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

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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
Average age of pupils



## **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	Building the Love and Culture of Reading
	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	Building the Love and Culture of Reading
	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

VVIIAISA	PP ONLY 0245350591  Building the Love and Culture of	Building the Love and Culture of Reading
	_	building the Love and Culture of Reading
	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	Building the Love and Culture of Reading
	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	Building the Love and Culture of Reading
	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	Building the Love and Culture of Reading
	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	Building the Love and Culture of Reading
	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	Building the Love and Culture of Reading
	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	Building the Love and Culture of Reading
	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		

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		Presentation
	Phonics	Silent Reading
	Nouns	Conjunctions
14	Penmanship and Handwriting	Expository/Informative Writing
	Naming words/ Nouns	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of	Building the Love and Culture of Reading
	Reading	
	Songs	Presentation
	Word Families, Rhyming Endings	Silent Reading
	and Common Digraphs	
4-	Nouns	Modals
15	Penmanship and Handwriting	Expository/Informative Writing
	Naming words/ Nouns	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of	Building the Love and Culture of Reading
	Reading	
	Poems	Presentation
	Blends and Consonant Clusters	Fluency
	DeSEMESTERiners	Modals
16	Paragraph Development	Letter Writing
	Using Action Words	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
	Story Telling	Presentation
	Vocabulary	Summarising
	DeSEMESTERiners	Prepositions
17	Paragraph Development	Letter Writing
	Using Action Words	Spelling
	Building the Love and Culture of	Building the Love and Culture of Reading
	Reading	
1.0	Dramatisation and Role Play	Presentation
18	Vocabulary	Summarising
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	Verbs	Prepositions	
	Writing as a Process	Letter Writing	
	Using Qualifying Words – Adjectives	Spelling	
	Building the Love and Culture of	Building the Love and Culture of Reading	
	Reading		
	Conversation	Presentation	
	Vocabulary	Summarising	
	Verbs	Prepositions	
19	Writing as a Process	Letter Writing	
	Using Qualifying Words – Adjectives	Spelling	
	Building the Love and Culture of	Building the Love and Culture of Reading	
	Reading		
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## **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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### **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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## COMPUTING

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Generation of computers and parts of a	Data, sources and usage
	computer and other gadgets	
2	Generation of computers and parts of a	Data, sources and usage
	computer and other gadgets	
3	Generation of computers and parts of a	Data, sources and usage
	computer and other gadgets	
4	Generation of computers and parts of a	Data, sources and usage
	computer and other gadgets	
5	Generation of computers and parts of a	Data, sources and usage
	computer and other gadgets	
6	Generation of computers and parts of a	Data, sources and usage
	computer and other gadgets	
7	Introduction to MS-Windows Interface (Desktop	Data, sources and usage
	Background and locations of the computer.)	
8	Introduction to MS-Windows Interface (Desktop	Technology in the community (communication
	Background and locations of the computer.)	
9	Introduction to MS-Windows Interface (Desktop	Technology in the community (communication)
	Background and locations of the computer.)	
10	Introduction to MS-Windows Interface (Desktop	Data, sources and usage
	Background and locations of the computer.)	
11	Introduction to MS-Windows Interface (Desktop	Technology in the community (communication)
_	Background and locations of the computer.)	
12	Introduction to MS-Windows Interface (Desktop	Technology in the community (communication)
	Background and locations of the computer.)	
13		
14	Introduction to MS-Windows Interface (Desktop	INTRODUCTION TO MS-POWERPOINT (TABS
	Background and locations of the computer.)	AND RIBBONS OF MS-POWERPOINT)
15	Introduction to MS-Windows Interface (Desktop	INTRODUCTION TO MS-POWERPOINT (TABS
	Background and locations of the computer.)	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)
20		
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## MATHS

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

19	FRACTIONS	DATA COLLECTION, ORGANIZATION, PRESENTATION, INTERPRETATION AND ANALYSIS
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### 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	Roles and Relationships
	Practices	
9	Religious Worship, Prayer and other Religious	Roles and Relationships
	Practices	
10	Religious Worship, Prayer and other Religious	Roles and Relationships
	Practices	
11	Religious Worship, Prayer and other Religious	Authority and Obedience
	Practices	
12	Religious Worship, Prayer and other Religious	Authority and Obedience
	Practices	
13		
14	Religious Worship, Prayer and other Religious	Roles, Relationships in the Family and Character
	Practices	Formation
15	Religious Worship, Prayer and other Religious	Roles, Relationships in the Family and Character
	Practices	Formation
16	Religious Worship, Prayer and other Religious	Roles, Relationships in the Family and Character
	Practices	Formation

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	Roles, Relationships in the Family and Character
	Religions	Formation
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## 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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## **CREATIVE ARTS**

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

	(Visual Arts and Performing Arts)	
13		
14	Thinking and Exploring Ideas	Appreciating and Appraising
	(Visual Arts)	(Visual Arts)
15	Thinking and Exploring Ideas	Appreciating and Appraising
	(Performing Arts)	(Performing Arts)
16	Planning, Making and Composing	Thinking and Exploring Ideas
	(Visual Arts)	(Visual Arts and Performing Arts)
17	Planning, Making and Composing	Planning, Making and Composing
	(Performing Arts)	(Visual Arts and Performing Arts)
18	Displaying and Sharing	Displaying and Sharing
	(Visual Arts)	(Visual Arts and Performing Arts)
19	Displaying and Sharing	Appreciating and Appraising
	(Performing Arts)	(Visual Arts and Performing Arts)
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### **GHANAIAN LANGUAGE**

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	SONGS	Argumentative Writing
	Poems	
	Listening and Story Telling	
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	Integrating Grammar in Written Language
		(Use of postpositions)
	vocabulary (Sight and content vocabulary)	)-
5	Penmanship/Handwriting	Reading Texts, Poems, Narratives and Short
		Stories
6	Narrative Writing	Reading Texts, Poems, Narratives and Short
		Stories
7	Creative/ Free Writing	Giving and Following Commands/ Instructions
	$\Theta_{L}$	
	Descriptive Writing	
8	Descriptive Writing	Presentation
	Persuasive Writing	
9	Integrating Grammar in Written Language	Fluency
	(Capitalization	

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	Integrating Grammar in Written Language	
	(Punctuation)	
	B4	
10	Integrating Grammar in Written Language	Summarising
	(Punctuation)	
	Integrating Grammar in Written Language (Use	
	of action words)	
11	Building the Love and Culture of Reading in	Penmanship /Handwriting
	Learners	
12	Read Aloud with Children	Literary Writing
13		
14	Conversation	Letter Writing
15	Talking about Oneself, Family, People and Places/	Integrating Grammar in Written Language (Use
	Asking and Answering Questions	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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## 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	INDICATORS	RESOURCES
			STANDARD		
1	Reading	Phonics	B4.2.2.1.	B4.2.2.1.1.	Word cards
	Grammar Usage	Nouns	B4.3.1.1	B4.3.1.1.1.	sentence cards,
	At Word				class library
	Writing	Penmanship and	B4.4.2.1	B4.4.2.1.1.	
		Handwriting			
	Using Writing	Using Punctuation	B4.5.2.1	B4.5.2.1.1.	
	Conventions				
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
2	Oral Language	Songs	B4.1.1.1.	B4.1.1.1.1	Word cards
	Reading	Phonics	B4.2.2.1.	B4.2.2.1.2	sentence cards,
	Grammar Usage	Nouns	B4.3.1.1.	B4.3.1.1.2	class library
	At Word				
	Writing	Paragraph Development	B4. 4.6.1.	B4. 4.6.1.1.	
	Using Writing	Using Punctuation	B4.5.2.1	B4.5.2.1.1.	
	Conventions				
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
3	Oral Language	Poems	B4.1.3.1.	B4.1.3.1.1.	Word cards
	Reading	Word Families	B4.2.3.1.	B4.2.3.1.1	sentence cards,
	Grammar Usage	Nouns	B4.3.1.1.	B4.3.1.1.2	class library
	At Word				
	Writing	Paragraph Development	B4. 4.6.1	B4. 4.6.1.1.	
	Using Writing	Naming words/ Nouns	B4.5.3.1	B4.5.3.1.1.	
	Conventions				
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
4	Oral Language	Story Telling	B4.1.4.1.	B4.1.4.1.1	Word cards
	Reading	Diphthongs	B4.2.4.1	B4.2.4.1.1.	sentence cards,
	Grammar Usage	DeSEMESTERiners	B4. 3.2.1.	B4. 3.2.1.1	class library
	At Word				
	Writing	Writing as a Process	B4. 4.9.1.	B4. 4.9.1.1	
	Using Writing	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.1	
	Conventions				
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
5	Oral Language	Dramatisation and Role Play	B4.1.5.1	B4.1.5.1.1.	Word cards
	Reading	Blends and Consonant	B4.2.5.1	B4.2.5.1.1.	sentence cards,
		Clusters			class library

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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	
		B4.1.6.1	B4.1.6.1.1.	Word cards
				sentence cards,
Reading	Vocabulary			class library
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	
Oral Language	Listening Comprehension	B4.1.7.1.	B4.1.7.1.	Word cards
		B4.1.7.1	B4.1.7.1.2.	sentence cards,
Reading	Vocabulary	B4.2.6.1.	B4.2.6.1.2	class library
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	
Oral Language	Asking and Answering Questions	B4.1.8.1.	B4.1.8.1.1	Word cards sentence cards,
Reading	Vocabulary	B4.2.6.2	B4.2.6.2.1.	class library
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.	1
Using Writing	Using Action Words	B4.5.4.1.	B4.5.4.1.1.	
Extensive	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
Oral Language	Giving and Following Commands	B4.1.9.1	B4.1.9.1.1.	Word cards sentence cards,
Reading	Comprehension	B4.2.7.1	B4.2.7.1.1.	class library
Grammar Usage At Word	Adjectives	B4.3.4.1.1.	B4.3.4.1.1. 1.	
Writing	Creative/Free Writing	B4.4.11.1.	B4.4.11.1.1	1
Using Writing Conventions	Using Qualifying Words – Adjectives	B4.5.5.1	B4.5.5.1.1.	
	Grammar Usage At Word Writing Using Writing Conventions Extensive Reading Oral Language Reading Grammar Usage At Word Writing Using Writing Conventions Extensive Reading Oral Language Reading Grammar Usage At Word Writing Using Writing Conventions Extensive Reading Oral Language At Word Writing Using Writing Conventions Extensive Reading Oral Language Reading Oral Language Reading Oral Language Reading Grammar Usage At Word Writing Using Writing Conventions Extensive Reading Oral Language Reading Oral Language Reading Oral Language Reading Oral Language	At Word Writing Writing Writing writing sa a Process Using Writing Conventions Extensive Reading Oral Language Conversation  Reading Writing Writing Grammar Usage At Word Writing Writing Writing Writing Writing Conventions  Extensive Reading Writing Writing Writing Writing Conventions  Extensive Reading Culture of Reading Conventions  Extensive Reading Culture of Reading Oral Language Usitening Comprehension  Reading Writing Writing Writing Wrocabulary Grammar Usage At Word Writing Using Writing Using Writing Using Writing Conventions Extensive Reading Culture of Reading Oral Language Asking and Answering Questions Reading Oral Language Asking and Answering Questions Reading Wrocabulary Grammar Usage At Word Writing Using Writing Using Action Words Conventions Extensive Reading Culture of Reading Oral Language Asking and Answering Questions Reading Coral Using Action Words Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading Conventions Extensive Building the Love and Culture of Reading	Grammar Usage At WordDeSEMESTERinersB4. 3.2.1Writing Using Writing ConventionsWriting as a ProcessB4.4.9.2Extensive ReadingBuilding the Love and Culture of ReadingB4.5.3.1.Oral Language Oral LanguageConversationB4.1.6.1. B4.1.6.2.Reading Grammar Usage At WordVocabulary DeSEMESTERinersB4.3.2.1Writing Writing ConventionsWriting as a Process Building the Love and Culture of ReadingB4.4.9.2.Using Writing ConventionsBuilding the Love and Culture of ReadingB4.6.1.1.Oral LanguageListening ComprehensionB4.1.7.1.ReadingVocabularyB4.2.6.1.Grammar Usage At WordPronounsB4.3.3.1.At WordNarrative WritingB4.4.10.1.Using Writing ConventionsUsing Action WordsB4.5.4.1.Extensive ReadingBuilding the Love and Culture of ReadingB4.6.1.1.Oral LanguageAsking and Answering QuestionsB4.1.8.1. QuestionsReadingVocabularyB4.2.6.2.Grammar Usage At WordNarrative WritingB4.2.6.2.Grammar Usage At WordNarrative WritingB4.2.6.1.Using Writing ConventionsUsing Action WordsB4.5.4.1.Extensive Extensive Building the Love and Conventions Extensive Extensive Building the Love and ConventionsB4.2.7.1.Beading Coral LanguageComprehensionB4.2.7.1.Grammar Usage 	Grammar Usage At Word         Desembles Ferniors         B4. 3.2.1         B4. 3.2.1.2           Writing         Writing as a Process         B4.4.9.2         B4.4.9.2.1.         B4.5.3.1.2           Using Writing Conventions         Naming words/ Nouns         B4.5.3.1.         B4.5.3.1.2         B4.5.3.1.2           Extensive Reading         Building the Love and Culture of Reading         B4.6.1.1.         B4.6.1.1.1         B4.6.1.1.1           Oral Language         Conversation         B4.1.6.1.         B4.1.6.2         B4.1.6.2.1.         B4.1.6.2         B4.1.6.2.1.1           Reading         Vocabulary         B4.2.6.1.         B4.2.6.1.         B4.2.6.1.1         B4.2.6.1.1         B4.2.6.1.1         B4.3.2.1.2         B4.3.2.1.2         B4.4.9.2         B4.2.6.1.1         B4.3.2.1.2         B4.3.2.1.2         B4.4.9.2         B4.4.9.2.1.         B4.3.2.1.2         B4.4.9.2.1.         B4.3.2.1.2         B4.4.9.2         B4.4.9.2.1.         B4.3.2.1.2         B4.4.9.2.1.         B

VVIIAISA	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading	D4.0.1.1.	D4.0.1.1.1	
10	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.1	Word cards
10	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.2	sentence cards,
	Grammar Usage	Verbs	B4.3.5.1.1	B4.3.5.1.1.	class library
	At Word	VCIDS	D4.5.5.1.1	D4.3.3.1.1.	oraco morar y
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	Writing	Creative/Free Writing	B4.4.11.1.	B4.4.11.1.1	
	Using Writing	Using Qualifying Words –	B4.5.5.1	B4.5.5.1.1.	
	Conventions	Adjectives			
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
11	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.2	Word cards
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3	sentence cards,
	Grammar Usage	Verbs	B4.3.5.1.	B4.3.5.1.2	class library
	At Word				
	Writing	Descriptive Writing	B4.4.12.1	B4.4.12.1.1.	
	Using Writing	Using Adverbs	B4.5.6.1	B4.5.6.1.1.	
	Conventions				
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
12	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.3	Word cards
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3	sentence cards,
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.2	class library
	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	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
12					
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	Dood:	Phonics	D4 2 2 2	D4 2 2 2 4	Mord sands
	Reading	Phonics	B4.2.2.2.	B4.2.2.2.1	Word cards
	Grammar Usage	Nouns	B4.3.1.1.	B4.3.1.1.3	sentence cards,
14	At Word	Donmanshin and	D4 4 2 1	D4 4 2 4 2	class library
	Writing	Penmanship and Handwriting	B4.4.2.1.	B4.4.2.1.2.	
			54504	545545	1
	Using Writing	Naming words/ Nouns	B4.5.3.1	B4.5.3.1.3.	

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	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1.	
	Reading Culture of Reading				
	Oral Language	Songs	B4.1.1.1	B4.1.1.1. 2.	Word cards
	Reading	Word Families, Rhyming	B4.2.3.1.	B4.2.3.1.2	sentence cards,
		Endings and Common			class library
		Digraphs			
	Grammar Usage	Nouns	B4.3.1.1.	B4.3.1.1.3	
15	At Word				
13	Writing	Penmanship and	B4.4.2.1	B4.4.2.1.2.	
		Handwriting			
	Using Writing	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.3.	
	Conventions				
	Extensive	Building the Love and	B4.6.1.1	B4.6.1.1.1.	
	Reading	Culture of Reading			
	Oral Language	Poems	B4.1. 3.1.	B4.1. 3.1.2	Word cards
	Reading	Blends and Consonant	B4.2.5.1	B4.2.5.1.2.	sentence cards,
		Clusters		<u> </u>	class library
	Grammar Usage	DeSEMESTERiners	B4.3.2.1	B4.3.2.1.3.	
16	At Word				
10	Writing	Paragraph Development	B4. 4.6.1	B4. 4.6.1.2.	
	Using Writing	Using Action Words	B4.5.4.1	B4.5.4.1.2.	
	Conventions		)-		
	Extensive	Building the Love and	B4.6.1.1.1.	B4.6.1.1.1.	
	Reading	Culture of Reading			
	Oral Language	Story Telling	B4. 1.4.1	B4. 1.4.1.2.	Word cards
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.1.	sentence cards,
	Grammar Usage	DeSEMESTERiners	B4.3.2.1.	B4.3.2.1.4	class library
	At Word				
17	Writing	Paragraph Development	B4. 4.6.1	B4. 4.6.1.2.	
	Using Writing	Using Action Words	B4.5.4.1	B4.5.4.1.2.	
	Conventions				
	Extensive	Building the Love and	B4.6.1.1	B4.6.1.1.1.	
	Reading	Culture of Reading			
	Oral Language	Dramatisation and Role Play	B4.1.5.2.	B4.1.5.2.1.	Word cards
	Reading	Vocabulary	B4.2.6.3	B4.2.6.3.2.	sentence cards,
	Grammar Usage	Verbs	B4.3.5.1	B4.3.5.1.3.	class library
	At Word				
18	Writing	Writing as a Process	B4.4.9.3	B4.4.9.3.1.	
	Using Writing	Using Qualifying Words –	B4.5.5.1.	B4.5.5.1.2	
	Conventions	Adjectives			_
	Extensive	Building the Love and	B4.6.1.1	B4.6.1.1.1.	
	Reading	Culture of Reading			
	Oral Language	Conversation	B4.1.6.2.	B4.1.6.2.2	
19					
	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,
	Writing	Writing as a Process	B4.4.9.3.	B4.4.9.3.2	class library
	Using Writing Using Qualifying Words –		B4.5.5.1.	B4.5.5.1.2	
	Conventions	Adjectives			
	Extensive	Building the Love and	B4.6.1.1	B4.6.1.1.1.	
	Reading	Culture of Reading			
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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	INDICATORS	RESOURCES
			STANDARD		
1	DIVERSITY OF	LIVING AND	B4.1.1.1.	B4.1.1.1.1	Plants and animals in the
	MATTER	NON-LIVING			environment, plastics, stones,
		THINGS			pictures videos paper,
2	DIVERSITY OF	LIVING AND	B4.1.1.1.	B4.1.1.1.2	,
	MATTER	NON-LIVING			
	5.11/556/ <del>5</del> 1/65	THINGS	54449	544494	
3	DIVERSITY OF	LIVING AND	B4.1.1.2.	B4.1.1.2.1	Plants and animals in the
	MATTER	NON-LIVING			environment, plastics, stones,
4	DIVERSITY OF	THINGS LIVING AND	B4.1.1.2.	B4.1.1.2.1	pictures videos paper Plants and animals in the
4	MATTER	NON-LIVING	D4.1.1.2.	D4.1.1.2.1	environment, plastics, stones,
	WIXITER	THINGS		, 5	pictures videos paper
5	DIVERSITY OF	LIVING AND	B4.1.1.2.	B4.1.1.2.2	Plants and animals in the
	MATTER	NON-LIVING			environment, plastics, stones,
		THINGS			pictures videos paper
6	DIVERSITY OF	MATERIALS	B4.1.2.2.	B4.1.2.2.1	
	MATTER				
7	DIVERSITY OF	EARTH SCIENCE	B4.2.1.1.	B4.2.1.1.1	
	MATTER				
8	DIVERSITY OF	EARTH SCIENCE	B4.2.1.1.	B4.2.1.1.1	Plants and animals in the
	MATTER	LANTII SCILIVEL	D4.2.1.1.	D4.2.1.1.1	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
12	CYCLES	EARTH SCIENCE	B4.2.1.3.	B4.2.1.3.1	paper
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14	SYSTEMS	THE HUMAN	B4.3.1.1.	B4.3.1.1.1	
		BODY SYSTEMS			

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.)			
13					
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	INDICATORS	RESOURCES
			STANDARD		
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	Manipulative	B4.1.2.1.	B4.1.2.1.1	
15	Movement Patterns  Motor Skills And  Movement Patterns	Skills Rhythmic Skills	B4.1.3.1.	B4.1.3.1.1	

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	INDICATORS	RESOURCES
			STANDARD		
1	God, His Creation	God the Creator	B4.1.1.1.	B4.1.1.1.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
2	God, His Creation	God the Creator	B4.1.1.1.:	B4.1.1.1.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
3	God, His Creation	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
4	God, His Creation	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
5	God, His Creation	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
6	God, His Creation	The Environment	B4. 1.2.1.	B4. 1.2.1.1	wall charts, wall
	and Attributes		<b>S</b>		words, posters,
			J		video clip, etc
7	God, His Creation	The Environment	B4. 1.2.1.	B4. 1.2.1.1	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
8	Religious Practices	Religious Worship,	B4.2.1.1.	B4.2.1.1.1	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc
9	Religious Practices	Religious Worship,	B4 2.1.1.	B4 2.1.1.2	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc
10	Religious Practices	Religious Worship,	B4 2.1.1.	B4 2.1.1.2	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc
11	Religious Practices	Religious Worship,	B4 2.1.1.	B4 2.1.1.2	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc
12	Religious Practices	Religious Worship,	B4 2.1.1.	B4 2.1.1.2	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc
13					
14	Religious practices	Religious Worship,	B4.2.1.1.	B4.2.1.1.1	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc

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

2       ALL ABOUT US       Myself       B4.1.2.1       B4.1.2.1         3       ALL ABOUT US       Myself       B4.1.2.1.       B4.1.2.1. 2.         4       ALL ABOUT US       My Family and the Community       B4.1.3.1       B4.1.3.1         5       ALL ABOUT US       My Family and the Community       B4.1.3.2.       B4.1.3.2.1         6       ALL ABOUT US       Home and School       B4.1.4.1       B4.1.4.1.1         7       ALL ABOUT US       Home and School       B4.1.4.1       B4.1.4.1.1         8       ALL AROUND US       The Environment and the Weather       B4.2.1.1       B4.2.1.1         10       ALL AROUND US       The Environment and the Weather       B4.2.1.2       B4.2.1.2.1         11       ALL AROUND US       The Environment and the Weather       B4.2.1.2       B4.2.1.2.1         12       ALL AROUND US       The Environment and the Weather       B4.2.1.3       B4.2.1.3.1         13       The Environment and the Weather       B4.2.1.3       B4.2.1.3.1         15       ALL AROUND US       Plants and Animals       B4.2.3.1.       B4.2.3.1.1         16       ALL AROUND US       Map Making and Land Marks       B4.2.3.1.       B4.2.3.1.1         18       ALL AROUN	WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
3         ALL ABOUT US         Myself         B4.1.2.1.         B4.1.2.1.         B4.1.2.1.2.           4         ALL ABOUT US         Myself         B4.1.2.1.         B4.1.2.1.2.           5         ALL ABOUT US         My Family and the Community         B4.1.3.1.         B4.1.3.2.           6         ALL ABOUT US         My Family and the Community         B4.1.3.2.         B4.1.3.2.1           7         ALL ABOUT US         Home and School         B4.1.4.1.         B4.1.4.1.1           8         ALL AROUND US         The Environment and the Weather         B4.2.1.1.         B4.2.1.1.1           10         ALL AROUND US         The Environment and the Weather         B4.2.1.2         B4.2.1.2.1           11         ALL AROUND US         The Environment and the Weather         B4.2.1.2         B4.2.1.2.1           12         ALL AROUND US         The Environment and the Weather         B4.2.1.2         B4.2.1.2.1           13         The Environment and the Weather         B4.2.1.3         B4.2.1.3.1           14         ALL AROUND US         The Environment and the Weather         B4.2.2.1.         B4.2.3.1.           15         ALL AROUND US         The Environment and the Weather         B4.2.3.1.         B4.2.3.1.           16         ALL AR	1	ALL ABOUT US	Nature of God	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts, Video Clip
4       ALL ABOUT US       Myself       B4.1.2.1.       B4.1.2.1.       B4.1.2.1.       B4.1.2.1.       S4.1.2.1.       B4.1.2.1.       S4.1.3.1.       B4.1.3.1.       B4.1.3.1.       B4.1.3.1.       S4.1.3.1.       S4.1.3.2.       B4.1.3.2.       B4.1.3.2.1       S4.1.3.2.1       S4.1.4.1.1       S4.1.4.1.1<	2	ALL ABOUT US	Myself	B4.1.2.1	B4.1.2.1.1.	Pictures, Charts, Video Clip
5         ALL ABOUT US         My Family and the Community         B4.1.3.1         B4.1.3.1         B4.1.3.1.1         B4.1.3.1.1         B4.1.3.1.1         B4.1.3.1.1         B4.1.3.1.1         B4.1.3.2.1         B4.1.4.1.1         B4.1.3.2.1         B4.1.4.1.1         B4.1.4.1.1         B4.1.4.1.1         B4.1.4.1.1         B4.1.4.1.1         B4.1.4.1.1         B4.1.4.1.1         B4.1.4.1.1         B4.2.1.1.1         B4.2.1.1.1         B4.2.1.1.1         B4.2.1.1.1         B4.2.1.1.1         B4.2.1.2.1         B4.2.1.2.1         B4.2.1.2.1         B4.2.1.2.1         B4.2.1.2.1         B4.2.1.2.1         B4.2.1.2.1         B4.2.1.2.1         B4.2.1.3.1.1         B4.2.1.3.1.1         B4.2.2.1.3.1         B4.2.2.1.3.1         B4.2.2.1.1         B4.2.2.1.1         B4.2.2.1.1         B4.2.2.1.1         B4.2.2.1.1         B4.2.2.3.1.1         B4.2.2.3.1.1         B4.2.3.1.1 <td>3</td> <td>ALL ABOUT US</td> <td>Myself</td> <td>B4.1.2.1.</td> <td>B4.1.2.1. 2.</td> <td>Pictures, Charts, Video Clip</td>	3	ALL ABOUT US	Myself	B4.1.2.1.	B4.1.2.1. 2.	Pictures, Charts, Video Clip
Community         B4.1.3.2.         B4.1.3.2.1           6         ALL ABOUT US         My Family and the Community         B4.1.3.2.         B4.1.3.2.1           7         ALL ABOUT US         Home and School         B4.1.4.1         B4.1.4.1.1           8         ALL AROUND US         The Environment and the Weather         B4.2.1.1         B4.2.1.1.1           9         ALL AROUND US         The Environment and the Weather         B4.2.1.2         B4.2.1.2.1           10         ALL AROUND US         The Environment and the Weather         B4.2.1.2         B4.2.1.2.1           11         ALL AROUND US         The Environment and the Weather         B4.2.1.2         B4.2.1.2.1           12         ALL AROUND US         The Environment and the Weather         B4.2.1.3         B4.2.1.3.1           13         The Environment and the Weather         B4.2.1.3         B4.2.1.3.1           15         ALL AROUND US         Plants and Animals         B4.2.2.1.         B4.2.3.1.           16         ALL AROUND US         Map Making and Land Marks         B4.2.3.1.         B4.2.3.1.           17         ALL AROUND US         Map Making and Land Marks         B4.2.3.1.         B4.2.3.1.           18         ALL AROUND US         Population and Settlement <t< td=""><td>4</td><td>ALL ABOUT US</td><td>Myself</td><td>B4.1.2.1.</td><td>B4.1.2.1. 2.</td><td>Pictures, Charts, Video Clip</td></t<>	4	ALL ABOUT US	Myself	B4.1.2.1.	B4.1.2.1. 2.	Pictures, Charts, Video Clip
Community         B4.1.4.1.         B4.1.4.1. <t< td=""><td>5</td><td>ALL ABOUT US</td><td></td><td>B4.1.3.1</td><td>B4.1.3.1.1.</td><td>Pictures, Charts, Video Clip</td></t<>	5	ALL ABOUT US		B4.1.3.1	B4.1.3.1.1.	Pictures, Charts, Video Clip
8       ALL ABOUT US       Home and School       B4.1.4.1.       B4.1.4.1.       B4.1.4.1.       1.         9       ALL AROUND US the Weather       The Environment and the Weather       B4.2.1.1.       B4.2.1.2.       B4.2.1.2.1.       B4.2.1.3.1.       B4.2.1.3.1.       B4.2.1.3.1.       B4.2.1.3.1.       B4.2.2.1.1.       B4.2.2.1.1.       B4.2.2.1.1.       B4.2.2.1.1.       B4.2.3.1.1.       B4.2.3.1.1. <t< td=""><td>6</td><td>ALL ABOUT US</td><td></td><td>B4.1.3.2.</td><td>B4.1.3.2.1</td><td>Pictures, Charts, Video Clip</td></t<>	6	ALL ABOUT US		B4.1.3.2.	B4.1.3.2.1	Pictures, Charts, Video Clip
9 ALL AROUND US The Environment and the Weather 10 ALL AROUND US The Environment and the Weather 11 ALL AROUND US The Environment and the Weather 12 ALL AROUND US The Environment and the Weather 13 ALL AROUND US The Environment and the Weather 14 ALL AROUND US The Environment and the Weather 15 ALL AROUND US The Environment and the Weather 16 ALL AROUND US Plants and Animals B4.2.1.2 B4.2.1.3 .1. 16 ALL AROUND US Plants and Animals B4.2.2.1. B4.2.2.1.1. 17 ALL AROUND US Map Making and Land Marks 18 ALL AROUND US Population and Settlement B4.2.4.1. B4.2.4.1.1.	7	ALL ABOUT US	Home and School	B4.1.4.1	B4.1.4.1. 1.	Pictures, Charts, Video Clip
the Weather  The Environment and the Weather  ALL AROUND US  The Environment and the Weather  The Environment and the Weather  The Environment and the Weather  ALL AROUND US  The Environment and the Weather  The Environment and the Weather  ALL AROUND US  The Environment and the Weather  The Environment and the Weather  B4.2.1.3  B4.2.1.3 .1.  B4.2.2.1.1.  B4.2.3.1.	8	ALL ABOUT US	Home and School	B4.1.4.1	B4.1.4.1. 1.	Pictures, Charts, Video Clip
the Weather  The Environment and the Weather  ALL AROUND US The Environment and the Weather  ALL AROUND US The Environment and the Weather  The Environment and the Weather  The Environment and the Weather  ALL AROUND US Plants and Animals  B4.2.1.3 B4.2.1.1.  B4.2.2.1.1.  The Environment and the Weather  B4.2.3.1.  B4.2.3.1.  B4.2.3.1.1.	9	ALL AROUND US		B4.2.1.1	B4.2.1.1 .1.	Pictures, Charts, Video Clip
the Weather  12 ALL AROUND US The Environment and the Weather  13	10	ALL AROUND US		B4.2.1.2	B4.2.1.2 .1.	Pictures, Charts, Video Clip
the Weather  13 14 ALL AROUND US The Environment and the Weather  15 ALL AROUND US Plants and Animals B4.2.2.1 B4.2.2.1.1.  16 ALL AROUND US Map Making and Land Marks  17 ALL AROUND US Map Making and Land Marks  18 ALL AROUND US Population and Settlement B4.2.4.1 B4.2.4.1.1	11	ALL AROUND US		B4.2.1.2	B4.2.1.2 .1.	Pictures, Charts, Video Clip
14ALL AROUND US the WeatherThe Environment and the WeatherB4.2.1.3B4.2.1.3 .1.15ALL AROUND USPlants and AnimalsB4.2.2.1B4.2.2.1.116ALL AROUND USMap Making and Land MarksB4.2.3.1.B4.2.3.1.117ALL AROUND USMap Making and Land MarksB4.2.3.1.B4.2.3.1.118ALL AROUND USPopulation and SettlementB4.2.4.1B4.2.4.1.1	12	ALL AROUND US		B4.2.1.2	B4.2.1.2 .1.	Pictures, Charts, Video Clip
the Weather  15 ALL AROUND US Plants and Animals B4.2.2.1 B4.2.2.1.1.  16 ALL AROUND US Map Making and Land Marks  17 ALL AROUND US Map Making and Land Marks  18 ALL AROUND US Population and Settlement B4.2.4.1 B4.2.4.1.1.	13					
16 ALL AROUND US Map Making and Land Marks  17 ALL AROUND US Map Making and Land Marks  18 ALL AROUND US Population and Settlement B4.2.4.1 B4.2.4.1 B4.2.4.1.1.	14	ALL AROUND US		B4.2.1.3	B4.2.1.3 .1.	Pictures, Charts, Video Clip
Marks  17 ALL AROUND US Map Making and Land Marks  18 ALL AROUND US Population and Settlement B4.2.4.1 B4.2.4.1.1.	15	ALL AROUND US	Plants and Animals	B4.2.2.1	B4.2.2.1.1.	Pictures, Charts, Video Clip
Marks  18 ALL AROUND US Population and B4.2.4.1 B4.2.4.1.1. Settlement	16	ALL AROUND US		B4.2.3.1.	B4.2.3.1.1.	Pictures, Charts, Video Clip
Settlement	17	ALL AROUND US		B4.2.3.1.	B4.2.3.1.1.	Pictures, Charts, Video Clip
	18	ALL AROUND US		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
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14	My Country	Major Historical	B4.1.4.1.	B4.1.4.1.1	A map of Ghana,
	Ghana	Locations			Posters,
15	My Country	Major Historical	B4.1.4.1.	B4.1.4.1.1	A map of Ghana,
	Ghana	Locations			Posters,
16	My Country	Major Historical	B4.1.4.1.	B4.1.4.1.1	A map of Ghana,
	Ghana	Locations			Posters,
17	My Country	SOME SELECTED	B4.2.5.1.	B4.2.5.1.1	A map of Ghana,
	Ghana	INDIVIDUALS			Posters,
18	My Country	SOME SELECTED	B4.2.5.1.	B4.2.5.1.1	A map of Ghana,
	Ghana	INDIVIDUALS			Posters,
19	My Country	SOME SELECTED	B4.2.5.1.	B4.2.5.1.1	A map of Ghana,
	Ghana	INDIVIDUALS			Posters,
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# **FIRST SEMESTER SCHEME OF LEARNING**

