>10,00 0</td><td>10,50 0</td><td>11,00 0</td><td>11,50 0</td></tr><tr><td>20,00 0</td><td>20,50 0</td><td>21,00 0</td><td>21,50 0</td></tr><tr><td>30,00 0</td><td>30,50 0</td><td>31,00 0</td><td>31,50 0</td></tr><tr><td>40,00 0</td><td>40,50 0</td><td>41,00 0</td><td>41,50 0</td></tr><tr><td>50,00 0</td><td>50,50 0</td><td>51,00 0</td><td>51,50 0</td></tr><tr><td>60,00 0</td><td>60,50 0</td><td>61,00 0</td><td>61,50 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	10,50 0	11,00 0	11,50 0	20,00 0	20,50 0	21,00 0	21,50 0	30,00 0	30,50 0	31,00 0	31,50 0	40,00 0	40,50 0	41,00 0	41,50 0	50,00 0	50,50 0	51,00 0	51,50 0	60,00 0	60,50 0	61,00 0	61,50 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 it position? How did you do it?</div>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<div>1 Display a number chart in multiples of 500 between 10,000 and 100,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.</div> <table><tr><td>10,000</td><td>10,500</td><td>11,000</td><td>11,500</td></tr><tr><td>20,000</td><td>20,500</td><td>21,000</td><td>21,500</td></tr><tr><td>30,000</td><td>30,500</td><td>31,000</td><td>31,500</td></tr><tr><td>40,000</td><td>40,500</td><td>41,000</td><td>41,500</td></tr><tr><td>50,000</td><td>50,500</td><td>51,000</td><td>51,500</td></tr><tr><td>60,000</td><td>60,500</td><td>61,000</td><td>61,500</td></tr></table> <div>Differentiated learning</div> <div>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</div> <div><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>Assessment: have learners to practice with more examples</div>	10,000	10,500	11,000	11,500	20,000	20,500	21,000	21,500	30,000	30,500	31,000	31,500	40,000	40,500	41,000	41,500	50,000	50,500	51,000	51,500	60,000	60,500	61,000	61,500	<div>What new things have you learned today?</div> <div>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</div> <div>Independent Activity/ Homework:</div>
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	Share lesson indicator and treat key words with learner .		
Wednesday	<p>< / ></p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by saying greater or less than he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? <p>Share lesson indicator and treat key words with learner</p>	<p>Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400. Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. 1200=1200; 27345>26355,</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>
Thursday	<p>< / ></p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, 	<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>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'</p>

	<p>who does same by saying greater or less than he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? <p>Share lesson indicator and treat key words with learner</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday...	<p>< / ></p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by saying greater or less than he/she sees to the number of the first learner. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? <p>Share lesson indicator and treat key words with learner</p>	<p>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, 21345 and 21534; 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 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>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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 TWO : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

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)		B4.1.1.1.2		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can Know life processes of animals (movement, nutrition and reproduction)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Movement, reproduction, nutrition		
T. L .R. (s)		videos or pictures of living organisms undergoing movement, reproduction and nutrition		
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">Learners observe videos and pictures depicting movement, nutrition and reproduction in animals.Learners describe how various animals (insects, birds, reptiles and mammals) move, feed and reproduce.	What new things have you learned today? Learning progress voting: Ask learners to show by their 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 various animals (insects, birds, reptiles and mammals) move, feed and reproduce.</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? 	<ul style="list-style-type: none"> • Learners role-play or pantomime movement and nutrition of animals. • In groups, learners discuss the importance of movement, nutrition and reproduction to animals. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<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 importance of movement, nutrition and reproduction to animals.</p>	
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Signature: Date :

WEEK TWO : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

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)		B4.1.1.1.2.		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can describe the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc..		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		joystick, light pen, stylus, mouse, pointing stick, graphics tablet		
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 DEBRIEFING:	Guide learners to explore the types of input devices and their uses. Assessment: Let learners describe the types of input devices of a computer and their uses	What new things have you learned today? Learning progress voting: Ask learners to show by their 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>		
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WEEK TWO : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

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 : Myself	
Indicator (code)		B4.1.2.1.1.	
Content standard (code)		B4.1.2.1.	
Performance Indicator		Learners can identify one’s strengths and weaknesses and how to promote interpersonal relations	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		weakness, strength, friendliness, confident, timidity, counseling, harmonious, interpersonal	
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 is. Repeat for all the key words	Learners talk about their abilities and weaknesses, e.g. of strengths: friendliness, kindness, confidence: e.g. of weaknesses: selfishness, shyness, timidity, lack of confidence.	What new things have you learned today? Learning progress voting: Ask learners to show by their 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 talk about ways of initiating good interpersonal relationships, e.g. greetings, respect, tolerance, caring, showing appreciation, 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 mention ways of initiating good interpersonal relationships</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>Learners talk about ways of improving their abilities and overcoming their weaknesses e.g. education, constant, practice, training, counseling.</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>Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses</p>	<p>Independent Activity/ Homework:</p>
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WEEK TWO : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4.1.1.1.2		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can Enter, jump, and leave a long swinging rope turned by others repeatedly.		
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 skip a number of times at their own pace landing on the balls of their feet. Skip continuously over a rope a number of times in turns.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

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WEEK TWO : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending: 28th January, 2022			Class size:	
Day : Friday, 60 minutes			Date : 28th January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B4.1.1.1.1:		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can explain the nature of God as the Creator		
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?	• Take learners on nature walk to observe and document things created by God: human beings, trees, animals, water bodies, etc. • In groups, learners put their findings together and present them to the class for discussion. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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

SUBJECT: HISTORY

CLASS: FOUR

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 : History as a Subject			Sub-strand : Why and How We Study HISTORY	
Indicator (code)		B4.1.1.1.1		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can explain the importance of studying the history of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		record, migration, settlement, alliance, coups d'état, identity, unique		
T. L .R. (s)		Pictures		
Ref:		History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	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:	Role-play to show how history teaches us customs, values, traditions, all of which ensure the survival of our nation. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention show how history teaches us customs, values, traditions</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>Role-play to show how history teaches us customs, values, traditions, all of which ensure the survival of our nation.</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>

	Share lesson indicator and treat key words with learner .	<ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention show how history teaches us customs, values, traditions</p>	
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WEEK TWO : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

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 : Thinking and Exploring Ideas		Sub-strand : Performing Arts	
Indicator (code)	B4 1.2.2.3		
Content standard (code)	B4 1.2.2.		
Performance Indicator	Learners can study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana		
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: ☐ Study the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists such as Ephraim Amu, Grace Omaboe, the National Dance Ensemble, Agya Koo Nimoh, Atukwei Okai by: a) gathering information from library studies, newspapers,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers 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>surfing the internet, visiting performing art studios/location of performing arts groups, cultural centres, watching short videos/films, live/recorded performances, etc. of some Ghanaian performing artists;</p> <p>b) examining some performing artworks and sharing ideas about the compositions and performances studied on how those artworks reflect the history and culture of the people of Ghana;</p> <p>c) identifying and discussing the themes/topics of the compositions and performances that reflect the history and culture of the people of Ghana;</p> <p>Assessment: let learners describe performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana</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? 	<p>Learners are to: writing notes about one performing artist using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Training - Type of compositions and performances - Title of some works <p>Assessment: let learners describe performing artworks created by some Ghanaian performing artists 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>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>	history and the culture of the people in Ghana	
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Date :

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WEEK TWO : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Dramatisation and Role Play	
Indicator (code)	B4.1.5.1.1 B4.1.5.1.2		
Content standard (code)	B4.1.5.1. B4.1.5.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should narrate a story line of a story of about five characters and recognise and discuss the characters and setting of the story. Learners should perform the drama of about five 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
	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	<ul style="list-style-type: none"> Let learners sing any traditional work song they know. Invite a guest teacher to tell a short story made up of five characters. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>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 what a story line is with learners. • Lead learners through discussion to find out the story line of the story they have heard. • Let learners listen to the story again from the guest teacher. • Discuss what a setting and a character is with learners. • Allow learners to recognise the characters and setting of the story. <p>Assessment: let learners describe the characters and setting of the story.</p>	<p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> • Discuss the story that the guest teacher told the class again with learners. • Assign roles to them and direct learners to perform the drama. • Discuss the performance with learners. • The strengths and weaknesses must be emphasized in order to improve on subsequent performances. <p>Assessment: let learners perform a drama of about five 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>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Discuss the story that the guest teacher told the class again with learners. • Assign roles to them and direct learners to perform the drama. • Discuss the performance with learners. • The strengths and weaknesses must be emphasized in order to improve on subsequent performances. <p>Assessment: let learners perform a drama of about five 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>

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SEMESTER ONE

BASIC FOUR

WEEK 3

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WEEK THREE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

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. Naming words/ Nouns F. Building the Love and Culture of Reading	
Indicator (code)		B4.1.4.1.1	B4.2.3.1.1 B4.3.1.1.2 B4. 4.6.1.1 B4.5.3.1.1 B4.6.1.1.1
Content standard (code)		B4.1.4.1.	B4.2.3.1. 4.3.1.1. B4. 4.6.1. B4.5.3.1. B4.6.1.1.
Performance Indicator		A. Learners can retell stories sequentially, including key details B. Learners can use common rhyming/ending words to decode words. e. g. at, pat, mat, fat, etc. C. Learners can identify and use: proper nouns – refer to cities and countries and), Common nouns 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 identify and use nouns in sentences to identify people, animals, events and objects													
		F. Learners can read a variety of age- and level appropriate books and present a-two-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/read a suitable story to the class e.g. “The Hawk and the Hen”. Learners retell the story in detail. Have learners identify the parts of the story as beginning part, middle part and ending part. Through questioning, have learners discuss the various parts of the story i.e. <u>beginning</u> , <u>middle</u> and <u>ending</u> , as in the table below: Title..... <table><tr><td>What was the event?</td><td>Where in the story did this event happen?</td><td>What are the key details of this event?</td></tr><tr><td></td><td>Beginning</td><td></td></tr><tr><td></td><td>Middle</td><td></td></tr><tr><td></td><td>Ending</td><td></td></tr></table>	What was the event?	Where in the story did this event happen?	What are the key details of this event?		Beginning			Middle			Ending		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:
What was the event?	Where in the story did this event happen?	What are the key details of this event?													
	Beginning														
	Middle														
	Ending														

		<p>Put learners into groups to discuss the central message of the story. Have learners retell the story sequentially.</p> <p>Assessment: let learners retell stories sequentially, including key details</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. 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> <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>B.READING</p> <ul style="list-style-type: none"> • Revise the lesson on prefixes. Let learners know that just as we have family names (surnames), there are words that have the same ending that belong to the family of rhyming words. • Through brainstorming have learners come up with words that belong to a particular rhyming family. Have children identify these rhyming words as they read. • Have learners hunt for these words and build a portfolio on them. • Guide learners to build on words. e.g. –at = cat – bat – hat -all = call – fall – wall - it = sit – pit – hit -ot = tot – pot – cot <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>

		Assessment: let learners use common rhyming/ending words to decode words	
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 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> <p>b. Common Nouns</p> <ul style="list-style-type: none"> • Introduce common nouns in context. • Have learners read simple sentences containing common nouns on the board. • Put learners into groups to identify the common nouns. • Have learners form sentences using the common nouns identified. • Have learners identify common nouns from paragraphs/passa <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 and use: proper nouns – refer to cities and countries</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>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Select sample essay types/texts showing a variety of modes of writing 	<p>What new things have you learned today?</p>

	<p>1. Put word cards on the table/floor/in a bowl.</p> <p>2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.</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>from learners' readers and/teacher's resource.</p> <p>e.g.</p> <p>i. Expository Writing – how something works.</p> <p>ii. Narrative – how something happened.</p> <p>iii. Description – how something/someone appears.</p> <p>iv. Argument – how an opinion can be stated and supported</p> <p>• Put learners into groups of five. For each mode of writing, give a sample text to each group to study and, through appropriate questions, guide them to identify the following:</p> <p>i. the main idea(s);</p> <p>ii. the mode of writing;</p> <p>iii. the purpose;</p> <p>iv. the audience.</p> <p>For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences).</p> <p>use other controlled composition strategies such as matching, completion and blank filling</p> <p>Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece</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>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>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>• Have learners read simple sentences with names of people, animals, events and objects on the board.</p> <p>• Put learners in groups to identify the names of people, animals, events and objects as nouns.</p> <p>• Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the 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>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>	<ul style="list-style-type: none"> • Have them note that common nouns start with small letters. <p>Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects</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"> • Guide learners to choose and read i of their choice during the library period • Learners think-pair-share their stories • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work and give feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-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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	Share the lesson indicator and explain the key words		
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Vetted by : Signature: Date :

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WEEK THREE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending: 4th February, 2022			Class size:		
Day :			Date :		
Monday, 60 minutes			31st January, 2022		
Tuesday, 60 minutes			1st February, 2022		
Wednesday, 60 minutes			2nd February, 2022		
Thursday, 60 minutes			3rd February, 2022		
Friday, 60 minutes			4th February, 2022		
Period :			Lesson :		
2			1 of 3		
2			2 of 3		
2			3 of 3		
2			1 of 2		
2			2 of 2		
Strand : NUMBER			Sub-strand : Counting, Representation & Cardinality		
Indicator (code)		B4. 1.1.1.5 B4.1.1.1.6			
Content standard (code)		B4. 1.1.1. B4.1.1.1.			
Performance Indicator		<ul style="list-style-type: none">Learners can round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tensLearners can skip count forwards and backwards in 50s and 100s up to and from 10000			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		Rounding up/down/off, Skip count, multiple, groups			
T. L .R. (s)		• Number lines, Paper money in 50s and 100s • 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	1. Learners write numbers on a ball using a marker.	Learners round off numbers to the nearest 1000, 100 and 10. For instance; 9500 is approximately 10,000 and 9100 as approximately 9,000.		What new things have you learned today? Learning progress voting: Ask	

	<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>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>learners to show by their fingers of 5 or 3 or 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</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</p>	<p>Learners round up and round down to estimate sums and differences</p> <p>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>14765</td><td>Round up</td><td>Round down</td><td>Round off</td></tr> </table>	14765	Round up	Round down	Round off	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>
14765	Round up	Round down	Round off				

	<p>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>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 ten</td><td>14970</td><td>14760</td><td>14970</td></tr> <tr> <td>to the nearest hundred</td><td>14800</td><td>14700</td><td>14800</td></tr> <tr> <td>to the nearest thousand</td><td>15000</td><td>14000</td><td>15000</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>	to the nearest ten	14970	14760	14970	to the nearest hundred	14800	14700	14800	to the nearest thousand	15000	14000	15000	<p>Independent Activity/ Homework:</p>
to the nearest ten	14970	14760	14970												
to the nearest hundred	14800	14700	14800												
to the nearest thousand	15000	14000	15000												
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. 	<p>Learners work together to round up and round down to estimate sums and differences. For instance. 230160 as approximately 400 because 230 is approximately 200 while 160 is approximately 200 , therefore 200200 400</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</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 stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use 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>
Thursday	<p>Learners form convenient groups. Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it</p>	<p>Put learners into convenient groups.</p> <p>A learner mentions a number and another makes skip count in 50s or 100s to include the fifth count. For instance.</p> <p>Learner 1: Shout out "240"</p> <p>Learner 2: 290, 340, 390, 440, 490, etc.</p> <p>Learner 3; Shout out "1285"</p> <p><i>skip counting down in 100s</i></p> <p>Learner 4; 1185, 1085, 985, 885, 785....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>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use 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 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>	<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.</p> <p>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 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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 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>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>	
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Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK THREE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

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 : LIVING AND NON-LIVING THINGS	
Indicator (code)		B4.1.1.2.1		
Content standard (code)		B4.1.1.2.		
Performance Indicator		Learners can describe the physical appearance of different types of plants (trees, shrubs, climbing, creeping)		
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:	• Take learners out to observe different types of plants. Pictures and videos can also be used. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe the physical appearance of different types of plants</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>Learners describe the physical features of different types of plants (in SEMESTERs of their structure and size).</p> <p>Project: Learners create a plant album of different types of plants. (shrubs, trees, climbing and creeping plants).</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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 physical appearance of different types of plants</p>	
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WEEK THREE : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending: 4th February, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 2nd February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Introduction to computing			Sub-strand : Generation of computers and parts of a computer and other gadgets	
Indicator (code)		B4.1.1.1.3		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can differentiate between RAM and ROM.		
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 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?	Bring a RAM or ROM to class or a picture of RAM and ROM to class. Guide learners to differentiate between ROM and RAM. 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>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 differentiate between RAM and ROM</p>	
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Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

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)		B4.1.2.1. 2.		
Content standard (code)		B4.1.2.1.		
Performance Indicator		Learners can mention reasons to live in harmony with one another as a responsible citizen		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	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 mention ways of living in harmony with one another, e. g. to promote peace and unity, law and order, growth and development, etc. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention reasons to live in harmony with one another as a responsible citizen</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>In a think-pair-share session, learners talk about attitudes and behaviours that promote harmonious living at home, school, community, 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. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	<ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention attitudes and behaviours that promote harmonious living at home, school, community</p>	
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WEEK THREE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4.1.2.1.1:		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Roll ball with a stick to a target		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
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 roll a ball with their sticks to a distance after general and specific warm up. Learners practice ball rolling in varied patterns such as straight rolling, curve rolling, 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:

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WEEK THREE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

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)		B4.1.1.2.1:			
Content standard (code)		B4.1.1.2.			
Performance Indicator		Learners can identify the uniqueness of humankind from other creatures.			
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?		• Have learners in groups identify how different humankind is from other creatures of God: - human beings versus animals - human beings versus plants • Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak,		What new things have you learned today? Learning progress voting: Ask learners to show by their 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>knowing what is good and evil, etc</p> <p>Let each group present its list for peer-review and class discussion.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify how different humankind is from other creatures of God:</p>	
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WEEK THREE : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

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 : History as a Subject			Sub-strand : Why and How We Study HISTORY		
Indicator (code)		B4.1.1.1.1			
Content standard (code)		B4.1.1.1.			
Performance Indicator		Learners can explain the importance of studying the history of Ghana			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		record, migration, settlement, alliance, coups d'état, identity, unique			
T. L .R. (s)		Pictures			
Ref:		History curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Tuesday	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:	Role play how history can promote national pride, patriotism and integration. 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 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 mention how history can promote national pride, patriotism and integration.</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>Role play how history can promote national pride, patriotism and integration.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>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 mention how history can promote national pride, patriotism and integration.</p>	
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WEEK THREE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

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 : Planning, Making and Composing	
Indicator (code)	B4 1.2.2.1.		
Content standard (code)	B4 1.2.2.		
Performance Indicator	Learners can experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana		
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 suitable for making visual artworks; ☐ practice the use of various visual arts media (e.g. tools,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<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) using different methods of art making to try out how they work and make artworks (e.g. model with clay, weave with straw and paper, make prints with fingers and leaves);</p> <p>☐ assemble their test results and share their experiences through open discussion;</p> <p>Assessment: let learners create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana</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>☐ use available materials in the environment to make their own artworks based on ideas gathered from the visual artworks studied;</p> <p>☐ discuss and compare their artworks to the visual artworks studied</p> <p>Assessment: let learners create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people 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>

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

SUBJECT: GHANAIA N LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter Sound Knowledge	
Indicator (code)	B4.2.4.1.1 B4.2.4.1.2 B4.2.4.1.3		
Content standard (code)	B4.2.4.1. B4.2.4.1. B4.2.4.1.		
Performance Indicator	<ul style="list-style-type: none"> • Learners should read and recognise sounds at word initial. • Learners should read and recognise diagraphs in sentences. • Learners should blend two-syllables to form words. 		
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 say the letters of the alphabet as a group and then individually. • Write a number of words on the board. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

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

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

BASIC FOUR

WEEK 4

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WEEK FOUR : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending: 11th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Diphthongs C. DeSEMESTERiners D. Writing as a Process E. Naming words/ Nouns F. Building the Love and Culture of Reading	
Indicator (code)	B4.1.5.1.1. B4.5.3.1.1	B4.2.4.1.1. B4.6.1.1.1	B4. 3.2.1.1 B4. 4.9.1.1
Content standard (code)	B4.1.5.1. B4.5.3.1.	B4.2.4.1. B4.6.1.1.	B4. 3.2.1. B4. 4.9.1.
Performance Indicator	A. Learners can role-play a story/play B. Learners can use closing diphthongs e.g. /ei/, /ai/, /oi/ to make meaningful sentences C. Learners can identify and use the definite and indefinite articles “a” and “an” to refer to a person, animal, event, time or objects in general D. Learners can select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing		

		E. Learners can identify and use nouns in sentences to identify people, animals, events and objects F. Learners can read a variety of age- and level appropriate books and present a-two-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 • Select a suitable story/play learners have heard or read e. g. Ananse and the Black Pot. • Have learners identify and discuss the characters and events/key issues in the play/story. • Guide learners to role-play the key characters in specific scenes Assessment: let learners role-play a story/play	What new things have you learned today? Learning progress voting: Ask learners to show by their 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	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Teach one diphthong at a time. • Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you. • Learners come up with examples of words that have the diphthongs. • Have learners identify these diphthongs as they read the words. E.g. ei - take oi - boy ai- why, try • Learners form their own sentences using words having diphthongs <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 form their own sentences using words having diphthongs</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>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 articles.</p> <p>Another member in Group B uses the articles to form a sentence. The group earns a point for the given articles 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 three articles 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"> • Have learners read sentences containing articles. <ul style="list-style-type: none"> – Indefinite articles: e.g. I bought an orange. a car, a sheep, a tree, an apple, an orange, an egg, etc. – Definite article: I put the book on the table. • Use several examples to explain the use of the definite and indefinite articles. • Nouns such as music, soup, soap, do not require any deSEMESTERiners. Thus show further that it is possible to say: <ul style="list-style-type: none"> i. I love music. ii. I enjoy soup. • Put learners into small groups to form sentences with a, an, the <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 and use the definite and indefinite articles "a" and "an" to refer to a person, animal, event, time or objects in general</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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<p>Thursday</p>	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Put word cards on the table/floor/in a bowl. 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. S/he then picks the card and shows it to the class. 4. The class checks to see if the pupil's word is correct. 5. The pupil with the correct number of words wins the game. <p>DEBRIEFING</p> <p>What did you like about the game?</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"> • Take learners through the writing process: Prewriting stage • Put learners in groups of four (4). Each member suggests a topic. Each group discusses it's topics and selects one. Each team presents their topic to the class and writes it on the board. • Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece. • Invite groups to present their work and have the whole class give feedback. • Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic. • Have learners use graphic organisers to organise the ideas generated. e. g. Brainstorming • Brainstorming involves expressing one's own views and ideas to contribute to resolve a problem. • The activity can be done as a whole class, in small groups or in pairs. The high-ability learners may take leading roles. <p>Accept and record each idea on the board. Assure them that they are not required to justify or explain the ideas they generate.</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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		Assessment: let learners select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing	
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> <ul style="list-style-type: none"> • Have learners read simple sentences with names of people, animals, events and objects on the board. • Put learners in groups to identify the names of people, animals, events and objects as nouns. • Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences. • Have them note that common nouns start with small letters. • Have learners identify common nouns from paragraphs/passages. <p>Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects</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	Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books)	<u>E.EXTENSIVE READING</u>	What new things have you learned today?

	<p>on display in class/library/cupboard office.</p> <p>DEBRIEFING</p> <p>1. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p> <p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<ul style="list-style-type: none"> • Guide learners to choose and 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-paragraph summary of the book read. • Invite individuals to present the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	<p>Learning progress</p> <p>• Monitoring</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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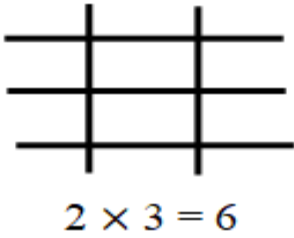
WEEK FOUR : LESSON PLAN

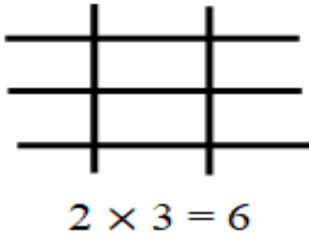
SUBJECT: MATHEMATICS

CLASS: FOUR

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 4 2 of 4 3 of 4 4 of 4	
Strand : NUMBER		Sub-strand : Number Operations	
Indicator (code)	B4.1.1.4.2	B4.1.2.1.1	
Content standard (code)	B4.1.1.4.	B4.1.2.1.	
Performance Indicator	<ul style="list-style-type: none">Learners can count forwards and backwards with positive and negative whole numbers through zeroLearners can demonstrate basic multiplication facts up to 12×12		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Positive; negative; integers, Inverse operation; product		
T. L .R. (s)	Number lines with both positive and negative numbers, Straws; sticks <ul style="list-style-type: none">Dice; counters (bottle caps; buttons; pebbles); number board		
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	draw a number line on the board indicating the	Learners count from a given interval of positive and negative numbers on the	What new things have you learned today?

	<p>negative and positive side.</p> <ol style="list-style-type: none"> 1. Learners form convenient groups 2. Explain that an equation will be given out and learners are to solve them. <p>After 5 set of questions, answers ticked are checked</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 identify the numbers mentioned? 3. Has there been a situation in your life where you have to identify something and its position? How did you do it? <p>Share lesson indicator and treat key words with learner</p>	<p>number line. For example, count from 10 backward through zero to negative - 8.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>*</p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention 	<p>To find $2 \times 3 = ?$ Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms). Learners count the number of intersections</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 they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	 <p>$2 \times 3 = 6$</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>*</p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the</p>	<p>Learners model different multiplication sentences, for example 3×4. Learners mention the number of dots (intersections) for other learners to model fence</p> <p>learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product</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>number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? <p>Share lesson indicator and treat key words with learner</p>	 <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>	
Thursday	<p>*</p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner. 	<p>Draw a 6 by 6 multiplication chart for the numbers 5 to 10 and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a pair of dice and mark (or cover) the product made in a throw with his/her marker (or counter). The winner is the one who obtains three products in a line.</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>

DEBRIEFING

1. How did you find the game?

2. How difficult/easy was it adding your number to your friends number?

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

Share lesson indicator and treat key words with learner



	5	6	7	8	9	10
5	10	15	20	25	30	35
6	12	18	24	30	36	42
7	14	21	28	35	42	49
8	16	24	32	40	48	56
9	18	27	36	45	54	63
10	20	30	40	50	60	70

Differentiated learning

Ask stronger learners to answer some questions

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.

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

Assessment: have learners to practice with more examples

Friday	<p>*</p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by multiplying 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>Share lesson indicator and treat key words with learner</p>	<p>Learners find doubles of given numbers; find squares of given numbers; and skip count in 4, 5, and 8</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK FOUR : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

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 : LIVING AND NON-LIVING THINGS	
Indicator (code)		B4.1.1.2.1	
Content standard (code)		B4.1.1.2.	
Performance Indicator		Learners can describe the physical appearance of different types of plants (trees, shrubs, climbing, creeping)	
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:	<ul style="list-style-type: none">Take learners out to observe different types of plants. Pictures and videos can also be used. 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.

	<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 the physical appearance of different types of plants</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>	<ul style="list-style-type: none"> • Take learners out to observe different types of plants. Pictures and videos can also be used. <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 physical</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: COMPUTING

CLASS: FOUR

Week Ending: 11th February, 2022			Class size:	
Day : Wednesday, 60 minutes			Date : 9th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Introduction to computing			Sub-strand : Generation of computers and parts of a computer and other gadgets	
Indicator (code)		B4.1.1.1.3		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can differentiate between RAM and ROM.		
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 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?		Bring a RAM or ROM to class or a picture of RAM and ROM to class. Guide learners to differentiate between ROM and RAM. 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>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 differentiate between RAM and ROM</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week: 11th February, 2022			Class size:		
Day : Tuesday, 60 minutes Ending Thursday, 60 minutes			Date : 8th February, 2022 10th February, 2022		
Period : 2			Lesson : 1 of 1		
Strand : ALL ABOUT US			Sub-strand : Myself		
Indicator (code)		B4.1.2.1. 2.			
Content standard (code)		B4.1.2.1.			
Performance Indicator		Learners can mention reasons to live in harmony with one another as a responsible citizen			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Pictures			
Ref:		Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Tuesday	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 mention ways of living in harmony with one another, e. g. to promote peace and unity, law and order, growth and development, etc. 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 mention reasons to live in harmony with one another as a responsible citizen</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>In a think-pair-share session, learners talk about attitudes and behaviours that promote harmonious living at home, school, community, 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 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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 mention attitudes and behaviours that promote harmonious living at home, school, community	
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Vetted by : Signature: Date :

WEEK FOUR : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B 4. 1.2.1.2		
Content standard (code)	B 4. 1.2.1.		
Performance Indicator	Learners can Balance while moving and manipulating objects on a ground-level balance beam.		
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 a warm up, learners pick rubber balls available, hold them with their two hands and raise them at a stationery position. Let them lift the balls over their head and begin to walk while maintaining a balance.	What new things have you learned today? Learning progress voting: Ask learners to show by their 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: FOUR

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)		B4.1.1.2.		
Content standard (code)				
Performance Indicator		Learners can identify the uniqueness of humankind from other creatures.		
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 draw an animal and a human being and draw the comparison between the two. 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 draw an animal and a human being and draw the comparison between the two.</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

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 : Why and How We Study HISTORY		Sub-strand : History as a Subject	
Indicator (code)	B4.1.1.2.1		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Old photographs; old newspapers; an old diary; old magazines; video of elderly person and/or chief telling a story about the past; photographs/videos of museums and/or palaces		
T. L .R. (s)	evidence, source		
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	List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers 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>Classify these sources under primary and secondary sources.</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 sources of history</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>List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books.</p> <p>Classify these sources under primary and secondary sources.</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"> •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 classify the sources of history under primary and secondary sources</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

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)		B4 2.2.2.1.	
Content standard (code)		B4 2.2.2.	
Performance Indicator		Learners can experiment with available performing arts media and techniques to create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana	
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: ☑ explore the surroundings to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poetry, etc.;; ☑ experiment with available instruments, sounds, rhythms,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘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>movement patterns, etc. to perform some of the compositions of the Ghanaian performing artists studied that reflect the history and culture of the Ghanaian. For example, sing patriotic songs composed by Ephraim Amu, act parts of drama performed by Grace Omaboe or David Dontoh of Obra Drama Troupe, or recite poems created by Atukwei Okai or any local performing arts group;</p> <p>☑ discuss and share their experiences through peer review.</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana</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? 	<p>Learners are to:</p> <p>☑ explore the surroundings to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poetry, etc.;</p> <p>☑ experiment with available instruments, sounds, rhythms, movement patterns, etc. to perform some of the compositions of the Ghanaian performing artists studied that reflect the history and culture of the Ghanaian. For example, sing patriotic songs composed by</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>Ephraim Amu, act parts of drama performed by Grace Omaboe or David Dontoh of Obra Drama Troupe, or recite poems created by Atukwei Okai or any local performing arts group;</p> <p>☐ discuss and share their experiences through peer review.</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter Sound Knowledge	
Indicator (code)	B4.2.4.1.4	B4.2.5.1.1.1	B4.2.5.1.2
Content standard (code)	B4.2.4.1.	B4.2.5.1.1.	B4.2.5.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should recognise and read consonant clusters in sentences Learners should read aloud with correct pronunciation and tone Learners should find meanings of unfamiliar words from context. 		
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 say the letters of the alphabet. Write words with consonant clusters in them (where applicable) and lead learners to say 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the words as a group and individually.</p> <ul style="list-style-type: none"> • Use words formed with consonant clusters to form sentences on the board and lead learners to read the sentences. • Let learners read the sentences and as they read, lead them to recognise the consonant clusters in the sentences and write them down. <p>Assessment: let learners read consonant clusters in sentences</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</p>	<ul style="list-style-type: none"> • Sing a song with learners. Read aloud a passage. • Read the passage again while learners read after you. • Let learners read aloud the passage with correct pronunciation and tone (correct them where necessary). 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>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>Assessment: let learners read aloud with correct pronunciation and tone</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game?</p>	<ul style="list-style-type: none"> • Read aloud the passage again. • Mention some words and write them on the board. • Lead learners to find the meaning of the words in context. • Let learners find the meanings of more unfamiliar words in context. <p>Assessment: let learners find meanings of unfamiliar words from context.</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 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>		
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WEEK FIVE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

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. Conversation 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)	B4.1.6.1.1. B4.2.5.1.1. B4.3.2.1.2 B4.4.9.2.1 B4.5.3.1.2. B4.6.1.1.1	
Content standard (code)	B4.1.6.1.. B4.2.5.1. . B4.3.2.1. B4.4.9.2. B4.5.3.1. B4.6.1.1.	
Performance Indicator	A. Learners can describe/talk about objects, events, dates and time B. Learners can orally produce single-syllable words by blending sounds (phonemes), including consonant blends C. Learners can identify and use quantifiers to show quantities, Numerals (cardinals: one, two), Some, few/little, etc., No, all/every D. Learners can develop ideas into a one-paragraph draft using appropriate nouns or	

		pronouns within and across sentences to aid cohesion and avoid ambiguity E. Learners can identify and use:– Proper nouns – refer to cities and countries F. Learners can read a variety of age- and level appropriate books and present a-two-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? 2. What challenges did you face in reading with good pace and expression?	A.ORAL LANGUAGE • Demonstrate the activity by describing a classroom object. • Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on). Festivals • Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc. Birthdays • Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy).	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively. Independent Activity/ Homework:

	<p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Telling the Time</p> <ul style="list-style-type: none"> • Using a clock face, assist learners to revise telling the time using expressions such as half past 8, quarter past 8, quarter to 8, etc. Assist learners to tell the time throughout the day: 10 minutes past 8; 25 minutes past 9; 20 to 11 etc. <p>Important places in the country</p> <ul style="list-style-type: none"> • Provide a map of Ghana and assist learners to identify important places and talk about them. • Have learners locate these places on the map <p>Assessment: let learners describe/talk about objects, events, dates and time</p>	
Tuesday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Guide learners to play games like “Tapping Out” to bring out the single-syllable words. • Demonstrate blending by sounding out letters separately and blending/bringing them together into syllables and words. <p>e.g. p-l-o-t = plot b-l-a-c-k = black g-r-o-w = grow</p> <ul style="list-style-type: none"> • Have learners identify words containing particular blends e.g. bl, br, cr, cl, gr, gl <p>Tapping Out Game</p> <p>“Tapping Out” is about using the fingers to teach decoding /blending the sound of letters.</p> <ul style="list-style-type: none"> • Each finger represents a letter sound of single-syllable words. • Turn your back to the class and raise your right hand. 	<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>	<ul style="list-style-type: none"> • Raise the index finger straight as learners watch. • Bring the index finger down to meet the thumb as you make the sound. • Use fingers to demonstrate blending. <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 orally produce single-syllable words by blending sounds (phonemes), including consonant blends</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>C.GRAMMAR</p> <ul style="list-style-type: none"> • Have learners read sentences with quantifiers from the board. e. g. some, few/little, one, two, No, all /every etc. Put some pictures on the wall. • Use more examples to show that these quantifiers are used with non-countable nouns: few, little, etc. e. g. little water, little bread, few books, etc. • Have learners write sentences using quantifiers e.g. many books, a piece of chalk and 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</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 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>identify them from given sentences/texts</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 sentences using quantifiers</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"> • Have learners work independently to write a first draft. Advise learners to: <ol style="list-style-type: none"> i. Concentrate on getting ideas on paper, not to produce a perfect piece of writing. ii. Use the ideas generated but feel free to add new ideas that occur to them as they write. • Be sure their writing has a beginning, middle and an ending. <p>Assessment: let learners develop ideas into a one-paragraph</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>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. Ghana, Accra, etc.</p> <p>Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.</p> <p>A member in Group B throws the ball back t a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners read simple sentences with names of cities and countries from the board. • Put learners into groups to identify the names of cities and countries. • Have learners identify proper nouns from paragraphs/passages. • Have learners form sentences with names of other cities and countries. <p>Assessment: let learners form sentences with names of other cities and countries</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>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and books of their choice during the • Learners think-pair-share their • Ask each learner to write a-two summary of the book read. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their</p>

	<p>1. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p> <p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<p>• Invite individuals to present the fingers of the class for feedback.</p> <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	<p>the fingers of the 3 or 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 FIVE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FOUR

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 3 2 of 3 3 of 3 1 of 2 2 of 2	
Strand : NUMBER		Sub-strand : Number Operations	
Indicator (code)	B4.1.2.2.1	B4.1.2.2.2	
Content standard (code)	B4.1.2.2.	B4.1.2.2.	
Performance Indicator	<ul style="list-style-type: none">Learners can apply mental mathematics strategies and number properties, such as skip counting from a known fact using doubling or halving using patterns in the 9s facts using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts'Learners can apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Doubling; open sentence; magic square; pyramid	
T. L .R. (s)		Multiplication table	
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>*</p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by multiplying 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>Share lesson indicator and treat key words with learner</p>	<p>Describe the mental mathematics strategies used to deSEMESTERine a given basic fact, such as</p> <p>Describe the mental mathematics strategies used to deSEMESTERine a given basic fact, such as</p> <p>☐ skip count up by one or two groups from a known fact (e.g., if $5 \times 7 = 35$, then 6×7 is equal to $35 + 7$ and 7×7 is equal to $35 + 7 + 7$)</p> <p>☐ skip count down by one or two groups from a known fact (e.g., if $8 \times 8 = 64$, then 7×8 is equal to $64 - 8$ and 6×8 is equal to $64 - 8 - 8$)</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>*</p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 	<p>Describe the mental mathematics strategies used to deSEMESTERine a given basic fact, such as</p> <p>☐ doubling (e.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$)</p> <p>☐ patterns when multiplying by 9 (e.g., for 9×6, think $10 \times 6 = 60$, and $60 - 6 =$</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>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>54; for 7×9, think $7 \times 10 = 70$, and $70 - 7 = 63$)</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use 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>*</p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p>	<p>Describe the mental mathematics strategies used to deSEMESTERine a given basic fact, such as</p> <p>□ repeated doubling (e.g., if 2×6 is equal to 12, then 4×6 is equal to 24 and 8×6 is equal to 48)</p> <p>□ repeated halving (e.g., for $60 \div 4$, think $60 \div 2 = 30$ and $30 \div 2 = 15$)</p> <p>Recall multiplication facts to 81 and related division facts</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	
Thursday	<p>*</p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>DeSEMESTERine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros (e.g., for 3×200 think of 3×2 and then add two zeros)</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>
Friday	<p>*</p> <p>1. Learners write numbers on a ball using a marker.</p>	<p>Apply halving and doubling when deSEMESTERining a given product (e.g., 32×5 is the same as 16×10)</p>	<p>What new things have you learned today?</p>

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Apply the distributive property to deSEMESTERine a given product involving multiplying factors that are close to multiples of 10 (e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$)</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending: 18th February, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 14th February, 2022 17th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B4.1.1.2.2		
Content standard (code)		B4.1.1.2.		
Performance Indicator		Learners can describe the physical features of mammals, reptiles, insects and amphibians.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none">Learners observe mammals, reptiles, insects and amphibians through videos and pictures (or relevant specimen such as frogs, lizards, cockroaches).Learners are guided to use think pair-share to identify and discuss the animals they have observed.	What new things have you learned today? Learning progress voting: Ask learners to show by their 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"> • Learners describe the physical features of the animals stated in SEMESTERs of their limbs, body covering, height, shape, size, where they live, how they move and what they eat. <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 physical features of mammals and reptiles</p>	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words.</p> <p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the</p>	<ul style="list-style-type: none"> • Learners are guided to use think pair-share to identify and discuss the animals they have observed. 	<p>What new things have you learned 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>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 describe the physical features of the animals stated in SEMESTERs of their limbs, body covering, height, shape, size, where they live, how they move and what they eat. <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 physical features of mammals and reptiles</p>	<p>got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Signature:

Date :

SUBJECT: COMPUTING

CLASS: FOUR

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 : Generation of computers and parts of a computer and other gadgets	
Indicator (code)		B4.1.1.1.4		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can type short phrases		
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 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?	Guide learners to type different phrases using any Word Processing 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>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 how to type short phrases</p>	
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Vetted by : Signature: Date :

WEEK FIVE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

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 : My Family and the Community	
Indicator (code)	B4.1.3.1.1.		
Content standard (code)	B4.1.3.1.		
Performance Indicator	Learners can explain and appreciate the importance of being 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, obedience, relatives, initiatives, characteristics, drug addicts, drunkard.		
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 is. Repeat for all the key words	Learners talk about family members e.g. mother, father, siblings, uncles, aunties, grandparents. Learners talk about behaviours expected of committed members of the family e.g. obedience, respect, dedication e.g. taking part in family activities, obedience to elders of the 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>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>respect for family members, accepting responsibility (performing assigned duties), taking initiatives, helping needy relatives.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention behaviours expected of committed members 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 is. Repeat for all the key words</p> <p>DEBRIEFING:</p>	<p>Learners talk about the importance of being a committed family member e.g. to promote unity, to gain respect, to be considered a trustworthy person.</p> <p>Learners draw and colour a family member e.g. father, mother.</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>

	<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 mention the importance of being a committed family member</p>	
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NANA FIFI ACQUAH SCH

WEEK FIVE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4.1.2.1.3		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Strike a bounced ball with the hands and 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	In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances. Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently-tossed ball with feet, using a side orientation.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	performan ce and to prevent injuries		Independent Activity/ Homework:
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NANA FIIFI ACQUAH SCH

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

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)		B4.1.1.2.1:		
Content standard (code)		B4.1.1.2.		
Performance Indicator		Learners can identify the uniqueness of humankind from other creatures.		
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 down the characteristics of humankind that are different from animals. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively. Independent Activity/ Homework:

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

WEEK FIVE : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

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 : History as a Subject		Sub-strand : Why and How We Study HISTORY	
Indicator (code)		B4.1.1.2.1	
Content standard (code)		B4.1.1.2.	
Performance Indicator		Learners can identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Old photographs; old newspapers; an old diary; old magazines; video of elderly person and/or chief telling a story about the past; photographs/videos of museums and/or palaces	
T. L .R. (s)		evidence, source	
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	Explain how relevant historical information can we obtain from old newspapers and diaries? (E.g. Natural disasters – drought, bushfire 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.

	<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 mention the relevant historical information that we can obtain from old newspapers and diaries</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>Explain how relevant historical information can we obtain from old newspapers and diaries? (E.g. Natural disasters – drought, bushfire etc.)</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"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the relevant historical information that we can obtain from old newspapers and diaries</p>	
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Vetted by :

Signature:

Date :

WEEK FIVE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

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)		B4 1.2.3.1		
Content standard (code)		B4 1.2.3.		
Performance Indicator		Learners can create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the history and culture of the people of Ghana		
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: ☑ select ideas from the history and culture of the people to come out with own designs ☑ select and use available materials and tools and apply appropriate skills and techniques to make	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers 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>artworks based on their own designs. For example:</p> <ul style="list-style-type: none"> - modelling with clay, plasticine, papier mâché (paper pulp) etc. to create a ceremonial pot, image of an ancestor etc. by pinching, slabbing, casting or modelling - weaving a tapestry, stole, fringe or tassel for decoration, wall hanging, etc. - creating an art form by constructing and assembling everyday materials such as containers: plastic bottles, packages etc. to create a decorative piece, etc. - drawing and painting images to honour personalities, for interior decoration, etc. <p>Assessment: let learners create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the history and culture of the people of Ghana</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</p>	<p>Learners are to:</p> <p>select and use available materials and tools and apply appropriate skills and techniques to make artworks based on their own designs. For example:</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>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>- using paper/metal sheets to create forms in origami, quilling or filigree by punching, perforating, folding, trimming, etc.</p> <p>- artworks from fabric and leather by dyeing, sewing, printing, embossing, etc.</p> <p>2 discuss and share their experiences through jury</p> <p>Assessment: let learners create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the history and culture of the people of Ghana</p>	<p>Independent Activity/ Homework:</p>
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WEEK FIVE : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B4.3.1.1.1	B4.3.1.1.2	
Content standard (code)	B4.3.1.1.	B4.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech. 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"> Write a number of sentences on a cardboard. Use full stops at the end of each sentence you write. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really

	<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"> • Lead learners to read the sentences as a group and in turns. • Ask learners to tell you the punctuation marks they see at the end of the sentences and tell them that the full stop is used at the end of a complete sentence. • Write more sentences on the board without full stops and ask learners to use the full stop to punctuate them. <p>Assessment: let learners use the full stop to punctuate sentences on the board without full stops</p>	<p>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</p>	<ul style="list-style-type: none"> • Draw some items on a cardboard. • Call learners to mention the names of the items you have drawn on the board and write the names down horizontally. • Use commas to separate the items you have written. • Let learners recognise that a comma is used 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>together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside. Example S ink Sink 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>separate a list of items in a row.</p> <ul style="list-style-type: none"> • Let learners also know that the comma serves as a pause in sentences and speech as well (show an example of this in a passage). • Group learners and assign a leader. • Let learners mention names of items for the group leader to write. • Let the group now separate the items with a comma and show their work to other groups and discuss their findings. <p>Assessment: let learners use comma to separate list of items.</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 	<ul style="list-style-type: none"> • Draw some items on a cardboard. • Call learners to mention the names of the items you have drawn on the board and write the names down horizontally. • Use commas to separate the items you have written. • Let learners recognise that a comma is used to separate a list of items in a row. • Let learners also know that the comma serves as a pause in sentences 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>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>and speech as well (show an example of this in a passage).</p> <ul style="list-style-type: none"> • Group learners and assign a leader. • Let learners mention names of items for the group leader to write. • Let the group now separate the items with a comma and show their work to other groups and discuss their findings. <p>Assessment: let learners use comma to separate a list of items.</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

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)	B4.1.6.2.1. B4.2.6.1.1 B4.3.2.1.2. B4.4.9.2.1 B4.5.3.1.2. B4.6.1.1.1	
Content standard (code)	B4.1.6.2. . B4.2.6.1. B4.3.2.1.. B4.4.9.2. B4.5.3.1.. B4.6.1.1.	
Performance Indicator	A. Learners can listen and view attentively and for a sustained period (e.g., look at the person speaking) and maintain eye contact. B. Learners can use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication C. Learners can identify and use quantifiers to show quantities, Numerals (cardinals: one, two), Some, few/little, etc., No, all/every	

		<p>D. Learners can develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity</p> <p>E. Learners can identify and use: Common nouns</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-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:			
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>A.ORAL LANGUAGE</p> <ul style="list-style-type: none">• As learners observe and listen attentively, engage in a conversation with one of them on a topic e.g. “Important Places in the District”.• Repeat procedure in bullet one, above, in talking about names of regions/places, festivals, date, time, familiar objects, etc.• Pairs may be invited to perform in front of the class. <p>Assessment: let learners in pairs engage in a conversation with one of them on different topics</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. 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>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>B.READING</p> <ul style="list-style-type: none"> • Using examples, have learners see the difference between content and function words • Provide a substitution table of content words and function words for learners to construct sentences from. Help learners to sort out the different content words and function words in groups. • Assist learners to understand that these words combine into sentences to help us make proper meaning of them. • Let learners make sentences using function and content 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 make sentences using function and content words.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>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 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 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"> • Have learners read sentences with quantifiers from the board. e. g. some, few/little, one, two, No, all /every etc. <p>Put some pictures on the wall.</p> <ul style="list-style-type: none"> • Use more examples to show that these quantifiers are used with non-countable nouns: few, little, etc. e. g. little water, little bread, few books, etc. • Have learners write sentences using quantifiers e.g. many books, a piece of chalk and identify them from given sentences/texts <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners write sentences using quantifiers</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<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"> • Have learners work independently to write a first draft. Advise learners to: <ol style="list-style-type: none"> i. Concentrate on getting ideas on paper, not to produce a perfect piece of writing. ii. Use the ideas generated but feel free to add new ideas that occur to them as they write. 	<p>What new things have you learned today?</p> <p>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>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>	<ul style="list-style-type: none"> • Be sure their writing has a beginning, middle and an ending. <p>Assessment: let learners develop ideas into a one-paragraph draft using appropriate nouns or pronouns</p>	<p>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 t a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.</p> <p>DEBRIEFING</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Introduce common nouns in context. • Have learners read simple sentences with common nouns from the board. • Put learners into groups to identify the common nouns. • Have learners identify common nouns from paragraphs/passages. Have learners form sentences with the common nouns identified <p>Assessment: let learners form sentences with the common nouns identified</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>		
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"> • Guide learners to choose and read independently books of their choice during library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their summaries to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-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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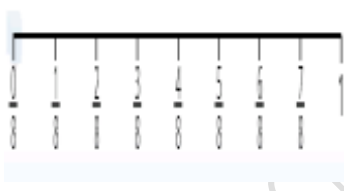
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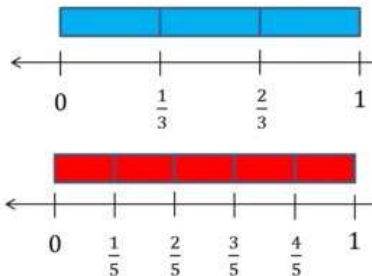
WEEK SIX : LESSON PLAN

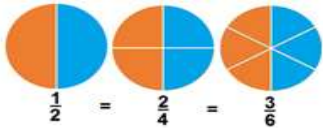
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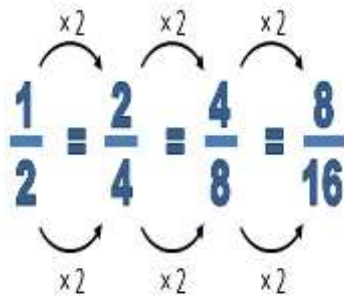
CLASS: FOUR

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 3 2 of 3 3 of 3 1 of 2 1 of 2
Strand : Number		Sub-strand : Fractions
Indicator (code)		B4.1.3.1.1 B4.1.3.1.2
Content standard (code)		B4.1.3.1. B4.1.3.1.
Performance Indicator		<ul style="list-style-type: none"> Learners can generate unit fractions and locate a unit fraction, e.g. one-eighth, on a number line by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts and that each part has size $\frac{1}{8}$. Learners can recognise and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD).
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords		Unit fractions, part of a whole, Equivalent fractions, numerator; denominator; common denominator
T. L .R. (s)		• Fraction chart (wall); fraction strips • Number line
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 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>Use number line to locate one eighth by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts</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>Ask pupils to draw several lines, 30 units each, and mark the ends 0 and 1. For</p>	<p>What new things have you learned today?</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>each line ask them to partition the interval from 0 to 1 into each of the following unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, and $\frac{1}{10}$.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>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>Ask pupils to use the number fractions that are equivalent</p>  <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>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>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use 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? 3. What will you do to share objects equally with your friends? 	<p>Use fraction chart to illustrate the concept of equivalent fractions (i.e. equal fractions that have different fractional units or denominators) i.e. one-half is 2-fourths, 3-sixth or 4-eighths</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>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>	
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>Illustrate the relationship between fractions and their equivalences by observing the different fractional units or denominators (i.e. the numerator is multiplied by the number of units the denominator is further broken into)</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>