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

WEEKS	STRAND	SUB STRAND	CONTENT	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-

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

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9.	Writing	Integrating Grammar in Written	B4.5.1.1.	B4.5.1.1.1	Word cards,
	Convention	Language (Capitalization	B4.5.1.1.	B4.5.1.1.2	Manila card
	s/ Usage		B4.5.1.1.	B4.5.1.1.3	Markers Word
					Cards, Manila
		Integrating Grammar in Written	B4.5.2.1.	B4.5.2.1.1	card,
		Language (Punctuation)			
		B4			
10			5.50.	545040	
10.	Writing	Integrating Grammar in	B4.5.2.1.	B4.5.2.1.2	Word cards,
	Convention s/	Written Language	B4.5.2.1.	B4.5.2.1.3	Manila card
	Usage	(Punctuation)			Markers Word
					Cards, Manila
					card,
		Integrating Grammar in	B4.5.3.1.	B4.5.3.1.1	,
		Written Language (Use of	B4.5.3.1.	B4.5.3.1.2	
		action words)			
11.	Extensive	Building the Love and Culture	B4.6.1.1.	B4.6.1.1.1	Reading materials
	Reading/	of Reading in Learners			
	Children				
	Library		7		
12	Futancius	Dood Alayd with Children	D 4 C 2 1	D 4 C 2 1 1	Manila Canda
12.	Extensive	Read Aloud with Children	B.4.6.2.1.	B.4.6.2.1.1	Manila Cards, Markers
	Reading/				IVIdi KEIS
	Children				
	Library				
	,				
13					
1.4	Oval	Commention	D44.C4	D44644	Namila Carda
14	Oral	Conversation	B4.1.6.1.	B4.1.6.1.1	Manila Cards,
	Language		B4.1.6.1.	B4.1.6.1.2	Markers
	J			I	

15	PP ONLY 02453505 Oral	Talking about Oneself, Family,	B4.1.7.1.	B4.1.7.1.1	Manila Cards,
	Language	People and Places/ Asking and	B4.1.7.1.	B4.1.7.1.2	Markers
		Answering Questions	B4.1.9.1.	B4.1.9.1.1	
16	Reading	Vocabulary / Comprehension	B4.2.5.1.	B4.2.5.1.3	Manila Cards,
			B4.2.6.1.	B4.2.6.1.1	Markers
			B4.2.6.1.	B4.2.6.1.2	
17	Reading	Silent Reading	B4.2.7.1.	B4.2.6.1.3	Manila Cards,
			B4.2.7.1	B4.2.7.1.1	Markers
			B4.2.7.1.	B4.2.7.1.2	
			C		
18	Writing	Penmanship/ Handwriting	B4.3.1.1.	B4.3.1.1.3	Manila Cards, Markers
19	Composition	Persuasive Writing	B4.4.4.1.	B4.4.4.1.2	Manila Cards,
	Writing		B4.4.4.1.	B4.4.4.1.3	Markers
			B4.4.5.1.	B4.4.5.1.1	
20		A,			
21					
	1				1

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		0.5. a ca. c	Date :



# SEMESTER ONE BASIC FOUR WEEK 1

MANA FILLER



WEEK ONE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending: 21st January, 2022			Class size:
Day:		Date	:
Monday, 60 minutes		17th.	anuary, 2022
Tuesday, 60 minutes		18th .	anuary, 2022
Wednesday, 60 minutes		19th .	anuary, 2022
Thursday, 60 minutes		20th.	lanuary, 2022
Friday, 60 minutes		21st J	anuary, 2022
Period :		Lesso	n :
2		1 of 1	. \
2		1 of 1	
2		1 of 1	
2		1 of 1	
2		1 of 1	
Strand :	Sub-st	trand :	
A. Reading	A.	Phon	ics
B. Grammar Usage At Word	В.	Noun	S
C. Writing	C.	Penm	anship and Handwriting
D. Using Writing Conventions	D.	Using	Punctuation
E. Extensive Reading	E.	Build	ing the Love and Culture of
		Read	ng
Indicator (code)	B4.2.2.1.1 B4	.3.1.1.	I. B4.4.2.1.1 B4.5.2.1.1.
	B4	.6.1.1.	
Content standard (code)		.3.11. .6.1.1.	B4.4.2.1. B4.5.2.1.
Performance Indicator			tch sounds to their corresponding
			erns (e.g. initial/final consonants –
	_	•	ial short vowels"— a, e, i, o, u", final
			nt letters etc.)
	,		entify and use nouns to identify
			events and objects
		•	ite clearly using joined letters of
	consistent		
	D. Learners c		the comma:
			and "No" in sentences
	– after addressing	a pers	on, e.g. Kofi, can you help me?

WHATSAPP ON	LY 0245350591						
			E. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read				
-	tencies: Creativity and In hip Critical Thinking and P		Communication and Collaboration Persolving.	sonal Development			
Keywords							
T. L .R. (s)			Word cards, sentence cards, letter cards manila card and a class library.	ards, handwriting on a			
Ref:		English L	anguage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	<u> </u>	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Tuesday	Engage learners to recithe rhyme/song '  DEBRIEFING 1.What did you enjoy a song? 2.What was the song a 3. what benefit do we a songs?  Share lesson indicator a key words with learner	about the bout? get from	B.READING  Introduce the sounds with alphabet songs or rhymes.  Guide learners to identify and produce the sounds of given letter patterns.  E. g. Teacher: Make the sound as I point to each letter. (Learners begin with the initial/final consonants, initial short vowels, final y as vowel and silent letters).  In pairs/ groups, learners identify given letter patterns.  Have learners apply their knowledge of consonant digraphs  Assessment: let learners match sounds to their corresponding letter/letter patterns	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:			
Wednesday	Name that Noun!  flip the first letter card the number given e.g. (c, a) and write names of which begins with that the given categories with specified time.	"e"(e, b, of things letter in	C.GRAMMAR  • Have learners read simple sentences having names of people, animals, events and objects from the board.  • Put learners in groups to identify the names of people, animals, events and objects as nouns.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5			

#### DEBRIEFING.

What were some of the nouns your group identified?

How did you identify the nouns?

What can you do to learn more nouns?

Share lesson indicator and treat key words with learner .

- 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

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use nouns to identify people, animals, events and objects

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

Independent
Activity/ Homework:

# Thursday

# **Writing Chain**

(Penmanship activity)

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

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.

## **D.WRITING**

- 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 kettle, can, catch, and
- Stage 4: Copy sentences and passages

## Procedure:

- Demonstrate the exercise
- Give practice
- Give exercise
- Provide feedback

What new things have you learned today?

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

Independent
Activity/ Homework:

	When the last member finishes	Differentiated learning	
	in each group, he/she shouts	Ask stronger learners to answer	
	'Bingo!'	some questions	
	biligo:	first and then let learners who are	
	DEBRIEFING:		
		struggling	
	How did you help your team to	answer similar questions.	
	win the game?	Pair up stronger and weaker	
		learners so that	
	What objects in the classroom	stronger learners can help weaker	
	look like the strokes you	ones.	
	traced?	Use the remedial activities as	
		practice for learners	
	Share lesson indicator and treat	who struggle, and the extension	
	key words with learner .	activities for	
		those learners who need more of a	
		challenge	
		Assessment: let learners write	
		clearly using joined letters of	
		consistent size	
Friday	Sentence Scrabble	E.WRITING CONVENTION AND	What new things
	(using simple sentences clearly	GRAMMAR USAGE	have you learned
	and correctly)	<ul> <li>Provide learners with sample</li> </ul>	today?
		texts for them to identify the target	
	Learners in convenient groups.	punctuation marks. e.g.	Learning progress
		Yes, please.	voting:
	Using word cards, learners	No, thank you.	Ask learners to show
	arrange the words to form	Kofi, can you help me?	by their fingers of 5
	grammatically correct	<ul> <li>Give them practice in using the</li> </ul>	or 3 or 1 as to those
	sentences. Example	punctuation marks. They copy and	'who really got it',
		punctuate unpunctuated sentences	'got some of it' or
	learners gain points or each	and short paragraphs.	didn't get it'
	correct sentences they come	arra errer i par agraparer	respectively.
	up with,	Assessment: let learners use the	
		comma: before and after "Yes"	Independent
	learners are given more word	and "No" in sentences	Activity/ Homework:
	cards until the cards are		Tibutity, Homework
	exhausted. The group with		
	highest points win the game.		
	manest points will the game.		
	DEBRIEFING		
	How did you find the sentences		
	Scrabble game?		
	Scrabble gaine:		
	Was the game challenging?		
	vvas tile gaille tilalleligliig!		

	How can this game be improved?  Share lesson indicator and treat key words with learner .		
Friday	Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.  DEBRIEFING  1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now?  Share the lesson indicator and explain the key words	• Guide learners to choose and read independently books of their choice the library period.  • Learners think-pair-share their stopeers.  • Ask each learner to write a-two-passummary of the book read.  • Invite individuals to present their the class for feedback.  Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

Vetted	d by :	Signature:	Date :
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WEEK ONE: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:	21st January,	2022				Class size	e:	
Day:					Date :	Date :		
Monday, 60 minutes						17th January, 2022		
Tuesday, 60 minutes						ary, 2022		
Wednesday, 6	60 minutes				19th Janu	iary, 2022		
Thursday, 60	minutes				20th Janu	ary, 2022		
Friday, 60 mir	nutes				21st Janu	ary, 2022		
Period :					Lesson:			
2					1 of 3			
2					2 of 3			
2					3 of 3	)		
2					1 of 2			
2				7.	2 of 2			
Strand: NUME	BER			Sub-stran	<b>d</b> : Countin	g, Represe	entation & Cardinality	
Indicator (code	e)		B4.1.1.1.1		B4.1.1.1.2	2		
Content stand	ard (code)		B4.1.1.1.	1.1.1. B4.1.1.1.				
<ul> <li>Learners can model number quamulti-digit using graph sheets or m 100,000.</li> <li>Learners can read and write number quamulti-digit using graph sheets or m 100,000.</li> </ul>					ets or mu	llti-base materials up to		
and Leadership				unication ai	id Collabor	ation Pers	sonai Developinent	
Keywords			Place value	; digits; exp	panded notation			
T. L .R. (s)			• Grid pape	er • Multi-b	ti-base blocks • Number charts; number cards,			
			Place value number wheel					
Ref: Mathematic			cs curriculum Page					
DAY	Phase 1:	•	Phase 2: M	ain			Phase 3:	
	Starter	r (new learning includin			including assessment) Plenary / Reflections			
(preparing the brain								
	for learning)							
Monday				What new things have you learned today?				

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

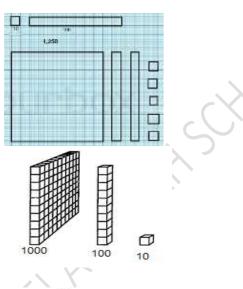
## **DEBRIEFING**

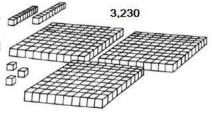
- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?
- 3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

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

Ask learners to model the number 12,500 shading graph sheet square as shown below, where 2cm×2cm square represents 10 units.





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

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

Independent
Activity/ Homework:

#### Assessment: have learners to practice with more examples Tuesday Learners form What new things Ask learners to model number quantities convenient groups. have you learned up to 100,000 using graph sheets or today? Give each group a designed playing cards multi-base materials. For instance, with multi-base block , a cube = 100 unit; a rod Learners plays in turns Learning progress = 1000; a flat = 10,000 and a block = (one at a time) voting: 100,000; learners model 32,300 with the Learner picks up two Ask learners to show appropriate materials cards at a time and then by their fingers of 5 add the numbers on the or 3 or 1 as to those cards together to give Ask learners to model the number 12,500 'who really got it', shading graph sheet square as shown the sum. 'got some of it' or below, where 2cm×2cm square If the learner gets the didn't get it' answer right, the represents 10 units. respectively. learner keeps the cards 1,250 but if the learner gets it Independent wrong, the learner put Activity/ Homework: the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game **DEBRIEFING** 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? Share lesson indicator Differentiated learning and treat key words Ask stronger learners to answer some with learner. auestions first and then let learners who are struggling answer similar questions. • Pair up stronger and weaker learners so stronger learners can help weaker ones.

• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: have learners to practice with more examples Wednesday Give learners teacher-made token What new things 1. Learners write currency notes [¢1, ¢10 & ¢100 notes] on have you learned numbers on a ball using different coloured-paper and ask them to today? a marker. model or pick given amounts up to 2. Learners bounce or ¢10,000; e.g. ¢2,480 Learning progress throw the ball to other voting: learners and have them Ask learners to show mention the number by their fingers of 5 they see first. or 3 or 1 as to those 3. Learners 'who really got it', bounces/throw the ball 'got some of it' or to another learner, who didn't get it' does same by adding respectively. the number he/she sees to the number of the Independent first learner. Activity/ Homework: **DEBRIEFING** 1. How did you find the game? Differentiated learning Ask stronger learners to answer some 2. How difficult/easy auestions was it adding your first and then let learners who are number to your friends struggling number? answer similar questions. 3. What were some of • Pair up stronger and weaker learners so the numbers you heard that your friends calling out? stronger learners can help weaker ones. • Use the remedial activities as practice for learners Share lesson indicator who struggle, and the extension activities and treat key words for with learner those learners who need more of a challenge Assessment: have learners to practice with more examples

# Thursday

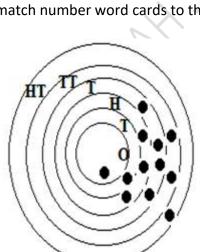
Play the place value number wheel game: Use the million number wheel to generate 7digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousands' ring making the number twenty-thousand or 20,000)

## **DEBRIEFING**

- 1. How did you find the game?
- 2. How difficult/easy was it to find the place value number?
- 3. What were some of the place value numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

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



Place value number wheel

	Plac	e value	chart		
Hundred- thousands	Ten- thousands	Thousand	Hundreds	Tens	Ones
1	2	4	3	1	1

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:

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 stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Ask learners to write given numbers on the expanded form of the number: 14031=10,000 + 4,000 +30 + 1 Assessment: have learners to practice with more examples 1. Learners form Friday What new things Display a number chart or number line have you learned convenient groups. 2. Give each group a with multiples of 500 between 10000 and today? number chart/Bingo 50000 and lead learners to identify numbers in different positions around a Learning progress grid given number voting: Ask learners to show 4 1 6 Differentiated learning by their fingers of 5 5 7 40 Ask stronger learners to answer some or 3 or 1 as to those questions 'who really got it', 3 13 16 first and then let learners who are 'got some of it' or 10 14 2 struggling didn't get it' 19 42 36 answer similar questions. respectively. 18 25 35 Pair up stronger and weaker learners so that Independent Activity/ Homework: stronger learners can help weaker ones. 3. Groups study the • Use the remedial activities as practice number chart / Bingo for learners grid who struggle, and the extension activities 4. Group leaders call out a number randomly those learners who need more of a and learners cross out challenge that number. The first learner in the group to Assessment: have learners to practice identify the number, with more examples cross out that numbers

# WHATSAPP ONLY 0245350591 and shouts bingo, wins a point. 5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number. **DEBRIEFING** I. How was the game? What makes it so? 2. How were you able to identify the numbers mentioned? 3. Has there been a situation in your life where you have to identify something and it position? How did you do it? Share lesson indicator and treat key words

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with learner.

WEEK ONE : LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	;: 21st January, 2022			Class size:	
Day:			Date :		
Monday, 60	minutes		17th January, 2022		
Thursday, 60 minutes			20th J	January, 2022	
Period :			Lesso	n :	
2			1 of 2		
2			2 of 2		
<b>Strand</b> : DIVE	RSITY OF MATTER	Sub	strand : I	LIVING AND NON-LIVING THINGS	
Indicator (co	de)	B4.1.1.1.1	(		
Content stan	dard (code)	B4.1.1.1.	C		
Performance	Indicator	Learners c	an class	sify animals into insects, birds	
		mammals a	nd reptile	es	
and Leadersh	tencies: Creativity and Innovation Com hip Critical Thinking and Problem Solvin	g.			
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 curriculu	ım Page			
DAY	Phase 1:	Phase 2: Ma	in	Phase 3:	
	Starter (new le		(new learning including assessment)  Plenary / Reflection		
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 en to observe a names of di animals in t community and picture kinds of ani • Learners t different an	and recor fferent ki heir or show v s of differ mals. alk about	you learned today?  inds of Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.	

word is. Repeat for all the key words

### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

their limbs, body covering, height, shape, size, where they live, how they move, what they eat, etc.

- 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).

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 Independent Activity/ Homework:

WHATSAPP ONLY	J245350591		
		stronger learners can help	
		weaker ones.	
		<ul> <li>Use the remedial</li> </ul>	
		activities as practice for	
		learners	
		who struggle, and the	
		extension activities for	
		those learners who need	
		more of a challenge	
ı	,		1

WAR FILLS

Signature: ...... Date: .....

Vetted by :.....

...WEEK ONE : LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:	21st January, 2022				Class s	size:
Day:				Date:		
Wednesday, 6	60 minutes			19th January, 2022		
Period :				Lesso	<b>1</b> :	
2	2			1 of 1		
Strand: Introd	uction to computing		Sub-st	rand : (	GENERA	TION OF COMPUTERS AND
			PARTS	OF A C	OMPUT	ER AND OTHER GADGETS
Indicator (code	2)	B4.1.1	.1.1.			
Content standa	ard (code)	B4.1.1	.1.			
Performance II	ndicator	Learne	rs can i	dentify	parts of	f a computer and technology
		tools (	the mo	use, ke	yboard,	monitor, system unit and its
		compo	nents	(memo	ry, hard	d disk drive, CD-ROM etc.),
			ers, and			
-	ncies: Creativity and Innovation Co		ation a	nd Colla	aboratio	n Personal Development
and Leadership	Critical Thinking and Problem Solv	ring.	)-			
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 curr	riculum	Page			
	A Property					
DAY	Phase 1:	Phase	2: Main	)		Phase 3:
	Starter	(new l	earning	includi	ng	Plenary / Reflections
	(preparing the brain	assessment)				
	for learning)					
	Play the HOT SEAT game using		tems su		_	What new things have you
	the key words. Select a learner to sit facing	memory(i.e. memo		•		learned today?
Wednesday	the other learners with their		ry sticks	-		Learning progress voting:
	back to the board where you	,	CD-RON			Ask learners to show by
	write the keywords for	•	es of the			their fingers of 5 or 3 or 1
	learners to describe what the		nd ask t			as to those 'who really got
	word means or does and the		el select			it', 'got some of it' or
	learner in the HOT SEAT has to guess what the word is. Repeat	•	iter par	ts in the	eir	didn't get it' respectively.
	for all the key words	note b	OOKS.			Independent Activity/
	,					Homework:

	DEBRIEFING:  •How did you feel during the game?  •What new words did you learn?  •How does it feel to win?  •What will you do next time to win?	Assessment: Let learners identify parts of a computer and technology tools	
	Share lesson indicator and treat key words with learner		
	Share lesson indicator and treat key words with learner .		
/etted by :		Signature:	Date :
	ARIA,		

/etted by :	Signature:	Date :
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WEEK ONE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g: 21st January, 2022			Class	size:	
Day:				Date :		
Tuesday, 60	) minutes			18th January	, 2022	
Thursday, 6	0 minutes			20th January	, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand: ALL	ABOUT US		Sub-st	rand : Nature	of God	
				•		
Indicator (co	de)	B4.1.1.1	1.1			
Content stan	idard (code)	B4.1.1.	1.			
Performance	e Indicator	Learner	rs can	explain how s	pecial each individual is	
-	tencies: Creativity and Innovation Conip Critical Thinking and Problem Sol		cation	and Collabora	tion Personal Development	
Keywords		demonstrate, creator, intelligent, complexion, uniqueness,				
-		intelligent, harmony, preserve, contribute				
T. L .R. (s)		Pictures, video clips, pupils, charts, paper, pencils, posters,				
		films, c	omput	er, charts, Inte	ernet, blackboard/market	
		board a	and cha	alk/ marker		
Ref:	Our World Our	People	curric	ulum Page		
DAY	Phase 1:	Phase 2	2: Mair	)	Phase 3:	
	Starter	(new le	arning	including	Plenary / Reflections	
	(preparing the brain	assessn	assessment)			
	for learning)					
Tuesday Play the HOT SEAT game using		In groups, learners discuss		rners discuss	What new things have you	
the key words. Select a learner to sit facing		how each person is created as unique and		son is	learned today?	
				ique and		
	the other learners with their	different from one		n one	Learning progress voting: Ask learners to show by their	
	back to the board where you write the keywords for	anothe	r: som	e are short,	fingers of 5 or 3 or 1 as to	
	learners to describe what the	tall, dul	ll, intel	ligent, fair in	those 'who really got it', 'got	
	word means or does and the	comple	xion, b	olack in	some of it' or didn't get it'	
	learner in the HOT SEAT has	comple	xion, e	etc.	respectively.	
	to guess what the word is.					
	Repeat for all the key words					

# Learners demonstrate the Independent Activity/ Homework: uniqueness of each DEBRIEFING: individual e.g. •How did you feel during the My name is Esi, I am black game? and beautiful, there is no What new words did you one like me, I'm special learn? for who I am, how I look •How does it feel to win? •What will you do next time and where I live. I am a to win? Ghanaian. I am proud to be a Ghanaian. Use pictures/video clips to Share lesson indicator and demonstrate the effects treat key words with learner of destroying our bodies. Share lesson indicator and Differentiated learning treat key words with learner. Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners explain how special each individual is Thursday Put learners into groups Play the HOT SEAT game using What new things have you the key words. learned today? according to: height, Select a learner to sit facing colour, mass, intelligence, the other learners with their Learning progress voting: etc. back to the board where you Ask learners to show by their write the keywords for fingers of 5 or 3 or 1 as to

learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.
Repeat for all the key words

# DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Learners write how different they are from one another.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners write how different they are from one another.

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

Independent Activity/ Homework:

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velled by	 Signature:	Date
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WEEK ONE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 21st January, 2022					Class size:		
Day:				Date :			
Friday, 60 minutes				21s	t January, 2022		
Period :				Les	son:		
2				1 of	1		
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-stran	<b>d</b> : L	OCOMOTOR, MANIPULA	TIVE AND RHYTHMIC	
PATTERNS			SKILLS				
Indicator (co	ode)	B4.1.1.1.1					
Content star	ndard (code)	B4.1.1.1.					
Performance	e Indicator	Learners can Dem	nonstrate t	he d	ifference between slow	and fast, heavy and light,	
		hard and soft whi	le moving				
=		=		nica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Sol	lving.		O,		
Keywords			(		<del>)</del>		
,							
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections	
	(preparing	W/V					
	the brain						
	for						
Friday	learning) Learners	Learners demons	trato clow s	and:	fact movements	What now things have	
riluay	jog round a	Learners move in				What new things have you learned today?	
	demarcate				ın). Learners walk or	, , , , , , , , , , , , , , , , , , , ,	
	d area in	,			slow or fast movement	Learning progress	
	files while	Tan for peers to a	CSLIVILSTE		slow or rust movement	voting: Ask	
	singing and					learners to show by	
	clapping to					their fingers of 5 or 3 or 1 as to those 'who	
	warm-up					really got it', 'got some	
	the body					of it' or didn't get it'	
	for					respectively.	

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	maximal		Independent Activity/
	performan		Homework:
	ce and to		
	prevent		
	injuries		

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Signature: ...... Date: .....

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WEEK ONE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending: 21st January, 2022				Class		Class s	ss size:	
Day:				Date :				
Friday, 60 minutes				21st January, 2022			2022	
Period :				Lesson :				
2					1 of 1			
<b>Strand</b> : God, Hi	is Creation and Attr	ibutes		Sub-st	rand : (	God the	e Creator	
Indicator (code)			B4.1.1					
Content standa			B4.1.1					
Performance In	dicator		Learne	ers can	explain	the na	ture of God as the Creator	
Core Competen	cies: Creativity and	Innovation Comp	<u> </u> nunicati	on and	Collabo	oration	Personal Development	
-	Critical Thinking an			211 3110	30.1000		. c. condi Detelopinent	
<u>'</u>			-					
Keywords				$\mathcal{O}_{I}$				
			(	<u>)                                    </u>				
T. L .R. (s)		7	Picture	es				
Ref:		RME curriculum	Page					
	Τ.		_			ı		
DAY	Phase 1:			Phase 2: Main			Phase 3:	
	Starter	- Dis	(new learning including assessment)			ng	Plenary / Reflections	
	(preparing the br	ain	assessifietiti					
Friday	Play the HOT SEA	T game using	Lead learners to discuss					
Tilday	the key words.	in gaine using	the nature of God as the				you learned today?	
	Select a learner t	Creator: originator of all			you rearried today.			
	other learners wi	th their back to	things, He created all things such as human beings, trees, animals,				Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1	
	the board where	•						
	keywords for lead							
what the word means or does and the learner in the HOT SEAT has to guess what the word is.			water bodies, etc.  • Take learners on natur		,	as to those 'who really got it', 'got some of it' or		
					ature	didn't get it' respectively.		
Repeat for all the key words				walk to observe and				
			docum	document things created			Independent Activity/	
DEDDIEFING:			by God	d: huma	an being	gs,	Homework:	
DEBRIEFING:  •How did you feel during the game?			trees,	animals	s, water			
			bodies, etc.					
	•What new word	s did you learn?						

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

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as the Creator

SUBJECT: HISTORY CLASS: FOUR

Week Ending:	21st January, 2022			Class size:	
Day:			Date	:	
Tuesday, 60 minutes			18th	January, 2022	
Thursday, 60	minutes		20th	January, 2022	
Period :			Lesso	on:	
2			1 of 3	2	
2			2 of 3	2	
Strand : Histor	y as a Subject		Sub-strand: Why and How We Study		
			HISTORY		
Indicator (code	e)	B4.1.	1.1.1	- //	
Content stand	ard (code)	B4.1.	1.1.	O'	
Performance I	ndicator	Learr	iers can exp	lain the importance of studying	the
		histo	ry of Ghana		
Core Compete	ncies: Creativity and Innovation Commun	ication	and Collab	oration Personal Development	
and Leadership	o Critical Thinking and Problem Solving.		_		
Keywords		record, migration, settlement, alliance, coups			
			d'état, identity, unique		
T. L .R. (s)		Pictu			
Ref:	History curriculum	ı Page			
DAY	Phase 1:	Phase	e 2: Main	Phase 3:	
	Starter	(new	learning	Plenary / Reflections	
	(preparing the brain	inclu	•		
	for learning)	asses	sment)		
Tuesday	Play the HOT SEAT game using the	_	ge learners	1	ou
	key words.		ss how hist	-	
	Select a learner to sit facing the other learners with their back to the		es our iden	ity     Learning progress voting	
	board where you write the keywords	as Gr	ianaians.	Ask learners to show by	,•
	for learners to describe what the	Diffe	rentiated	their fingers of 5 or 3 or	1
	word means or does and the learner	learn		as to those 'who really go	
	in the HOT SEAT has to guess what		tronger	it', 'got some of it' or did	dn't
	the word is. Repeat for all the key		ers to answ	er get it' respectively.	
	words		questions		
		first a	and then let	Independent Activity/ Homework:	
	DEBRIEFING:	learn	ers who are	HOMEWOIK.	
		strug	gling		

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

	stronger learners	
Share lesson indicator and treat key	can help weaker	
words with learner .	ones.	
	<ul> <li>Use the remedial</li> </ul>	
	activities as practice	
	for learners	
	who struggle, and	
	the extension	
	activities for	
	those learners who	
	need more of a	
	challenge	
	Assessment: let	
	learners explain	
	how history defines	
	our identity as	
	Ghanaians.	
	IN.	

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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending: 21st January, 2022			Class size:		
Day:			Date :		
Monday, 60 m	ninutes		17th January, 2022		
Wednesday, 60 minutes			19th J	lanuary, i	2022
Period :			Lesso	n :	
2			1 of 2		
2			2 of 2		
Strand : Visual	Arts		Sub-strand: Thinking and Exploring Ideas		
		ı		$\rightarrow$	
Indicator (code	·	B4 1.1.			
Content standa		B4 1.1.		$\sim$	
Performance In	ndicator				out visual artworks created
					ists that reflect the history
			ture of the peo	•	
_	ncies: Creativity and Innovation Con		tion and Collab	oration F	Personal Development
and Leadership	Critical Thinking and Problem Solvii	ng.			
Keywords					
,					
T. L .R. (s)		Picture	S		
Ref:	Creative Arts cu	rriculum			
DAY	Phase 1:	Phase 2	2: Main		Phase 3:
	Starter	`	arning includin	ıg	Plenary / Reflections
	(preparing the brain	assessr	nent)		
	for learning)				
Wednesday	Play the HOT SEAT game using		ers are to:		What new things have
	the key words. Select a learner to sit facing the		ly the visual		you learned today?
	other learners with their back to		rks (e.g. wood		Learning progress
	the board where you write the		gs, printed fabi	-	voting: Ask
	keywords for learners to	-	aintings, cartoc		learners to show by their
	describe what the word means	-	rs, photographs	•	fingers of 5 or 3 or 1 as
	or does and the learner in the		created by som		to those 'who really got
	HOT SEAT has to guess what the		ian visual artis		it', 'got some of it' or
	word is. Repeat for all the key words	-	as Amon Kotei,		didn't get it'
	worus		losia Okoh, Abl		respectively.
		Glove	r, Oku Ampofo,	,	

### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Offei-Nyako, Kwame Amoah, Betty Acquah, Kofi Antubam) by:

- a) gathering information from library books; surfing the internet; visiting art studios, galleries, museums or exhibitions; b) watching videos, films or observing photographs
- of artworks of some
  Ghanaian visual artists;
  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;

- d) identifying and discussing symbols found in the artworks being studied that reflect the history and culture of the people of Ghana; e) writing brief notes about one visual artist using the following
- Name
- Training

guidelines:

- Type of artworks
- Title of some works.

Assessment: let learners describe visual artworks created by selected Ghanaian visual artists that

Independent Activity/ Homework:

	reflect the history and culture of the people of Ghana	
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SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:						Class	size:	
Day:			Date :					
Period :					Lesso	<b>1</b> :		
Strand:			Sub-strand :					
Oral Language				Songs		()	<i>J</i> `	
				Poem	s	$\lambda$		
				Listen	ing and	story	telling	
Indicator (code)		B4.1.1	1.1.1.	B4.	1.2.1.1		B4.1.4.1.1	
Content standa	ard (code)		B4.1.1	L. <b>1</b> .	B4.	1.2.1.		B4.1.4.1.
Performance Indicator		·	to tra Learr lines poem Learr scene discu	nditiona ners sho correct n. ners sho es and r ss the f	ould ex ly and ould ref ecogni eature	pations a plore the discuss to tell a fol ise its be as of the	iscuss songs connected and their importance. e poems of about five the moral lessons in the ktale of about three eginning and end and folktale.	
Leadership Critical Thinking and Problem Solving								
Keywords								
T. L .R. (s)								
Ref:		Ghanaian Langu	uage c	curricul	um			
DAY	Phase 1:		Phase	2: Mai	in		Phase 3	3:
	Starter		(new l	learnin	g inclu	ding	Plenary	// Reflections
	(preparing the b	rain	assess	sment)				
	for learning)							

### Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

#### **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner.

- 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.

Work songs: – reduce fatigue, boredom provides enjoyment allows systematic work, inspires fellow workers to work harder etc.

Assessment: let learners mention songs connected to traditional occupations and their importance.

What new things have you learned today?

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

Independent Activity/ Homework:

#### **Onset and Rime Game**

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- Let learners sing a popular traditional song.
- Explore a poem to learners.
- Let them listen and take note of keywords words in the poem.

What new things have you learned today?

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

3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.

### **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner.

- Ask 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.

Assessment: let learners identify the moral lessons in the poem.

Independent Activity/ Homework:

### **Cover Up**

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of
- all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

- Let learners 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.

What new things have you learned today?

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

Independent Activity/ Homework:

WHATSAPP ONLY 0245350591 **DEBRIEFING:**  Let learners present What did you like about the their folktales to the game? class. What did you dislike about the After watching the game? video on someone telling What must your team do to a folktale, lead learners win next time? to discuss what they saw and heard. Share lesson indicator and • Tell learners a folktale. treat key words with learner. 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.

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Assessment: let learners

retell a folktale

# SEMESTER ONE BASIC FOUR WEEK 2

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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

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

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-	<b>cies:</b> Creativity and Innov Critical Thinking and Prob		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  munication and Collaboration Personal Development		
Keywords					
T. L .R. (s)			Word cards, sentence cards, letton on a manila card and a class libr		
Ref:		English La	nguage 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 recit rhyme/song '  DEBRIEFING  1.What did you enjoy at song?  2.What was the song at 3. what benefit do we gongs?  Share lesson indicator at key words with learner	bout the bout? get from	<ul> <li>A.ORAL LANGUAGE</li> <li>Identify a variety of familiar songs from learners' background.</li> <li>Lead learners to sing the songs with appropriate stress, rhythm and intonation.</li> <li>Perform a short poem as learners listen and observe.</li> <li>Teach the key words in the poem in context.</li> <li>Have them read it in small groups, pairs and individually.</li> <li>Emphasise correct stress and rhythm.</li> <li>Assessment: let learners recite poems with stress, rhythm and actions and</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:	

WHATSAPP ONLY		interpret them in own their words	
Tuesday	Matching game (reading words with digraphs activity)  Learners in convenient groups.  Learners pick folded sheets that contain words that have digraphs for their team members. (E.g. church, child Learners match the words to the digraphs in the table within a given time Matching Table  C ch chu Ch ild  S Shi sho Shi h rt rt p  G Gh gh Gh h an ost ast a  Learners form meaningful sentences with the words for extra points  DEBRIEFING: How did you feel during the game? What new words did you learn? How does it feel to win? What will you do next time to win? Share lesson indicator and treat key words with learner.	B.READING Read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck- lock) and when reading continuous texts.  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.  • Pair up stronger and weaker learners so that stronger learners can help weaker ones.  • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge  Assessment: let learners read single-syllable-words with taught consonant digraphs	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

Wednesday	Name that Noun!  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.  DEBRIEFING.  What were some of the nouns your group identified?  How did you identify the nouns?  What can you do to learn more nouns?  Share lesson indicator and treat key words with learner.	C.GRAMMAR a. Proper Nouns • 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.  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who need more of a challenge  Assessment: let learners identify and use: proper nouns	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Thursday	Look-Say-Cover-Write-Check  Learners in convenient groups.	<ul><li>D.WRITING</li><li>Select sample essay</li><li>types/texts showing a variety</li><li>of modes of writing from</li></ul>	What new things have you learned today?

WHATSAPP ONLY 0245350591 learners' readers 1. Put word cards on the Learning progress and/teacher's resource. table/floor/in a bowl. voting: 2. A pupil picks a word card, e.g. Ask learners to show reads the word, covers it/turns it i. Expository Writing – how by their fingers of 5 over and writes the something works. or 3 or 1 as to those word on the board. ii. Narrative - how something 'who really got it', 3. S/he then picks the card and happened. 'got some of it' or shows it to the class. iii. Description - how didn't get it' 4. The class checks to see if the something/someone appears. respectively. pupil's word is correct. iv. Argument – how an opinion 5. The pupil with the correct can be stated and supported Independent Activity/ Homework: number of words wins the game. Put learners into groups of five. For each mode of writing, **DEBRIEFING** give a sample text to each What did you like about the group to study and, through appropriate questions, guide game? What did you dislike about the them to identify the following: game? i. the main idea(s); What must your team do to win ii. the mode of writing; next time? iii. the purpose; iv. the audience. For each mode of writing, Share lesson indicator and treat select a paragraph, jumble the key words with learner. sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). use other controlled composition strategies such as matching, completion and blank filling Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece Friday **Sentence Scrabble E.WRITING CONVENTION AND** What new things (using simple sentences clearly **GRAMMAR USAGE** have you learned and correctly) • Provide learners with sample today? texts for them to identify the target punctuation marks. e.g. Learning progress Learners in convenient groups.

Yes, please.

No, thank you.

Kofi, can you help me?

Using word cards, learners

arrange the words to form

voting:

Ask learners to show

by their fingers of 5

grammatically correct sentences. Give them practice in using or 3 or 1 as to those Example the punctuation marks. They 'who really got it', may copy and punctuate 'got some of it' or learners gain points or each unpunctuated sentences and didn't get it' correct sentences they come up short paragraphs. respectively. with, Have them write sentences to demonstrate understanding Independent learners are given more word of the use of the comma Activity/ Homework: cards until the cards are before and after "Yes" and "No" in sentences; - after exhausted. The group with highest points win the game. addressing a person **DEBRIEFING** Assessment: let learners use How did you find the sentences the comma: before and after Scrabble game? "Yes" and "No" in sentences Was the game challenging? How can this game be improved? Share lesson indicator and treat key words with learner. Friday Learners access and discuss **E.EXTENSIVE READING** What new things various states of books (E.g torn have you learned books, folded books, new books, today? Guide learners to choose and folded, books, old books, covered independently books of their cl books) on display in Learning progress library period. class/library/cupboard office. voting: Learners think-pair-share the Ask learners to show peers. **DEBRIEFING** by their fingers of 5 or 3 or 1 as to those Ask each learner to write a-tv 'who really got it', summary of the book read. 1. Did you like the states of the 'got some of it' or Invite individuals to present t books we observed? didn't get it' class for feedback. 2. What is the cause of the respectively. poor/good state in which we find Assessment: let learners read the books? Independent a variety of age- and level 3. What can we do to make the Activity/ Homework: books look different from the appropriate books and present way they are now? a-two-paragraph summary of each book read Share the lesson indicator and explain the key words

	Vetted by		Signature:	Date :
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	: 21st Januar	y, 2022				Class size	2:
Day:					Date :		
Monday, 60 minutes			17th January, 2022				
Tuesday, 60 minutes			18th January, 2022				
Wednesday,	60 minutes				19th Janu	ary, 2022	
Thursday, 60	) minutes				20th Janu	ary, 2022	
Friday, 60 m	inutes				21st Janua	ary, 2022	
Period :					Lesson:		
2					1 of 2		
2					2 of 2	CKI	
2					1 of 3	<b>₩</b> .	
2					2 of 3		
2					3 of 3		
Strand: NUM	1BER		Sı	ub-strand	: Counting	, Represen	tation & Cardinality
Indicator (cod	de)		B4.1.1	1.1.3 B	34.1.1.1.4		
Content stan	dard (code)		B4.1.1	1.1. B4	1.1.1.		
Performance	Indicator			Learner	s can iden	tify numb	ers 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				
			"<", "=", ">"				
<u>-</u>					n and Colla	boration F	Personal Development
and Leadersh	ip Critical Thi	nking and Problem	Solvin	g.			
Keywords			Whol	o numbor	rs: ascending: descending		
T. L .R. (s)				Whole numbers; ascending; descending,  Number charts, number cards			
Ref: Mathematics curriculum			·				
Ref. Wathematics cum			riculari	rage			
DAY	Phase 1:		Phase 2: Main				Phase 3:
	Starter		(new learning including		ncluding		Plenary / Reflections
	(preparing t	he brain	assessment)				, , , , , , , , , , , , , , , , , , , ,
for learning)				•			
Monday		form convenient	t				What new things have
,	groups.		1 Dis	splay a nu	mber chart	in	you learned today?
		group a number			0 between		
	chart/Bingo grid and 100,000 a			00,000 ar	nd lead lear	ners	

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

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

### DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.

10,00	10,50	11,00	11,50
0	0	0	0
20,00	20,50	21,00	21,50
0	0	0	0
30,00	30,50	31,00	31,50
0	0	0	0
40,00	40,50	41,00	41,50
0	0	0	0
50,00	50,50	51,00	51,50
0	0	0	0
60,00	60,50	61,00	61,50
0	0	0	0

Differentiated learning

- Pair up stronger and weaker
- learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for challenge

Assessment: have learners to

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

Independent Activity/ Homework:

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

those learners who need more of a

practice with more examples

Tuesday

- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

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

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

#### **DEBRIEFING**

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

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.

positions around a chosen number						
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			

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

What new things have you learned today?

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

Independent Activity/ Homework:

WHATSAPP ONI	LY 0245350591		
	Share lesson indicator and treat key words with learner		
Wednesday	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by saying greater or less than he/she sees to the number of the first learner.  DEBRIEFING 1. How did you find the game?  2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?  Share lesson indicator and treat key words with learner	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,  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.  • Pair up stronger and weaker learners so that stronger learners can help weaker ones.  • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge  Assessment: have learners to practice with more examples	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Thursday	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	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,	What new things have you learned today?  Learning progress voting: Ask
	number they see first.  3. Learners bounces/throw the ball to another learner,	Differentiated learning	learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it'

who does same by saying greater or less than he/she sees to the number of the first learner.

#### **DEBRIEFING**

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?
- 3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

or didn't get it' respectively.

Independent Activity/ Homework:

# Friday...

## </>>

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

#### **DEBRIEFING**

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?
- 3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

What new things have you learned today?

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

Independent Activity/ Homework:

WHATSAPP ONL	Y 0245350591	
	Assessment: have learners to practice with more examples	
Vetted by :	Signature:	Date:

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SUBJECT: SCIENCE CLASS: FOUR

Week Ending:	28th January, 2022				Class	size:
Day:				Date:		
Monday, 60 minutes				24th January, 2022		
Thursday, 60 m	ninutes			27th J	anuary	y, 2022
Period :				Lesso	n :	
2				1 of 2		
2				2 of 2		
Strand: DIVERS	SITY OF MATTER		Sub-s	trand :	LIVING	G AND NON-LIVING THINGS
Indicator (code	e)	B4.1.1	1.1.2	(		
Content standa	ard (code)	B4.1.1	L.1.	C	$\bigcirc$	
Performance In	ndicator	Learn	ers c	an Kn	ow li	fe processes of animals
		(move	ement,	nutriti	on and	l reproduction)
Core Competer	ncies: Creativity and Innovation Comm	unicati	on and	Collab	oratio	n Personal Development
and Leadership	Critical Thinking and Problem Solving.	C	<del>)</del>			
Keywords		Movement, reproduction, nutrition				
T. L .R. (s)		video	s or pic	ctures o	of living	g organisms undergoing
		movement, reproduction and nutrition				
Ref:	Science curriculu	m Pag	e			
DAY	Phase 1:	Phase	2: Ma	in		Phase 3:
	Starter			ng inclu	ding	Plenary / Reflections
	(preparing the brain for learning)	assessment)				
Monday	Play the HOT SEAT game using the	• Leai	ners o	bserve		What new things have you
	key words.	videos and pictures learned today?			learned today?	
	Select a learner to sit facing the other learners with their back to	depic	ting mo	ovemei	nt,	Learning progress votings
	the board where you write the	nutrit	ion and	d		Learning progress voting: Ask learners to show by
	keywords for learners to describe	repro	ductio	n in		their fingers of 5 or 3 or 1
	what the word means or does and	anima	ıls.			as to those 'who really got
	the learner in the HOT SEAT has to	• Lea	rners o	describ	e	it', 'got some of it' or
	guess what the word is. Repeat for	how v	arious	anima	ls	didn't get it' respectively.
	all the key words			ds, rept		Indonondont Astribus
		and m	namma	als) mo	ve,	Independent Activity/ Homework:
		feed a	nd rep	oroduce	2.	HOHICWOIK.

### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners 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:

### Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

•How did you feel during the game?

- Learners role-play or pantomime movement and nutrition of animals.
- In groups, learners discuss the importance of movement, nutrition and reproduction to animals.

Differentiated learning Ask stronger learners to answer some questions

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

Vetted by	 Signature:	Date :
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SUBJECT: COMPUTING CLASS: FOUR

Week Ending: 28tl	n January, 2022			С	class size:	
Day:			Da	Date:		
Wednesday, 60 mii	Wednesday, 60 minutes			26th January, 2022		
Period :			Le	esson	1:	
2			1	of 1		
Strand: INTRODUC	TION TO COMPUTING		Sub-str	and :	GENERATION OF COMPUTERS	
			AND PA	RTS	OF A COMPUTER AND OTHER	
			GADGE <sup>*</sup>	TS		
Indicator (code)		B4.1.	1.1.2.			
Content standard (	code)	B4.1.	1.1.			
Performance Indic	ator	Learn	ners can	desc	ribe the types of input devices of	
		a con	nputer a	nd tl	heir uses. E.g. joystick, light pen,	
					tick etc	
Core Competencie	s: Creativity and Innovation Communic					
•	cical Thinking and Problem Solving.	1	)		•	
		<del>し</del>				
Keywords		joystick, light pen, stylus, mouse, pointing stick,				
		graphics tablet				
T. L .R. (s)		Laptop				
Ref:	Computing curricu	ulum	Page			
DAY	Phase 1:	Phase	e 2: Mai	n	Phase 3:	
	Starter	(new	learning	g	Plenary / Reflections	
	(preparing the brain	inclu	_			
	for learning)	asses	sment)			
	Play the HOT SEAT game using the	Guide	e learne	rs to	What new things have you	
	key words.	explo	re the t	ypes	learned today?	
Wednesday	Select a learner to sit facing the other learners with their back to	of inp	out devi	ces	Loorning progress vetings	
the board where you write the		and t	heir use	s.	Learning progress voting:  Ask learners to show by	
	keywords for learners to describe				their fingers of 5 or 3 or 1	
	what the word means or does and	Asses	sment:	Let	as to those 'who really got	
	the learner in the HOT SEAT has to	learn	ers des	cribe	10 / 800 00 110 01	
	guess what the word is. Repeat for	the ty	ypes of i	nput	didn't get it' respectively.	
	all the key words	devic	es of a			
		comp	outer an	d the	ir Independent Activity/ Homework:	
	DEBRIEFING:	uses			Homework.	
	DEDITIEI ING.	1				

WHATSAPP ONLY (	)245350591	
	<ul> <li>How did you feel during the game?</li> <li>What new words did you learn?</li> <li>How does it feel to win?</li> <li>What will you do next time to win?</li> </ul>	
	Share lesson indicator and treat key words with learner	
	Share lesson indicator and treat key words with learner .	

Vetted by :		Signature:	Date :
vected by			
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending: 28th January, 2022				Class size:			
Day:				Date :			
Tuesday, 60 m	Tuesday, 60 minutes			25th Ja	nuary, 2022		
Thursday, 60 r	ninutes			27th Ja	nuary, 2022		
Period :				Lesson	:		
2				1 of 2			
2			2 of 2				
Strand: ALL A	BOUT US		Sub-strand : Myself				
					. \		
Indicator (cod	e)	B4.1.2	2.1.1.				
Content stand	ard (code)	B4.1.2	2.1.	5			
Performance I	ndicator	Learn	ers can	identif	one's strengths and weaknesses		
		and h	ow to p	romote	interpersonal relations		
-	encies: Creativity and Innovation Co		ion and	Collabo	ration Personal Development		
and Leadershi	p Critical Thinking and Problem Sol	ving.	)_				
Keywords		weak	acc cti	rangth f	riendliness, confident, timidity,		
Reywords			•	• ,	ous, interpersonal		
T. L .R. (s)					posters, films, computer, charts,		
1. 2.11. (3)		Intern		co chps,	posters, mins, comparer, enarcs,		
Ref: Our World Our P				lum Pa	ge		
Nen					5-		
DAY	DAY Phase 1: P		2: Maii	n	Phase 3:		
	Starter		learning	g includi	ng Plenary / Reflections		
	(preparing the brain	assess	assessment)				
for learning)							
Tuesday	Play the HOT SEAT game using	Learn	ers talk	about t	neir What new things have you		
	the key words.		abilities and weaknesses, e.g. of strengths: friendliness, kindness, confidence:		ses, learned today?		
	Select a learner to sit facing the other learners with their back to	L.g. U			Learning progress voting:		
	the board where you write the	friend			Learning progress voting: Ask learners to show by		
	keywords for learners to describ	oe confid			their fingers of 5 or 3 or 1		
	what the word means or does	e.g. o	f weakn	esses:	as to those 'who really got		
and the learner in the HOT SEAT		r selfish	selfishness, shyness, it', 'got some				
	has to guess what the word is.		ty, lack	of	didn't get it' respectively.		
	Repeat for all the key words	confic	lence.		Indonondors Astroity		
					Independent Activity/ Homework:		
					TIOTHEWORK.		

#### **DEBRIEFING:** Learners talk about ways •How did you feel during the of initiating good game? interpersonal •What new words did you learn? relationships, e.g. •How does it feel to win? greetings, respect, •What will you do next time to tolerance, caring, win? showing appreciation, etc. Share lesson indicator and treat key words with learner Differentiated learning Ask stronger learners to answer some questions Share lesson indicator and treat first and then let learners key words with learner. who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners mention ways of initiating good interpersonal relationships Thursday Play the HOT SEAT game using Learners talk about ways What new things have you learned today? the key words. of improving their Select a learner to sit facing the abilities and overcoming other learners with their back to Learning progress voting: their weaknesses e.g. the board where you write the Ask learners to show by education, constant, keywords for learners to describe their fingers of 5 or 3 or 1 practice, training, what the word means or does as to those 'who really got counseling. it', 'got some of it' or and the learner in the HOT SEAT has to guess what the word is. didn't get it' respectively. Repeat for all the key words

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses

Independent Activity/ Homework:

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vetted by		Signature:	Date

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:	28th January, 202	2				Class	size:		
Day:					Date :				
Friday, 60 minutes					28th January, 2022				
Period :					Lessor	<b>1</b> :			
2					1 of 1				
Strand: MOTOR SKILL AND MOVEMENT PATTER			RNS	NS Sub-strand: LOCOMOTOR SKILLS					
Indicator (cod	e)		B4.1.1	B4.1.1.1.2					
Content stand	lard (code)		B4.1.1	l.1.			>		
Performance I	Indicator		Learn	ers can	Enter,	jump, a	and leave a long swinging rope		
			turne	d by oth	ers rep	eatedly	1.		
_	encies: Creativity ar tical Thinking and F			nication	and Co	llabora	ition Personal Development and		
Keywords									
T. L .R. (s)			cones	cones					
Ref: PE curriculum			n Page						
DAY	Phase 1:		Phase 2: Main				Phase 3:		
	Starter (preparing the for learning)	e brain		learning sment)	g including		Plenary / Reflections		
Friday	Learners jog r demarcated a while singing a to warm-up th maximal perfo to prevent inju	rea in files and clapping ne body for ormance and	times at their clanding on the feet. Skip conti		n the balls of their continuously be a number of		What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got		
Vetted by :			Signature:				some of it' or didn't get it' respectively.  Independent Activity/ Homework:  Date:		

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending: 28th January, 2022					Class	size:		
Day:				Date :				
Friday, 60 minut	Friday, 60 minutes			28	8th Januar	y, 2022		
Period :				Le	sson :			
2				1	of 1			
Strand : God, His Creation and Attributes				Sub-stra	<b>nd :</b> God t	he Creator		
Indicator (code)			B4.1.1.1:					
Content standar	d (code)		B4.1.2	l.1.				
Performance Inc	dicator		Learn	ers can ex	plain the	nature of God as the Creator		
Core Competencies: Creativity and Innovation Communant Leadership Critical Thinking and Problem Solving.			unicatio	on and Col	laboration	n Personal Development		
Keywords			· (2),					
T. L .R. (s)			Pictures					
Ref: RME curriculum			Page					
DAY	Phase 1:		Phase	2: Main		Phase 3:		
	Starter (preparing the brain for learning)			(new learning including assessment)  Plenary / Reflections				
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING:  How did you feel during the game?  What new words did you learn?		<ul> <li>Take learners on nature walk to observe and document things created by God: human beings, trees, animals, water bodies, etc.</li> <li>In groups, learners put their findings together and present them to the class for discussion.</li> <li>Differentiated learning</li> </ul>			What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:		

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

	Vetted by :		Signature:	Date :
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SUBJECT: HISTORY CLASS: FOUR

Week Ending: 28th January, 2022				Class size:			
Day:				Date :			
Tuesday, 60 m	nutes			25th .	lanuar	ry, 2022	
Thursday, 60 m	ninutes			27th .	lanuar	ry, 2022	
Period :				Lesso	n:		
2				1 of 2			
2		2 of 2					
Strand : Histor	y as a Subject	Sub-strand: Why and How We Study HISTORY					
					. \		
Indicator (code	2)	B4.1.	1.1.1	(	- K.		
Content stand	ard (code)	B4.1.	1.1.	C	$\bigcirc$		
Performance I	ndicator	Learn	ers car	n expla	in the	importance of studying the	
		histo	y of Gl	nana			
-	ncies: Creativity and Innovation Commu	ınicatio	on and	Collab	oratio	n Personal Development	
and Leadership	Critical Thinking and Problem Solving.	-0-					
Keywords		recor	d, migr	ation,	settler	ment, alliance, coups d'état,	
			ity, uni	que			
T. L .R. (s)			es				
Ref: History curriculur			2				
DAY	Phase 1:	Phase	2: Ma	in		Phase 3:	
	Starter	(new	w learning including		ding	Plenary / Reflections	
	(preparing the brain as		assessment)				
	for learning)						
Tuesday	Play the HOT SEAT game using the	Role-	play to	show	how	What new things have you	
key words.  Select a learner to sit facing the		customs, values,			learned today?		
					Learning progress votings		
	other learners with their back to the board where you write the	traditions, all of which ensure the survival of our nation.			Learning progress voting: Ask learners to show by		
	keywords for learners to describe			ОТ	their fingers of 5 or 3 or 1		
	what the word means or does and				as to those 'who really got		
the learner in the HOT SEAT has to		Differentiated learning it', 'got some o			it', 'got some of it' or		
	guess what the word is. Repeat for	Ask stronger learners didn't get it' respec			didn't get it' respectively.		
	all the key words				Lada a a da al A V. V. I		
		quest	ions			Independent Activity/ Homework:	
	DEBRIEFING:					THOMEWOLK.	
		<u> </u>					

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners mention show how history teaches us customs, values, traditions

### Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

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

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

What new things have you learned today?