SUBJECT: SCIENCE

CLASS: FOUR

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)		B4.1.2.2.1		
Content standard (code)		B4.1.2.2.		
Performance Indicator		Learners can identify a liquid-liquid mixture and describe how to separate its components		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Bottles containing water, cooking oil, juice and kerosene		
T. L .R. (s)		Mixtures, liquid-liquid mixtures, miscible		
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	Display different types of liquids for learners to observe, e. g. water, kerosene, cooking oil, milk, soft drinks, etc. • Task learners to identify the liquids provided. • In groups, learners mix liquids of the same kind, different kinds and then observe and record their findings, e.g., vinegar and		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<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, palm oil and water, 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 describe the different types of liquid-liquid mixtures.</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? 	<ul style="list-style-type: none"> • Engage learners in discussion to describe the different types of liquid-liquid mixtures. [Those which are able to mix uniformly (miscible liquids) and those which are not able to mix uniformly (immiscible)]. <p><i>Project: Separation of a mixture of immiscible liquids. Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water</i></p> <p>This activity can be undertaken with the aid of a</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>separating funnel or an improvised version of it. Do not bring liquids that are flammable or poisonous to class for this lesson</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 a liquid-liquid mixture and describe how to separate its components</p>	
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Date :

WEEK SIX : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

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 : Generation of computers and parts of a computer and other gadgets	
Indicator (code)		B4.1.1.1.5.		
Content standard (code)		B4.1.1.1.		
Performance Indicator		Learners can summarise the first generation of computers which used vacuum tubes as a major piece of technology.		
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: •How did you feel during the game?	Guide learners to discuss the first generation of computers. e.g. ENIAC, EDVAC, UNIVAC, IBM-701 etc. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

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

SUBJECT: Our World Our People

CLASS: FOUR

Week Ending: 25th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 22nd February, 2022 24th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : My Family and the Community	
Indicator (code)		B4.1.3.2.1		
Content standard (code)		B4.1.3.2.		
Performance Indicator		Learners can identify people in the community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		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 talk about various people in the community e.g. Parents, Teachers, Pastors, Imams, Chiefs, Queens, Police, Traders, Drivers. Learners role play to bring out the characteristics of different people in the community, e.g. strangers, drug addicts, drunkards and people with questionable character and		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<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>talk about people who are likely to help or harm people.</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 various people in the community</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>Learners draw and colour different people in the community.</p> <p>Learners talk about how they can become good people in the community.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <p>• 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 mention how they can become good people in the community.</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4.1.2.1.4		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Strike a self-tossed lightweight ball with a paddle or racket to a partner.		
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	In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances. Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently tossed ball with a bat, using a side orientation	What new things have you learned today? Learning progress voting: Ask learners to show by their 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: FOUR

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 : Pictures	
Indicator (code)		B4. 1.2.1.1		
Content standard (code)		B4. 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. 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 human activities that destroy the environment</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

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 : The People Of Ghana	
Indicator (code)		B4.2.1.1.1		
Content standard (code)		B4.2.1.1.		
Performance Indicator		Learners can describe how one major Kingdom was formed and the reasons behind its expansion		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		migration, savanna belt, forest belt, coastal belt, expansion, succession, tyrant, barrier, liberation		
T. L .R. (s)		Video, Agorkoli, about the Anlo-Ewe people; map of Ghana with the Anlo area indicated		
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	Identify the reasons for the rise, expansion and decline of one Kingdom. e.g. Savanna Belt States-Mole-Dagbani and Gonja Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the reasons for the rise, expansion and decline of one Kingdom.</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? 	<p>Identify the reasons for the rise, expansion and decline of one Kingdom.</p> <p>e.g. Forest Belt States - Bono, Adansi, Asante, Denkyira and Akwamu.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>•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>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use 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 reasons for the rise, expansion and decline of one Kingdom.</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

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)	B4 2.2.3.1		
Content standard (code)	B4 2.2.3.		
Performance Indicator	Learners can create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the history and culture of the people of Ghana		
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: ☐ select ideas from the history and culture of the people and come out with own music, dance, drama, poem, etc.; ☐ select and use available performing arts elements, instruments, movement patterns, and techniques to	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<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>compose and perform own music, dance, drama, poetry, etc. based on their own concepts;</p> <p>☑ discuss and share their experiences through jury and peer review</p> <p>Assessment: let learners create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the history and culture of the people of Ghana</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>Share lesson indicator and treat key words with learner</p>	<p>Learners are to:</p> <p>☑ select ideas from the history and culture of the people and come out with own music, dance, drama, poem, etc.;</p> <p>☑ select and use available performing arts elements, instruments, movement patterns, and techniques to compose and perform own music, dance, drama, poetry, etc. based on their own concepts;</p> <p>☑ discuss and share their experiences through jury and peer review</p> <p>Assessment: let learners create own artworks using available performing arts media and techniques to express own views, knowledge 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>

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	Share lesson indicator and treat key words with learner .	understanding of the history and culture of the people of Ghana	
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WEEK SIX : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Narrative Writing	
Indicator (code)	B4.4.1.1.1	B4.4.1.1.2	B4.4.1.1.3
Content standard (code)	B4.4.1.1.	B4.4.1.1.	B4.4.1.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should write sentences using full stops effectively. Learners should demonstrate the use of commas in narrative writing. Learners should Recognise and use the question marks appropriately 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.	<ul style="list-style-type: none"> Revise the lesson on the use of commas with learners. Discuss what a narrative writing is with 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

	<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"> • Group learners and ask them to write a short narrative essay. • Let the groups read their essays to the class for the class to discuss (the discussion should focus on the parts in the essay that learners think a comma had been used or left out). <p>Assessment: let learners write sentences using full stops effectively</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</p>	<ul style="list-style-type: none"> • Write a number of sentences on a cardboard. • Use full stops at the end of each sentence you write. • Show the cardboard to learners and call them to read the sentences individually. • Help learners recognise that full stop is used at the end of a complete sentence. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Allow learners to construct some sentences in groups. • Let them show their sentences to the class and discuss the sentences with the class. <p>Assessment: let learners use commas in narrative writing</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. 	<ul style="list-style-type: none"> • Give learners a narrative writing that has question marks used in the right way. • Let learners read aloud the narrative writing in turns. • As they read, let them take note of how question marks have been used. • Let them recognise and use the question marks appropriately in narrative writing. • Allow learners to read with the correct intonation. • Write a four sentence paragraph on the board and allow learners to put 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>the question marks at the appropriate positions.</p> <p>Assessment: let learners use commas in narrative writing</p>	
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WEEK SEVEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

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. Using Action Words F. Building the Love and Culture of Reading
Indicator (code)	B4.1.7.1.1 B4.2.6.1.2 B4.3.3.1.1. B4.4.10.1.1 B4.5.4.1.1. B4.6.1.1.1	
Content standard (code)	B4.1.7.1. B4.2.6.1. B4.3.3.1.. B4.4.10.1. B4.5.4.1. B4.6.1.1.	
Performance Indicator	A. Learners can construct meaning from texts based on knowledge of stress, rhythm and intonation B. Learners can use the following SEMESTERS: compound word, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions C. Learners can identify and use different types of pronouns: "Personal" – to identify people, activities and objects, "Interrogative" – "who,	

		<p>what” to find out a person’s identity, specific information about a person, time, objects or events</p> <p>D. Learners can write about real or imagined experiences or events following story structure (beginning, middle and ending), using appropriate nouns or pronouns within and across sentences to aid cohesion:</p> <p>i. Describing the setting and developing the plot (events in the story).,</p> <p>ii. Describing characters with elaboration.,</p> <p>iii. Using first and third persons</p> <p>E. Learners can use the singular and plural subjects and the verb forms that go with them</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-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	“Pick and Read” •Learners in convenient groups. •A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.	A.ORAL LANGUAGE • Use various types of sentences/utterances to model stress and intonation as well as rhythm. You may also read out extracts from stories and poems. • Ask learners to sing familiar songs clapping and tapping to the rhythm. Through discussion, introduce	What new things have you learned today? Learning progress voting: Ask learners to show by their 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"> •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>learners to stress, rhythm and intonation.</p> <ul style="list-style-type: none"> • In turns, learners use stress, rhythm and intonation that convey meaning in making statements and asking questions. • Have learners listen to stories such as “Ananse and the Black Pot”, “The Hawk and the Hen”, etc. and identify examples of effective use of stress, rhythm and intonation. <p>Assessment: let learners construct meaning from texts based on knowledge of stress, rhythm and intonation</p>	
Tuesday	<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>B.READING</p> <ul style="list-style-type: none"> • Introduce the SEMESTERS one at a time with several examples. • Elicit examples from learners. • Learners identify examples from different sources, e.g. their readers, story books, newspapers (Junior Graphic) and use them in sentences of their own <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>

	<p>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 the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners use the following SEMESTERs: compound word, idiom, simile, synonym, antonym, prefix, suffix, phrasal verb etc. 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 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?</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Write sentences with personal pronouns. e. g. You are late. • Provide learners with a variety of practice activities Let learners use personal pronouns 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 personal pronouns in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>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>		
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> <ul style="list-style-type: none"> • Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical appearance and state of their characters. • Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-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>
Friday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise the simple present form of verbs 	<p>What new things have you learned today?</p>

	<p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences. Example</p> <p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING</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>and their use to agree with the subject they follow.</p> <ul style="list-style-type: none"> • Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. <p>Learners read their friendly letters in pairs.</p> <ul style="list-style-type: none"> • Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. e.g. we eats – we eat. <p>Assessment: let learners use the singular and plural subjects and the verb forms that go with them 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>
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? 	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and 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-paragraph summary of the book 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>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">• 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 a-two-paragraph summary of each book read</p>	
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WEEK SEVEN : LESSON PLAN

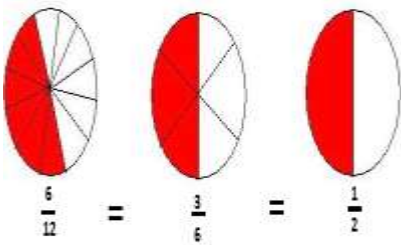
SUBJECT: MATHEMATICS

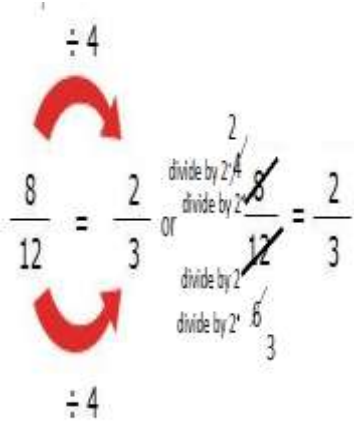
CLASS: FOUR

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 : Fractions	
Indicator (code)	B4.1.3.1.2	B4.1.3.1.3	
Content standard (code)	B4.1.3.1.	B4.1.3.1.	
Performance Indicator	<ul style="list-style-type: none">Learners can Recognise and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD).Learners can Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Equivalent fractions, part of a whole, numerator; denominator; common denominator, Simplest form		
T. L .R. (s)	<ul style="list-style-type: none">Fraction chart (wall); fraction stripsNumber line		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<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>Ask pupils to colour fractions that are equivalent to given fractions or write more equivalent fractions for give n fractions</p> <div data-bbox="592 367 1006 598"> $\frac{1}{3} = \frac{\quad}{6} \quad \frac{4}{8} = \frac{\quad}{2} \quad \frac{2}{6} = \frac{\quad}{12}$ $\frac{4}{12} = \frac{\quad}{3} \quad \frac{2}{4} = \frac{\quad}{8} \quad \frac{1}{3} = \frac{\quad}{12}$ </div> <div data-bbox="592 703 958 987"> </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>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>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 deSEMESTERine the equivalent fractions of given fractions, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions that are comparable</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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<p>Wednesday</p>	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>Use pictorial representations to illustrate the simplest form of a fraction; e.g. $6/12 = 3/6 = \frac{1}{2}$</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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<p>Thursday</p>	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>Find the simplest form of a given fraction, divide through by the highest common factor</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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<p>Friday</p>	<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>Find the simplest form of a given fraction, express the numerator and denominators as factors and cancel through common factors.</p> $\frac{8}{12} = \frac{\cancel{2} \times \cancel{2} \times 2}{\cancel{2} \times \cancel{2} \times 3} = \frac{2}{3}$ <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>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK SEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

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)	B4.2.1.1.1		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can demonstrate understanding of cyclic movements in the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Cyclic, reoccur, regular, recurrently		
T. L .R. (s)	Pendulum, a video of merry-go-round, analogue clock, globe, ball and string.		
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	Guide learners to build a pendulum (a ball hanging on a string) and let them observe the swinging motion. • Learners observe the following movements: (1) the seconds hand on an analogue clock	What new things have you learned today? Learning progress voting: Ask learners to show by their 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>(2) merry-go-round</p> <p>(3) a swinging pendulum</p> <p>(4) movement of their limbs during walking.</p> <ul style="list-style-type: none"> • Assist learners to come out with one thing that is common to all the movements <p>Project: Life Cycle of a Maize Plant</p> <p>Learners investigate the life cycle of a maize plant and report on their findings</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 	
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		Assessment: let learners mention one thing that is common to all the movements	
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>Life Cycle of a Maize Plant</p> <p>Learners report on their findings on the investigation of the life cycle of a maize plant</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 life cycle of a maize plant</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 SEVEN : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

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 : INTRODUCTION TO MS-WINDOWS INTERFACE	
Indicator (code)		B4.1.2.1.1.	
Content standard (code)		B4.1.2.1.	
Performance Indicator		Learners can describe the desktop background and explain its features (e.g. image, icons and Taskbar of the background).	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		personalise, customise, edit, icons, taskbar, Microsoft Windows interface, wallpaper, settings, 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 has to guess what the word is. Repeat for all the key words DEBRIEFING:	Guide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and folders you have or may have saved to the desktop, taskbar etc.). Show different desktop background images to learners. Assist them to explain its features. Assessment: Let learners describe the 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:

	<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>	background and explain its features	
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Vetted by :..... Signature: Date :

WEEK SEVEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

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)		B4.1.4.1. 1.	
Content standard (code)		B4.1.4.1.	
Performance Indicator		Learners can explain importance of education and work as a responsible citizen	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Importance, community, education, individuals, create, jobs	
T. L .R. (s)		Pictures, video clips, charts, 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 is. Repeat for all the key words	Learners in groups talk about the importance of work at home, school and the community Learners talk about how education is linked to work e.g. Education opens avenues to get work to 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

	<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>Education opens minds to set up work</p> <p>Education provides skills to manage wor</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 importance of education and work as a responsible citizen</p>	<p>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>Learners compose a song on the importance of education</p> <p>Learners tell stories of individuals who have been able to create their own jobs</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

WEEK SEVEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4.1.2.1.5:		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Throw a flying disc for distance using the backhand movement pattern.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Throw a tennis ball to a partner over a distance using the overhand throw technique. Throw a flying disc (Frisbee disc) for distance, using the backhand movement pattern. Let them perform in turns to acquire the right skill.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending: 4th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 4th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B4. 1.2.1.1		
Content standard (code)		B4. 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	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

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

WEEK SEVEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

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)		B4.2.1.1.1		
Content standard (code)		B4.2.1.1.		
Performance Indicator		Learners can describe how one major Kingdom was formed and the reasons behind its expansion		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		migration, savanna belt, forest belt, coastal belt, expansion, succession, tyrant, barrier, liberation		
T. L .R. (s)		Video, Agorkoli, about the Anlo-Ewe people; map of Ghana with the Anlo area indicated		
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	Identify the reasons for the rise, expansion and decline of one Kingdom. e.g. Coastal Belt States - The Anlo, The Fante, Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the reasons for the rise, expansion and decline of one Kingdom.</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? 	<p>Identify the reasons for the rise, expansion and decline of one Kingdom.</p> <p>e.g.</p> <p>Coastal Belt States - Ga-Adangme and Effutu</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>•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 mention the reasons for the rise, expansion and decline of one Kingdom.</p>	
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Vetted by :..... Signature: Date :

WEEK SEVEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending: 4th March, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 28th February, 2022 2nd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Visual Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B4 1.3.4.1		
Content standard (code)	B4 1.3.4.		
Performance Indicator	Learners can plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana		
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	Learners are to: ☑ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers 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>☐ discuss the need for displaying portfolio of own visual artworks;</p> <p>☐ develop a roadmap for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date; - selecting a venue; - inviting an audience; <p>☐ brainstorm to agree on a theme for the exhibition;</p> <p>☐ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience such as parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>☐ select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance;</p> <p>☐ decide on mode of display (e.g. hanging, draping, spreading);</p> <p>Assessment: let learners write a plan for an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana</p>	<p>Independent Activity/ Homework:</p>
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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>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 are to:</p> <ul style="list-style-type: none"> ☐ 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 artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of 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>
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Vetted by : Signature: Date :