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

Independent Activity/ Homework:

WHATSAPP UNLY C	1245350591		
		<ul> <li>Use the remedial</li> </ul>	
		activities as practice for	
	Share lesson indicator and treat	learners	
	key words with learner .	who struggle, and the	
	,	extension activities for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners mention show	
		how history teaches us	
		customs, values,	
		traditions	
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	Vetted by :	Signature:	Date :
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WEEK TWO: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending:	28th January, 202	22				Class si	ze:
Day:			Date :				
Monday, 60 mi	nutes		24th January, 2022			)22	
Wednesday, 60	minutes				26th Jai	nuary, 20	)22
Period :	Period :				Lesson	:	
2					1 of 2		
2					2 of 2		
Strand : Thinkin	ng and Exploring I	deas		Sub-stra	and : Per	forming A	Arts
Indicator (code	)		B4 1.2.2	.3			
Content standa	rd (code)		B4 1.2.2		9		
Performance In	dicator		Learners	s can stu	idy the	performi	ng artworks created by
			some G	hanaian <sub>l</sub>	oerformi	ng artists	s that reflect the history
			and the	culture o	f the pec	ple in Gh	nana
_	•			cation and	d Collabo	ration Pe	ersonal Development
and Leadership	Critical Thinking	and Problem So	olving.				
Keywords							
Reywords							
T. L .R. (s)			Pictures				
Ref:		Creative Arts o	urriculum	1			
DAY	Phase 1:		Phase 2	: Main			Phase 3:
	Starter		(new lea	arning inc	luding		Plenary / Reflections
	(preparing the	brain	assessment)				
	for learning)						
Monday	Play the HOT SI	•	Learners are to:			What new things have	
	using the key w		Study the performing artworks you learned a			you learned today?	
	Select a learner the other learn	_	(music, dance, drama/play,		Learning progress		
	back to the boa			compose	•		voting: Ask
write the keywords for			e Ghanaia	•	•	learners to show by	
learners to describe what the				uch as Ep			their fingers of 5 or 3
word means or does and the			maboe, t			or 1 as to those 'who	
	learner in the H			nsemble,	<u>.</u>	0	really got it', 'got
	to guess what t Repeat for all t			Atukwei (	•		some of it' or didn't get it' respectively.
	nepeation and	ne key wolus		ring infor			get it respectively.
			library s	tudies, ne	ewspape	rs,	

### **DEBRIEFING:**

- How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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; 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: c) identifying and discussing the

Independent Activity/ Homework:

Assessment: let learners describe performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in

compositions and performances

culture of the people of Ghana;

that reflect the history and

Ghana

### 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?

Learners are to:

themes/topics of the

writing notes about one performing artist using the following guidelines:

- Name
- Training
- Type of compositions and performances
- Title of some works

Assessment: let learners describe performing artworks created by some Ghanaian performing artists that reflect the What new things have you learned today?

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

Independent Activity/ Homework:

# What new words did you learn? • How does it feel to win? • What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and

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treat key words with learner.

WEEK TWO: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:					Class	size:
Day:				Date	:	
Period :				Lesso	n:	
Strand : Oral La	anguage		Sub-s	trand	: Dram	natisation and Role Play
Indicator (code	e)	B4	4.1.5.1.1	B4.1	.5.1.2	
Content standa	ard (code)	B4	4.1.5.1.	B4.1	5.1.	
Performance Indicator			<ul> <li>Learners should narrate a story line of a story of about five characters and recognise and discuss the characters and setting of the story.</li> <li>Learners should perform the drama of about five characters</li> </ul>			
Leadership Crit	ncies: Creativity and I ical Thinking and Prol		nunication	and Co	ollabor	ration Personal Development and
Keywords						
T. L .R. (s)		M	anila card	s, marl	cers, re	ecorded audios visual
Ref:	Gh	nanaian Language	e curricul	ım		
DAY	Phase 1: Starter (preparing the brain for learning)	(n	nase 2: Ma ew learnir ssessment)	ıg inclu	uding	Phase 3: Plenary / Reflections
	Cover Up  Learners in convenie  1. Write a word on a 2. Cover all the letter the first one, beginn left to the right, and	the board. ers except ing from the	Let learned aditional watey know. Invite a guate tell a shou ade up of maracters.	ork so est tea t story	ong acher	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

to make the sound of the letter which is not covered.

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

### **DEBRIEFING:**

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

## Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.

• 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.

Assessment: let learners describe the characters and setting of the story.

- 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.

Assessment: let learners perform a drama of about five characters

Independent Activity/ Homework:

What new things have you learned today?

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

Independent Activity/ Homework:

### DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. • Discuss the story What new things have you Cover Up learned today? that the guest teacher Learners in convenient groups. told the class again Learning progress voting: with learners. 1. Write a word on the board. Ask learners to show by their Assign roles to them 2. Cover all the letters except fingers of 5 or 3 or 1 as to those and direct learners to 'who really got it', 'got some of the first one, beginning from the perform the drama. it' or didn't get it' respectively. left to the right, and ask pupils to make the sound of the letter Discuss the which is not covered. Independent Activity/ performance with Homework: 3. Do this until the sounds of all learners. the individual letters have been The strengths and made by pupils. weaknesses must be 4. Run your finger under the emphasized in order to word for pupils to blend the improve on subsequent sounds to read 5. The pupil who blend the performances. sounds to read wins the game. Assessment: let learners perform a DEBRIEFING: drama of about five What did you like about the characters game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.

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# SEMESTER ONE BASIC FOUR WEEK 3

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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending: 4th February, 2022				Class size:	
Day:			Date:		
Monday, 60 minutes			31st Janu	ary, 2022	
Tuesday, 60 minutes			1st Februa	ary, 2022	
Wednesday, 60 minutes			2nd Febr	uary, 2022	
Thursday, 60 minutes			3rd Febru	ary, 2022	
Friday, 60 minutes			4th Febru	iary, 2022	
Period :			Lesson:		
2			1 of 1		
2			1 of 1		
2			1 of 1	<i>)</i> '	
2			1 of 1		
2			1 of 1		
Strand:	Su		and:		
A. Oral Language	_(	\ <u>}</u>	Story Telling		
B. Reading		B.	Word Familie	es es	
C. Grammar Usage At Word		C.	Nouns		
D. Writing			Paragraph De	•	
E. Using Writing Conventions			Naming word	-	
F. Extensive Reading				Love and Culture	
Indicator (code)	B4.1.4.1		B4.2.3.1.1	B4.3.1.1.2	B4. 4.6.1.1
	B4.5.3.1		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				stories sequenti	ally, including key
	_	detail	-		
				ommon rhyming	g/ending words to
			le words.		
		-	nat, fat, etc.	·C	
				•	per nouns – refer
				ries and), Comm	
					rays and modes of
					s, audiences, and
			_		and/or points of
				-	mode of delivery,
	'	Biller	appropriate t	ext reatures	

WHATSAPP ON	LY 0245350591					
=	<b>encies:</b> Creativity a ritical Thinking and		ide F. Lea ap sur Communica	entify people, animarners can read propriate books mmary of each books	nals, events a variety and preso ok read	nouns in sentences to s and objects of age- and level ent a-two-paragraph nal Development and
Keywords						
T. L .R. (s)		English Langua	manila car	d and a class libra		ds, handwriting on a
DAY	Phase 1: Starter (preparing the brain for learning)		·	ning including asse	essment)	Phase 3: Plenary / Reflections  What new things
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?		Tell/read e.g. "The H Learners r Have learn the story a part and e Through q discuss the		". etail. arts of middle earners the story	have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.
	Share lesson indi treat key words v		What was the event?	Where in the story did this event happen?  Beginning  Middle  Ending	What are the key details of this event?	Independent Activity/ Homework:

WHATSAPP ON	LY 0245350591		
		Put learners into groups to discuss the central message of the story. Have learners retell the story sequentially.  Assessment: let learners retell stories sequentially, including key details	
Tuesday	Learners in convenient groups.  1. Write onsets and rime of words (e.g. ink words) on cards.  2. Mix the cards up and place them on a table or in a bowl in front of the class.  3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.  DEBRIEFING What did you like about the game? What must your team do to win next time?	B.READING  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  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	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 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 .	activities for those learners who need more of a challenge	

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		Assessment: let learners use	
		common rhyming/ending words to	
		decode words	
Wednesday		C.GRAMMAR	What new things
rearresday	Catch and pass	b. Common Nouns	have you learned
		Introduce common nouns in	today?
	Learners in convenient groups	context.	today.
	of 2 or more. A member in	Have learners read simple	Learning progress
	Group A throws a ball to a	sentences containing common nouns	voting:
	member in Group B. The	on the board.	Ask learners to
	student who catches the ball	<ul> <li>Put learners into groups to identify</li> </ul>	show by their
	shouts "I catch".	the common nouns.	fingers of 5 or 3 or 1
		Have learners form sentences using	as to those 'who
	A different member in Group B	the common nouns identified.	really got it', 'got
	mention a Noun e.g. monkey	Have learners identify common	some of it' or didn't
	or tambourine, etc.	nouns from paragraphs/passa	get it' respectively.
	Anathan manahari in Crawa B	2:15	
	Another member in Group B	Differentiated learning	Independent
	uses the noun to form a	Ask stronger learners to answer some	Activity/
	sentence. The group earns a	questions	Homework:
	point for the given noun and	first and then let learners who are	
	correct sentence.	struggling	
	A manushanin Consum Baharana	answer similar questions.	
	A member in Group B throws	Pair up stronger and weaker	
	the ball back t a member in	learners so that	
	Group A and they go through	stronger learners can help weaker	
	the same process until they	ones.	
	produce for example five nouns each plus their	Use the remedial activities as	
		practice for learners	
	corresponding sentences.	who struggle, and the extension	
	DEBRIEFING	activities for	
	What did you like about the	those learners who need more of a	
	game?	challenge	
	What did you dislike about the	Assessment: let learners identify	
	game?	and use: proper nouns – refer to	
	What must your team do to	cities and countries	
	win next time?		
	Chanalasan indicata a sad		
	Share lesson indicator and		
	treat key words with learner .		
Thursday	Look-Say-Cover-Write-Check	D.WRITING	What new things
		Select sample essay types/texts	have you learned
	Learners in convenient groups.	showing a variety of modes of writing	today?
		3 , 1111	,

- 1. Put word cards on the table/floor/in a bowl.
- 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.
- 3. S/he then picks the card and shows it to the class.
- 4. The class checks to see if the pupil's word is correct.
- 5. The pupil with the correct number of words wins the game.

### **DEBRIEFING**

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

from learners' readers and/teacher's resource.

e.g.

- i. Expository Writing how something works.
- ii. Narrative how something happened.
- iii. Description how something/someone appears.
- iv. Argument how an opinion can be stated and supported
- 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:
- i. the main idea(s);
- ii. the mode of writing;
- iii. the purpose;
- iv. the audience.

For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). use other controlled composition strategies such as matching,

Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece

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

Independent Activity/ Homework:

### Friday

### **Catch and pass**

Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".

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

# E.WRITING CONVENTION AND GRAMMAR USAGE

completion and blank filling

- 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.

What new things have you learned today?

Learning progress voting:
Ask learners to show by their 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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Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.

A member in Group B throws

A member in Group B throws the ball back t a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.

### **DEBRIEFING**

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

• Have them note that common nouns start with small letters.

Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects

Independent Activity/ Homework:

# Friday

Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.

### **DEBRIEFING**

- 1. Did you like the states of the books we observed?
- 2. What is the cause of the poor/good state in which we find the books?
- 3. What can we do to make the books look different from the way they are now?

### **E.EXTENSIVE READING**

- Guide learners to choose and read i of their choice during the library period
- Learners think-pair-share their stori
- Ask each learner to write a-two-par the book read.
- Invite individuals to present their w feedback.

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

What new things have you learned today?

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

Independent Activity/ Homework:

Vetted by :		Signature:	Date :
	Share the lesson indicator and explain the key words		
WHATSAPP UNLT	7243330331		

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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:	4th Februa	ry, 2022				Class size	e:	
Day:					Date :			
Monday, 60 n	ninutes				31st January, 2022			
Tuesday, 60 m	ninutes				1st Februa	ary, 2022		
Wednesday, 6	0 minutes				2nd Febr	uary, 2022	2	
Thursday, 60 r	minutes				3rd Febru	ary, 2022		
Friday, 60 min	utes				4th Febru	ary, 2022		
Period :					Lesson:			
2					1 of 3			
2					2 of 3	-//		
2					3 of 3	<b>○</b> `		
2					1 of 2	)		
2					2 of 2			
Strand: NUMI	BER			Sub-strand	: Counting	, Represei	ntation & Cardinalit	У
Indicator (cod	e)		B4. 1.1.1.5	B4.1.1.1.6				
Content standard (code) B4. 1.1.1. B4.1.1.1.								
Performance I	Indicator		• Leari	ners can roui	nd (off, up, down) whole numbers up to 10000			
			to the nearest, thousands, hundreds and tens					
			• Leari	ners can skij	count for	wards an	d backwards in 50s	s and
			100s	up to and fr	om 10000			
					and Collab	oration Pe	rsonal Developmen	t
and Leadershi	p Critical Thir	nking and F	Problem Solvir	ng.				
Vonwords		19,	Poundingur	/down/off	Skin count	multiple	groups	
Keywords			Rounding up/down/off, Skip count, multiple, groups  • Number lines, Paper money in 50s and 100s • Number charts					
T. L .R. (s)		NA - the area			noney in 50	s and 100	s • Number charts	
Ref:		Mathema	itics curricului	m Page				
DAY	Phase 1:		Phase 2: Ma	in			Phase 3:	
DAY	Starter				255255222	L۱		, n.c
	(preparing	the hrain	(new learnin	assessinen	L)	Plenary / Reflectio	2115	
	for learning							
Monday	TOT ICATTIIII	b <i>I</i>	Learners rou	ınd off numh	ners to the	nearest	What new things h	nave
, ,						you learned today		
	numbers o		1000, 100 and 10. For instance; 9500 is approximately 10,000 and 9100 as				, , , , , , , , , , , , , , , , , , , ,	-
	using a ma	rker.	approximate	=			Learning progress	
							voting:	Ask

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

### **DEBRIEFING**

2. How

- 1. How did you find the game?
- difficult/easy was it adding your number to your friends number?
  3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

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

Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

• Use the remedial activities as practice for

learners
who struggle, and the extension activities
for
those learners who need more of a
challenge

Assessment: have learners to practice with more examples

learners to show by their fingers of 5 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

Learners form convenient groups. Give each group a designed playing cards
Learners plays in turns (one at a time)
Learner picks up two cards at a time and then add the numbers on the

Learners round up and round down to estimate sums and differences

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

14765	Round	Round	Round
	up	down	off

What new things have you learned today?

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

Independent Activity/ cards together to to the 14970 14760 14970 Homework: give the sum. nearest If the learner gets ten the answer right, 14700 to the 14800 14800 the learner keeps nearest the cards but if the hundred learner gets it wrong, the learner to the 15000 14000 15000 put the cards back nearest and the cards are thousand shuffled. The learner with the highest number Differentiated learning of cards at the end Ask stronger learners to answer some wins the game questions first and then let learners who are **DEBRIEFING** struggling 1. How was the answer similar questions. game? What makes • Pair up stronger and weaker learners so it so? that 2. How were you stronger learners can help weaker ones. able to get the sum • Use the remedial activities as practice for of the numbers you **learners** picked? who struggle, and the extension activities 3. How will you be able to add six those learners who need more of a oranges and two challenge oranges together? Assessment: have learners to practice with Share lesson more examples indicator and treat key words with learner. Wednesday Learners work together to round up and What new things have 1. Learners write round down to estimate sums and you learned today? numbers on a ball differences. For instance. 230160 as using a marker. approximately 400 because 230 is Learning progress 2. Learners bounce approximately 200 while 160 is voting: Ask or throw the ball to approximately 200, therefore learners to show by 200200 400 their fingers of 5 or 3 other learners and have them mention or 1 as to those 'who Differentiated learning really got it', 'got the number they see first.

the learner keeps

learner gets it

the cards but if the

struggling

answer similar questions.

some of it' or didn't 3. Learners Ask stronger learners to answer some bounces/throw the questions get it' respectively. ball to another first and then let learners who are learner, who does struggling Independent Activity/ same by adding the answer similar questions. Homework: number he/she Pair up stronger and weaker learners so sees to the number of the first learner. stronger learners can help weaker ones. • Use the remedial activities as practice for **DEBRIEFING** learners 1. How did you find who struggle, and the extension activities the game? those learners who need more of a 2. How challenge difficult/easy was it adding your Assessment: have learners to practice with number to your more examples friends number? 3. What were some of the numbers you heard your friends calling out? Share lesson indicator and treat key words with learner Thursday What new things have Learners form Put learners into convenient groups. convenient groups. you learned today? Give each group a A learner mentions a number and another makes skip count in 50s or 100s to include designed playing Learning progress cards the fifth count. For instance. voting: Ask Learners plays in learners to show by Learner 1: Shout out "240" .... their fingers of 5 or 3 turns (one at a time) Learner 2: 290, 340, 390, 440, 490, etc. or 1 as to those 'who Learner 3; Shout out "1285" really got it', 'got Learner picks up two cards at a time skip counting down in 100s some of it' or didn't and then add the Learner 4; 1185, 1085, 985, 885, 785....etc. get it' respectively. numbers on the Independent Activity/ cards together to Differentiated learning give the sum. Ask stronger learners to answer some Homework: If the learner gets auestions the answer right, first and then let learners who are

wrong, the learner put the cards back and the cards are shuffled.
The learner with the highest number of cards at the end wins the game

### **DEBRIEFING**

- 1. How was the game? What makes it so?
- 2. How were you able to get the sum of the numbers you picked?
- 3. How will you be able to add six oranges and two oranges together?

Share lesson indicator and treat key words with learner.

• Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

### Friday

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

**DEBRIEFING** 

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

Challenge learners to identify or correct error

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

Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

What new things have you learned today?

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

Independent Activity/ Homework:

	1. How did you find the 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?	who struggle, and the extension activities for those learners who need more of a challenge  Assessment: have learners to practice with more examples	
/etted by :	Share lesson indicator and treat key words with learner	Signature:	Date :
		A CONTRACTOR OF THE PROPERTY O	

Vetted by	, ,	Cignoturo	Data :
verteu by	/	Signature	Date

SUBJECT: SCIENCE CLASS: FOUR

Week Ending: 4th February, 2022				Class size:			
Day:			Dat	Date :			
Monday, 60 mii	nutes		319	31st January, 2022			
Thursday, 60 minutes			3rd	Februa	ry, 2022		
Period :			Les	son :			
2			1 o	f 2			
2			2 o	f 2			
Strand : DIVERS	ITY OF MATTER		Sub-strar	nd : LIVI	NG AND NON-LIVING		
			THINGS				
Indicator (code)		B4.1.	1.2.1	CX			
Content standar	rd (code)	B4.1.	1.2.				
Performance Inc	dicator	Learr	ers can de	scribe t	he physical appearance of		
		4		of plant	s (trees, shrubs, climbing,		
		creep					
<u> </u>	cies: Creativity and Innovation Commur	nicatio	n and Colla	aboratio	on Personal Development		
and Leadership	Critical Thinking and Problem Solving.						
Keywords							
-,							
T. L .R. (s)		Pictu	res	S			
Ref:	Science curriculun	n Pag	е				
		1					
DAY	Phase 1:	Phase	e 2: Main		Phase 3:		
	Starter	(new learning			Plenary / Reflections		
	(preparing the brain	including					
	for learning)	assessment)					
Monday	Play the HOT SEAT game using the	Take learners out to Wh			What new things have you		
	key words.	observe different learned today?					
	Select a learner to sit facing the	types	of plants.				
	other learners with their back to the	Pictu	res and vic	leos	Learning progress voting:		
	board where you write the	can a	Iso be use	d.	Ask learners to show by		
	keywords for learners to describe what the word means or does and				their fingers of 5 or 3 or 1 as to those 'who really got		
guess what the word is. Repeat for			Differentiated it', 'got some of i learning didn't get it' resp				
	all the key words		''' <sup>g</sup> tronger lea	arners	a.a c Bot it i copecuitory.		
	,		swer some		Independent Activity/		
		quest		-	Homework:		
	DEBRIEFING:	quesi	10113				

•How did you feel during the game? first and then let •What new words did you learn? learners who are •How does it feel to win? struggling •What will you do next time to win? answer similar questions. • Pair up stronger Share lesson indicator and treat key and weaker learners words with learner so that stronger learners can Share lesson indicator and treat key help weaker ones. words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the physical appearance of different types of plants Thursday Play the HOT SEAT game using the Learners describe the What new things have you key words. learned today? physical features of Select a learner to sit facing the different types of other learners with their back to the Learning progress voting: plants (in SEMESTERs board where you write the Ask learners to show by of their keywords for learners to describe their fingers of 5 or 3 or 1 structure and size). what the word means or does and as to those 'who really got the learner in the HOT SEAT has to it', 'got some of it' or guess what the word is. Repeat for didn't get it' respectively. Project: Learners all the key words create a plant album Independent Activity/ of different types of Homework: plants. (shrubs, trees, **DEBRIEFING:** climbing and •How did you feel during the game? creeping plants). •What new words did you learn? •How does it feel to win? •What will you do next time to win?

Differentiated learning Share lesson indicator and treat key Ask stronger learners words with learner to answer some questions first and then let Share lesson indicator and treat key learners who are words with learner. struggling answer similar questions. • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a

> Assessment: let learners describe the physical appearance of different types of plants

challenge

SUBJECT: COMPUTING CLASS: FOUR

Week Ending: 4th February, 2022				Class size:				
Day:					Date	Date :		
Wednesday, 60 minutes 2r			2nd	2nd February, 2022				
Period:			Lesso	on :				
2				1 of :	1			
Strand: Introduction to computing				Sub-	stranc	<b>d</b> : Ge	neration of computers and	
				parts	s of a	comp	uter and other gadgets	
Indicator (code)				.1.1.3				
Content standar	<u> </u>		B4.1			$\sim$		
Performance Inc	dicator		Lear	ners c	an dif	ferent	tiate between RAM and ROM.	
Core Competen	cies: Creativity and Inn	ovation Communi	L cation	and (	Collab	oratio	on Personal Development	
_	Critical Thinking and Pr			/			·	
_				<u>\\\\</u>				
Keywords				),				
( )			<b>)</b> -					
T. L .R. (s)	1.		Laptop					
Ref:		Computing curricu	lum I	Page				
DAY	Dhaca 1.		Dhaa	. 2. 1	10:0		Dhasa 2.	
DAY	Phase 1: Starter			e 2: N			Phase 3:	
	(preparing the brain	>	(new learning Plenary / Reflections including			Pieriary / Reflections		
	for learning)		assessment)					
	Play the HOT SEAT ga	ame using the	Bring	Bring a RAM or			What new things have you	
	key words.	<b>0</b>	1	I to class or a learned today?			,	
Wednesday	Select a learner to sit	_		picture of RAM and				
	learners with their ba		ROM to class			Learning progress voting:		
	where you write the learners to describe	•	Guid	e lear	ners t	:0	Ask learners to show by their fingers of 5 or 3 or 1 as	
	means or does and th		diffe	rentia	ate		to those 'who really got it',	
	HOT SEAT has to gue		betw	veen F	ROM a	ind	'got some of it' or didn't get	
			RAM. it' respectively.			it' respectively.		
							Indonondout Astinitud	
DEBRIEFING:			Diffe	rentia	ated		Independent Activity/ Homework:	
•How did you feel during the game?		learning Homework.		HOME WORK.				
	•What new words di	•		strong				
	•How does it feel to	-			o answ			
	•What will you do ne	ext time to win?	som	e que	stions			

HATSAPP O	NLY 0245350591	
		first and then let
		learners who are
	Share lesson indicator and treat key	struggling
	words with learner	answer similar
		questions.
	Share lesson indicator and treat key	Pair up stronger
	words with learner .	and weaker
		learners so that
		stronger learners
		can help weaker
		ones.
		Use the remedial
		activities as
		practice for
		learners
		who struggle, and
		the extension
		activities for
		those learners who
		need more of a
		challenge

letted by ·	Signature:	Date:

Assessment: Let

between RAM and

learners differentiate

ROM

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending: 4th February, 2022				Class size:			
Day:				Date :			
Tuesday, 60 mi	nutes			1st February, 2022			
Thursday, 60 minutes				3rd February	y, 2022		
Period :				Lesson:			
2				1 of 2			
2				2 of 2			
Strand: ALL AE	BOUT US		Sub-st	rand : Myself	f		
Indicator (code	2)	B4.1.2	.1. 2.				
Content standa	ard (code)	B4.1.2	.1.	5			
Performance II	ndicator	Learne	ers can	mention reas	sons to live in harmony with		
		one ar	other a	as a responsik	ole citizen		
	ncies: Creativity and Innovation Comm		on and	Collaboration	n Personal Development		
and Leadership	and Leadership Critical Thinking and Problem Solving.						
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World Our P	eople	curricul	um Page			
DAY	Phase 1:	Phase 2: Main Phase 3:					
	Starter	(new learning including			Plenary / Reflections		
	(preparing the brain	assessment)					
	for learning)						
Tuesday	Play the HOT SEAT game using the	Learners mention ways			What new things have		
	key words.	of living in harmony with			you learned today?		
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe		promo	te pead law and	e.g.to ce and d order,	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1		
what the word means or does and the learner in the HOT SEAT has		development, etc.			as to those 'who really got it', 'got some of it' or		
	to guess what the word is. Repeat	development, etc.			didn't get it' respectively.		
	for all the key words	Differentiated learning			0.1.1.1.2.2.3.7.		
				learners to	Independent Activity/		
	25225546		_	questions	Homework:		
	DEBRIEFING:			•			

win?

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How did you feel during the game?
What new words did you learn?
How does it feel to win?
What will you do next time to

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners mention reasons to live in harmony with one another as a responsible citizen

What new things have you learned today?

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

Independent Activity/ Homework:

### Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

### DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

In a think-pair-share session, learners talk about attitudes and behaviours that promote harmonious living at home, school, community, etc.

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

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

WHA	TSAPP ONLY 0245350591		
		Use the remedial	
		activities as practice for	
	Share lesson indicator and treat	learners	
	key words with learner .	who struggle, and the	
		extension activities for	
		those learners who need	
		more of a challenge	
		Assessment: Let learners	
		mention attitudes and	
		behaviours that promote	
		harmonious living at	
		home, school,	
		community	

Vetted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 4th February, 2022				Class size:			
Day:				Date:	Date:		
Friday, 60 minute	S			4th February, 2022			
Period :				Lesson:			
2				1 of 1			
Strand: MOTOR S	ERNS <b>Sub-st</b>	rand : M	1ANIPUL	ATIVE SKILLS			
Indicator (code)			B4.1.2.1.1:				
Content standard	(code)		B4.1.2.1.				
Performance Indi	cator		Learners can R	toll ball v	with a st	tick to a target	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
Keywords				W			
T. L .R. (s)				),			
Ref:		PE curriculur	n Page				
Friday	Phase 1: Starter (preparing the for learning) Learners jog redemarcated a while singing to warm-up temaximal perfeto prevent inj	round a area in files and clapping he body for ormance and	Phase 2: Main (new learning assessment)  Learners roll a sticks to a distageneral and spup. Learners prolling in varies such as straight rolling, etc	ball wit ance aft pecific w ractice k d patter	h their er arm oall	Phase 3: Plenary / Reflections  What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:	

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	: 4th February, 2022					Class	size:
Day:					Date:		
Friday, 60 mir	nutes				4th F	ebruar	y, 2022
Period :					Lesso	n :	
2					1 of 1		
Strand : God, His Creation and Attributes				Sub-sti	rand :	God th	e Creator
Indicator (cod	le)		B4.1.1	.2.1:			
Content stand	dard (code)		B4.1.1	2.		. \	
Performance	Indicator			ers can other cre			uniqueness of humankind
Core Competencies: Creativity and Innovation Communication and Leadership Critical Thinking and Problem Solving.  Keywords			nication and Collaboration Personal Development				
T. L .R. (s)			Pictures				
Ref:		RME curriculum	Page				
DAY	Phase 1: Starter (preparing the brifor learning)	ain	(new l	2: Main learning sment)		ling	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?		identification in the second s	entify how different mankind is from other eatures of God: fuman beings versus imals as muman beings versus ants  Let learners, in groups, rite 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:

WITH CITE OF	- 15555551		
	•How does it feel to win?	knowing what is good	
	<ul> <li>What will you do next time to</li> </ul>	and evil, etc	
	win?		
		Let each group present	
	Share lesson indicator and treat	its list for peer-review	
	key words with learner	and class discussion.	
	ne, weres mented ner		
		Differentiated learning	
	Share lesson indicator and treat	Ask stronger learners to	
	key words with learner .	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.	
		<ul> <li>Use the remedial</li> </ul>	
		activities as practice for	
		learners	
		who struggle, and the	
		extension activities for	
		those learners who need	
		more of a challenge	
	Al.	Assessment: let learners	
		identify how different	
	$\Theta_{k}$	humankind is from other	
		creatures of God:	

√ettec	l by	·	Signature:	Date :
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SUBJECT: HISTORY CLASS: FOUR

Week Ending: 4th February, 2022					Class size:		
Day:			Date	Date :			
Tuesday, 60 m	inutes		1st F	1st February, 2022			
Thursday, 60 n	ninutes		3rd	3rd February, 2022			
Period :	· · · · · · · · · · · · · · · · · · ·			Lesson:			
2			1 of	1 of 2			
2			2 of 2				
Strand : History as a Subject			Sub-strand : Why and How We Study				
			HISTORY				
Indicator (cod	e)	B4.1.	1.1.1				
Content standard (code)			B4.1.1.1.				
Performance I	ndicator	Learr	Learners can explain the importance of studying the				
		histo	history of Ghana				
Core Compete	ncies: Creativity and Innovation Commu	inicatio	n and Collal	oratio	n Personal Development		
and Leadership	o Critical Thinking and Problem Solving.						
Keywords		record, migration, settlement, alliance, coups					
		d'état, identity, unique					
T. L .R. (s)		Pictures					
Ref:	History curriculur	n Pag	9				
DAY	Phase 1:	Dhace	a 2: Main		Phase 3:		
	Starter		Phase 2: Main (new learning		Plenary / Reflections		
	(preparing the brain	1 '	ding assessi	Tienary / Neneetions			
	for learning)			,			
Tuesday	Play the HOT SEAT game using the	Role	play how hi	story	What new things have you		
, acsaay	key words.		can promote national		learned today?		
	Select a learner to sit facing the	-	pride, patriotism and				
	other learners with their back to		ration.	<i>y-</i> -	Learning progress voting:		
	the board where you write the				Ask learners to show by		
	keywords for learners to describe	Diffe	rentiated		their fingers of 5 or 3 or 1		
	what the word means or does and	learn	icarriing		as to those 'who really got		
	the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words		Ask stronger learners it', 'got some of it' or				
			swer some		didn't get it' respectively.		
			questions first and then let Homework:				
	DEBRIEFING:		ers who are		Homework.		
		strug	gling	g			

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

WHATSAPP UNLY U	245350591	<u>.                                      </u>	
	Share lesson indicator and treat key	Use the remedial	
	words with learner.	activities as practice	
		for learners	
		who struggle, and the	
		extension activities for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners mention how	
		history can promote	
		national pride,	
		patriotism and	
		integration.	
		eg.u.u	
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	ARI .		