WEEK SEVEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Creative/ Free Writing Descriptive Writing	
Indicator (code)	B4.4.2.1.1	B4.4.2.1.2	B4.4.3.1.1
Content standard (code)	B4.4.2.1.	B4.4.2.1.	B4.4.3.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should write a one paragraph story describing a past event Learners should create a scene and write a short story on it. Learners should describe pictures 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.	<ul style="list-style-type: none"> Let learners sing a popular traditional song they know. Share the class Readers/Reading books to 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<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>	<p>learners and ask them to open to a page where there is a passage made up more than one paragraph.</p> <ul style="list-style-type: none"> • Lead learners to read the passage. • Use the passage to assist learners to recognise a paragraph. • Narrate a past event to learners and put them into groups to write a one paragraph story describing the event narrated to them <p>Assessment: let learners write a one paragraph story describing a past event</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> <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 	<ul style="list-style-type: none"> • Show learners a short video. • In groups, let learners discuss the scenes they saw in the movie. • Let learners write a short story on the scene they saw and read their story to the class. • Discuss their stories with 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>vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners create a scene and write a short story on it.</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. 	<ul style="list-style-type: none"> • Let learners mention some landmarks in the locality. • Show learners a number of pictures. • Let learners pick any of the displayed pictures and describe it. • Using the controlled composition approach, let learners describe a picture <p>Assessment: let learners describe pictures 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>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>.</p>		
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Vetted by : Signature: Date :

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SEMESTER ONE

BASIC FOUR

WEEK 8

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WEEK EIGHT : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

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. Using Action Words F. Building the Love and Culture of Reading
Indicator (code)	B4.1.7.1.2. B4.2.6.2.1. B4.3.3.1.1. B4.4.10.1.1. B4.5.4.1.1. B4.6.1.1.1	
Content standard (code)	B4.1.7.1. B4.2.6.2. . B4.3.3.1. . B4.4.10.1. . B4.5.4.1. . B4.6.1.1.	
Performance Indicator	A. Learners can make connections with events in narrative texts B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate texts C. Learners can identify and use different types of pronouns: "Personal" – to identify people, activities and objects, "Interrogative" – "who, what" to find out a person's identity, specific information about a person, time, objects or events	

		G. Learners can write about real or imagined experiences or events following story structure (beginning, middle and ending), using appropriate nouns or pronouns within and across sentences to aid cohesion: i. Describing the setting and developing the plot (events in the story)., ii. Describing characters with elaboration., iii. Using first and third persons D. Learners can use the singular and plural subjects and the verb forms that go with them E. Learners can read a variety of age- and level appropriate books and present a-two-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 • Learners retell the story (e.g. in a chain). • Guide learners to identify the events in the story. • Put learners in small groups to discuss the events of the story and relate them to one another. Assessment: let learners make connections with events in narrative texts	What new things have you learned today? Learning progress voting: Ask learners to show by their 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>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"> • Introduce learners to a variety of story books and vocabulary portfolios and stress the need to build and use the new vocabulary in sentences. • Display some of the vocabulary in class, on your word trees and in sentences. Have learners work in pairs, individually and in groups, to do same. • Guide learners to make meaning from the context in which words have been used. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners develop a rich vocabulary stock through extensive reading of age-appropriate texts</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>C.GRAMMAR</p> <ul style="list-style-type: none"> • Introduce interrogative pronouns with several examples in context. • Provide a passage and have learners identify interrogative pronouns. 	<p>What new things have you 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>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"> • Let learners use interrogative pronouns 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 interrogative pronouns in sentences</p>	<p>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 exhausted. The group with highest points win the game.</p> <p>DEBRIEFING</p>	<p>D.WRITING</p> <p>□ Guide learners to narrate and participated in e.g. my first day at theatre. Learners tell the story beginning, middle and end. (Let them write their own story based on what they agreed on by all. Let them build their writing.)</p> <ul style="list-style-type: none"> • Let learners use adjectives and describing the physical appearance of characters. • Guide them with examples to tell a person point of view to start with the same story to read from the other view. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>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"> • Learners edit their work first in their groups, then across groups. Let learners then publish their stories on the class notice board so each group can read another's story. <p>Assessment: let learners write an event they participated in.</p>	
Friday	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team.</p> <p>Cut up the sentences so you have a handful of words.</p> <p>Put each sentence into a bowl keeping each separate.</p> <p>Split your class into teams 3.</p> <p>Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. <p>Learners read their friendly letters in pairs.</p> <ul style="list-style-type: none"> • Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. e.g. we eats – we eat. • Have learners do peer editing to identify and correct errors. <p>Assessment: let learners write a letter to your friend telling him/her what you and your siblings do after school</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>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and books of their choice during the • Learners think-pair-share the • Ask each learner to write a-t summary of the book read. • Invite individuals to present 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>1. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p> <p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	<p>Independent Activity/ Homework:</p>
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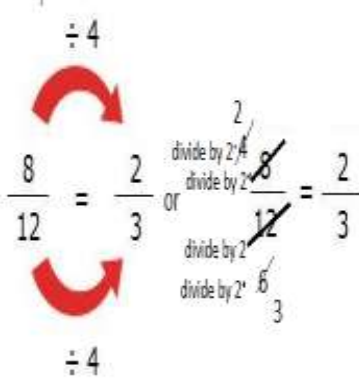
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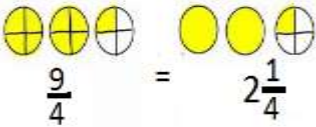
WEEK EIGHT : LESSON PLAN

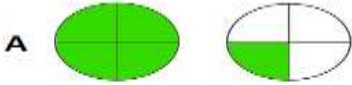
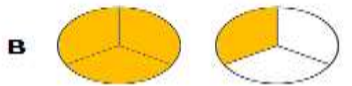
SUBJECT: MATHEMATICS

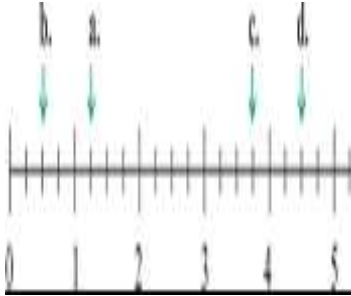
CLASS: FOUR

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 Operations	
Indicator (code)	B4.1.3.1.3	B4.1.3.1.4	
Content standard (code)	B4.1.3.1.	B4.1.3.1.	
Performance Indicator	<ul style="list-style-type: none">Learners can find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors).Learners can recognise fractions that are greater than one (i.e. improper fractions), draw and label such fractions with their symbols		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		simplest form, Proper fractions, improper fractions; mixed numbers (fractions)	
T. L .R. (s)		Fraction chart (wall); 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
Monday	1. Learners form convenient groups and each group is given an	Find the simplest form of a given fraction, divide through by the highest common factor	What new things have you learned today?

	<p>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>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>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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. 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</p>	<p>To find the simplest form of a given fraction, express the numerator and denominators as factors and divide through by common factors.</p> $\frac{8}{12} = \frac{\cancel{2} \times \cancel{2} \times 2}{\cancel{2} \times \cancel{2} \times 3} = \frac{2}{3}$ <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</p>

	<p>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>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use 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 several pictorial representations (or card cut outs) to introduce improper fractions (i.e. where the fraction is bigger than 1 or the numerator is larger than the denominator). Examples are $\frac{9}{4}$ and $\frac{7}{6}$ (i.e. nine-fourths and seven-sixths) and show how they are expressed as mixed fractions (i.e. $2\frac{1}{4}$ and $1\frac{1}{6}$). Ask pupils to change given improper fractions to mixed 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>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How 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>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use 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 express given coloured mixed fractions as improper fractions or draw and colour given improper fraction (e.g. seven-fourths, eleven-eighths, etc.)</p> <p>A </p> <p>B </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>

	<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>	
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>Use number line to present more mixed fractions for pupils to identify and state their improper 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>

WEEK EIGHT : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

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)		B4.2.1.1.1		
Content standard (code)		B4.2.1.1.		
Performance Indicator		Learners can demonstrate understanding of cyclic movements in the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Cyclic, reoccur, regular, recurrently		
T. L .R. (s)		Pendulum, a video of merry-go-round, analogue clock, globe, ball and string.		
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?	Guide learners to build a pendulum (a ball hanging on a string) and let them observe the swinging motion. • Learners observe the following movements: (1) the seconds hand on an analogue clock (2) merry-go-round (3) a swinging pendulum (4) movement of their limbs during walking.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Assist learners to come out with one thing that is common to all the movements <p>Project: Life Cycle of a Maize Plant</p> <p>Learners investigate the life cycle of a maize plant and report on their findings</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention one thing that is common to all the movements</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</p>	<p>Life Cycle of a Maize Plant</p> <p>Learners report on their findings on the investigation of the life cycle of a maize plant</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<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 describe the life cycle of a maize plant</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 EIGHT : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

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 : INTRODUCTION TO MS-WINDOWS INTERFACE	
Indicator (code)		B4.1.2.1.1.	
Content standard (code)		B4.1.2.1.	
Performance Indicator		Learners can describe the desktop background and explain its features (e.g. image, icons and Taskbar of the background).	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		personalise, customise, edit, icons, taskbar, Microsoft Windows interface, wallpaper, settings, 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 has to guess what the word is. Repeat for all the key words DEBRIEFING:	Guide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and folders you have or may have saved to the desktop, taskbar etc.). Show different desktop background images to learners. Assist them to explain its features. Assessment: Let learners describe the 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:

	<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>	background and explain its features	
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Vetted by :..... Signature: Date :

WEEK EIGHT : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending: 11th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 8th March, 2022 10th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)	B4.1.4.1. 1.		
Content standard (code)	B4.1.4.1.		
Performance Indicator	Learners can explain importance of education and work as a responsible citizen		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Importance, community, education, individuals, create, jobs		
T. L .R. (s)	Pictures, video clips, charts, 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 is. Repeat for all the key words	Learners in groups talk about the importance of work at home, school and the community Learners talk about how education is linked to work e.g. Education opens avenues to get work to 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>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>Education opens minds to set up work</p> <p>Education provides skills to manage wor</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 importance of education and work as a responsible citizen</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? 	<p>Learners compose a song on the importance of education</p> <p>Learners tell stories of individuals who have been able to create their own jobs</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<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 explain importance of education and work as a responsible citizen</p>	
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WEEK EIGHT : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4. 1.2.1.6		
Content standard (code)	B4. 1.2.1.		
Performance Indicator	Learners can Show the difference in throwing to a stationary and a moving partner		
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 a general and specific warm up, place a container or basket at a point. Learners with objects to use different techniques to throw the object into to container or object. Learners identify the best technique that gives them accuracy and precision. Organise competition in groups. 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. Independent Activity/ Homework:

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WEEK EIGHT : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending: 11th March, 2022			Class size:
Day : Friday, 60 minutes		Date : 11th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship, Prayer and other Religious Practices	
Indicator (code)		B4.2.1.1.1	
Content standard (code)		B4.2.1.1.	
Performance Indicator		Learners can name the various forms of worship	
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?	Ask learners to mention the various forms of worship in the three main religious groups in Ghana: Christianity, Islam and Traditional. • Let learners observe pictures depicting various forms of worship and discuss them. • In groups, let learners write down 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. 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>activities that go on during worship.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the various forms of worship</p>	
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WEEK EIGHT : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

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 : The People Of Ghana	
Indicator (code)		B4.2.1.1.1	
Content standard (code)		B4.2.1.1.	
Performance Indicator		Learners can Describe how one major Kingdom was formed and the reasons behind its expansion	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		migration, savanna belt, forest belt, coastal belt, expansion, succession, tyrant, barrier, liberation	
T. L .R. (s)		Video, Agorkoli, about the Anlo-Ewe people; map of Ghana with the Anlo area indicated	
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	Using the map of Ghana, locate where this major Kingdom is found. By animations, play games on location of major Kingdoms. 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

	<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 locate these major Kingdoms on the map of Ghana</p>	<p>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>Using the map of Ghana, locate where this major Kingdom is found. By animations, play games on location of major Kingdoms.</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 locate these major Kingdoms on the map of 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 EIGHT : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

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)		B4 2.3.4.2	
Content standard (code)		B4 2.3.4.	
Performance Indicator		Learners can plan a performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks that reflect the natural and manmade environments of some communities in Ghana	
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.	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 natural and manmade environments of some communities in 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. Independent Activity/ Homework:

	<p>Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☐ discuss the need for performing compositions of own music, dance, drama, poetry, etc.;</p> <p>☐ develop a roadmap for the performances by fixing a date, selecting venue and inviting audience</p> <p>☐ brainstorm to agree on a theme for the performance;</p> <p>☐ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners;</p> <p>☐ select compositions by considering creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance;</p> <p>☐ decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props);</p> <p>Assessment: let learners write a plan for a performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks that reflect the natural and manmade environments of some communities in Ghana</p>	
Wednesday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners</p>	<p>Learners are to</p> <p>☐ Plan the sequence of events, stage/site plan, identifying the positions of all facilities (e.g. PA</p>	<p>What new things have you learned today?</p>

	<p>with their back to 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>system, lightings, performance zone, entry, exit, changing and makeup rooms/corners), characters, 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 performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks that reflect the natural and manmade environments of some communities in Ghana</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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: GHANAIAI LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Descriptive Writing Persuasive Writing	
Indicator (code)	B4.4.3.1.2	B4.4.3.1.3	B4.4.4.1.1
Content standard (code)	B4.4.3.1.	B4.4.3.1.	B4.4.4.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should give a description of a building or a structure using controlled composition • Learners should describe objects within the environment on their own. • Learners should write a persuasive essay on cleanliness 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.	<ul style="list-style-type: none"> • Let learners mention some traditional occupations they know. 	What new 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"> • Write the points you will use to describe a building or structure on the board and lead learners to read them. • Describe the building you live in to learners using the points you have written on the board. • Let learners also give a description of buildings or a structure using the points on the board. <p>Assessment: let learners give a description of a building or a structure using controlled composition</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink</p>	<ul style="list-style-type: none"> • Let learners mention some things in the environment. • Show a couple of objects to learners. • Use some words to describe the objects. • Encourage learners to describe objects within the environment on their own <p>Assessment: let learner describe objects within</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the environment on their own.</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 mention some actions that destroy the environment. • Discuss cleanliness with learners. • Allow the learners to talk with each other about cleanliness. • Let learners write a persuasive essay on cleanliness using controlled composition <p>Assessment: let learners write a persuasive essay on cleanliness 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>

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WEEK 9

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WEEK NINE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

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. Comprehension C. Adjectives D. Creative/Free Writing E. Using Qualifying Words – Adjectives F. Building the Love and Culture of Reading
Indicator (code)	B4.1.8.1.1. B4.2.7.1.1. B4.3.4.1.1. 1. B4.4.11.1.1. B4.5.5.1.1. B4.6.1.1.1	
Content standard (code)	B4.1.8.1. . B4.2.7.1. B4.3.4.1.1. B4.4.11.1. . B4.5.5.1.. B4.6.1.1.	
Performance Indicator	A. Learners can use appropriate pronunciation and intonation in asking and answering questions B. Learners can construct meaning from texts read C. Learners can use adjectives to make comparison e. g: fast/slow (Ama is fast but Kofi is slow.), good/bad, fast/faster, slow/slower, D. Learners can write freely about topics of choice in their immediate environment	

		E. Learners can Use adjectives to make comparisons e.g. fast /slow, good/bad, fast/faster, slow/slower.	
		F. Learners can read a variety of age- and level appropriate books and present a-two-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 • Through role-play, learners ask questions such as: What is your name? How are you? Where do you live? • Guide learners to use appropriate pronunciation and intonation in asking and answering questions. e.g. What do you want? Where’s your school? A rising intonation for a question and a falling intonation for an answer Assessment: let learners use appropriate pronunciation and intonation in asking and answering 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>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>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Select level-appropriate texts for learners. • Take learners through Before Reading activities such as picture walk, prediction and Before Reading questions etc. to elicit their prior knowledge. • Have learners use their previous knowledge/experience, contextual clues and While Reading questions to make meaning from the text as they read. • Provide After Reading questions to help learners make meaning from the text 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 who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>those learners who need more of a challenge</p> <p>Assessment: let learners construct meaning from texts read</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 an adjective</p> <p>Another member in Group B uses the adjective to form a sentence. The group earns a point for the given adjective and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own. • Introduce regular adjective forms: <ul style="list-style-type: none"> - Regular adjectives form their imperative by adding er e.g. small–smaller, big–bigger, etc. • Assist learners with examples to use comparative adjectives appropriately. e.g. <ul style="list-style-type: none"> i. Ama is taller than Kwesi. ii. This ruler is longer than that one. • Learners form sentences with the comparative forms of adjectiv <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: let learners use adjectives to make comparison in 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> <p>Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want to write about.</p> <ul style="list-style-type: none"> • Guide learners to brainstorm and generate ideas. • Have learners organise their ideas and write their first draft. • They then peer edit their work. • Have them present their work for class discussion and correction. <p>Assessment: let learners choose a topic from their immediate environment to write about</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</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Guide learners with several examples and situations to identify the comparative forms 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</p>