Vetted by :	Signature:	Date :
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WEEK THREE: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending: 4th February, 2022				Class size:		
Day:			Date :			
Monday, 60 minutes			31st January, 2022			
Wednesday, 6	60 minutes			2nd F	ebruary,	, 2022
Period :				Lesso	n :	
2				1 of 2		
2				2 of 2		
Strand : Visua	al Arts		Sub-str	rand : I	Planning	, Making and Composing
Indicator (cod	de)	B4 1.2	.2.1.		CX	
Content stand	dard (code)	B4 1.2	.2.			
Performance	Indicator	Learne	ers can e	experir	nent wit	th available visual arts media
		and m	ethods	to crea	ate artw	orks that express own views,
		knowl	edge ar	nd und	derstand	ing of visual artworks that
		reflect	the hist	ory an	d culture	e of the people in Ghana
-	encies: Creativity and Innovation Co		ication a	nd Col	laboration	on Personal Development
and Leadersh	ip Critical Thinking and Problem Sol	lving.	•			
Keywords						
Reywords						
T. L .R. (s)		Picture	es			
Ref:	Creative Arts c	urriculu	m			
DAY	Phase 1:	Phase	Phase 2: Main Phase 3:		Phase 3:	
	Starter	(new learning including Plenary / Reflections			Plenary / Reflections	
	(preparing the brain	assessment)				
	for learning)					
Monday	Play the HOT SEAT game using	Learners are to:			What new things have you	
	the key words.	② explore the local learned today?		learned today?		
Select a learner to sit facing the other learners with their		environment to select		Learning progress voting:		
	back to the board where you		able mat		and	Ask learners to show by their
	write the keywords for		that are		10	fingers of 5 or 3 or 1 as to
	learners to describe what the		aking vis	sual		those 'who really got it', 'got
	word means or does and the	artwo	•			some of it' or didn't get it'
	learner in the HOT SEAT has		ctice the		f	respectively.
	to guess what the word is.  Repeat for all the key words		us visual			
	Repeat for all the key words	medi	a (e.g. to	ools,		

#### materials) using Independent Activity/ Homework: different methods of art **DEBRIEFING:** making to try out how • How did you feel during the they work and make game? artworks (e.g. model •What new words did you with clay, weave with learn? straw and paper, make • How does it feel to win? •What will you do next time prints with fingers and to win? leaves); 2 assemble their test results and share their Share lesson indicator and experiences through treat key words with learner open discussion; Share lesson indicator and Assessment: let learners treat key words with learner. create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana Wednesday Play the HOT SEAT game using Learners are to: What new things have you the key words. learned today? 2 use available materials Select a learner to sit facing in the environment to the other learners with their Learning progress voting: make their own artworks back to the board where you Ask learners to show by their based on ideas gathered write the keywords for fingers of 5 or 3 or 1 as to from the visual artworks learners to describe what the those 'who really got it', 'got studied; word means or does and the some of it' or didn't get it' learner in the HOT SEAT has discuss and compare respectively. to guess what the word is. their artworks to the Repeat for all the key words Independent Activity/ visual artworks studied Homework: Assessment: let learners **DEBRIEFING:** create artworks that • How did you feel during the game? express own views, •What new words did you knowledge and learn? understanding of visual •How does it feel to win? artworks that reflect the •What will you do next time history and culture of the to win?

people in Ghana

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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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Signature: ...... Date: .....

Vetted by :.....

WEEK THREE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:				Class	size:
Day:				Date :	
Period :				Lesson:	
Strand : Readir	ng		Sub-	strand : Phoni	cs: Letter Sound Knowledge
Indicator (code	2)		B4.2.4.1.1	B4.2.4.1.2	B4.2.4.1.3
Content standa	ard (code)		B4.2.4.1.	B4.2.4.1.	B4.2.4.1.
Core Competencies: Creativity and Innovation Co Leadership Critical Thinking and Problem Solving			<ul> <li>Learners should read and recognise sounds at word initial.</li> <li>Learners should read and recognise diagraphs in sentences.</li> <li>Learners should blend two-syllables to form words.</li> <li>ommunication and Collaboration Personal Development and</li> </ul>		
Keywords	11				
T. L .R. (s)		•	Manila card	s, markers, red	corded audios visual
Ref:		Ghanaian Langu	iage curricu	lum	
DAY Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
	Learners in convolution 1. Write a word 2. Cover all the	on the board.	<ul> <li>Let learne letters of th a group and individually.</li> <li>Write a number</li> </ul>	e alphabet as then	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those
	the first one, be	•	words on th	e board.	

the left to the right, and ask pupils to make the sound of the letter which is not covered.

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

# **DEBRIEFING:**

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- 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.

Assessment: let learners read and mention sounds at word initial

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

Independent Activity/ Homework:

# **Onset and Rime Game**

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink

- 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

Assessment: let learners read and mention diagraphs in sentences

What new things have you learned today?

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

Independent Activity/ Homework:

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

# **DEBRIEFING:**

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

# **Cover Up**

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

# **DEBRIEFING:**

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

- 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.

Assessment: let learners blend two-syllables to form words.

What new things have you learned today?

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

Independent Activity/ Homework:

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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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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending: 11th February, 2022	Class size:			
Day:	Date :			
Monday, 60 minutes	7th February, 2022			
Tuesday, 60 minutes	8th February, 2022			
Wednesday, 60 minutes	9th February, 2022			
Thursday, 60 minutes	10th February, 2022			
Friday, 60 minutes	11th February, 2022			
Period :	Lesson:			
2	1 of 1			
2	1 of 1			
2	1 of 1			
2	1 of 1			
2	1 of 1			
Strand :	Sub-strand :			
A. Oral Language	A. Dramatisation and Role Play			
B. Reading	B. Diphthongs			
C. Grammar Usage At Word	C. DeSEMESTERiners			
D. Writing	D. Writing as a Process			
E. Using Writing Conventions	E. Naming words/ Nouns			
F. Extensive Reading	F. Building the Love and Culture of			
	Reading			
Indicator (code)	B4.1.5.1.1. B4.2.4.1.1. B4. 3.2.1.1 B4. 4.9.1.1			
	B4.5.3.1.1 B4.6.1.1.1			
Content standard (code)	B4.1.5.1. B4.2.4.1. B4. 3.2.1. B4. 4.9.1.			
	B4.5.3.1. B4.6.1.1.			
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 defini				
indefinite articles "a" and "an" to refer				
	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			

# WHATSAPP ONLY 0245350591 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** Word cards, sentence cards, letter cards, handwriting T. L.R. (s) on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main. Phase 3: Starter (new learning including Plenary / Reflections (preparing the brain assessment) for learning) Learners watch/listen to a s story What new things Monday A.ORAL LANGUAGE Select a suitable story/play /folktale. (Intersperse the story have you learned with songs and gestures) learners have heard or read today? e. g. Ananse and the Black Pot. **DEBRIEFING:** • Have learners identify and Learning progress Who were the characters in the discuss the characters and voting: events/key issues in the Ask learners to show Which part of the story do you like? by their fingers of 5 play/story. What lessons did you learn from • Guide learners to role-play or 3 or 1 as to those the key characters in specific 'who really got it', the story? How will you apply the good moral 'got some of it' or scenes lesson in your life? didn't get it' respectively. Assessment: let learners role-Share lesson indicator and treat key Independent play a story/play words with learner. Activity/ Homework:

Tuesday	Learners in convenient groups.  1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.	<ul> <li>B.READING</li> <li>Teach one diphthong at a time.</li> <li>Write words with each of the diphthongs on the board.</li> <li>Pronounce the words and have learners repeat after you.</li> <li>Learners come up with examples of words that have the diphthongs.</li> <li>Have learners identify these diphthongs as they read the words.</li> <li>E.g.</li> <li>ei - take</li> <li>oi - boy</li> <li>ai— why, try</li> <li>Learners form their own sentences using words having</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
	DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner.	diphthongs  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.  Pair up stronger and weaker learners so that stronger learners can help weaker ones.  Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge  Assessment: let learners form their own sentences using words having diphthongs	

Wednesday

# **Catch and pass**

Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".

A different member in Group B mention a articles.

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

A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example three articles plus their corresponding sentences.

# **DEBRIEFING**

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

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

## C.GRAMMAR

- Have learners read sentences containing articles.
- 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:

i. I love music.

- ii. I enjoy soup.
- Put learners into small groups to form sentences with a, an, the

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify and use the definite and indefinite articles "a" and "an" to refer to a person, animal, event, time or objects in general

What new things have you learned today?

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

Independent
Activity/ Homework:

# Thursday

# Look-Say-Cover-Write-Check

Learners in convenient groups.

- 1. Put word cards on the table/floor/in a bowl.
- 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.
- 3. S/he then picks the card and shows it to the class.
- 4. The class checks to see if the pupil's word is correct.
- 5. The pupil with the correct number of words wins the game.

# **DEBRIEFING**

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

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

### D.WRITING

- 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.

Accept and record each idea on the board. Assure them that they are not required to justify or explain the ideas they generate.

What new things have you learned today?

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

Independent
Activity/ Homework:

		Assessment: let learners select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing	
Friday	Catch and pass  Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".  A different member in Group B mention a Noun e.g. monkey or tambourine, etc.  Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.  A member in Group B throws the ball back t a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.  DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner.	E.WRITING CONVENTION AND GRAMMAR USAGE  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.  Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Friday	Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books)	E.EXTENSIVE READING	What new things have you learned today?

on display in class/library/cupboard • Guide learners to choose and readrning progress office. independently books of their choletids ring Ask learners to show the library period. **DEBRIEFING** • Learners think-pair-share their stories with or 3 or 1 as to those peers. 'who really got it', • Ask each learner to write a-twoggaragrap of it' or 1. Did you like the states of the summary of the book read. books we observed? didn't get it' 2. What is the cause of the Invite individuals to present theirspectively. poor/good state in which we find the class for feedback. the books? Independent 3. What can we do to make the Activity/ Homework: Assessment: let learners read books look different from the way a variety of age- and level they are now? appropriate books and present a-two-paragraph summary of Share the lesson indicator and explain the key words each book read

Vetted by :	Signature:	Date :

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending: 11th February, 2022						Class siz	e:	
Day:			Date :	Date :				
Monday, 60	Monday, 60 minutes			7th February, 2022				
Tuesday, 60 minutes					8th Febr	uary, 202	22	
Wednesday,	60 minutes				9th Febr	uary, 202	22	
Thursday, 60	minutes				10th Feb	ruary, 20	)22	
Friday, 60 mii	nutes				11th Feb	ruary, 20	)22	
Period :					Lesson:			
2					1 of 1			
2					1 of 4	$\mathcal{C}$		
2					2 of 4	2	•	
2					3 of 4			
2					4 of 4			
Strand: NUM	1BER			Sub-stra	<b>nd :</b> Numbe	er Operat	ions	
					7			
Indicator (cod	de)		B4.1.1.4.2		B4.1.2.1.1			
Content stan	dard (code)		B4.1.1.4.		B4.1.2.1.			
Performance	Indicator		• Lea	rners can count forwards and backwards with positive and				
			negative whole numbers through zero					
			Learners can deSEMESTERine basic multiplication facts up to					
			12:	12×12				
-		. / /		ovation Communication and Collaboration Personal Development				
and Leadersh	ip Critical Thi	nking and	Problem Sol	ving.				
Voanda		1/2,	Desitive		+000m lm			
Keywords		-	-			· ·	ration; product	
T. L .R. (s)			Number lines with both positive and negative numbers, Straws; sticks					
Def		N 4 a t la a casa	Dice; counters (bottle caps; buttons; pebbles); number board			epples); number board		
Ref:		Mathema	atics curriculum Page					
DAY	Phase 1:		Phase 2: M	lain			Phase 3:	
DAT	Starter			ing accoccr	nont)	Plenary / Reflections		
		rter (new learning includi		iiig assessi	iieiit)	Fieldly / Nellections		
brain								
for learning)								
Monday	draw a nui						What new things have you	
,	on the bo	ard	Learners count from a given interval		erval of	learned today?		
	indicating	the	positive an	nd negative	e numbers	on the		
			<u> </u>				<u> </u>	

number line. For example, count from negative and Learning progress voting: positive side. 10 backward through zero to negative -Ask learners to show by 8. their fingers of 5 or 3 or 1 1. Learners form as to those 'who really got convenient groups Differentiated learning it', 'got some of it' or didn't 2. Explain that an Ask stronger learners to answer some get it' respectively. equation will be auestions given out and first and then let learners who are Independent Activity/ learners are to struggling Homework: solve them. answer similar questions. • Pair up stronger and weaker learners so that After 5 set of stronger learners can help weaker questions, answers ones. ticked are checked • Use the remedial activities as practice for learners **DEBRIEFING** who struggle, and the extension I. How was the activities for game? What makes those learners who need more of a it so? challenge 2. How were you able to identify the Assessment: have learners to practice numbers with more examples mentioned? 3. Has there been a situation in your life where you have to identify something and it position? How did you do it? Share lesson indicator and treat key words with learner Tuesday To find 2×3=? Learners arrange 2 What new things have you 1. Learners write straws vertically (legs) and put across it learned today? numbers on a ball with 3 horizontal ones (arms). Learners using a marker. count the number of intersections Learning progress voting: 2. Learners bounce Ask learners to show by or throw the ball to their fingers of 5 or 3 or 1 other learners and as to those 'who really got have them mention it', 'got some of it' or didn't get it' respectively.

the number they see first. Independent Activity/ 3. Learners Homework: bounces/throw the ball to another learner, who does  $2 \times 3 = 6$ same by multiplying the Differentiated learning number he/she Ask stronger learners to answer some sees to the number auestions of the first learner. first and then let learners who are struggling **DEBRIEFING** answer similar questions. 1. How did you find Pair up stronger and weaker learners the game? so that stronger learners can help weaker 2. How ones. difficult/easy was it • Use the remedial activities as practice adding your for learners number to your who struggle, and the extension friends number? activities for 3. What were some those learners who need more of a of the numbers you challenge heard your friends calling out? Assessment: have learners to practice Share lesson with more examples indicator and treat key words with learner Wednesday What new things have you 1. Learners write Learners model different multiplication learned today? numbers on a ball sentences, for example 3×4. Learners mention the number of dots using a marker. Learning progress voting: 2. Learners bounce (intersections) for other learners to Ask learners to show by or throw the ball to model fence their fingers of 5 or 3 or 1 other learners and as to those 'who really got have them mention learners may draw vertical lines to it', 'got some of it' or didn't the number they represent the legs and horizontal lines get it' respectively. across them to represent the arms and see first. 3. Learners then count the number of intersections Independent Activity/ bounces/throw the Homework: as the product ball to another learner, who does same by multiplying the

number he/she sees to the number of the first learner.

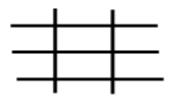
# **DEBRIEFING**

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?3. What were some of the numbers you

heard your friends

calling out?

Share lesson indicator and treat key words with learner



 $2 \times 3 = 6$ 

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

# Thursday

- 1. Learners 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.

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. What new things have you learned today?

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

Independent Activity/ Homework:

# **DEBRIEFING**

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?
- 3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner



	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 an

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

learner

WHATSAPP ONLY 0245350591 Friday What new things have you 1. Learners write Learners find doubles of given learned today? numbers; find squares of given numbers on a ball using a marker. numbers; Learning progress voting: 2. Learners bounce and skip count in 4, 5, and 8 Ask learners to show by or throw the ball to their fingers of 5 or 3 or 1 as to those 'who really got other learners and Differentiated learning it', 'got some of it' or didn't have them mention the number they Ask stronger learners to answer some get it' respectively. see first. **auestions** 3. Learners first and then let learners who are Independent Activity/ bounces/throw the Homework: struggling ball to another answer similar questions. learner, who does • Pair up stronger and weaker learners same by so that multiplying the stronger learners can help weaker number he/she ones. sees to the number • Use the remedial activities as practice of the first learner. for learners who struggle, and the extension **DEBRIEFING** activities for 1. How did you find those learners who need more of a the game? challenge 2. How Assessment: have learners to practice difficult/easy was it with more examples 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

Vetted by :	Signature:	Date :
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SUBJECT: SCIENCE CLASS: FOUR

Week Endi	ng: 11th February, 2022				Class size:	:	
Day:				Date :			
Monday, 60 minutes			7th February, 2022				
Thursday, 60 minutes			10th	February,	2022		
Period :				Lesso	on :		
2				1 of 2	2		
2				2 of 2	2		
Strand : DI\	/ERSITY OF MATTER		Sub-s	strand	l : LIVING A	ND NON-LIVING	
			THIN	GS			
Indicator (c	ode)	B4.1.1.2.	1	(			
Content sta	andard (code)	B4.1.1.2.		C			
Performan	ce Indicator	Learners	can de	escribe	e the physic	cal appearance of	
				of pla	nts (trees,	shrubs, climbing,	
0	and the Court III III III III III	creeping		C-11 1		IDl	
_	etencies: Creativity and Innovation Com ship Critical Thinking and Problem Solvin		n and	collab	oration Pei	rsonai Development	
and Leaders	and cirical minking and Flobiciii 301411	15.					
Keywords							
-							
T. L .R. (s)		Pictures					
Ref:	Science curric	ulum Pag	e				
DAY	Phase 1:	Phase 2:	Main			Phase 3:	
	Starter	(new lear	_	ncludi	ng	Plenary / Reflections	
	(preparing the brain	assessme	ent)				
	for learning)						
Monday	Play the HOT SEAT game using the				o observe	What new things have	
	key words. Select a learner to sit facing the		ferent types of plants. you learned today?				
	other learners with their back to the	Pictures and videos can also				Learning progress	
	board where you write the keywords	be used.				voting: Ask	
	for learners to describe what the					learners to show by	
	word means or does and the learner	-166				their fingers of 5 or 3	
	in the HOT SEAT has to guess what Differentiated I				_	or 1 as to those 'who	
	the word is. Repeat for all the key					really got it', 'got some of it' or didn't	
	words	answer s	•			get it' respectively.	
				et lear	ners who	Sec it respectively.	
	DEBRIEFING:	are strug	gling				

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

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		appearance of different type	es
		of plants	
Vetted by :		Signature:	Date :
		<b>/</b>	
	<del>O</del> I		

SUBJECT: COMPUTING CLASS: FOUR

Week Ending: 11th February, 2022				Class size:		
Day:				Date:		
Wednesday, 60	minutes			9th February, 2022		
Period :				Lesso	on :	
2				1 of 1	1	
Strand : Introdu	ction to computing	!	Sub-s	stranc	d: Generation of computers and	
			parts	of a	computer and other gadgets	
Indicator (code)		B4.1.1	l.1.3			
Content standar	rd (code)	B4.1.1	l.1.		. \	
Performance Inc	dicator	Learn	ers ca	an diff	ferentiate between RAM and ROM.	
Core Competen	cies: Creativity and Innovation Communi	cation a	and C	ollab	oration Personal Development	
and Leadership (	Critical Thinking and Problem Solving.					
Keywords		0				
T. L .R. (s)		Lapto	Laptop			
Ref:	lum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase (new includ	learn ling	ing	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 a RAM or ROM to class or a picture of RAM and ROM to class. Guide learners to differentiate between ROM and RAM.		Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it',	
	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?		Differentiated learning Ask stronger learners to answer some questions			

	first and then let
	learners who are
Share lesson indicator and treat key	struggling
words with learner	answer similar
	questions.
Share lesson indicator and treat key	Pair up stronger
words with learner .	and weaker
	learners so that
	stronger learners
	can help weaker
	ones.
	Use the remedial
	activities as
	practice for
	learners
	who struggle, and
	the extension
	activities for
	those learners who
	need more of a
	challenge

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

Assessment: Let

between RAM and

learners differentiate

ROM

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week: 11th Fe	bruary, 2022					Class	size:	
Day:					Date :			
Tuesday, 60 mi	nutes <b>Ending</b>				8th February, 2022			
Thursday, 60 m	inutes				10th F	ebrua	ry, 2022	
Period :					Lesson	ı :		
2				1 of 1				
Strand : ALL AB	OUT US			Sub-st	rand : N	Myself		
Indicator (code	)		B4.1.2	.1. 2.				
Content standa	rd (code)		B4.1.2	.1.		. //		
Performance In	dicator						ons to live in harmony with	
Core Competencies: Creativity and Innovation Command Leadership Critical Thinking and Problem Solving  Keywords			nunicati					
T. L .R. (s)			Pictures					
Ref:		Our World Our Po	eople (	curricul	um Pa	ge		
DAY	Phase 1: Starter (preparing the brafor learning)	ain	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:		living in one are promored law are and defined.  Difference Ask stranswer first are who are	you learned today ne another, e. g. to romote peace and unity, w and order, growth nd development, etc.  ifferentiated learning sk stronger learners to			What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:	

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners mention reasons to live in harmony with one another as a responsible citizen

# Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

# **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

In a think-pair-share session, learners talk about attitudes and behaviours that promote harmonious living at home, school, community, etc.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 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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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	

			51	
Vetted by :	AAFIIF	Signature:		Date :

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 11	th February, 2	.022				Class s	ize:	
Day:					Date:			
Friday, 60 minute	es .				11th February, 2022			
Period :					Lesson	:		
2					1 of 1			
Strand: MOTOR SKILL AND MOVEMENT PAT			TERNS	Sub-str	and : M	ANIPULA	ATIVE SKILLS	
Indicator (code)			B 4. 1.2	2.1.2			$\lambda$	
Content standard	d (code)		B 4. 1.2	2.1.				
Performance Ind	icator						ing and manipulating objects on	
				nd-level l	-			
-	•			nunicatio	n and Co	llaborat	ion Personal Development and	
Leadership Critica	al Thinking and	i Problem Sol	ving.		$\bigcirc$			
Keywords				(				
			1					
T. L .R. (s)			cones					
Ref:		PE curriculu	m Page					
		X						
DAY	Phase 1:		Phase 2	2: Main			Phase 3:	
	Starter	1/2,	1 '	earning ir	ncluding		Plenary / Reflections	
	(preparing th		assessment)					
	for learning)							
Friday	Learners jog			warm u		•	What new things have you learned today?	
	demarcated			balls ava			learned today:	
	while singing			vith their			Learning progress voting:	
	clapping to w	-		nem at a		-	Ask learners to show by their	
	body for max		· ·	n. Let the eir head			fingers of 5 or 3 or 1 as to	
performance and to prevent injuries				hile mair	_		those 'who really got it', 'got	
	prevent injur	163	balance		itaiiiiig	a	some of it' or didn't get it' respectively.	
			Dalance	<b>.</b> .			. copectively.	
							Independent Activity/	
							Homework:	
Natta d la							Data	
Vetted by :			S	ignature	:		Date :	

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending: 11th February, 2022					Class size:			
Day:					Date	Date:		
Friday, 60 mini	utes				11th February, 2022			
Period :			Lesso	n:				
2					1 of 1	L		
Strand : God, H	His Creation and Attrib	utes		Sub-s	trand	: God	the Creator	
Indicator (code	e)		B4.1.	1.2.				
Content stand	ard (code)					. \		
Performance I	ndicator			ners ca			e uniqueness of humankind	
_	encies: Creativity and Ir		nicatio	n and	Collab	oration	n Personal Development	
T. L .R. (s)		5	Pictu	res				
Ref:		RME curriculum	Page					
DAY	Phase 1: Starter (preparing the brain for learning)	in	(new	e 2: Ma learnii ding as	ng	nent)	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?		anim being comp the to Differ Ask sto an quest first a	rentiat tronge swer se tions and the ers wh	a hum raw th betwee ed lear r learn ome	an ie een rning	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:	

WHATSAPP ONLY 0245350591 •How does it feel to win? answer similar •What will you do next time to questions. win? • Pair up stronger and weaker learners so that Share lesson indicator and treat key stronger learners can words with learner help weaker ones. • Use the remedial Share lesson indicator and treat key activities as practice words with learner. for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners draw an animal and a human being and draw the

Vetted by :	. Signature:	Date :

comparison between

the two.

SUBJECT: HISTORY CLASS: FOUR

Week: 11th February, 2022				Class size:		
Day:				Date :		
Tuesday, 60 minutes <b>Ending</b>				8th February, 2022		
Thursday, 60 minutes				10th February, 2022		
Period :				Lesson:		
2			1 of 2			
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:		nase 2: Main			Phase 3:
	Starter	(new learning in		g includ	ing	Plenary / Reflections
	(preparing the brain	assess	assessment)			
	for learning)					
Tuesday	Play the HOT SEAT game	List the sources of				What new things have you
	using the key words. Select a learner to sit facing	history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts				learned today?
	the other learners with their					Learning progress voting:
	back to the board where you					Ask learners to show by their
	write the keywords for			rks, old		fingers of 5 or 3 or 1 as to
	learners to describe what the			dirges,		those 'who really got it', 'got
	word means or does and the	appellation and bo			ks.	some of it' or didn't get it'
	learner in the HOT SEAT has					respectively.
	to guess what the word is.  Repeat for all the key words					
	repeat for all the key words					

### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Classify these sources under primary and secondary sources.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify the sources of history

Independent Activity/ Homework:

# Thursday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.
Repeat for all the key words

# **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?

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.

Classify these sources under primary and secondary sources.

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:

	•What will you do next time to win?  Share lesson indicator and treat key words with learner  Share lesson indicator and treat key words with learner.	<ul> <li>Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul>	
		Assessment: let learners classify the sources of	
		history under primary	
		and secondary sources	
etted by :		Signature:	Date :

	Vetted by :	Signature:	Date :
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WEEK FOUR: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	: 11th February, 2022				Class si	ze:
Day:			Date:	Date :		
Monday, 60 r	minutes			7th Feb	oruary, 2	022
Wednesday, 6	60 minutes			9th Feb	oruary, 2	022
Period :				Lesson	:	
2				1 of 2		
2				2 of 2		
Strand : Perfo	orming Arts		Sub-stra	and : Pla	nning, N	laking and Composing
		1				
Indicator (cod	le)	B4 2.2.2	2.1.		$\mathcal{C}_{X}$	
Content stand	· · ·	B4 2.2.2	2.			
Performance	Indicator		•			ilable performing arts media
		and te	chniques	to crea	te artw	orks based on own views,
					_	of performing artworks that
						he people of Ghana
•	encies: Creativity and Innovation ip Critical Thinking and Problem		unication	and Coll	laboratio	n Personal Development
arra Leader Siri	p critical rimining and ricolem	r sorving.				
Keywords						
T. L .R. (s)		Pictures	5			
Ref:	Creative Arts	curriculu	ım			
DAY	Phase 1:	Phase 2	: Main			Phase 3:
	Starter	(new learning including		Plenary / Reflections		
	(preparing the brain	assessment)				
	for learning)					
Monday Play the HOT SEAT game		Learners are to:		What new things have you		
using the key words.		② explore the surroundings to		learned today?		
Select a learner to sit facing the other learners		select available instruments,		Learning progress votings		
	with their back to the	sounds,	rhythms	, movem	ent	Learning progress voting: Ask learners to show by
	board where you write the	pattern	s, etc. tha	at are sui	table	their fingers of 5 or 3 or 1
	keywords for learners to	for com	posing ar	nd perfor	ming	as to those 'who really got
describe what the word		music, dance, drama, poetry,		etry,	it', 'got some of it' or	
	means or does and the	etc.;				didn't get it' respectively.
	learner in the HOT SEAT	2 exper	iment wit	th availal	ole	
	has to guess what the	instrum	ents, sou	nds, rhy	thms,	

word is. Repeat for all the movement patterns, etc. to Independent Activity/ Homework: key words perform some of the compositions of the Ghanaian performing artists studied that **DEBRIEFING:** reflect the history and culture of How did you feel during the Ghanaian. For example, sing the game? patriotic songs composed by •What new words did you learn? Ephraim Amu, act parts of •How does it feel to win? drama performed by Grace •What will you do next Omaboe or David Dontoh of time to win? Obra Drama Troupe, or recite poems created by Atukwei Okai or any local performing arts Share lesson indicator and treat key words with group; learner discuss and share their experiences through peer review. Share lesson indicator and treat key words with Assessment: let learners create learner. artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana Wednesday Play the HOT SEAT game Learners are to: What new things have you using the key words. learned today? explore the surroundings to Select a learner to sit select available instruments, facing the other learners Learning progress voting: sounds, rhythms, movement with their back to the Ask learners to show by patterns, etc. that are suitable board where you write the their fingers of 5 or 3 or 1 for composing and performing keywords for learners to as to those 'who really got music, dance, drama, poetry, describe what the word it', 'got some of it' or means or does and the didn't get it' respectively. etc.; learner in the HOT SEAT experiment with available has to guess what the Independent Activity/ instruments, sounds, rhythms, word is. Repeat for all the Homework: movement patterns, etc. to key words perform some of the compositions of the Ghanaian performing artists studied that **DEBRIEFING:**  How did you feel during reflect the history and culture of the game? the Ghanaian. For example, sing patriotic songs composed by

•What new words did you Ephraim Amu, act parts of learn? drama performed by Grace •How does it feel to win? Omaboe or David Dontoh of •What will you do next Obra Drama Troupe, or recite time to win? poems created by Atukwei Okai or any local performing arts group; Share lesson indicator and treat key words with discuss and share their learner experiences through peer review. Share lesson indicator and Assessment: let learners create treat key words with artworks based on own views, learner. knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana

Vetted by :	Signature:	Date :
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WEEK FOUR: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:						Class	size:		
Day:			Date	:					
Period :					Lesso	n:			
<b>Strand :</b> Reading	ng			Sub-s	trand :	Phonic	s: Letter S	Sound Knowle	dge
Indicator (code	e)		B4.2.4	1.1.4	B4.	2.5.1.1	.1	B4.2.5.1.2	
Content stand	ard (code)		B4.2.4	l.1.	B4.	2.5.1.1		B4.2.5.1.	
•			clusto Learr pron Learr from	ers in somers shounciation in the should be sh	entencould reacon and ould finate.	es ad aloud w tone ad meaning	nd read consor vith correct gs of unfamilia rsonal Develo	ar words	
T. L .R. (s)		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Manil	a cardo	mark	ors roc	orded aug	dios visual	
Ref:		Ghanaian Lang				ers, rec	torueu auc	alos visuai	
DAY Phase 1: Starter (preparing the brain for learning)		Phase 2: I (new lear assessme		g inclu	ding	Phase 3: Plenary /	Reflections		
	Cover Up  Learners in congroups.  1. Write a word		• Writ conso them	s of the e word nant cl (where	s say the alphads with usters applicant to the control of the cont	bet. in cable)	learned to	w things have oday?  progress votiners to show by f 5 or 3 or 1 as	ng: y their

- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

#### **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner.

the words as a group and individually.