	<p>ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention an adjective</p> <p>Another member in Group B uses the adjective to form a sentence. The group earns a point for the given adjective and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>adjectives in sentences, e.g. Ama is fast but Kofi is slow.</p> <ul style="list-style-type: none"> • Have learners identify adjectives in a given passage. <p>Assessment: let learners identify adjectives in a given passage.</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>
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> <p>1. Did you like the states of the books we observed?</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and 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-paragraph 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>2. What is the cause of the poor/good state in which we find the books?</p> <p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<p>summary of the book read.</p> <ul style="list-style-type: none">• 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 a-two-paragraph summary of each book read</p>	
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Vetted by : Signature: Date :

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WEEK NINE : LESSON PLAN

SUBJECT: MATHEMATICS



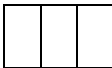



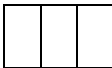



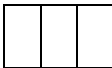

CLASS: FOUR

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 : Algebra		Sub-strand : Patterns and Relationships	
Indicator (code)	B4.2.1.1.1 B4.2.1.2.2	B4.2.1.1.2	B4.2.1.1.3 B4.2.1.2.1
Content standard (code)	B4.2.1.1.	B4.2.1.1.	B4.2.1.1. B4.2.1.2. B4.2.1.2.
Performance Indicator	<ul style="list-style-type: none">• Learners can describe the pattern found in a given table or chart.• Learners can determine the missing element(s) in a given table or chart.• Learners can identify the error(s) in a given table or chart.• Learners can create a concrete representation of a given pattern displayed in a table or chart.• Learners can create a table or chart from a given concrete representation of a pattern.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Grids/charts with number patterns, Dice; cubes; straws; sheets of paper	
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>*</p> <ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by multiplying 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>Share lesson indicator and treat key words with learner</p>	<p>Using a hundred chart, ask students to colour each number as they skip count by 2s and describe the pattern created. Repeat for 3, 4, 5, 6, 7, 8, and 9. Ask students to describe what changes they notice as the numbers increase. Note to what extent students:</p> <ul style="list-style-type: none"> (i) identify all, some or none of the multiples of a given number. (ii) are able to predict and extend the pattern. (iii) are able to describe the pattern by relating it to similar designs in the real world <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>*</p>	<p>Provide students with a chart with missing numbers and ask them to identify the</p>	<p>What new things have you learned today?</p>

	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>missing numbers and explain their reasoning</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>														
Wednesday	<p>*</p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the</p>	<p>Provide a mapping table containing errors. Ask students to identify and explain where the pattern has errors</p> <table><tr><th>Number of Tables</th><th>Number of Chairs</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>12</td></tr><tr><td>4</td><td>18</td></tr><tr><td>5</td><td>20</td></tr><tr><td>6</td><td>24</td></tr></table> <p>Differentiated learning</p>	Number of Tables	Number of Chairs	1	4	2	8	3	12	4	18	5	20	6	24	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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 Tables	Number of Chairs																
1	4																
2	8																
3	12																
4	18																
5	20																
6	24																

	<p>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 stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use 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>*</p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p>	<p>Provide a table showing a pattern (involving one operation) such as the one below. Students can complete the table and create a concrete representation using linking cubes or other manipulatives</p> <table><tr><td>Figure</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Number of Cubes</td><td>3</td><td>6</td><td>9</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	Figure	1	2	3	4	5	Number of Cubes	3	6	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>
Figure	1	2	3	4	5										
Number of Cubes	3	6	9	?	?										

	<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>																									
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 multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Present learners with a geometric design series, such as the one shown below. Ask them to extend the pattern and record it in a T-chart. Ask learners what the 10th step would be. What would the 12th step be? What would the 20th step be?</p> <p>1 2 3 4</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Design #</th> <th># of Square</th> <th></th> <th></th> </tr> <tr> <td>1</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>4</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>					Design #	# of Square			1	1			2	2			3	3			4	4			<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
																											
Design #	# of Square																										
1	1																										
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Vetted by : Signature: Date :

WEEK NINE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

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)		B4.2.1.2.1		
Content standard (code)		B4.2.1.2.		
Performance Indicator		Learners can identify the objects in the sky during day and night		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Venn diagram		
T. L .R. (s)		pictures, charts or videos of the night and day skies.		
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:	• Ask learners to step outside the classroom and: (a) name the objects in the daytime sky; (b) identify the objects in the night time sky; (c) identify the differences and similarities in the day and night sky, (d). answer the question: What happens to the sky in a 24-hour cycle?	What new things have you learned today? Learning progress voting: Ask learners to show by their 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"> • Learners draw venn diagrams (2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky and then in both skies and display their work on the classroom walls. <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 objects in the sky during day and night</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"> • Learners draw venn diagrams (2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky and then in both skies and display their work on the classroom walls. • Learners write about the importance of the things they see in the skies. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 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>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 about the importance of the things they see in the skies</p>	<p>Independent Activity/ Homework:</p>
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Vetted by :

Signature:

Date :

WEEK NINE : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

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 : introduction to ms-windows interface	
Indicator (code)		B4.1.2.1.2		
Content standard (code)		B4.1.2.1.		
Performance Indicator		Learners can demonstrate how to Personalise the Desktop Background using required tools and settings;		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		background, settings, taskbar, personalization		
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 DEBRIEFING: •How did you feel during the game? •What new words did you learn? •How does it feel to win?		Show projected examples of personalised Desktop Background to learners with the aid of a projector or pictures. Guide learners to personalise the Desktop Background using the required tools and settings.	What new things have you learned today? Learning progress voting: Ask learners to show by their 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 will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	Assessment: Let learners demonstrate how to Personalise the Desktop Background using required tools and settings;	
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Vetted by : Signature: Date :

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WEEK NINE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

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 : The Environment and the Weather	
Indicator (code)	B4.2.1.1 .1.		
Content standard (code)	B4.2.1.1 .		
Performance Indicator	Learners can explain ways of making the environment safe		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Pictures, Charts, Video clips, Fire extinguisher, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/ marker		
T. L .R. (s)	Environment, sanitation, illegal mining, indiscriminate, deforestation, pollution, extinguisher, accidents, recycling, quarry, pollute.		
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	Learners talk about ways of ensuring safety in the environment e.g. keeping the environment clean, planting trees, good sanitation, good roads, safe drinking water, reduce usage of chemicals, reduce burning of things.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>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 pictures and video clips on human activities that do not make the environment safe: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of the air and water bodies, throwing plastic bags around.</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 ways of making the environment safe</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>Learners in groups play games or engage in activities/projects that teach ways of ensuring safety in the community e.g. preventing flooding, preventing drowning, preventing fire outbreaks by putting off electrical gadget after use, make fire extinguisher available in homes, preventing road accidents, keeping the home and classroom or school clean,</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>planting trees, recycling waste paper and plastics</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 ways of making the environment safe</p>	
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WEEK NINE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4.1.2.1.7		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Catch a ball above the head and near the middle of 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:			
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 up, learners catch balls thrown above from a distance in the air with the hand. Vary the distance and let them do this for fun. Accuracy must be considered	What new things have you learned today? Learning progress voting: Ask learners to show by their 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 NINE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending: 18th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 18th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications			Sub-strand : Religious Worship, Prayer and other Religious Practices	
Indicator (code)		B4.2.1.1.1		
Content standard (code)		B4.2.1.1.		
Performance Indicator		Learners can name the various forms of worship		
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 dramatise the modes of worship among the three major religious groups. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

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

SUBJECT: HISTORY

CLASS: FOUR

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 : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B4.2.1.1.2	
Content standard (code)		B4.2.1.1.	
Performance Indicator		Learners can state the factors that led to decline of the Kingdom you have studied	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		jurisdiction, alliance, tactics, booming, legitimate, combatant, recognise, inability, deploy, navy, bombard, range, invasion, conquer, integrate, protectorate	
T. L .R. (s)		Videos of the festivals and celebrations of the Anlo, as well as dance-drumming	
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	Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes) Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners give reasons why some of the Kingdoms declined</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>Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes)</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"> •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 give reasons why some of the Kingdoms declined</p>	
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WEEK NINE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

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)	B4 1.3.4.1 B4 2.4.6.1		
Content standard (code)	B4 1.3.4. B4 2.4.6.		
Performance Indicator	<ul style="list-style-type: none">Learners can plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of GhanaLearners can Develop guidelines for appraising and appreciating own and others’ performing artworks that reflect the history and culture of the people of Ghana		
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	Learners are to: ☐ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival	What new things have you learned 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>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>of the cultural education unit of the Ghana Education Service;</p> <ul style="list-style-type: none"> ☐ discuss the need for displaying portfolio of own visual artworks; ☐ develop a roadmap for the exhibition by: <ul style="list-style-type: none"> - fixing a date; - selecting a venue; - inviting an audience; ☐ brainstorm to agree on a theme for the exhibition; ☐ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience such as parents, PTA/SMC members, stakeholders, colleague learners); ☐ select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance; ☐ decide on mode of display (e.g. hanging, draping, spreading); ☐ plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); ☐ clean and prepare the hall and its environment and make it ready for the exhibition; ☐ plan for post-exhibition activities such as cleaning, appreciation, evaluation, reporting, etc. <p>Assessment: let learners write a plan for an exhibition of own artworks to share creative experiences based on own ideas,</p>	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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		knowledge and understanding of the history and culture of the people of Ghana	
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: •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>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 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, etc. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: let learners write guidelines for appraising and appreciating own and others' performing artworks that reflect the history and culture of the people of Ghana	
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WEEK NINE : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Capitalization Integrating Grammar in Written Language (Punctuation)	
Indicator (code)	B4.5.1.1.1	B4.5.1.1.2.	B4.5.1.1.3 B4.5.2.1.1
Content standard (code)	B4.5.1.1.	B4.5.1.1. .	B4.5.1.1. B4.5.2.1.
7Performance Indicator	<ul style="list-style-type: none"> • Learners should begin sentences with capital letters • Learners should use capital letters after full stops. • Learners should demonstrate an understanding of the use of capital letters after colons • Learners should demonstrate the use of commas 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Ghanaian Language curriculum	
Ref:			
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.	• Let learners write their names on a	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>	<p>paper and show it to the class.</p> <ul style="list-style-type: none"> • Create a game about using a capital letter to begin a sentence. • Play the game with learners. • Write the sentences on the board and let learners read the sentences. • Encourage learners to begin sentences with capital letters. • Create a game about using a capital letter after a full stop. • Play the game with learners. • Let learners use capital letters after full stops. <p>Assessment: let learners capital letters after full stops in sentences</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 	<ul style="list-style-type: none"> • Create a game about using a capital letter after a colon. • Play the game with learners. • Help learners to understand the use 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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. 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>of capital letters after a colon.</p> <ul style="list-style-type: none"> • Encourage learners to use capital letters to begin a sentence after a colon. <p>Assessment: let learners use capital letters to begin a sentence after a colon in sentences</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING:</p>	<ul style="list-style-type: none"> • Use commas in sentences on the board. • Let learners demonstrate the use of commas by writing sentences in in groups. <p>Assessment: let learners use commas 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 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>		
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WEEK TEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending: 25th March, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Giving and Following Commands B. Comprehension C. Verbs D. Creative/Free Writing E. Using Qualifying Words – Adjectives F. Building the Love and Culture of Reading
Indicator (code)	B4.1.9.1.1. B4.2.7.1.2 B4.3.5.1.1 B4.4.11.1.1. B4.5.5.1.1 B4.6.1.1.1	
Content standard (code)	B4.1.9.1. B4.2.7.1. B4.3.5.1. B4.4.11.1. . B4.5.5.1. B4.6.1.1.	
Performance Indicator	A. Learners can give and respond to commands, instructions and directions B. Learners can note and recall main ideas in a sequence C. Learners can use different types of verbs: Main verb, Helping verb (primary auxiliary and modal auxiliary), Main verbs D. Learners can Write freely about topics of choice in their immediate environment	

		E. Learners can Use adjectives to make comparisons e.g. fast /slow, good/bad, fast/faster, slow/slower F. Learners can read a variety of age- and level appropriate books and present a-two-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 • Give general commands and guide learners to respond appropriately to the commands. e. g. Stand up! Sit down! Carry the bowl! etc. • Through role play, group and pair activities, assist learners to give and obey simple commands/instructions. e.g. i. Go to your seat. ii. Bring your exercise book to me. iii. Walk from B1 classroom to the Headmaster’s office iv. Turn right, walk twenty steps towards the water tank	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners give and respond to commands, instructions and directions</p>	
Tuesday	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING Using the SQ3R strategy, learners recall main ideas. Learners: S – Survey the text– (learners skim, by going through the chapter, noting heading/sub-heading and other understanding features. Q – Question – Generate questions about the content of the text. 3R Read – Read for more information. Recite – Retrieve information from meaning. Review – Go over the main ideas in the text using your own words.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: let learners note and recall main ideas in a sequence</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 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"> • Have learners revise verbs by reading sentences from the board and identifying the verbs. • Have learners write sentences with given verbs. <p>Auxiliary verbs</p> <ul style="list-style-type: none"> • Let learners read sentences with auxiliary verbs. <p>e.g. i. The boy is going to school. ii. The girls are reading.</p> <p>An auxiliary verb is also known as a helping verb e.g. is, are, am, was, were</p> <ul style="list-style-type: none"> • Have learners use auxiliary verbs in sentences and underline 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 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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 write sentences with given verbs.</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"> • Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want to write about. • Guide learners to brainstorm and generate ideas. • Have learners organise their ideas and write their first draft. • They then peer edit their work. • Have them present their work for class discussion and correction. • They then write the final draft and display their work for their peers to read. <p>Assessment: let learners choose a topic from their immediate environment to write about</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.</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, 	<p>What new things have you learned 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>The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention an adjective</p> <p>Another member in Group B uses the adjective to form a sentence. The group earns a point for the given adjective and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>e.g. Ama is fast but Kofi is slow.</p> <ul style="list-style-type: none"> Let learners write sentences using comparative and superlative forms of adjectives. <p>Assessment: let learners write sentences using comparative and superlative forms of adjectives.</p>	<p>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>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> Guide learners to choose and 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 or 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. Did you like the states of the books we observed?</p> <p>2. What is the cause of the poor/good state in which we find the books?</p> <p>3. What can we do to make the books look different from the way they are now?</p> <p>Share the lesson indicator and explain the key words</p>	<ul style="list-style-type: none"> • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
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NANA FIIFI ACQUAH SCH

WEEK TEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FOUR

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 2 2 of 2 1 of 1	
Strand : Algebra		Sub-strand : Patterns and Relationships	
Indicator (code)		B4.2.1.3.1	B4.2.1.3.2 B4.2.2.1.1
Content standard (code)		B4.2.1.3.	B4.2.1.3. B4.2.2.1.
Performance Indicator		<ul style="list-style-type: none">• Learners can translate the information in a given problem into a table or chart.• Learners can identify and extend the patterns in a table or chart to solve a given problem.• Write a given problem as an equation in which a symbol is used to represent an unknown number.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Symbol; unknown	
T. L .R. (s)		Dice; cubes,	
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>*</p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Given the numerical pattern, ask students to extend the pattern and explain how they deSEMESTERined the pattern and its missing elements</p> <table><tr><td>A</td><td>B</td></tr><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td></td></tr><tr><td>4</td><td>8</td></tr><tr><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>	A	B	1	2	2	4	3		4	8			<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>
A	B														
1	2														
2	4														
3															
4	8														
Tuesday	<p>*</p> <p>1. Learners write numbers on a ball using a marker.</p>	<p>Ask students to use manipulatives to represent this pattern and describe the relationship between the chart and the concrete representations</p>	<p>What new things have you learned today?</p>												

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>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>																								
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 multiplying the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p>	<p>Give students two tables with patterns that are related in some way. Students should first extend each one by three more numbers. Then they should explain how the two patterns are alike and how they are different</p> <table><tr><th colspan="2">Pattern A</th></tr><tr><td>1</td><td>5</td></tr><tr><td>2</td><td>10</td></tr><tr><td>3</td><td>15</td></tr><tr><td>4</td><td>20</td></tr><tr><td>5</td><td>25</td></tr></table> <table><tr><th colspan="2">Pattern B</th></tr><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>7</td></tr><tr><td>3</td><td>12</td></tr><tr><td>4</td><td>17</td></tr><tr><td>5</td><td>22</td></tr></table> <p>Assessment: have learners to practice with more examples</p>	Pattern A		1	5	2	10	3	15	4	20	5	25	Pattern B		1	2	2	7	3	12	4	17	5	22	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Pattern A																											
1	5																										
2	10																										
3	15																										
4	20																										
5	25																										
Pattern B																											
1	2																										
2	7																										
3	12																										
4	17																										
5	22																										

	Share lesson indicator and treat key words with learner		
Thursday	<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>Students could make up their own pairs of patterns and challenge other students to discover how they are alike and how they are different</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>
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 explain the purpose of the box symbol in the following equation:</p> $15 - \square = 8$ <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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	Share lesson indicator and treat key words with learner		
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WEEK TEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