- 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.

Assessment: let learners read consonant clusters in sentences

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

Independent Activity/ Homework:

#### **Onset and Rime Game**

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the

- 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).

What new things have you learned today?

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

Independent Activity/ Homework:

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.

Assessment: let learners read aloud with correct pronunciation and tone

#### **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner .

# **Cover Up**

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING: What did you like about the game?

- 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.

Assessment: let learners find meanings of unfamiliar words from context.

What new things have you learned today?

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

Independent Activity/ Homework:

WHATSAPP ONLY	0245350591	
	What did you dislike about the game? What must your team do to win next time?	
	Share lesson indicator and treat key words with learner .	

Vetted by :	Signature:	Date:
retted by	Signature	Date



# SEMESTER ONE BASIC FOUR WEEK 5

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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

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

WITA I JAFF U	NLY 0245350591	pronouns within and acr	nss sentences to air
		cohesion and avoid ambig	
		E. Learners can identify and	
		- refer to cities and coun	•
		F. Learners can read a varie	, .
		' ' '	d present a-two
		paragraph summary of ea	
	etencies: Creativity and Innovation Comm	unication and Collaboration Persor	nal Development
and Leaders	ship Critical Thinking and Problem Solving.		
Keywords			
,			
T. L .R. (s)		Word cards, sentence cards, lett	er cards,
		handwriting on a manila card and	d a class library.
Ref:	English Langua	ge curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including	Plenary /
	(preparing the brain	assessment)	Reflections
	for learning)	- ( )-	
Monday	"Pick and Read"	A.ORAL LANGUAGE	What new things
		<ul> <li>Demonstrate the activity by</li> </ul>	have you learned
	•Learners in convenient groups.	describing a classroom object.	today?
	•A group leader picks a sentence card	Learners give oral	
	and shows/signs/demonstrates it to	descriptions of classroom and	Learning progress
	another group. E.g.Group B	other familiar objects such as a	voting:
	A member in Group B	table, a school bag, a chair and	Ask learners to
	reads/signs/demonstrate the	others, (Learners may ask	show by their
	sentence at a good pace and	questions as the description	fingers of 5 or 3 or
	expression.	goes on).	1 as to those 'who
	•The group earns a point if the	Festivals	really got it', 'got some of it' or
	member reads/signs/demonstrates	Learners name familiar	didn't get it'
the sentence correctly; otherwise, it is passed on to another group for a		festivals and talk about them:	respectively.
	bonus point.	when they are held, why and	respectively.
	Solido polític	how they are celebrated, etc.	Independent
	DEBRIEFING:	they are delegrated, etc.	Activity/
	1. What are some of the sentences	Birthdays	Homework:
	you read in the game?	Learners state their	
	2. What challenges did you face in	birthdays/dates and write them	
	reading with good nace and	down using the two formats	

down using the two formats indicated in the content.

(Teacher should check

accuracy).

reading with good pace and

expression?

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

Share lesson indicator and treat key words with learner .

Telling the Time

• 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.

Important places in the country
 Provide a map of Ghana and assist learners to identify important places and talk about them.

• Have learners locate these places on the map

Assessment: let learners describe/talk about objects, events, dates and time

What new things have you learned today?

# Learning progress voting: Ask learners to show by their fingers of 5 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 Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

# **DEBRIEFING**

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

# **B.READING**

- 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.

e.g. p-l-o-t = plot b-l-a-c-k = black g-r-o-w = grow

- Have learners identify words containing particular blends
   e.g. bl, br, cr, cl, gr, gl
   Tapping Out Game
   "Tapping Out" is about using the fingers to teach decoding
   /blending the sound of letters.
- Each finger represents a letter sound of single-syllable words.
- Turn your back to the class and raise your right hand.

Share lesson indicator and treat key words with learner.

- 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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners orally produce single-syllable words by blending sounds (phonemes), including consonant blends

# Wednesday

# Catch and pass

Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".

A different member in Group B mention a quantifier.

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

# C.GRAMMAR

- 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

What new things have you learned today?

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

A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five each quantifiers plus their corresponding sentences.

# **DEBRIEFING**

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

identify them from given sentences/texts

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners write sentences using quantifiers

Independent Activity/ Homework:

# Thursday

# Look-Say-Cover-Write-Check

Learners in convenient groups.

- 1. Put word cards on the table/floor/in a bowl.
- 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the
- word on the board.
- 3. S/he then picks the card and shows it to the class.
- 4. The class checks to see if the pupil's word is correct.
- 5. The pupil with the correct number of words wins the game.

# **DEBRIEFING**

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

# D.WRITING

- Have learners work independently to write a first draft. Advise learners to:
- 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.

Assessment: let learners develop ideas into a oneparagraph

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 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 .		
Friday	Catch and pass  Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".  A different member in Group B mention a Noun e.g. Ghana, Accra, etc.  Another member in Group B uses the noun to form a sentence. The group earns a point for the given noun and correct sentence.  A member in Group B throws the ball back t a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.  DEBRIEFING What did you like about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner.	E.WRITING CONVENTION AND GRAMMAR USAGE  • 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.  Assessment: let learners form sentences with names of other cities and countries and countries.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Friday	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.	<ul> <li>• Guide learners to choose and books of their choice during the</li> <li>• Learners think-pair-share their</li> <li>• Ask each learner to write a-tw</li> </ul>	What new things have you learned today?  Learning progress voting:
	DEBRIEFING	• Ask each learner to write a-tw summary of the book read.	Ask learners to show by their

• Invite individuals to present the fingersk at 65 lose 3 or 1. Did you like the states of the books 1 as to those 'who class for feedback. we observed? really got it', 'got 2. What is the cause of the poor/good some of it' or Assessment: let learners read a state in which we find the books? didn't get it' variety of age- and level 3. What can we do to make the books respectively. look different from the way they are appropriate books and present now? Independent a-two-paragraph summary of Activity/ each book read Share the lesson indicator and explain Homework: the key words

Vetted by :	. Signature:	. Date :

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending: 18th February, 2022					Class size:		
Day: Date:							
Monday, 60	Monday, 60 minutes			14th	14th February, 2022		
Tuesday, 60	minutes			15th	February, 2022		
Wednesday,	60 minutes			16th	February, 2022		
Thursday, 60	) minutes			17th	February, 2022		
Friday, 60 m	ay, 60 minutes 18th February, 2022						
Period :				Lesso	on:		
2				1 of 3	3		
2				2 of 3			
2				3 of 3			
2				1 of 2			
2				2 of 2			
Strand: NUN	MBER			Sub-strand	: Number Operations		
Indicator (co	ode)		B4.1.2.	2.1	B4.1.2.2.2		
Content star	ndard (code)		B4.1.2.	2.	B4.1.2.2.		
Performance	e Indicator		•	Learners of	arners 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 deSEMESTERine answers				
		6/11.	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				
-		•			on and Collaboration P	ersonal Development	
and Leaders	hip Critical Think	ing and Prob	iem Solv	ving.			
Keywords			Doubli	ng; open se	ntence; magic square;	pyramid	
T. L.R. (s) Multiplicatio			lication tab	ion table			
Ref: Mathematic		ics curric	cs curriculum Page				
DAY	Phase 1:		Phase 2	2: Main		Phase 3:	
	Starter		(new le	new learning including assessment) Plenary / Reflections			
	(preparing the	brain					

	for learning)		
Monday	*	Describe the mental mathematics	What new things have
	1. Learners write	strategies used to deSEMESTERine a	you learned today?
	numbers on a ball using a	given basic fact, such as	
	marker.		Learning progress
	2. Learners bounce or	Describe the mental mathematics	voting: Ask
	throw the ball to other learners and have them	strategies used to deSEMESTERine a given basic fact, such as	learners to show by their fingers of 5 or 3
	mention the number they	skip count up by one or two groups	or 1 as to those 'who
	see first.	from a known fact (e.g., if $5 \times 7 = 35$ ,	really got it', 'got
	3. Learners	then $6 \times 7$ is equal to $35 + 7$ and $7 \times 7$ is	some of it' or didn't
	bounces/throw the ball to	equal to 35 + 7 + 7)	get it' respectively.
	another learner, who		
	does same by multiplying	from a known fact (e.g., if $8 \times 8 = 64$ ,	Independent
	the number he/she sees	then $7 \times 8$ is equal to $64 - 8$ and $6 \times 8$ is	Activity/ Homework:
	to the number of the first	equal to 64 – 8 – 8)	
	learner.	Differentiated learning	
	DEBRIEFING	Differentiated learning Ask stronger learners to answer some	
	1. How did you find the	questions	
	game?	first and then let learners who are	
		struggling	
	2. How difficult/easy was	answer similar questions.	
	it adding your number to	Pair up stronger and weaker learners	
	your friends number?	so that	
	3. What were some of the	stronger learners can help weaker ones.	
	numbers you heard your	Use the remedial activities as practice	
	friends calling out?	for learners who struggle, and the extension	
		activities for	
	Share lesson indicator	those learners who need more of a	
	and treat key words with	challenge	
	learner		
		Assessment: have learners to practice	
		with more examples	
Tuesday	*		What new things have
	1. Learners write	Describe the mental mathematics	you learned today?
	numbers on a ball using a marker.	strategies used to deSEMESTERine a	Loarning progress
	2. Learners bounce or	given basic fact, such as	Learning progress voting: Ask
	throw the ball to other	doubling (e.g., for 8 × 3 think 4 × 3 =	learners to show by
	learners and have them	12, and $8 \times 3 = 12 + 12$ )	their fingers of 5 or 3
	mention the number they	② patterns when multiplying by 9 (e.g.,	or 1 as to those 'who
	see first.	for $9 \times 6$ , think $10 \times 6 = 60$ , and $60 - 6 =$	really got it', 'got

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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.
DEBRIEFING
1 How did you find the

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

54; for  $7 \times 9$ , think  $7 \times 10 = 70$ , and 70 - 7

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

• Pair up stronger and weaker learners so that

answer similar questions.

stronger learners can help weaker ones.

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

Assessment: have learners to practice with more examples

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

Independent
Activity/ Homework:

# Wednesda

У

- 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.

#### **DEBRIEFING**

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

Describe the mental mathematics strategies used to deSEMESTERine a given basic fact, such as

Recall multiplication facts to 81 and related division facts

 $60 \div 2 = 30$  and  $30 \div 2 = 15$ )

Differentiated learning
Ask stronger learners to answer some questions
first and then let learners who are struggling
answer similar questions.
• Pair up stronger and weaker learners

 Pair up stronger and weaker learners so that stronger learners can help weaker ones. What new things have you learned today?

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

Independent
Activity/ Homework:

	3. What were some of the numbers you heard your	Use the remedial activities as practice for learners	
	friends calling out?	who struggle, and the extension activities for	
	Share lesson indicator and treat key words with learner	those learners who need more of a challenge	
	learner	Assessment: have learners to practice with more examples	
Thursday	* 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.  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?	Descensive 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)  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.  • Pair up stronger and weaker learners so that stronger learners can help weaker ones.  • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge  Assessment: have learners to practice with more examples	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
	Share lesson indicator and treat key words with learner		
Friday	* 1. Learners write numbers on a ball using a marker.	Apply halving and doubling when deSEMESTERining a given product (e.g., 32×5 is the same as 16×10)	What new things have you learned today?

- 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.

# **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

Apply the distributive property to deSEMESTERine a given product involving multiplying factors that are close to multiples of 10 (e.g.,  $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$ 

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

- Pair up stronger and weaker learners so that
- stronger learners can help weaker ones.Use the remedial activities as practice
- for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

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

Independent
Activity/ Homework:

Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: FOUR

Week Ending: 1	18th February, 202	2				Class	size:
Day:					Date :		
Monday, 60 minutes				14th February, 2022			y, 2022
Thursday, 60 m	inutes				17th I	ebruar	y, 2022
Period :					Lessor	ı:	
2					1 of 2		
2					2 of 2		
Strand : DIVERS	SITY OF MATTER			Sub-st	rand : L	IVING A	ND NON-LIVING THINGS
Indicator (code	)		B4.1.1	.2.2		- / /	
Content standa	rd (code)		B4.1.1	.2.	C		
Performance In	dicator		Learne	rs can d	escribe	the phy	rsical features of mammals,
			reptile	s, insect	s and a	mphibia	ans.
· •	•			ion and	Collabo	oration	Personal Development
and Leadership	Critical Thinking a	nd Problem Solvir	ıg.	)-			
Keywords							
T. L .R. (s)			Picture	es			
Ref: Science curricult		um Pag	e				
DAY	Phase 1:		Phase	2: Main			Phase 3:
	Starter		(new le	earning	includir	ng	Plenary / Reflections
	(preparing the bi	rain	assess	ment)			
	for learning)						
Monday, 60	Play the HOT SEA	AT game using		ners obs			What new things have
minutes	the key words.		mamm	als, rep	tiles, in	sects	you learned today?
	Select a learner to other learners we the board where keywords for lead describe what the or does and the learners word is. Repeat fewords	ith their back to you write the rners to e word means earner in the guess what the	videos releval frogs, l • Leari use thi identif	nphibiar and pic nt speci- izards, c ners are nk pair- y and di s they h	tures (comen successive) cockroa guided share to	ch as ches). to	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

# **DEBRIEFING:** • Learners describe the •How did you feel during the physical features of the game? animals stated in •What new words did you learn? SEMESTERs of their limbs, •How does it feel to win? body covering, height, •What will you do next time to shape, size, where they live, win? how they move and what they eat. Share lesson indicator and treat key words with learner Differentiated learning Ask stronger learners to Share lesson indicator and treat answer some questions key words with learner. first and then let learners who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for **learners** who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the physical features of mammals and reptiles Thursday, 60 Play the HOT SEAT game using What new things have the key words. you learned today? minutes Learners are guided to Select a learner to sit facing the use think pair-share to other learners with their back to Learning progress voting: identify and discuss the the board where you write the Ask learners to show by animals they have keywords for learners to their fingers of 5 or 3 or observed. describe what the word means 1 as to those 'who really or does and the learner in the

HOT SEAT has to guess what the word is. Repeat for all the key words

# **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

• Learners 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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners describe the physical features of mammals and reptiles

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

Independent Activity/ Homework:

Vetted by : Date : Signature:	
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SUBJECT: COMPUTING CLASS: FOUR

Week Ending: 1	18th February, 2022			Class size:	
Day:			Dat	Date :	
Wednesday, 60 minutes			16tl	h February, 2022	
Period :			Less	son :	
2			1 of	f 1	
Strand : Introdu	uction to computing	S	ub-strar	nd : Generation of computers and	
		р	arts of a	a computer and other gadgets	
Indicator (code	)	B4.1.1.	.1.4		
Content standa	ard (code)	B4.1.1.	.1.		
Performance Ir	ndicator	Learne	ers can ty	ype short phrases	
and Leadership	ncies: Creativity and Innovation Communi Critical Thinking and Problem Solving.	cation a	nd Colla	boration Personal Development	
Keywords		()	`		
T. L .R. (s)		Laptop	)		
Ref:	Computing curricu	lum Pa	ge		
DAY	Phase 1: Starter (preparing the brain for learning)		_	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 type di phrase Word I  Differe learnin Ask str learne some d first an	learners ifferent es using a Procession entiated ng ronger rs to ans question nd then lears who a	learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 a to those 'who really got it', 'got some of it' or didn't ge it' respectively.  Swer Independent Activity/ Homework:	

	answer similar
	questions.
Share lesson indicator and treat key	Pair up stronger
words with learner	and weaker
	learners so that
Share lesson indicator and treat key	stronger learners
words with learner .	can help weaker
	ones.
	Use the remedial
	activities as
	practice for
	learners
	who struggle, and
	the extension
	activities for
	those learners who
	need more of a
	challenge
	Assessment: Let
	learners describe
	how to type short
	phrases

Vetted by :	Signature:	Date :
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending:	18th February, 2022				Class siz	ze:
Day:				Date:		
Tuesday, 60 minutes				15th February, 2022		
Thursday, 60 r	minutes			17th Fe	bruary, 2	022
Period :				Lesson :		
2				1 of 2		
2				2 of 2		
Strand: ALL A	BOUT US		Sub-stra	and : My	Family an	d the Community
Indicator (cod	le)	B4.1.3.1	.1.		- //	
Content stand	lard (code)	B4.1.3.1		C	$\mathcal{O}$	
Performance	Indicator	Learners	can exp	lain and a	appreciat	e the importance of being
		a comm	itted mer	nber of th	ne family	· -
Core Compete	encies: Creativity and Innovation	n Commur	nication a	nd Collab	oration F	Personal Development
and Leadershi	p Critical Thinking and Problem	Solving.	0-			
Keywords		Behaviours, obedience, relatives, initiatives, characteristics,				
		drug addicts, drunkard.				
T. L .R. (s)		Pictures, Video clips, posters, films, computer, charts,				
		Internet,				
Ref:	Our World Ou	ır People	curriculu	ım Page		
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter	(new lea	rning inc	luding		Plenary / Reflections
	(preparing the brain	assessm	ent)			
	for learning)					
Tuesday	Play the HOT SEAT game	Learners	s talk abo	ut family		What new things have
	using the key words.	member	rs e.g. mo	ther, fath	ner,	you learned today?
	Select a learner to sit facing the other learners with their	siblings,	uncles, a	unties,		Learning progress
	back to the board where you	grandpa	rents.			voting: Ask
	write the keywords for					learners to show by
	learners to describe what			ut behavi		their fingers of 5 or 3 or
	the word means or does and			mitted me		1 as to those 'who really
	the learner in the HOT SEAT		, ,	obediend	•	got it', 'got some of it'
	has to guess what the word	•		on e.g. tal	king	or didn't get it' respectively.
	is. Repeat for all the key words		amily acti		_	respectively.
		obedien	ce to elde	ers of the	family,	

#### WHATSAPP ONLY 0245350591 respect for family members, Independent Activity/ Homework: accepting responsibility **DEBRIEFING:** (performing assigned duties), How did you feel during the taking initiatives, helping needy game? relatives. •What new words did you learn? Differentiated learning •How does it feel to win? What will you do next time Ask stronger learners to answer to win? some questions first and then let learners who are struggling Share lesson indicator and answer similar questions. treat key words with learner Pair up stronger and weaker learners so that Share lesson indicator and stronger learners can help weaker treat key words with learner ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners mention behaviours expected of committed members of the family Learners talk about the Thursday Play the HOT SEAT game What new things have using the key words. you learned today? importance of being a committed Select a learner to sit facing family member e.g. to promote the other learners with their Learning progress unity, to gain respect, to be back to the board where you Ask voting: considered a trustworthy person. learners to show by write the keywords for learners to describe what their fingers of 5 or 3 or the word means or does and Learners draw and colour a family 1 as to those 'who really the learner in the HOT SEAT got it', 'got some of it' member e.g. father, mother. has to guess what the word or didn't get it' is. Repeat for all the key respectively. Differentiated learning words Ask stronger learners to answer Independent Activity/

some questions

struggling

DEBRIEFING:

first and then let learners who are

Homework:

	<ul> <li>How did you feel during the game?</li> <li>What new words did you learn?</li> <li>How does it feel to win?</li> <li>What will you do next time to win?</li> </ul> Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner	<ul> <li>Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> <li>Assessment: Let learners mention the importance of being a committed family member</li> </ul>	
/etted by :			Date :

Vetted by :	Signature:	Date:

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 18th February, 2022			Class size:					
Day:				Date :				
Friday, 60 minutes				18th February, 2022				
Period :				Lesson:				
2				1 of 1				
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-stran	d: MANIPULATIVE SKILLS				
PATTERNS								
Indicator (co	ode)	B4.1.2.1.3						
Content star	ndard (code)	B4.1.2.1.						
Performance	e Indicator	Learners can Strik	e a bounc	ed ball with the hands and fee	et.			
=		tivity and Innovation ng and Problem Sol		nication and Collaboration Pe	ersonal Development and			
Leauership C	JILICAI IIIIIIKII	ig and Froblem 301	vilig.					
Keywords				-()-				
-								
T. L .R. (s)		cones						
Ref:	PE curriculu	m Page						
DAY	Phase 1:	Phase 2: Main	Phase 3:					
	Starter	(new learning including assessment)			Plenary / Reflections			
	(preparing							
	the brain							
	for							
	learning)	_						
Friday	Learners	In pairs, a partner tosses a lightweight ball to a			What new things have			
	jog round a	colleague to hit over varying distances. Serve a			you learned today?			
	demarcate	lightweight ball to a partner, using the underhand						
	d area in	movement pattern. Strike a gently-tossed ball with feet,			Learning progress			
	files while	using a side orientation.			voting: Ask			
	singing and				learners to show by			
	clapping to			their fingers of 5 or 3 o				
	warm-up			1 as to those 'who				
	the body				really got it', 'got some			
	for				of it' or didn't get it'			
	maximal				respectively.			

WHATSAPP O	NLY 024535059	91		
	performan			
	ce and to			Independent Activity/
	prevent			Homework:
	injuries			

Signature: ...... Date: .....

Vetted by :....

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending:		Class size:			size:				
Day:			Date :						
Friday, 60 minu			18th February, 2022						
Period :	Period :				Lesso	n:			
2					1 of 1	_			
<b>Strand</b> : God, F	Strand : God, His Creation and Attributes				Sub-strand : God the Creator				
Indicator (code	e)		B4.1.	B4.1.1.2.1:					
Content standa	ard (code)		B4.1.	1.2.		. \			
Performance Indicator				ners ca			e uniqueness of humankind		
Core Competencies: Creativity and Innovation Communand Leadership Critical Thinking and Problem Solving.  Keywords			nication and Collaboration Personal Development						
T. L .R. (s)			Pictu	res					
Ref:		RME curriculum	Page						
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		nent)	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?		down chara huma differ anim Differ	acteristics of ankind that are rent from als.  rentiated learning stronger learners aswer some		rning	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:		

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

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SUBJECT: HISTORY CLASS: FOUR

Week Ending: 18th February, 2022				Class size:			
Day:				Date :			
Tuesday, 60 minutes				15th February, 2022			
Thursday, 60 m			17th February, 2022				
Period :				Lesson:			
2				1 of 2			
2		2 of 2					
Strand : History	as a Subject	Sub-strand: Why and How We Study HISTORY					
					. \		
Indicator (code	)	B4.1.2	1.2.1				
Content standa	rd (code)	B4.1.2	1.2.	C			
Performance In	ndicator	Learn	ers ca	n identify	the sources of history including		
		archa	eology	, numisma	tics, oral tradition, wall paintings		
		etc.					
	ncies: Creativity and Innovation Co		ication	and Collab	oration Personal Development		
and Leadership	Critical Thinking and Problem Solv	ving.					
Keywords		Old o	hotogr	anher ald n	overanore, an old diany old		
Reywords		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)			nce, sc				
Ref:	History curricul						
inci.	nistory curricul	ann i c	<b>4</b> 60				
DAY Phase 1:		Phase 2: Main		in	Phase 3:		
	Starter	(new learning including		_	Plenary / Reflections		
(preparing the brain		assessment)					
for learning)							
Tuesday Play the HOT SEAT game using		Explain how relevant What new things have you					
	the key words. Select a learner to sit facing	historical information can we obtain from old newspapers and			learned today?		
	the other learners with their				Learning progress voting:		
	back to the board where you		•	. Natural	Ask learners to show by their		
	write the keywords for		disasters – dro		fingers of 5 or 3 or 1 as to those		
learners to describe what the		bushfire etc.)			'who really got it', 'got some of		
word means or does and the					it' or didn't get it' respectively.		
learner in the HOT SEAT has to			Differentiated learning				

guess what the word is. Independent Activity/ Ask stronger learners Repeat for all the key words Homework: to answer some questions first and then let **DEBRIEFING:** learners who are • How did you feel during the struggling game? answer similar •What new words did you questions. learn? • Pair up stronger and •How does it feel to win? weaker learners so that •What will you do next time to stronger learners can win? help weaker ones. • Use the remedial activities as practice for Share lesson indicator and learners treat key words with learner who struggle, and the extension activities for those learners who Share lesson indicator and need more of a treat key words with learner. challenge Assessment: let learners mention the relevant historical information that we can obtain from old newspapers and diaries Play the HOT SEAT game using Thursday What new things have you the key words. learned today? Explain how relevant Select a learner to sit facing historical information the other learners with their Learning progress voting: can we obtain from old back to the board where you Ask learners to show by their newspapers and write the keywords for fingers of 5 or 3 or 1 as to those diaries? (E.g. Natural learners to describe what the 'who really got it', 'got some of disasters – drought, word means or does and the it' or didn't get it' respectively. bushfire etc.) learner in the HOT SEAT has to guess what the word is. Independent Activity/ Differentiated learning Homework: Repeat for all the key words Ask stronger learners to answer some questions **DEBRIEFING:** •How did you feel during the game?

WHATSAPP ONLY 0245350591 •What new words did you first and then let learn? learners who are •How does it feel to win? struggling •What will you do next time to answer similar win? questions. • Pair up stronger and weaker learners so that Share lesson indicator and stronger learners can treat key words with learner help weaker ones. • Use the remedial activities as practice for Share lesson indicator and learners treat key words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners mention the relevant historical information that we

Vetted by :	 Signature:	Date :

can obtain from old newspapers and diaries WEEK FIVE: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	: 18th February, 2022			Class	size:	
Day:				Date :		
Monday, 60 minutes				14th Februar	y, 2022	
Wednesday, 6	50 minutes			16th Februar	y, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand: Visua	al Arts		Sub-sti	rand: Planning	, Making and Composing	
Indicator (cod	de)	B4 1.2.	3.1			
Content stand	dard (code)	B4 1.2.	3.	20		
Performance	Indicator	Learne	rs can c	reate own art	works using available visual	
		arts me	edia and	methods to ex	rpress own views, knowledge	
		and un	derstand	ding of the hist	ory and culture of the people	
		of Gha	na			
<b>Core Compet</b>	encies: Creativity and Innovation Co	ommuni	cation a	nd Collaboratio	on Personal Development	
and Leadersh	ip Critical Thinking and Problem Sol	ving.				
Keywords						
T   D (-)		Distance				
T. L .R. (s)		Picture				
Ref:	Creative Arts co	urriculur	n			
DAY	Dhasa 1	Dhaaa	D. N.4 - :		Dhara 2.	
DAY	Phase 1: Starter		2: Main		Phase 3:	
	(preparing the brain	(new learning including assessment)  Plenary / Reflections		Plenary / Reflections		
	for learning)	a33C331	ilelit)			
Monday	Play the HOT SEAT game using	Learn	ars ara t	0.	What new things have you	
ivioliday	the key words.	_		learned today?		
	Select a learner to sit facing	_		ilture of the		
	the other learners with their		•	ne out with	Learning progress voting:	
	back to the board where you		lesigns	ic out with	Ask learners to show by	
	write the keywords for		_	se available	their fingers of 5 or 3 or 1	
	learners to describe what the word means or does and the			tools and	as to those 'who really got	
	learner in the HOT SEAT has to			iate skills	it', 'got some of it' or didn't get it' respectively.	
	guess what the word is.			es to make	a.a.r c Bec ic respectively.	
	Repeat for all the key words	und to				

# WHATSAPP ONLY 0245350591 artworks based on their Independent Activity/ Homework: own designs. For example: **DEBRIEFING:** - modelling with clay, • How did you feel during the plasticine, papier mâché game? (paper pulp) etc. to create •What new words did you a ceremonial pot, image of learn? an ancestor etc. by •How does it feel to win? •What will you do next time pinching, slabbing, casting to win? or modelling - weaving a tapestry, stole, fringe or tassel for Share lesson indicator and decoration, wall hanging, treat key words with learner etc. - creating an art form by Share lesson indicator and constructing and treat key words with learner. 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. 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 Wednesday What new things have you Play the HOT SEAT game using Learners are to: the key words. learned today? select and use available Select a learner to sit facing materials and tools and the other learners with their Learning progress voting: apply appropriate skills and Ask learners to show by back to the board where you techniques to make

artworks based on their own

designs. For example:

their fingers of 5 or 3 or 1

as to those 'who really got

didn't get it' respectively.

it', 'got some of it' or

write the keywords for

learners to describe what the

word means or does and the

learner in the HOT SEAT has to

WITATSALL ONEL 0243330331		
guess what the word is.	- using paper/metal sheets	
Repeat for all the key work	ds to create forms in origami,	Independent Activity/
	quilling or filigree by	Homework:
DEDDIEFING	punching, perforating,	
DEBRIEFING:  •How did you feel during to	folding, trimming, etc.	
game?	- artworks from fabric and	
•What new words did you	leather by dyeing, sewing,	
learn?	printing, embossing, etc.	
•How does it feel to win?	☐ discuss and share their	
•What will you do next tin to win?	ne experiences through jury	
	Assessment: let learners	
Share lesson indicator and	create own artworks using	
treat key words with learn		
	and methods to express own	
	views, knowledge and	
Share lesson indicator and	understanding of the history	
treat key words with learn	and culture of the people of	
	Ghana	

	Ghana	
Vetted by :	Signature:	Date :
,		
	AP,	
	7h	

WEEK FIVE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:						Class	size:
Day:					Date :	:	
Period :					Lesso	n :	
<b>Strand</b> : Writin	ng			Sub-st	trand :	Penn	nanship/Handwriting
Indicator (cod	e)		B4.3.2	1.1.1	B4.3	3.1.1.2	
Content stand	ard (code)		B4.3.3	1.1.	B4.	3.1.1.	
Core Competencies: Creativity and Innovation C Leadership Critical Thinking and Problem Solving			<ul> <li>Learners should recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</li> <li>Learners should recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</li> <li>n Communication and Collaboration Personal Development and ving.</li> </ul>				
Keywords							
T. L .R. (s)		71	Manil	la cards	. mark	ers. re	ecorded audios visual
Ref:		Ghanaian Lang				,	
DAY	Phase 1: Starter (preparing the for learning)	brain	(new	e 2: Mai learnin sment)	g inclu	iding	Phase 3: Plenary / Reflections
	Cover Up  Learners in congroups.  1. Write a wonboard.		sente cardb • Use	full sto of each	n a ops at t	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

- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

#### **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner

- 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.