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)		B4.2.1.2.1			
Content standard (code)		B4.2.1.2.			
Performance Indicator		Learners can identify the objects in the sky during day and night			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		Venn diagram			
T. L .R. (s)		pictures, charts or videos of the night and day skies.			
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:	• Ask learners to step outside the classroom and: (a) name the objects in the daytime sky; (b) identify the objects in the night time sky; (c) identify the differences and similarities in the day and night sky, (d). answer the question: What happens to the sky in a 24-hour cycle?		What new things have you learned today? Learning progress voting: Ask learners to show by their 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"> • Learners draw venn diagrams (2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky and then in both skies and display their work on the classroom walls. <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 objects in the sky during day and night</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"> • Learners draw venn diagrams (2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky and then in both skies and display their work on the classroom walls. • Learners write about the importance of the things they see in the skies. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 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>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 about the importance of the things they see in the skies</p>	<p>Independent Activity/ Homework:</p>
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WEEK TEN : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

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 : Introduction to MS-Windows Interface	
Indicator (code)		B4.1.2.1.3	
Content standard (code)		B4.1.2.1.	
Performance Indicator		Learners can demonstrate the use of the Sections of the Taskbar; Start Menu (Location and Launching only), Pinned Applications (Launched / Minimised programmes) and Notification Area or system tray (Date & Time, and Volume).	
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 explore the use of the Taskbar, Start Menu, and Pinned Applications and Notification Area. 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 describe the use of the Sections of the Taskbar; Start Menu Pinned Applications and Notification Area or system tray</p>	
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Signature: Date :

WEEK TEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending: 25th March, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd March, 2022 24th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B4.2.1.2 .1.		
Content standard (code)	B4.2.1.2 .		
Performance Indicator	Learners can prevent pollution on the environment by performing simple activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners discuss human activities which pollute the land, water and air such as bush burning, smoke from vehicles and factories and dust from quarry and construction sites. Learners in groups talk about the effects of pollution on the environment e.g. i. Heat ii. Health hazards	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers 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 mention the effects of pollution on the environmen</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>Learners in groups talk about the effects of pollution on the environment e.g.</p> <p>iii. Depletion of natural habitats for animals</p> <p>iv. Flooding</p> <div data-bbox="722 1472 1099 1719" data-label="Diagram"> <pre> graph TD A[Pollution] --> B[Land] A --> C[Air] A --> D[Water] </pre> </div> <p>Learners play games or do activities that teach the importance of reducing air, water of land pollution.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

WEEK TEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4.1.2.1.8		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Kick a ball dropped from the hands.		
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 control a ball dropped in their pairs. They should kick balls from a 15-metre distance on the ground with the foot. Put learners into groups to control and kick their ball	What new things have you learned today? Learning progress voting: Ask learners to show by their 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 :

WEEK TEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending: 25th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 25th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications			Sub-strand : Religious Worship, Prayer and other Religious Practices	
Indicator (code)		B4 2.1.1.2		
Content standard (code)		B4 2.1.1.		
Performance Indicator		Learners can state the purpose of worship in the three main religions		
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?	• Together with learners, discuss why we worship God: to draw closer to God, to communicate with God, to show obedience to God, 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 why we worship God:</p>	
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WEEK TEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

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 : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B4.2.1.1.2		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can state the factors that led to decline of the Kingdom you have studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	jurisdiction, alliance, tactics, booming, legitimate, combatant, recognise, inability, deploy, navy, bombard, range, invasion, conquer, integrate, protectorate		
T. L .R. (s)	Videos of the festivals and celebrations of the Anlo, as well as dance-drumming		
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	Give reasons why some of the Kingdoms declined. E.g. British interference, Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

SUBJECT: CREATIVE ARTS

CLASS: FOUR

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)	B4 1.3.5.1	B4 2.4.7.2	
Content standard (code)	B4 1.3.5.1	B4 2.4.7.	
Performance Indicator	Learners can display own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana Learners can analyse and appreciate/appraise own or others' compositions and performances and present reports/feedback on works that reflect the natural and manmade environments of some communities in Ghana		
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: ☐ decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition	What new things have you learned today? Learning progress voting: Ask learners to show by

	<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>(e.g. artworks that best tell the story of the history and culture of the people of Ghana);</p> <ul style="list-style-type: none"> ☐ display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits ☐ label the works using manual penmanship (calligraphy) or ICT (computer) prints (e.g. name of artist, title of work, size of work, date of production). ☐ assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully (e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors books); <p>NOTE</p> <ul style="list-style-type: none"> ☐ check/monitor visitors from improper practices (e.g. touching, lifting, handling and/or taking away some of the exhibits); ☐ organise opening and closing ceremonies for the exhibition; ☐ prepare template for appreciating, appraising, evaluating and reporting; ☐ clean the hall after the exhibition. <p>Assessment: let learners display own artworks to share creative experiences based on own ideas, knowledge and understanding of</p>	<p>their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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		the history and culture of the people of Ghana	
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>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"> ☑ display (photographs/video) of selected performances (own or that of others) that reflect the natural and manmade environments of some communities in Ghana; ☑ talk about the performances dispassionately using developed guidelines; ☑ use the outcome of the appreciation/appraisal to modify the product or to produce similar or different composition and performance; ☑ record/document the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp). <p>Assessment: let learners write a report on appreciating/appraising own or others' compositions and performances and present reports/feedback on works that reflect the natural and manmade environments of some communities 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>

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WEEK TEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

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)	B4.5.2.1.2	B4.5.2.1.3	B4.5.3.1.1. B4.5.3.1.2
Content standard (code)	B4.5.2.1.	B4.5.2.1.	B4.5.3.1. B4.5.3.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should write sentences using full stops appropriately • Learners should recognise and use the question marks appropriately in writing • Learners should write past tense action words. • Learners should recognise past tense action words in short sentences 		
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"> • Write sentences on cardboards and show it to learners. • Let learners read the sentences as a group. • Call learners to put the full stop at the right positions in the sentences. • Let learners write sentences using full stops effectively • Write questions on the board using question marks appropriately. • Encourage learners to recognize and use the question marks appropriately in writing. • Write a piece on the board and call learners to put in the correct punctuations <p>Assessment: let learners write sentences using full stops and question marks 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>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 	<ul style="list-style-type: none"> • Revise the lesson on commands with learners. • Write sentences using past action words. • Lead learners to recognise the present 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 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>tense action words in the sentences.</p> <ul style="list-style-type: none"> • Let learners write past tense action words on their own. <p>Assessment: let learners write past tense action words</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?</p>	<ul style="list-style-type: none"> • Use past tense action words to write short sentences on the board. • Call learners to read the sentences. • Help learners to recognise past tense action words in the short sentences. • Allow learners to narrate what they did yesterday. • Let learners recognise the past tense action words in the narration. <p>Assessment: let learners identify 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>Independent Activity/ Homework:</p>

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	What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner .	past tense action words in the narration	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending: 1st April, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Comprehension C. Verbs D. Descriptive Writing E. Using Adverbs F. Building the Love and Culture of Reading
Indicator (code)	(B4.1.10.1.1. B4.1.10.1.1.) B4.2.7.1.3 B4.4.12.1.1. B4.5.6.1.1 B4.6.1.1.1	
Content standard (code)	(B4.1.10.1. . B4.1.10.1..) B4.2.7.1. B4.4.12.1.. B4.5.6.1. B4.6.1.1.	
Performance Indicator	A. Learners can demonstrate awareness of the features of spoken language (contractions, ellipsis e.g. A: How are you? B: Fine). Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures B. Learners can skim for main ideas in texts C. Learners can use appropriate subject-verb agreement Singular/plural	

		D. Learners can use descriptive words/expressions to describe places, personal experiences and events E. Learners can use adverbs to talk about when and where the action of a verb took place F. Learners can read a variety of age- and level appropriate books and present a-two-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:	A.ORAL LANGUAGE Through role play, demonstrate the features of spoken language. e.g. Contractions: Can’t, Shouldn’t, etc. Ellipses: A. How are you? B. Fine. Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures Assessment: let learners identify 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. Independent Activity/ Homework:

	<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>features of spoken language.</p>	
Tuesday	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team.</p> <p>Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <p>Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading</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>

		Assessment: let learners skim for main ideas in texts	
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"> • Revise nouns and verbs with simple examples. • Through discussion and examples help learners to realise rules that govern sentence formation: <ul style="list-style-type: none"> - A Singular subject goes with singular verb. e. g. The boy is in the room. - A Plural subject goes with a plural verb. e. g. The girls are happy. - Collective nouns take singular verb. e. g. The team is playing tomorrow. • Provide sentences for groups to identify the subjects and verbs. • Have learners write their own sentences to be presented to the class. <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>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use 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 subjects and verbs 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 for each correct sentence they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Revise adjectives by having learners describe familiar people, objects and places in their environment. • Learners in their groups talk about interesting places they have visited. • Guide them to describe places of their choice using knowledge of adjectives. • Have them do peer editing and share their work with the class. • They repeat the procedure above to describe events, situations and 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>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>personal experiences.</p> <p>Assessment: let learners use descriptive words/expressions 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 an adverb</p> <p>Another member in Group B uses the adverb to form a sentence. The group earns a point for the given adverb 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 adverb 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>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Guided with examples, let learners narrate events using adverbs to describe the place and time of occurrence. • Introduce drills to provide oral practice. • Learners in group go on a field trip/excursion to e.g. a tourist centre. <p>Assessment: let learners use adverbs to talk about when and where the action of a verb took place</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"> • Guide learners to choose and 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-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 a-two-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>

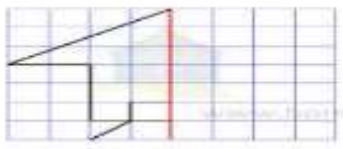
WEEK ELEVEN : LESSON PLAN

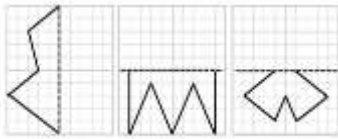
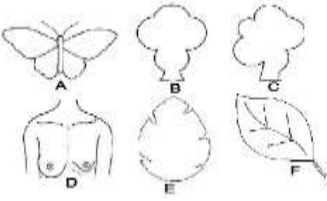
SUBJECT: MATHEMATICS

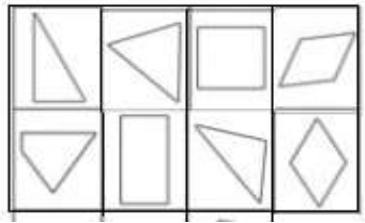
CLASS: FOUR

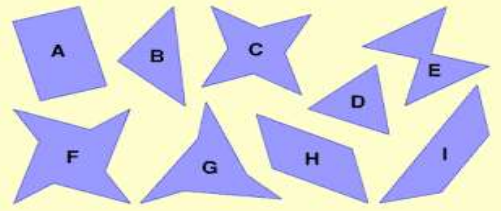
Week Ending: 1st April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 2 of 3 2 of 3 3 of 3 1 of 1	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B4.2.2.2.7	B4.3.1.1.1	B4.3.1.1.2
Content standard (code)	B4.2.2.2.	B4.3.1.1.	B4.3.1.1.
Performance Indicator	<ul style="list-style-type: none">• Learners can create a problem for a given equation with one unknown• Learners can complete drawings of shapes to make them symmetrical• Learners can identify the lines of symmetry of regular and irregular 2D shapes (triangles and quadrilateral)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Symmetry; symmetrical; asymmetrical	
T. L .R. (s)		Grid paper • Mirror • Newspaper or magazine pictures • Scissors,	
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>Provide an equation such as</p> $14 + \square = 21 \text{ or } 25 - \square = 18.$ <p>Ask students to create a matching story problem and solve it. Observe to what extent students are able to:</p> <ul style="list-style-type: none"> -create a story to match the equation; - explain the meaning of the unknown variable; and - solve the problem in one or more way <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</p>	<p>Give learners graph sheets to copy the incomplete 2D shape and it complete to make a symmetrical picture</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask</p>

	<p>to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	 <p>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>learners to show by their fingers of 5 or 3 or 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</p>	<p>Give learners photocopied worksheets with several incomplete 2D shapes to complete with marked line of symmetry to complete the drawing</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</p>

	<p>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>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>really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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</p>	<p>Give learners photocopied worksheets with symmetrical and non-symmetrical objects to sort and explain why they are symmetrical or not showing the lines of symmetry</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>identify the shape correctly wins a point. 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>Give learners photocopied worksheets with symmetrical and non-symmetrical 2D shapes to cut out and sort, and explain why they are symmetrical or not showing the lines of symmetry</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
Friday	<p>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</p>	<p>Give learners cut-out 2D fold shapes to investigate the number of lines of symmetry</p> <p>Give learners 2-D shapes to copy and draw their lines of symmetry</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>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>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>
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WEEK ELEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

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)		B4.2.1.3.1			
Content standard (code)		B4.2.1.3.			
Performance Indicator		Learners can demonstrate the process of evapotranspiration			
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	Guide learners to breathe out or blow air onto a transparent surface, e.g. a glass or plastic bottle and share their observations. • Explain to learners that just as humans release water vapour when they respire, so do plants when they transpire. • Put learners into groups and give each group a		What new things have you learned today? Learning progress voting: Ask learners to show by their 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>young potted plant, plastic wrap bag and a rubber band to undertake the following activities:</p> <ul style="list-style-type: none"> • Let learners examine the surface of the leaves of the plants and mop off any water droplets on the leaves. • Tie the plastic wrap bag around the plant up to the stem and leave it for an hour. • Observe both plant and plastic wrap surfaces. Let learners report on what happens <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 the process of evapotranspiration</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"> • Put learners into groups and give each group a young potted plant, plastic wrap bag and a rubber band to undertake the following activities: • Let learners examine the surface of the leaves of the plants and mop off any water droplets on the leaves. • Tie the plastic wrap bag around the plant up to the stem and leave it for an hour. • Observe both plant and plastic wrap surfaces. • Let learners report on what happens. <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 the process of evapotranspiration	
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SUBJECT: COMPUTING

CLASS: FOUR

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 : Introduction to MS-Windows Interface	
Indicator (code)		B4.1.2.1.4		
Content standard (code)		B4.1.2.1.		
Performance Indicator		Learners can adding and removing icons from 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 DEBRIEFING: •How did you feel during the game? •What new words did you learn? •How does it feel to win?		Guide learners to add and remove icons from the desktop 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 describe adding and removing icons from the desktop.</p>	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending: 1st April, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 29th March, 2022 31st March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)		B4.2.1.2 .1.	
Content standard (code)		B4.2.1.2 .	
Performance Indicator		Learners can prevent pollution on the environment by performing simple activities	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners discuss human activities which pollute the land, water and air such as bush burning, smoke from vehicles and factories and dust from quarry and construction sites. Learners in groups talk about the effects of pollution on the environment e.g. i. Heat ii. Health hazards	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers 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 mention the effects of pollution on the environmen</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>Learners in groups talk about the effects of pollution on the environment e.g.</p> <p>iii. Depletion of natural habitats for animals</p> <p>iv. Flooding</p> <div data-bbox="721 1425 1099 1675" data-label="Diagram"> <pre> graph TD Pollution --> Land Pollution --> Air Pollution --> Water </pre> </div> <p>Learners play games or do activities that teach the importance of reducing air, water of land pollution.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4.1.2.1.9		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can keep a hand-dribbled ball away from a defensive partner		
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 pairs up after a warm up. They use their hands to dribble balls away from their partners. Learners alternate the hand used in the dribble. Keep ball away from partners by placing their body in between ball and partner.	What new things have you learned today? Learning progress voting: Ask learners to show by their 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: FOUR

Week Ending: 1st April, 2022		Class size:	
Day : Friday, 60 minutes		Date : 1st April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship, Prayer and other Religious Practices	
Indicator (code)		B4 2.1.1.2	
Content standard (code)		B4 2.1.1.	
Performance Indicator		Learners can state the purpose of worship in the three main religions	
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?	In groups, learners should recognise the need to take active part in worship 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 explain the need to take active part in worship</p>	
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Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

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 : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B4.2.1.1.2	
Content standard (code)		B4.2.1.1.	
Performance Indicator		Learners can State the factors that led to decline of the Kingdom you have studied	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		jurisdiction, alliance, tactics, booming, legitimate, combatant, recognise, inability, deploy, navy, bombard, range, invasion, conquer, integrate, protectorate	
T. L .R. (s)		Videos of the festivals and celebrations of the Anlo, as well as dance-drumming	
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	Give reasons why some of the Kingdoms declined. E.g., conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners give reasons why some of the Kingdoms decline</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>Give reasons why some of the Kingdoms declined. E.g., conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874.</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 give reasons why some of the Kingdoms decline	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending: 1st April, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 28th March, 2022 30th March, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : Visual Arts Performing Arts		Sub-strand : Appreciating and Appraising Appreciating and Appraising	
Indicator (code)	B4 1.4.6.2		B4 2.4.6.2
Content standard (code)	B4 1.4.6.		B4 2.4.6.
Performance Indicator	<ul style="list-style-type: none">Learners can develop guidelines for appraising and appreciating own and others’ visual artworks that reflect the natural and manmade environments of some communities in GhanaLearners can develop guidelines for appraising and appreciating own and others’ performing artworks that reflect the natural and manmade environments of some communities in Ghana		
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.	Learners are to:	What new things have you learned today?