Assessment: let learners use the full stop to punctuate sentences on the board without full stops

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

Independent Activity/ Homework:

#### **Onset and Rime Game**

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards

- 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

What new things have you learned today?

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

Independent Activity/ Homework:

together and blends the sounds to read the word and writes the word on the board.

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

#### **DEBRIEFING:**

win next time?

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

Share lesson indicator and treat key words with learner separate a list of items in a row.

- 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.

Assessment: let learners use comma to separate list of items.

What new things have you learned

# **Cover Up**

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read

- 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

today?

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

Independent Activity/ Homework:

5. The pupil who blend the	and speech as well		
sounds to read wins the	(show an example of		
game.	this in a passage).		
	<ul> <li>Group learners and</li> </ul>		
DEBRIEFING:	assign a leader.		
What did you like about the			
game?			
•	group leader to write.		
_	<ul> <li>Let the group now</li> </ul>		
=	•		
will flext time.			
Share lesson indicator and			
treat key words with learner	findings.		
•			
	, X	)	
	separate a list of items.		
	Signature:		Date :
	sounds to read wins the game.  DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner.	sounds to read wins the game.  DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner  .  (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.  Assessment: let learners use comma to separate a list of items.	sounds to read wins the game.  (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.  Share lesson indicator and treat key words with learner  Share lesson indicator and treat key words with learner groups and discuss their findings.  Assessment: let learners use comma to separate a list of items.

Vetted by :	Signature:	Date :

# SEMESTER ONE BASIC FOUR WEEK 6

ARMA FILIFICOLORIA SCH



SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

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

WHATSAPP ON	LY 0245350591					
-	<b>tencies:</b> Creativity and Innovation hip Critical Thinking and Problem S	draft using appropriate noun and across sentences to aid ambiguity  E. Learners can identify and use F. Learners can read a variet appropriate books and pressummary of each book read  Communication and Collaboration Person	E. Learners can identify and use: Common nouns F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read  mmunication and Collaboration Personal Development			
Keywords						
T. L .R. (s)		Word cards, sentence cards, letter cards a manila card and a class library.	ards, handwriting on			
Ref:						
Monday	Phase 1: Starter (preparing the brain for learning)  "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, i passed on to another group for bonus point.  DEBRIEFING: 1. What are some of the sentences you read in the game	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.  Assessment: let learners in pairs engage in a conversation with one of them on different topics	Phase 3: Plenary / Reflections  What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:			

2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly? Share lesson indicator and treat key words with learner. Tuesday What new things Look-Say-Cover-Write-Check **B.READING**  Using examples, have learners have you learned see the difference between Learners in convenient groups. today? content and function words 1. Put word cards on the Provide a substitution table of Learning progress table/floor/in a bowl. content words and function words voting: 2. A pupil picks a word card, reads for learners to construct sentences Ask learners to the word, covers it/turns it over from. Help learners to sort out the show by their and writes the different content words and fingers of 5 or 3 or word on the board. function words in groups. 1 as to those 'who 3. S/he then picks the card and Assist learners to understand really got it', 'got shows it to the class. that these words combine into some of it' or 4. The class checks to see if the didn't get it' sentences to help us make proper pupil's word is correct. meaning of them. respectively. 5. The pupil with the correct Let learners make sentences number of words wins the game. using function and content words. Independent Activity/ **DEBRIEFING** Differentiated learning Homework: What did you like about the Ask stronger learners to answer game? some questions What did you dislike about the first and then let learners who are game? struggling What must your team do to win answer similar questions. next time? Pair up stronger and weaker learners so that stronger learners can help weaker Share lesson indicator and treat ones. key words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners make sentences using function and content words.

#### WHATSAPP ONLY 0245350591 C.GRAMMAR Wednesday Catch and pass Have learners read sentences with quantifiers from the board. today? Learners in convenient groups of 2 e. g. some, few/little, one, two, No, or more. A member in Group A all /every etc. throws a ball to a member in Put some pictures on the wall. voting: Group B. The student who catches • Use more examples to show that the ball shouts "I catch". these quantifiers are used with non-countable nouns: few, little, A different member in Group B mention a quantifier. e. g. little water, little bread, few books, etc. Another member in Group B uses Have learners write sentences the verb to form a sentence. The using quantifiers e.g. many books, group earns a point for the given a piece of chalk and identify them quantifier and correct sentence. from given sentences/texts A member in Group B throws the Differentiated learning ball back to a member in Group A Ask stronger learners to answer and they go through the same some questions process until they produce for first and then let learners who are example five each quantifiers struggling plus their corresponding answer similar questions. sentences. Pair up stronger and weaker learners so that **DEBRIEFING** stronger learners can help weaker What did you like about the ones. game? • Use the remedial activities as What did you dislike about the practice for learners who struggle, and the extension What must your team do to win activities for next time? those learners who need more of a challenge Assessment: let learners write sentences using quantifiers Thursday Look-Say-Cover-Write-Check **D.WRITING** Have learners work Learners in convenient groups. independently to write a first draft. today? Advise learners to:

- 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.
- 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.

What new things have you learned

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

Independent Activity/ Homework:

What new things have you learned

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

- 3. S/he then picks the card and shows it to the class.
- 4. The class checks to see if the pupil's word is correct.
- 5. The pupil with the correct number of words wins the game.

**DEBRIEFING** 

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

• Be sure their writing has a beginning, middle and an ending.

Assessment: let learners develop ideas into a one-paragraph draft using appropriate nouns or pronouns

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

Independent Activity/ Homework:

# Friday

Catch and pass

Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".

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

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

A member in Group B throws the ball back t a member in Group A and they go through the same process until they produce for example five nouns each plus their corresponding sentences.

**DEBRIEFING** 

E.WRITING CONVENTION AND GRAMMAR USAGE

- 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

Assessment: let learners form sentences with the common nouns identified

What new things have you learned today?

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

Independent Activity/ Homework:

	What did you like about the game? What did you dislike about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner.		
Friday	Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.  DEBRIEFING  1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now?  Share the lesson indicator and explain the key words	• Guide learners to choose and read independently books of their choice library period.  • Learners think-pair-share their stopeers.  • Ask each learner to write a-two-pasummary of the book read.  • Invite individuals to present their class for feedback.  Assessment: let learners read a variety of age- and level appropriate books and present atwo-paragraph summary of each book read	Learning progress voting: Ask learners to show by their

Vetted by	/:	Sig	gnature:	Date:

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending: 25th February, 2022		Class size:		
Day:		Pate :		
Monday, 60 minutes	2	1st February, 2022		
Tuesday, 60 minutes	2	2nd February, 2022		
Wednesday, 60 minutes	2	3rd February, 2022		
Thursday, 60 minutes	2	4th February, 2022		
Friday, 60 minutes	2	5th February, 2022		
Period :	L	esson :		
2	1	of 3		
2	2	of 3		
2	3	of 3		
2	1	of 2		
2	1	of 2		
Strand : Number	Sub-strance	: Fractions		
Indicator (code)		B4.1.3.1.1	B4.1.3.1.2	
Content standard (code)		B4.1.3.1.	B4.1.3.1.	
Core Competencies: Creativity and Innov	vation Comn	unit fraction, e.g. by defining the int and partitioning i each part has size • Learners can rec fractions using p number line to Common Denomin	ognise and name equivalent pictorial representations and deSEMESTERine the Lowest nator (LCD).	
and Leadership Critical Thinking and Prol			on reisonal bevelopment	
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 cur	riculum Pa	ge		

DAY	LY 0245350591 Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Monday	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.  2. Put the bottle tops in the empty tins and shake it up.  3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.  4. Learners play in turns and record their findings.  5. the group to get the fraction which represent half of a whole wins the game.  DEBRIEFING  1. How did you find the activity? What made it so?  2. Mention some of the fractions you recorded?  3. What will you do to share objects equally with your friends?  Share lesson indicator and treat key words with learner.	Use number line to locate one eight by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.  Pair up stronger and weaker learners so that stronger learners can help weaker ones.  Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge  Assessment: have learners to practice with more examples	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Tuesday	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.	Ask pupils to draw several lines, 30 units each, and mark the ends 0 and 1. For	What new things have you learned today?

- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

#### **DEBRIEFING**

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?
- 3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner .

each line ask them to partition the interval from 0 to 1 into each of the following unit fractions 1 /2, 1/3, 1/5, 1/6, and 1/10.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

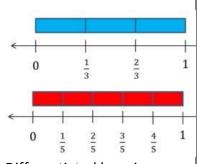
Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

# Wednesday

- 1. Learners 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.

Ask pupils to use the number you learned today? fractions that are equivalent



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:

#### **DEBRIEFING**

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?
- 3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner .

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

What new things have you learned today?

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

Independent Activity/ Homework:

# Thursday

- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

#### **DEBRIEFING**

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?
- 3. What will you do to share objects equally with your friends?

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



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

Vetted by :.....

stronger learners can help Share lesson indicator and treat weaker ones. key words with learner. Use the remedial activities as practice for **learners** who struggle, and the extension activities for those learners who need more of a challenge Assessment: have learners to practice with more examples Friday 1. Learners form convenient Illustrate the relationship What new things have groups and each group is given an you learned today? between fractions and their even number of bottle tops and equivalences by observing Learning progress voting: empty tins. the different fractional 2. Put the bottle tops in the empty Ask learners to show by units or denominators (i.e. tins and shake it up. their fingers of 5 or 3 or the numerator is multiplied 3. Pour them on the floor/table, 1 as to those 'who really by the number of units the observe, count and record the got it', 'got some of it' or ones with the face up as the didn't get it' respectively. denominator is further numerator over the total number broken into) of bottle tops on the table/floor. Independent Activity/ Homework: 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. **DEBRIEFING** 1. How did you find the activity? What made it so? 2. Mention some of the fractions Assessment: have learners you recorded? to practice with more 3. What will you do to share examples objects equally with your friends? Share lesson indicator and treat key words with learner.

Signature: ...... Date: .....

SUBJECT: SCIENCE CLASS: FOUR

Week Ending:	25th February, 20	22				Class s	ize:
Day:					Date :		
Monday, 60 m	inutes				21st February, 2022		
Thursday, 60 minutes				24th F	ebruary	, 2022	
Period :	Period :				Lesson	:	
2					1 of 2		
2					2 of 2		
Strand: DIVER	SITY OF MATTER			Sub-str	r <mark>and :</mark> M	ATERIAL	.S
Indicator (code	e)		B4.1.2.	2.1			
Content standa			B4.1.2.	2.	<u> </u>	$\cup$	
Performance II	ndicator					•	quid mixture and describe
				separat		-	
-				ition and	d Collabo	oration F	Personal Development
and Leadership	Critical Thinking a	and Problem Solvi	ing.	)-			
Keywords			Bottles containing water, cooking oil, juice and kerosene				
,			Bottles containing water, cooking on, juice and kerosene				
T. L .R. (s)			Mixtures, liquid-liquid mixtures, miscible				
Ref:		Science curricul	lum Page				
DAY	Phase 1:	P)	Phase 2	2: Main			Phase 3:
	Starter		(new le	earning i	ncluding		Plenary / Reflections
	(preparing the bi	rain	assessment)				
	for learning)						
Monday	Play the HOT SEA	AT game using		differer	• •	of	What new things have
	the key words.	o sit fasing the	liquids for learners to		you learned today?		
	Select a learner to ther learners w	_	observe, e. g. water,			Learning progress	
	the board where			ne, cook	•	nilk,	voting: Ask
	keywords for learners to		soft drinks, etc.			learners to show by their	
	describe what th		Task learners to identify the		ity the	fingers of 5 or 3 or 1 as	
	or does and the		-	provide			to those 'who really got
	HOT SEAT has to word is. Repeat f	_	_	oups, lea			it' , 'got some of it' or didn't get it'
	words	or an the key		of the sa		•	respectively.
				nt kinds			
				e and re			
			tinding	s, e.g., v	inegar a	nd	

#### WHATSAPP ONLY 0245350591 **DEBRIEFING:** water, palm oil and water, Independent Activity/ Homework: • How did you feel during the etc. game? •What new words did you Differentiated learning learn? Ask stronger learners to •How does it feel to win? answer some questions •What will you do next time to first and then let learners win? who are struggling answer similar questions. Share lesson indicator and treat • Pair up stronger and key words with learner weaker learners so that stronger learners can help weaker ones. Share lesson indicator and treat Use the remedial activities key words with learner. as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the different types of liquid-liquid mixtures. What new things have Thursday Play the HOT SEAT game using • Engage learners in the key words. you learned today? discussion to describe the Select a learner to sit facing the different types of liquid-liquid other learners with their back to Learning progress mixtures. [Those which are the board where you write the voting: Ask able to mix uniformly keywords for learners to learners to show by their (miscible liquids) and those describe what the word means fingers of 5 or 3 or 1 as which are not able to mix or does and the learner in the to those 'who really got HOT SEAT has to guess what the it', 'got some of it' or uniformly (immiscible)]. word is. Repeat for all the key didn't get it' words respectively. Project: Separation of a mixture of immiscible liquids. Independent Activity/ Learners investigate to Homework: DEBRIEFING: separate a mixture of • How did you feel during the immiscible liquids such as game? •What new words did you cooking oil and water learn?

This activity can be

undertaken with the aid of a

•How does it feel to win?

<ul> <li>What will you do next time to</li> </ul>	separating funnel or an	
win?	improvised version of it. Do	
	not bring liquids that are	
Share lesson indicator and treat	flammable or poisonous to	
key words with learner	class for this lesson	
key words with learner		
	Differentiated learning	
Share lesson indicator and treat	Ask stronger learners to	
key words with learner .	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.	
	<ul> <li>Use the remedial activities</li> </ul>	
	as practice for learners	
	who struggle, and the	
	extension activities for	
	those learners who need	
	more of a challenge	
	Assessment: let learners	
	identify a liquid-liquid	
	mixture and describe how to	
	separate its components	

Vetted by :	Signature:	Date:

SUBJECT: COMPUTING CLASS: FOUR

Week Ending: 2	25th February, 2022					Class	size:	
Day:					Date	:		
Wednesday, 60	minutes				23rd	Febru	ary, 2022	
Period :					Lesso	n:		
2					1 of 1	l		
Strand : Introdu	uction to computing			Sub-s	strand	: Gene	eration of computers and	
				parts	of a co	omput	er and other gadgets	
Indicator (code	)		B4.1.	1.1.5.				
Content standa	rd (code)		B4.1.	1.1.				
Performance In	dicator		Learn	ers c	an sui	mmari	se the first generation of	
			comp	uters	which	used	vacuum tubes as a major	
			piece	of tec	hnolog	gy.		
-	•		nicatio	n and	Collab	oratio	n Personal Development	
and Leadership	Critical Thinking and	Problem Solving.		71				
Vormondo								
Keywords								
T. L .R. (s)			Lapto	р				
Ref:		Computing curricu	ulum	Page				
DAY	Phase 1:		Phase	2: Ma	ain		Phase 3:	
	Starter	71	(new	learni	ng		Plenary / Reflections	
	(preparing the bra	in	includ	ding a	ssessm	nent)		
	for learning)							
	Play the HOT SEAT	game using the	Guide	e learn	ers to		What new things have you	
	key words.	ata fa ata a tha		ss the			learned today?	
Wednesday,	Select a learner to other learners wit	U	genei	ration	of	of Learning progress veting		
60 minutes	the board where y		comp	uters.	e.g.		Learning progress voting: Ask learners to show by	
	keywords for learn		ENIA	C, EDV	AC,		their fingers of 5 or 3 or 1	
	what the word me	ans or does and	UNIV	AC, IBI	M-701	etc.	as to those 'who really got	
	the learner in the		_				it', 'got some of it' or	
	guess what the wo	ord is. Repeat for		entiat	:ed		didn't get it' respectively.	
	all the key words		learn	_			Independent Activity/	
				_	er learr	ners	Homework:	
	DEBRIEFING:			swer s	ome			
	•How did you feel	during the game?	quest	ions				

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

Vetted by :	Signature:	Date :
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SUBJECT: Our World Our People CLASS: FOUR

Week Ending	: 25th February, 20	22				Class si	ze:
Day:					Date :		
Tuesday, 60 minutes				22nd February, 2022			
Thursday, 60	minutes				24th F	ebruary,	2022
Period :					Lesson	:	
2					1 of 2		
2					2 of 2		
Strand: ALL	ABOUT US			Sub-str	and : M	y Family	and the Community
			I				
Indicator (co			B4.1.3.				
Content stan			B4.1.3.		<u>_</u>		
Performance	Indicator		Learne	s can id	entify pe	eople in	the community
<u> </u>	cencies: Creativity ar hip Critical Thinking a			ation and	Collabo	oration P	ersonal Development
Keywords							
T. L .R. (s)			Pictures				
Ref:		Our World Our	People	curriculu	ım Pagı	е	
DAY	Phase 1:		Phase 2	: Main			Phase 3:
	Starter		(new learning including				Plenary / Reflections
	(preparing the b	rain	assessment)				
	for learning)						
Tuesday	Play the HOT SE	AT game using	Learners talk about various What new things have				_
	the key words. Select a learner	to sit facing	people in the community e.g. you learned today?				you learned today?
	the other learner	_	Parents, Teachers, Pastors,		•	Learning progress	
	back to the boar		-	Chiefs, (		Police,	voting: Ask
	write the keywo		Traders	, Drivers	•		learners to show by
	learners to desc		Loome	اعتمامته	<u>ا ۵</u>	na o+	their fingers of 5 or 3 or
word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words			s role pla	-	_	1 as to those 'who really got it', 'got some of it'	
		the characteristics of different			or didn't get it'		
		people in the community, e.g. strangers, drug addicts,			respectively.		
	,					<sub>iith</sub>	
	DEBRIEFING:		l guartianable character and			Independent Activity/ Homework:	

WITATSALT ONLI	•How did you feel during the	talk about people who are	
	game?	, ,	
	•What new words did you	likely to help or harm people.	
	learn?		
	•How does it feel to win?	Differentiated learning	
	What will you do next time to	Ask stronger learners to	
	win?	answer some questions	
		first and then let learners who	
		are struggling	
	Share lesson indicator and	answer similar questions.	
	treat key words with learner	Pair up stronger and weaker	
		learners so that	
	Share lesson indicator and	stronger learners can help	
	treat key words with learner.	weaker ones.	
	treat key words with learner.	Use the remedial activities as	
		practice for learners	
		who struggle, and the	
		extension activities for	
		those learners who need more	
		of a challenge	
		or a chanenge	
		Assessment: Let learners	
		identify various people in the	
		community	
Thursday	Play the HOT SEAT game using	Learners draw and colour	What new things have
	the key words.	different people in the	you learned today?
	Select a learner to sit facing	community.	
	the other learners with their		Learning progress
	back to the board where you write the keywords for	Learners talk about how they	voting: Ask learners to show by
	learners to describe what the	can become good people in	their fingers of 5 or 3 or
	word means or does and the	the community.	1 as to those 'who really
	learner in the HOT SEAT has to	,	got it', 'got some of it'
	guess what the word is. Repeat	Differentiated learning	or didn't get it'
	for all the key words	Ask stronger learners to	respectively.
		answer some questions	
		first and then let learners who	Independent Activity/
	DEBRIEFING:		Homework:
	•How did you feel during the	are struggling	
	game?	answer similar questions.	
	•What new words did you learn?	Pair up stronger and weaker	
	•How does it feel to win?	learners so that	
	- HOW GOES IT IEEL TO WIII!		

	1411 1 11 1 1 1 1	. ,	
	•What will you do next time to	stronger learners can help	
	win?	weaker ones.	
		Use the remedial activities as	
	Share lesson indicator and	practice for learners	
	treat key words with learner	who struggle, and the	
	treat key words with learner	extension activities for	
		those learners who need more	
	Share lesson indicator and treat key words with learner .	of a challenge	
		Assessment: Let learners	
		mention how they can	
		become good people in the	
		community.	
		CODEN,	
Vetted by :		Signature:	Date :

Vetted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Endin	g: 25th Febru	uary, 2022			Class size:	
Day:				Date :		
Friday, 60 m	inutes			25th February, 2022		
Period :				Lesson:		
2				1 of	1	
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-strane	d : M	ANIPULATIVE SKILLS	
PATTERNS						
Indicator (co	ode)	B4.1.2.1.4	l		. \	
Content star	ndard (code)	B4.1.2.1.				
Performance	e Indicator	Learners can Str	ike a self-to	tosse	d lightweight ball with	a paddle or racket to a
		partner.				
				nicat	ion and Collaboration Po	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem So	lving.		10 kg	
Keywords					)-	
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main	<b>\</b>			Phase 3:
	Starter	(new learning inc	luding asse	essme	ent)	Plenary / Reflections
	(preparing					
	the brain	$\Theta_{l}$				
	for					
_	learning)					
Friday	Learners	In pairs, a partner	_	_	_	What new things have
	jog round a	colleague to hit o	, ,	•		you learned today?
	demarcate	lightweight ball to	• '	•	•	Learning progress
	d area in	· ·	•	_	y tossed ball with a	voting: Ask
	files while	bat, using a side of	orientation			learners to show by
	singing and					their fingers of 5 or 3 or
	clapping to					1 as to those 'who
	warm-up					really got it', 'got some
	the body					of it' or didn't get it' respectively.
	for					respectively.
	maximal					

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performan		Independent Activity/
ce and to		Homework:
prevent		
injuries		
Vetted by :	Signature:	Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending: 25	th February, 202	22			Class si	ize:		
Day:				Date:	Date :			
Friday, 60 minutes				25th F	25th February, 2022			
Period :				Lesson:				
2				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.					
and Leadership C	-			tion and Collab	oration P	Personal Development		
T. L .R. (s)			Pictures					
Ref:	RME curriculun			n Page				
DAY	Phase 1: Starter (preparing the b for learning)	rain	Phase 2 (new le assessn	arning including	5	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		the hur environ • Show clips on destroy illegal n indiscri of trees pollution	e learners to talk about man activities in the nment. v pictures and video n human activities that y the environment: mining (galamsey), iminate cutting down is (deforestation), on of water bodies, air on, 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:		

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

Vetted by :	Signature:	Date :

SUBJECT: HISTORY CLASS: FOUR

Week Ending: 25th February, 2022			Class size:			size:
Day:				Date :		
Tuesday, 60 mir			22nd February, 2022			
Thursday, 60 minutes				24th February, 2022		
Period :				Lesson:		
2				1 of 2		
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 In	dicator	Learners can describe how one major Kingdom was				
		form	ed and t	the re	asons	behind its expansion
I -	cies: Creativity and Innovation Commu	nicatio	n and C	Collabo	oration	Personal Development
and Leadership	Critical Thinking and Problem Solving.	-()	_			
Keywords		migra	ation sa	wann	a halt	forest helt coastal helt
Reywords		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				
1. 2 (3)		Ghana with the Anlo area indicated				
Ref: History curriculum						
	All I					
DAY	Phase 1:	Phase	e 2: Mai	in		Phase 3:
	Starter		learnin	g		Plenary / Reflections
	(preparing the brain	inclu	_			
	for learning)		sment)			
Tuesday	Play the HOT SEAT game using the		tify the			What new things have you
	key words. Select a learner to sit facing the		ne rise, e	•		learned today?
	other learners with their back to the	Kingo	lecline (	or one		Learning progress voting:
	board where you write the		avanna	Rol+		Ask learners to show by
	keywords for learners to describe	_	s-Mole-			their fingers of 5 or 3 or 1
	what the word means or does and	and G		Dugo		as to those 'who really got
	the learner in the HOT SEAT has to		- c j c.			it' , 'got some of it' or
	guess what the word is. Repeat for					didn't get it' respectively.
	all the key words					Indonondant Activity/
			rentiate	ed		Independent Activity/ Homework:
		learn	ing			

#### WHATSAPP ONLY 0245350591 DEBRIEFING: Ask stronger learners •How did you feel during the game? to answer some •What new words did you learn? questions •How does it feel to win? first and then let •What will you do next time to win? learners who are struggling answer similar Share lesson indicator and treat key questions. words with learner • Pair up stronger and weaker learners so that Share lesson indicator and treat key stronger learners can words with learner. help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners mention the reasons for the rise, expansion and decline of one Kingdom. Thursday Play the HOT SEAT game using the Identify the reasons What new things have you learned today? key words. for the rise, expansion Select a learner to sit facing the and decline of one other learners with their back to the Learning progress voting: Kingdom. board where you write the Ask learners to show by e.g. Forest Belt States keywords for learners to describe their fingers of 5 or 3 or 1 - Bono, Adansi, what the word means or does and as to those 'who really got Asante, Denkyira and the learner in the HOT SEAT has to it', 'got some of it' or Akwamu. didn't get it' respectively. 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?

Differentiated learning
Ask stronger learners to answer some questions

Independent Activity/ Homework:

WITATSAFF ONLT	243330331		
	•What will you do next time to win?	first and then let	
		learners who are	
		struggling	
	Share lesson indicator and treat key words with learner	answer similar	
		questions.	
		Pair up stronger and	
	Share lesson indicator and treat key words with learner .	weaker learners so	
		that	
		stronger learners can	
		help weaker ones.	
		<ul> <li>Use the remedial</li> </ul>	
		activities as practice	
		for learners	
		who struggle, and the	
		extension activities	
		for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners mention the	
		reasons for the rise,	
		expansion and decline	
		of one Kingdom.	

/etted by :	Signature:	Date :
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WEEK SIX: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	: 25th February, 2022			Class	size:	
Day:				Date :		
Monday, 60 minutes				21st February, 2022		
Wednesday, 6	50 minutes			23rd Februar	у, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand: Perfo	orming Arts		Sub-st	rand : Planning	, Making and Composing	
		1				
Indicator (cod	de)	B4 2.2.	3.1	$\sim$		
Content stand	· · · · · · · · · · · · · · · · · · ·	B4 2.2.	3.			
Performance	Indicator				artworks using available	
		-			techniques to express own	
				) <del>-</del>	rstanding of the history and	
				people of Ghan		
	encies: Creativity and Innovation Co ip Critical Thinking and Problem Sol		cation a	nd Collaboratio	on Personal Development	
and Leadersii	ip Critical Trilliking and Problem 301	villg.				
Keywords						
		•				
T. L .R. (s)	, 0	Picture	es .			
Ref:	Creative Arts c	urricului	n			
DAY	Phase 1:	Phase	2: Main		Phase 3:	
	Starter	-	_	including	Plenary / Reflections	
	(preparing the brain	assessi	ment)			
	for learning)				land a state to	
Monday	Play the HOT SEAT game using the key words.		rs are to		What new things have you learned today?	
	Select a learner to sit facing			from the	learned today:	
	the other learners with their	-		ture of the	Learning progress voting:	
	back to the board where you			me out with	Ask learners to show by	
	write the keywords for			nce, drama,	their fingers of 5 or 3 or 1	
	learners to describe what the	poem,		se available	as to those 'who really got	
	word means or does and the learner in the HOT SEAT has to			s elements,	it', 'got some of it' or didn't get it' respectively.	
	guess what the word is.		_	novement	alan i get it respectively.	
	Repeat for all the key words			echniques to		
		Patteri	is, and t	.ccmiques to		

### compose and perform own Independent Activity/ Homework: music, dance, drama, **DEBRIEFING:** poetry, etc. based on their • How did you feel during the own concepts; game? discuss and share their •What new words did you experiences through jury learn? and peer review • How does it feel to win? •What will you do next time to win? Assessment: let learners create own artworks using available performing arts Share lesson indicator and media and techniques to treat key words with learner express own views, knowledge and Share lesson indicator and understanding of the history treat key words with learner. and culture of the people of Ghana Wednesday Play the HOT SEAT game using Learners are to: What new things have you the key words. learned today? select ideas from the Select a learner to sit facing history and culture of the the other learners with their Learning progress voting: people and come out with back to the board where you Ask learners to show by own music, dance, drama, write the keywords for their fingers of 5 or 3 or 1 poem, etc.; learners to describe what the as to those 'who really got select and use available word means or does and the it', 'got some of it' or learner in the HOT SEAT has to didn't get it' respectively. performing arts elements, guess what the word is. instruments, movement Repeat for all the key words Independent Activity/ patterns, and techniques to Homework: compose and perform own music, dance, drama, **DEBRIEFING:** poetry, etc. based on their •How did you feel during the game? own concepts; •What new words did you discuss and share their learn? experiences through jury •How does it feel to win? and peer review •What will you do next time to win? Assessment: let learners create own artworks using Share lesson indicator and available performing arts treat key words with learner media and techniques to

express own views, knowledge and

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	Share lesson indicator and	understanding of the history	
	treat key words with learner .	and culture of the people of	
		Ghana	

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WEEK SIX: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:					-	Class	size:
Day:			Date :				
Period :					Lesson	:	
Strand : Composition Writing				Sub-st	trand : N	arrativ	ve Writing
Indicator (code	2)		B4.4.1	.1.1	B4.4.1.	1.2	B4.4.1.1.3
Content standa	ard (code)		B4.4.1	.1.	B4.4.1.1	l.	B4.4.1.1.
Performance Indicator			<ul> <li>Learners should write sentences using full stops effectively.</li> <li>Learners should demonstrate the use of commas in narrative writing.</li> <li>Learners should Recognise and use the question marks appropriately in narrative writing.</li> </ul>				
Leadership Crit	ncies: Creativity ical Thinking and			unicatio	on and Co	ollabo	ration Personal Development and
Keywords							
T. L .R. (s)			Manila	a cards,	markers	, reco	rded audios visual
Ref:		Ghanaian Lang				<u>′</u>	
DAY	Phase 1: Starter (preparing the for learning)	brain		_	n g includin	g	Phase 3: Plenary / Reflections
	Cover Up  Learners in corgroups.  1. Write a worboard.		use of learne • Discu	commars. uss wha	esson on as with at a narra n learner	ative	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

## **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner

- 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).