	<p>Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ discuss and accept a guide for appreciating and appraising own and/or others visual artworks;</p> <p>☑ based on the guidelines suggested below;</p> <p>☑ identify the correct vocabulary to use for appreciating and appraising artworks;</p> <p>☑ agree on what to use the appraisal report for and how to share it;</p> <p>☑ agree on the approach/method (manual/digital) to use in recording/documenting 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 (connection 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>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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		Assessment: let learners write a guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana	
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>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 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 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>projection, diction, use of space, aesthetics, creativity.</p> <p>Assessment: let learners write a guidelines for appraising and appreciating own and others' performing artworks that reflect topical issues in Ghana</p>	
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Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Building the Love and Culture of Reading in Learners	
Indicator (code)	B4.6.1.1.1.		
Content standard (code)	B4.6.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should read long stories aloud correctly. 		
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"> Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

	<p>3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners read long stories aloud correctly</p>	
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game?</p>	<ul style="list-style-type: none"> • Do a model reading of a long story. • Allow learners to read aloud long stories correctly in groups and then individually <p>Assessment: let learners read long stories aloud 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>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"> • Do a model reading of a long story. • Allow learners to read aloud long stories correctly in groups and then individually <p>Assessment: let learners read long stories aloud 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>

Vetted by : Signature: Date :

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NANA FIIFI ACQUAH SCH

SEMESTER ONE
BASIC FOUR
WEEK 12

NANA FIIFI ACQUAH SCH

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NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending: 8th April, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Comprehension C. Verbs D. Descriptive Writing E. Using Adverbs F. Building the Love and Culture of Reading
Indicator (code)	B4.1.10.1.3 B4.2.7.1.3 B4.3.5.1.2 B4.4.12.1.1 B4.5.6.1.1 B4.6.1.1.1	
Content standard (code)	B4.1.10.1. B4.2.7.1. B4.3.5.1. B4.4.12.1. B4.5.6.1. B4.6.1.1.	
Performance Indicator	A. Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through stories read aloud B. Learners can skim for main ideas in texts C. Learners can use appropriate subject-verb agreement Singular/plural D. Learners can use descriptive words/expressions to describe places, personal experiences and events	

		E. Learners can use adverbs to talk about when and where the action of a verb took place F. Learners can read a variety of age- and level appropriate books and present a-two-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	“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? What can you do to reads/signs/demonstrates the sentence correctly?	A.ORAL LANGUAGE • Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation. • Read the same story or text aloud with poor pace, stress and intonation. • Put learners into groups to analyse the types of reading and identify which one conveys meaning and why. • Have learners practise reading the story with good pace, stress and intonation. Assessment: let learners read aloud a level-appropriate story or a paragraph with good pace, stress or intonation.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	Share lesson indicator and treat key words with learner .		
Tuesday	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team.</p> <p>Cut up the sentences so you have a handful of words.</p> <p>Put each sentence into a bowl keeping each separate.</p> <p>Split your class into teams 3.</p> <p>Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</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>B.READING</p> <p>Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading</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 skim for main ideas in texts</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 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</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise nouns and verbs with simple examples. • Through discussion and examples help learners to realise rules that govern sentence formation: <ul style="list-style-type: none"> - A Singular subject goes with singular verb. e. g. The boy is in the room. - A Plural subject goes with a plural verb. e. g. The girls are happy. - Collective nouns take singular verb. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 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 verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>e. g. The team is playing tomorrow.</p> <ul style="list-style-type: none"> • Provide sentences for groups to identify the subjects and verbs. • Have learners write their own sentences to be presented to the 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 identify the subjects and verbs in sentences</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"> • Revise adjectives by having learners describe familiar people, objects and places in their environment. • Learners in their groups talk about interesting places they have visited. • Guide them to describe places of their choice using knowledge of adjectives. • Have them do peer editing and share their work with the class. • They repeat the procedure above to describe events, situations and personal experiences. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>Assessment: let learners use descriptive words/expressions 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 an adverb</p> <p>Another member in Group B uses the adverb to form a sentence. The group earns a point for the given adverb 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 adverb 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>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • After the field trip/excursion to e.g. a tourist centre. • Let them write and present their stories to demonstrate their knowledge of adverbs of place and time. <p>Assessment: let learners use adverbs to talk about when and where the action of a verb took place</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"> • Guide learners to choose and 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-paragraph summary of the book read. • Invite individuals to present the work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-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>

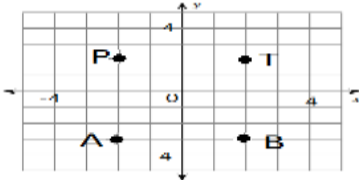
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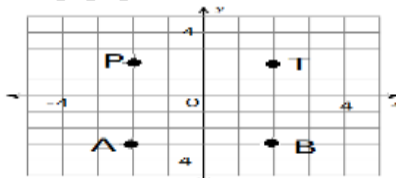
WEEK TWELVE : LESSON PLAN

SUBJECT: MATHEMATICS


CLASS: FOUR



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 2 of 2 3 of 3 1 of 1 2 of 2	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Position / Transformation	
Indicator (code)	B4.3.2.1.1	B4.3.3.1.1	
Content standard (code)	B4.3.2.1.	B4.3.3.1.	
Performance Indicator	<ul style="list-style-type: none">• Learners can tell the position and motion of objects in space using the cardinal points north, south, east and west• Learners can estimate perimeter using referents for centimetre or metre		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Cardinal points, north, south, east, west, Perimeter		
T. L .R. (s)	<ul style="list-style-type: none">• Ruler• Compass; shadow stick; direction app on mobile phone (if available)• Poster showing the cardinal points north, south, east and west, Ruler; tape measure		
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>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>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<div>Put pupils in convenient groups a give each group with a worksheet on graph with different labelled coordinates; some with axes labelled and other not etc. Pupils discuss their worksheets in their groups, then with whole class, describing coordinates, axes and pointing out errors on graphs if any</div> <div>Pupils describe the position and motion of objects: e.g. The point P is to the west of point T but to the north of the A</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><ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</div> <div>Assessment: have learners to practice with more examples</div>	<div>What new things have you learned today?</div> <div>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</div> <div>Independent Activity/ Homework:</div>
4	1	6																						
5	7	40																						
3	16	13																						
10	14	2																						
42	19	36																						
18	25	35																						

	<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>																							
Tuesday	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table border="1"><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>Ask learners to locate the coordinates (i.e. ordered pairs of the location) of the Points; e.g. B is (2,3) and T is (2,2)</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>
4	1	6																						
5	7	40																						
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10	14	2																						
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	<p>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>	<p>those learners who need more of a challenge</p> <p>Assessment: have learners to practice with more examples</p>	
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<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 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>Share lesson indicator and treat key words with learner</p>	<p>Using pupils' referents for centimetre or metre estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, etc.) then measure with a ruler of tape and calculate the actual perimeter and compare the answers</p>  <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention 	<p>Using pupils' referents for centimetre or metre estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, etc.) then measure with a ruler of tape and calculate the actual perimeter and compare the answers</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>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>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</p>	<p>Using pupils' referents for centimetre or metre estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, etc.) then measure with a ruler or tape and calculate the actual perimeter and compare the answers</p>  <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>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 stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use 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: FOUR

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)		B4.2.1.3.1		
Content standard (code)		B4.2.1.3.		
Performance Indicator		Learners can demonstrate the process of evapotranspiration		
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	Guide learners to breathe out or blow air onto a transparent surface, e.g. a glass or plastic bottle and share their observations. • Explain to learners that just as humans release water vapour when they respire, so do plants when they transpire. • Put learners into groups and give each group a		What new things have you learned today? Learning progress voting: Ask learners to show by their 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>young potted plant, plastic wrap bag and a rubber band to undertake the following activities:</p> <ul style="list-style-type: none"> • Let learners examine the surface of the leaves of the plants and mop off any water droplets on the leaves. • Tie the plastic wrap bag around the plant up to the stem and leave it for an hour. • Observe both plant and plastic wrap surfaces. Let learners report on what happens <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 the process of evapotranspiration</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"> • Put learners into groups and give each group a young potted plant, plastic wrap bag and a rubber band to undertake the following activities: • Let learners examine the surface of the leaves of the plants and mop off any water droplets on the leaves. • Tie the plastic wrap bag around the plant up to the stem and leave it for an hour. • Observe both plant and plastic wrap surfaces. • Let learners report on what happens. <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 the process of evapotranspiration	
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SUBJECT: COMPUTING

CLASS: FOUR

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 : Introduction to MS-Windows Interface	
Indicator (code)		B4.1.2.1.4		
Content standard (code)		B4.1.2.1.		
Performance Indicator		Learners can adding and removing icons from 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 DEBRIEFING: •How did you feel during the game? •What new words did you learn? •How does it feel to win?		Guide learners to add and remove icons from the desktop 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 describe adding and removing icons from the desktop.</p>	
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WEEK TWELVE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending: 8th April, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 5th April, 2022 7th April, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B4.2.1.2 .1.		
Content standard (code)	B4.2.1.2 .		
Performance Indicator	Learners can prevent pollution on the environment by performing simple activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners discuss human activities which pollute the land, water and air such as bush burning, smoke from vehicles and factories and dust from quarry and construction sites. Learners in groups talk about the effects of pollution on the environment e.g. i. Heat ii. Health hazards	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers 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 mention the effects of pollution on the environmen</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>Learners in groups talk about the effects of pollution on the environment e.g.</p> <p>iii. Depletion of natural habitats for animals</p> <p>iv. Flooding</p> <div data-bbox="721 1425 1099 1675" data-label="Diagram"> <pre> graph TD Pollution --> Land Pollution --> Air Pollution --> Water </pre> </div> <p>Learners play games or do activities that teach the importance of reducing air, water of land pollution.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention ways of reducing air, water of land pollution</p>	
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WEEK TWELVE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

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)	B4.1.2.1.1		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can keep a foot-dribbled ball away from a defensive partner		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
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	In pairs, foot-dribble a ball away from partner. Alternate the foot used in the dribble. Learners keep balls away from partner by placing their body in between ball and partner.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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

CLASS: FOUR

Week Ending: 8th April, 2022			Class size:	
Day : Friday, 60 minutes			Date : 8th April, 2022	
Period : 2			Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications			Sub-strand : Religious Worship, Prayer and other Religious Practices	
Indicator (code)		B4 2.1.1.2		
Content standard (code)		B4 2.1.1.		
Performance Indicator		Learners can state the purpose of worship in the three main religions		
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 draw and colour a worship scene 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 draw and colour a worship scene</p>	
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WEEK TWELVE : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

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 : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B4.2.1.1.2	
Content standard (code)		B4.2.1.1.	
Performance Indicator		Learners can state the factors that led to decline of the Kingdom you have studied	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		jurisdiction, alliance, tactics, booming, legitimate, combatant, recognise, inability, deploy, navy, bombard, range, invasion, conquer, integrate, protectorate	
T. L .R. (s)		Videos of the festivals and celebrations of the Anlo, as well as dance-drumming	
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	Give reasons why some of the Kingdoms declined. E.g., conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners give reasons why some of the Kingdoms decline</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>Give reasons why some of the Kingdoms declined. E.g., conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874.</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 give reasons why some of the Kingdoms decline	
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WEEK TWELVE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending: 8th April, 2022			Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 4th April, 2022 6th April, 2022	
Period : 2 2			Lesson : 1 of 1 1 of 1	
Strand : Visual Arts Arts		Performing Arts	Sub-strand : Appreciating and Appraising Appreciating and Appraising	
Indicator (code)		B4 1.4.6.2 B4 2.4.6.2		
Content standard (code)		B4 1.4.6. B4 2.4.6.		
Performance Indicator		<ul style="list-style-type: none">Learners can Develop guidelines for appraising and appreciating own and others' visual artworks that reflect the natural and manmade environments of some communities in GhanaLearners can Develop guidelines for appraising and appreciating own and others' performing artworks that reflect the natural and manmade environments of some communities in Ghana		
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: ☐ discuss and accept a guide for appreciating and appraising own and/or others visual artworks;	What new things have you learned today? Learning progress voting: Ask learners to show by their	

	<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>	<ul style="list-style-type: none"> ☐ 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; ☐ 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 (connection 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 a guidelines for appraising and</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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		appreciating own and others' visual artworks that reflect topical issues in Ghana	
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>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 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 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 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>projection, diction, use of space, aesthetics, creativity.</p> <p>Assessment: let learners write a guidelines for appraising and appreciating own and others' performing artworks that reflect topical issues in Ghana</p>	
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WEEK TWELVE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Read Aloud with Children	
Indicator (code)	B.4.6.2.1.1		
Content standard (code)	B.4.6.2.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should read long passages correctly 		
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"> Revise letters of the alphabet, using the alphabet song. Do a model reading of a long passage. Help learners to read long passages correctly. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners read long passages correctly</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?</p>	<ul style="list-style-type: none"> • Revise letters of the alphabet, using the alphabet song. • Do a model reading of a long passage. • Help learners to read long passages correctly. <p>Assessment: let learners read long passages 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>What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Revise letters of the alphabet, using the alphabet song. • Do a model reading of a long passage. • Help learners to read long passages correctly. <p>Assessment: let learners read long passages 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>

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WEEK 13

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : A. Oral Language		Sub-strand : A. Presentation	
Indicator (code)		B4.1.10.1.3	
Content standard (code)		B4.1.10.1.	
Performance Indicator		A. Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through stories read aloud	
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	“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	A.ORAL LANGUAGE • Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation. • Read the same story or text aloud with poor pace, stress and intonation. • Put learners into groups to analyse the types of reading and identify which one conveys meaning and why.	What new things have you learned today? 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 sentence correctly; otherwise, it is passed on to another group for a bonus point.</p> <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>	<ul style="list-style-type: none"> • Have learners practise reading the story with good pace, stress and intonation. <p>Assessment: let learners read aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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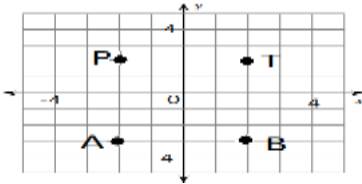
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: FOUR

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 : Position / Transformation		
Indicator (code)			B4.3.2.1.1			
Content standard (code)			B4.3.2.1.			
Performance Indicator			<ul style="list-style-type: none">Learners can tell the position and motion of objects in space using the cardinal points north, south, east and west			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords			Cardinal points, north, south, east, west, Perimeter			
T. L .R. (s)			<ul style="list-style-type: none">RulerCompass; shadow stick; direction app on mobile phone (if available)Poster showing the cardinal points north, south, east and west, Ruler; tape measure			
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			Put pupils in convenient groups a give each group with a worksheet on graph with different labelled coordinates; some with axes labelled and other not etc. Pupils discuss their worksheets in their groups, then with whole class, describing coordinates, axes and pointing out errors on graphs if any		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who
	4	1	6			
	5	7	40			
	3	16	13			
	10	14	2			

	<table><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>	42	19	36	18	25	35				<p>Pupils describe the position and motion of objects: e.g. The point P is to the west of point T but to the north of the A</p> 	<p>really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
42	19	36										
18	25	35										
	<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>	<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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WEEK THIRTEEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending: 14th April, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 11th April, 2022 14th April, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B4.2.1.3.1		
Content standard (code)		B4.2.1.3.		
Performance Indicator		Learners can demonstrate the process of evapotranspiration		
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	Guide learners to breathe out or blow air onto a transparent surface, e.g. a glass or plastic bottle and share their observations. • Explain to learners that just as humans release water vapour when they respire, so do plants when they transpire. • Put learners into groups and give each group a	What new things have you learned today? Learning progress voting: Ask learners to show by their 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>young potted plant, plastic wrap bag and a rubber band to undertake the following activities:</p> <ul style="list-style-type: none"> • Let learners examine the surface of the leaves of the plants and mop off any water droplets on the leaves. • Tie the plastic wrap bag around the plant up to the stem and leave it for an hour. • Observe both plant and plastic wrap surfaces. Let learners report on what happens <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 the process of evapotranspiration</p>	
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : Visual Arts		Sub-strand : Appreciating and Appraising Appreciating and Appraising	
Indicator (code)	B4 1.4.6.2		
Content standard (code)	B4 1.4.6.		
Performance Indicator	<ul style="list-style-type: none">Learners can Develop guidelines for appraising and appreciating own and others’ visual artworks that reflect the natural and manmade environments of some communities in Ghana		
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	Learners are to: ☐ discuss and accept a guide for appreciating and appraising own and/or others visual artworks; ☐ based on the guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising artworks;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>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>☐ 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 (connection 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 a guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana</p>	
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Read Aloud with Children	
Indicator (code)	B.4.6.2.1.1		
Content standard (code)	B.4.6.2.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should read long passages correctly 		
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"> Revise letters of the alphabet, using the alphabet song. Do a model reading of a long passage. Help learners to read long passages correctly. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

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