Assessment: let learners write sentences using full stops effectively

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

Independent Activity/ Homework:

## **Onset and Rime Game**

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and

- 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.

What new things have you learned today?

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

blends the sounds to read the word and writes the word on the board.

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

## **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner

- Allow learners to construct some sentences in groups.
- Let them show their sentences to the class and discuss the sentences with the class.

Assessment: let learners use commas in narrative writing

## **Cover Up**

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

- 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

What new things have you learned today?

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

## DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner

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## SEMESTER ONE BASIC FOUR WEEK 7

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SUBJECT: ENGLISH LANGUAGE 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 1
Strand :	Sub-strand :
A. Oral Language	A. Listening Comprehension
B. Reading	B. Vocabulary
C. Grammar Usage At Word	C. Pronouns
D. Writing	D. Narrative Writing
E. Using Writing Conventions	E. Using Action Words
F. Extensive Reading	<b>F.</b> Building the Love and Culture of
	Read <b>ing</b>
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,

what" to find out a person's identity, specific information about a person, time, objects or events

D. Learners can write about real or imagined

- 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:
- i. Describing the setting and developing the plot (events in the story).,
- ii. Describing characters with elaboration.,
- iii. Using first and third persons
  - E. Learners can use the singular and plural subjects and the verb forms that go with them
  - 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 card	ds, letter cards, handwriting				
		on a manila card and a cla	ss library.				
Ref:	English Langua	English Language curriculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including	Plenary / Reflections				
	(preparing the brain	assessment)					
	for learning)						
Monday	"Pick and Read"	A.ORAL LANGUAGE	What new things have				
		<ul> <li>Use various types of</li> </ul>	you learned today?				
	•Learners in convenient	sentences/utterances to					
	groups.	model stress and	Learning progress voting:				
	<ul> <li>A group leader picks a</li> </ul>	intonation as well as	Ask learners to show by				
	sentence card and	rhythm. You may also	their fingers of 5 or 3 or 1				
	shows/signs/demonstrates it	read out extracts from	as to those 'who really got				
	to another group. E.g.Group	stories and poems.	it', 'got some of it' or				
	В	<ul> <li>Ask learners to sing</li> </ul>	didn't get it' respectively.				
	A member in Group B	familiar songs clapping					
	reads/signs/demonstrate the	and tapping to the	Independent Activity/				
	sentence at a good pace and	rhythm. Through	Homework:				
	expression.	discussion, introduce					

•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?

Share lesson indicator and treat key words with learner

learners to stress, rhythm and intonation.

- 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.

Assessment: let learners construct meaning from texts based on knowledge of stress, rhythm and 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:

## Tuesday

## Look-Say-Cover-Write-Check

Learners in convenient groups.

- 1. Put word cards on the table/floor/in a bowl.
- 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the

word on the board.

- 3. S/he then picks the card and shows it to the class.
- 4. The class checks to see if the pupil's word is correct.
- 5. The pupil with the correct number of words wins the game.

## DEBRIEFING

What did you like about the game?

## B.READING

• 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

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

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

What did you dislike about • Use the remedial activities as practice for the game? What must your team do to learners win next time? who struggle, and the extension activities for those learners who need Share lesson indicator and more of a challenge treat key words with learner Assessment: let learners use the following **SEMESTERs:** compound word, idiom, simile, synonym, antonym, prefix, suffix, phrasal verb etc. in sentences Wednesday C.GRAMMAR What new things have Catch and pass Write sentences with you learned today? personal pronouns. Learners in convenient e. g. You are late. Learning progress voting: groups of 2 or more. A Ask learners to show by Provide learners with a member in Group A throws a variety of practice their fingers of 5 or 3 or 1 ball to a member in Group B. activities as to those 'who really got The student who catches the Let learners use personal it', 'got some of it' or ball shouts "I catch". pronouns in sentences didn't get it' respectively. A different member in Group Differentiated learning Independent Activity/ B mention a pronoun Ask stronger learners to Homework: answer some questions Another member in Group B first and then let learners uses the pronoun to form a who are struggling sentence. The group earns a answer similar questions. point for the given pronoun Pair up stronger and and correct sentence. weaker learners so that stronger learners can A member in Group B throws help weaker ones. the ball back to a member in • Use the remedial Group A and they go through activities as practice for the same process until they learners produce for example five who struggle, and the pronoun each plus their extension activities for corresponding sentences. those learners who need more of a challenge **DEBRIEFING** What did you like about the Assessment: let learners game? use personal pronouns in sentences

WHATSAPP ONLY		T	T
	What did you dislike about		
	the game?		
	What must your team do to		
	win next time?		
	wiii next time!		
	Share lesson indicator and		
	treat key words with learner		
Thursday	Sentence Scrabble	D.WRITING	What new things have
marsaay		Guide learners to	you learned today?
	(using simple sentences		you learned today?
	clearly and correctly)	narrate an event they	
		participated in e.g. my	Learning progress voting:
	Learners in convenient	first day at the national	Ask learners to show by
	groups.	theatre. Learners tell the	their fingers of 5 or 3 or 1
	g. 6465.		l — — — — — — — — — — — — — — — — — — —
	lucia.	story sequentially:	as to those 'who really got
	Using word cards, learners	beginning, middle and	it', 'got some of it' or
	arrange the words to form	end. (Learners are	didn't get it' respectively.
	grammatically correct	grouped to write their	
	sentences. Example	own story based on a	Independent Activity/
	Serice is established	chosen experience	Homework:
	la anno anno antino antino anno antino		Homework.
	learners gain points or each	agreed on by all. Let	
	correct sentences they come	them build a mind map	
	up with,	to guide their writing.)	
	-	Let learners use	
	learners are given more	adjectives and adverbs in	
	word cards until the cards	v -	
		describing the physical	
	are exhausted. The group	appearance and state of	
	with highest points win the	their characters.	
	game.	Guide them with	
		examples to write from	
	DEBRIEFING	the first person point of	
	How did you find the	view to start with and	
	sentences Scrabble game?	later change the same	
		story to read from the	
	Was the game challenging?	third person point of	
		view.	
	How can this game he	VICVV.	
	How can this game be		
	improved?	Assessment: let learners	
		read a variety of age- and	
		level appropriate books	
	Share lesson indicator and	and present a-two-	
	treat key words with learner	paragraph summary of	
	tieat key words with leaffier		
	•	each book read	
Friday	Sentence Scrabble	E.WRITING CONVENTION	What new things have
	(using simple sentences	AND GRAMMAR USAGE	you learned today?
	clearly and correctly)	Revise the simple	,
		present form of verbs	
		hieselit ioilii oi veins	

WHATSAPP ONLY 0245350591 Learners in convenient and their use to agree Learning progress voting: with the subject they Ask learners to show by groups. follow. their fingers of 5 or 3 or 1 Using word cards, learners • Have learners do an as to those 'who really got arrange the words to form activity: it', 'got some of it' or e.g. Write a letter to grammatically correct didn't get it' respectively. sentences. Example your friend telling him/her what you and Independent Activity/ Homework: learners gain points or each your siblings do after correct sentences they come school. Learners read their up with, friendly letters in pairs. • Guide learners to learners are given more word cards until the cards correct the wrong use of are exhausted. The group subjects and their with highest points win the appropriate verb forms game. that go with them if any. e.g. we eats - we eat. **DEBRIEFING** How did you find the Assessment: let learners sentences Scrabble game? use the singular and plural subjects and the Was the game challenging? verb forms that go with them in sentences How can this game be improved? Share lesson indicator and treat key words with learner Friday Learners access and discuss What new things have **E.EXTENSIVE READING** various states of books (E.g. you learned today? torn books, folded books, • Guide learners to new books, folded, books, Learning progress voting: choose and read old books, covered books) on Ask learners to show by independently books of their fingers of 5 or 3 or 1 display in their choice during the class/library/cupboard office. as to those 'who really got library period. it', 'got some of it' or **DEBRIEFING** • Learners think-pairdidn't get it' respectively. share their stories with Independent Activity/ peers. Homework: 1. Did you like the states of Ask each learner to the books we observed? write a-two-paragraph 2. What is the cause of the summary of the book poor/good state in which we

read.

find the books?

# ### SAPP ONLY 0245350591 3. What can we do to make the books look different from the way they are now? Share the lesson indicator and explain the key words Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read

/etted by :	. Signature:	Date :
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:	4th March	, 2022				Class siz	ze:	
Day:					Date:	Date :		
Monday, 60 minutes			28th Feb	28th February, 2022				
Tuesday, 60 m	inutes				1st Marc	h, 2022		
Wednesday, 6	0 minutes				2nd Mar	ch, 2022		
Thursday, 60 n	ninutes				3rd Marc	ch, 2022		
Friday, 60 min	utes				4th Marc	ch, 2022		
Period :					Lesson:			
2					1 of 2		<u> </u>	
2					2 of 2			
2					1 of 3	(		
2					2 of 3			
2					3 of 3			
Strand: Numb	er			Sub-stran	<b>d</b> : Fractio	ns		
Indicator (cod			B4.1.3.1.2					
Content stand			B4.1.3.1.	B4	.1.3.1.			
Performance I	ndicator		Learners can Recognise and name equivalent fractions using					
			pictorial representations and number line to deSEMESTERine					
			the Lowest Common Denominator (LCD).					
			<ul> <li>Learners can Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by</li> </ul>			· · · · · · · · · · · · · · · · · · ·		
				naing throt ncelling thr		_	common factor (i.e. by	
Core Compete	ncies: Crea	tivity and I					ition Personal Development	
and Leadership						,	and it eroomal bevelopment	
Keywords			Equivalent	Equivalent fractions, part of a whole, numerator; denominator;				
			common denominator, Simplest form					
T. L .R. (s)			<ul><li>Fraction</li></ul>	Fraction chart (wall); fraction strips • Number line				
Ref: Mathema		atics curriculum Page						
			T				1	
DAY	Phase 1:		Phase 2: N	-		_	Phase 3:	
	Starter	. th	(new learr	ning includi	ng assessr	ment)	Plenary / Reflections	
	(preparing the							
	brain for learni	na)						
	Tioi learnii	الة <i>ا</i>						

Monday

- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

## DEBRIEFING

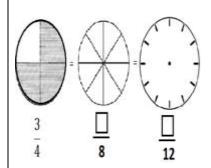
- How did you find the activity?
   What made it so?
- 2. Mention some of the fractions you recorded?
- 3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner.

Ask pupils to colour fractions that are equivalent to given fractions or write more equivalent fractions for give n fractions

$$\frac{1}{3} = \frac{1}{6} \begin{vmatrix} \frac{4}{8} = \frac{1}{2} \\ \frac{2}{6} = \frac{1}{12} \end{vmatrix}$$

$$\frac{4}{12} = \frac{1}{3} \begin{vmatrix} \frac{2}{4} = \frac{1}{8} \\ \frac{1}{3} = \frac{1}{12} \end{vmatrix}$$



Differentiated learning
Ask stronger learners to answer some questions

first and then let learners who are struggling

answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

What new things have you learned today?

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

Tuesday

- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

## **DEBRIEFING**

1. How did you find the activity? What made it so?
2. Mention some of the fractions you recorded?
3. What will you do to share objects equally

Share lesson indicator and treat key words with learner.

with your friends?

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

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

What new things have you learned today?

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

Wednesday

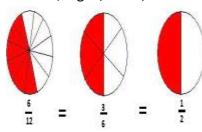
- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

## DEBRIEFING

1. How did you find the activity? What made it so?
2. Mention some of the fractions you recorded?
3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner.

Use pictorial representations to illustrate the simplest form of a fraction; e.g.  $6/12 = 3/6 = \frac{1}{2}$ 



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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

What new things have you learned today?

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

Thursday

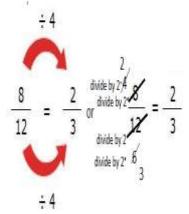
- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

## DEBRIEFING

1. How did you find the activity? What made it so?
2. Mention some of the fractions you recorded?
3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner.

Find the simplest form of a given fraction, divide through by the highest common factor



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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

What new things have you learned today?

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

Friday

- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

## DEBRIEFING

1. How did you find the activity? What made it so?
2. Mention some of the fractions you recorded?
3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner.

Find the simplest form of a given fraction, express the numerator and denominators as factors and cancel through common factors.

$$\frac{8}{12} = \frac{\cancel{\cancel{2}} \times \cancel{\cancel{2}} \times \cancel{\cancel{2}}}{\cancel{\cancel{2}} \times \cancel{\cancel{2}} \times \cancel{\cancel{3}}} = \frac{2}{3}$$

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

What new things have you learned today?

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

etted by :	Signature:	Date :	
	 	Date :	

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	: 4th March, 2022			Cl	ass size:	
Day:				Date:		
Monday, 60 minutes				28th Fe	bruary, 2022	
Thursday, 60	minutes			3rd Mai	ch, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand: CYCL	ES	9	Sub-s	trand: E	ARTH SCIENCE	
		_				
Indicator (co	de)	B4.2.1.	1.1			
Content stan		B4.2.1.	1.	9	)	
Performance	Indicator	Learne	rs ca	in demo	nstrate understanding of cyclic	
		4			vironment	
	encies: Creativity and Innovation Comm		n and	l Collaboi	ation Personal Development	
and Leadersh	ip Critical Thinking and Problem Solving.					
Keywords		Cyclic	renco	rur regul	er recurrently	
Reywords		Cyclic, reoccur, regular, recurrently				
T. L .R. (s)		Pendul	um, a	a video of	merry-go-round, analogue	
		clock, globe, ball and string.				
Ref:	Science curriculur	n Page				
DAY	Phase 1:	Phase 2	2: Ma	in	Phase 3:	
	Starter	(new le			Plenary / Reflections	
	(preparing the brain			ssessmen		
	for learning)					
Monday	Play the HOT SEAT game using the	Guide l	learn	ers to	What new things have you	
	key words.	build a	pend	dulum (a	learned today?	
	Select a learner to sit facing the	ball ha	nging	on a		
	other learners with their back to	string)	and l	et them	Learning progress voting:	
	the board where you write the keywords for learners to describe	observ	e the	swinging	Ask learners to show by their fingers of 5 or 3 or 1 as	
	what the word means or does and	motion	١.		to those 'who really got it',	
	the learner in the HOT SEAT has to	• Learr	ners c	bserve	'got some of it' or didn't get	
	guess what the word is. Repeat for	the foll	lowin	g	it' respectively.	
	all the key words	movem	nents	:		
		(1) the	seco	nds hand	Independent Activity/	
		on an a	analo	gue clock	Homework:	

## **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

- (2) merry-go-round
- (3) a swinging pendulum
- (4) movement of their limbs during walking.
- Assist learners to come out with one thing that is common to all the movements

Project: Life Cycle of a Maize Plant
Learners investigate the life cycle of a maize plant and report on their findings

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

		Assessment: let	
		learners mention one	
		thing that is common	
		to all the movements	
Thursday	Play the HOT SEAT game using the key words.	Life Cycle of a Maize Plant	What new things have you learned today?
	Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for	Learners report on their findings on the investigation of the life cycle of a maize plant	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.
	all the key words	Differentiated learning Ask stronger learners	Independent Activity/
	DEBRIEFING:  •How did you feel during the game?  •What new words did you learn?  •How does it feel to win?  •What will you do next time to win?	to answer some questions first and then let learners who are struggling answer similar	Homework:
Share lesson indicator and treat key words with learner		<ul><li>questions.</li><li>Pair up stronger and weaker learners so that</li></ul>	
	Share lesson indicator and treat key words with learner .	stronger learners can help weaker ones.  • Use the remedial activities as practice for learners	
		who struggle, and the extension activities for those learners who need more of a challenge	
		Assessment: let learners describe the life cycle of a maize	

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

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:	4th March, 2022					Class si	ze:	
Day:					Date :			
Wednesday, 60	Wednesday, 60 minutes			2nd M	arch, 20	22		
Period :					Lesson	:		
2					1 of 1			
Strand : Introd	uction to comput	ing		Sub-sti	rand : IN	TRODUC	TION TO MS-WINDOWS	
				INTERF	ACE			
Indicator (code	e)		B4.1.2.	1.1.				
Content standa	ard (code)		B4.1.2.	1.				
Performance In	ndicator		Learne	rs can de	escribe tl	he deskt	op background and explain	
			its fea	atures (	e.g. im	age, ico	ons and Taskbar of the	
			backgr	ound).		)		
Core Competer	ncies: Creativity a	nd Innovation C	Commun	ication a	nd Collal	boration	Personal Development	
and Leadership	Critical Thinking	and Problem So	lving.					
Keywords			persor	nalise, cu	ıstomise,	, edit, ico	ons, taskbar, Microsoft	
			Windo	ws interf	face, wal	lpaper, s	settings, Start menu	
T. L .R. (s)			Laptop					
Ref:		Computing cur	rriculum Page					
			, 					
DAY	Phase 1:		Phase 2	2: Main			Phase 3:	
	Starter	191	,	_	ncluding		Plenary / Reflections	
	(preparing the	brain	assessr	assessment)				
	for learning)							
	Play the HOT SI	_			to explo		What new things have	
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	using the key w Select a learner				ound an		you learned today?	
Wednesday	the other learn	U	-		ures (i.e.		Learning progress voting:	
	back to the boa				s of files		Ask learners to show by	
	write the keyw	•		•	e or may		their fingers of 5 or 3 or 1	
	learners to des				esktop, ta		as to those 'who really	
word means or does and the				erent de	sktop	got it', 'got some of it' or		
learner in the HOT SEAT has		background images to			didn't get it' respectively.			
to guess what the word is.  Repeat for all the key words		learners. Assist them to				Independent Activity/		
	epeat for all ti	ic key words	explain	its feati	ures.		Homework:	
	DEDDIEGING:		Assessi	ment: Le	t learner	´S		
	DEBRIEFING:			e the de				
	1				'			

features  features  ime	
nd rner	
nd mer .	
E V V V V V V V V V V V V V V V V V V V	
' i	features u me d ner

		V		
Vetted by	/ :	Si	ignature:	Date:

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g: 4th March, 2022			Class size:			
Day:			D	Date :			
Tuesday, 60 minutes			1	st March, 2022			
Thursday, 60	) minutes		3	rd March, 2022			
Period :			L	esson :			
2			1	of 2			
2			2	of 2			
Strand : ALL	ABOUT US		Sub-str	and: Home and	School		
Indicator (co	de)	B4.1.4	4.1. 1.	CK			
Content star	ndard (code)	B4.1.4	4.1.	2			
Performance	e Indicator	Learn	ers can	explain import	ance of education and		
		work	as a res	ponsible citizen			
_	tencies: Creativity and Innovation Commu	nicatio	n and Co	ollaboration Pers	sonal Development		
and Leaders	nip Critical Thinking and Problem Solving.	-()					
Vormondo		Impo	rtanca	announity ody	estion individuals		
Keywords		Importance, community, education, individuals, create, jobs					
		create	e, jobs				
T. L .R. (s)		Pictures, video clips, charts, posters, films,					
		computer, charts, Internet,					
Ref:	Our World Our Ped	ople c	urriculu	m Page			
DAY	Phase 1:	Phase	2: Mair	า	Phase 3:		
	Starter	(new	learning	gincluding	Plenary / Reflections		
	(preparing the brain	asses	sment)				
	for learning)						
Tuesday	Play the HOT SEAT game using the		_	oups talk	What new things		
	key words.		=	portance of	have you learned		
	Select a learner to sit facing the other learners with their back to the board			e, school and	today?		
	where you write the keywords for	the co	ommuni	ty	Learning progress		
	learners to describe what the word				voting:		
	means or does and the learner in the			about how	Ask learners to show		
	HOT SEAT has to guess what the	educa	ation is I	inked to work	by their fingers of 5		
	word is. Repeat for all the key words	e.g.			or 3 or 1 as to those		
			=	ens avenues to	'who really got it', 'got some of it' or		
		get w	ork to d	0	got some of it of		

### didn't get it' **DEBRIEFING:** Education opens minds to •How did you feel during the game? respectively. set up work •What new words did you learn? Education provides skills to •How does it feel to win? Independent manage wor •What will you do next time to win? Activity/ Homework: Differentiated learning Ask stronger learners to Share lesson indicator and treat key words with learner answer some questions first and then let learners who are struggling Share lesson indicator and treat key answer similar questions. words with learner. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners explain importance of education and work as a responsible citizen Thursday Play the HOT SEAT game using the Learners compose a song What new things key words. have you learned on the importance of Select a learner to sit facing the other today? education learners with their back to the board where you write the keywords for Learning progress Learners tell stories of learners to describe what the word voting: individuals who have been means or does and the learner in the Ask learners to show HOT SEAT has to guess what the able to create their own by their fingers of 5 word is. Repeat for all the key words or 3 or 1 as to those jobs 'who really got it', 'got some of it' or Differentiated learning **DEBRIEFING:** didn't get it' Ask stronger learners to •How did you feel during the game? respectively. answer some questions •What new words did you learn? first and then let learners •How does it feel to win? Independent who are struggling Activity/ Homework: •What will you do next time to win?

## WHATSAPP ONLY 0245350591 answer similar questions. • Pair up stronger and Share lesson indicator and treat key weaker learners so that words with learner stronger learners can help weaker ones. • Use the remedial activities Share lesson indicator and treat key as practice for learners words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners explain importance of education and work as a

responsible citizen

Vetted by :	 Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 4th March, 2022			Class size:						
Day:				Date :	Date :				
Friday, 60 mir	nutes			4th M	4th March, 2022				
Period :				Lessor	n :				
2				1 of 1					
Strand : MOT	OR SKILL AND MO	VEMENT PAT	TERNS	Sub-strand : M	IANIPULA	TIVE SKILLS			
Indicator (cod	de)		B4.1.2.	1.5:					
Content stand	dard (code)		B4.1.2.	1.					
Performance	Indicator			rs can Throw a fl <sup>o</sup> ent pattern.	ying disc f	or distance using the backhand			
	encies: Creativity a		n Comm		ollaborat	ion Personal Development and			
Keywords				(0)					
T. L .R. (s)			Cones						
Ref:		PE curricului	m Page						
DAY	Phase 1: Starter (preparing the for learning)	e brain	Phase 2 (new le assessn	arning including		Phase 3: Plenary / Reflections			
Friday	Learners jog demarcated a while singing clapping to w body for max performance prevent injur	area in files and varm-up the imal and to	over a coverhal Throw disc) for backhal	a tennis ball to a distance using the nd throw technic a flying disc (Frist or distance, using and movement part of merform in turn the right skill.	ne que. bee ; the attern.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:			

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending: 4th March, 2022				Class size:				
Day:	Day:				Date :			
Friday, 60 minu	ites				4th N	/larch,	2022	
Period :					Lesso	n :		
2					1 of 1			
<b>Strand</b> : God, H	lis Creation and Attrik	outes		Sub-s	strand :	The E	nvironment	
Indicator (code	e)		B4. 1.	2.1.1				
Content standa	ard (code)		B4. 1.	2.1.				
Performance Ir	ndicator				n discu ronmen		effects of human activities	
<b>Core Competencies:</b> Creativity and Innovation Communand Leadership Critical Thinking and Problem Solving.			unicatio	on and	Collabo	oration	n Personal Development	
Keywords			-O	<del>-</del>				
T. L .R. (s)			Pictures					
Ref:		RME curriculum	Page					
DAY	Phase 1:		Phase	2: Ma	ain		Phase 3:	
	Starter (preparing the bra for learning)	in	(new learning including assessment)			ding	Plenary / Reflections	
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words		Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, infrequent rainfall, famine, drought, etc.  Differentiated learning		nan t	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:		
	DEBRIEFING:  •How did you feel during the game?  •What new words did you learn?			Ask stronger learners to answer some questions				

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

/etted by :	Signature:	Date :
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SUBJECT: HISTORY CLASS: FOUR

Week Ending: 4th March, 2022				Class size:			
Day:			Date :				
Tuesday, 60 minutes				1st M	arch,	2022	
Thursday, 60 n	ninutes			3rd M	larch,	, 2022	
Period :				Lesson	ı :		
2				1 of 2			
2				2 of 2			
Strand : My Co	ountry Ghana		Sub-s	trand :	The	People Of Ghana	
Indicator (cod	e)	B4.2.	1.1.1	(			
Content stand	ard (code)	B4.2.	1.1.	5			
Performance I	ndicator	Learr	ners ca	n descr	ibe h	now one major Kingdom was	
		form	ed and	the rea	asons	behind its expansion	
	ncies: Creativity and Innovation Commu	nicatio	n and	Collabo	ratio	n Personal Development	
and Leadership	o Critical Thinking and Problem Solving.	-()					
Varnusuda		Lucian.	<u> </u>		لدامط	forest helt postal helt	
Keywords		migration, savanna belt, forest belt, coastal belt,					
T L D (a)		expansion, succession, tyrant, barrier, liberation  Video, Agorkoli, about the Anlo-Ewe people; map of					
T. L .R. (s)		Ghana with the Anlo area indicated					
Ref:	History oursingly						
Rei:	History curriculum	ı Page	3				
DAY	Phase 1:	Phase	e 2: Ma	ain		Phase 3:	
	Starter		learni	ng		Plenary / Reflections	
	(preparing the brain	inclu	_				
	for learning)	asses	sment	)			
Tuesday	Play the HOT SEAT game using the	Identify the reasons				What new things have you	
	key words.	for the rise, expansion			learned today?		
	Select a learner to sit facing the other learners with their back to the			of one		Learning progress voting:	
	board where you write the	Kingo	iom.			Ask learners to show by	
keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to		e.g.	tal Relt	States	_	their fingers of 5 or 3 or 1	
				he Fant		as to those 'who really got	
		The Amo, me ra			,	it' , 'got some of it' or	
	guess what the word is. Repeat for					didn't get it' respectively.	
	all the key words	Diffe	rentiat	ed		Indopondent Activity/	
		learn	ing			Independent Activity/ Homework:	
		]				HOHICWOIK.	

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

WHATSAPP ONLY C	7245350591		
	•What will you do next time to win?	Ask stronger learners	
		to answer some	
		questions	
	Share lesson indicator and treat key	first and then let	
	words with learner	learners who are	
		struggling	
		answer similar	
	Share lesson indicator and treat key	questions.	
	words with learner .	<ul> <li>Pair up stronger and</li> </ul>	
		weaker learners so	
		that	
		stronger learners can	
		help weaker ones.	
		Use the remedial	
		activities as practice	
		for learners	
		who struggle, and the	
		extension activities	
		for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners mention the	
		reasons for the rise,	
		expansion and decline	
		of one Kingdom.	
		Č	

Vetted by :	Signature:	Date :
•	_	

WEEK SEVEN: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending:	4th March, 2022				Class size:	
Day:				Date :		
Monday, 60 n	ninutes			28th Fe	bruary, 2022	
Wednesday, 6	0 minutes			2nd Ma	rch, 2022	
Period :				Lesson :		
2				1 of 2		
2				2 of 2		
Strand : Visua	l Arts		Sub-stra	and : Disp	playing and Sharing	
Indicator (cod	e)	B4 1.3.4	l.1	(	- / /	
Content stand	lard (code)	B4 1.3.4	l.	C		
Performance I	Indicator	Learner	s can pla	an an exh	ibition of own artworks to share	
		creative	experie	nces base	ed on own ideas, knowledge and	
		underst	anding o	f the his	tory and culture of the people of	
		Ghana	$O_{\sim}$			
	encies: Creativity and Innovation		ication a	nd Collab	oration Personal Development	
and Leadershi	p Critical Thinking and Problem S	olving.	•			
Keywords						
Reywords						
T. L .R. (s)		Pictures	5			
Ref:	Creative Arts of	curriculur	n			
DAY	Phase 1:	Phase 2	: Main		Phase 3:	
	Starter	(new learning including		cluding	Plenary / Reflections	
	(preparing the brain	assessment)				
	for learning)					
Monday	Play the HOT SEAT game	Learner	s are to:		What new things have	
using the key words.		2 watch a short video on an		/ideo on a	you learned today?	
	Select a learner to sit facing the other learners with their	exhibiti	on or visi	t an exhib	Dition Learning progress voting:	
	back to the board where you	-	•	ly during	Ask learners to show by	
	write the keywords for			r regional	their fingers of 5 or 3 or 1	
	learners to describe what			of the cult	as to those 'who really	
	the word means or does and			f the Gha	80010 ) 800001110 01 10 01	
	the learner in the HOT SEAT	Educati	on Servic	e;	didn't get it' respectively.	
	has to guess what the word					

is. Repeat for all the key words

### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

discuss the need for displaying portfolio of own visual artworks;

- 2 develop a roadmap for the exhibition by:
- fixing a date;

learners);

- selecting a venue;
- inviting an audience;
- 2 brainstorm to agree on a theme for the exhibition;
- electronic invitations (e.g. letters, postcards, WhatsApp, Email, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience such as parents, PTA/SMC members, stakeholders, colleague

2 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; 2 decide on mode of display

(e.g. hanging, draping, spreading);

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

Independent Activity/ Homework:

Assessment: let learners write a

### Wednesday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

Learners are to:

reporting, etc.

- 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,

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

What new things have you learned today?

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

Independent Activity/ Homework:

etted by :	Signature:	Date :

WEEK SEVEN: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:						Class	size:
Day:				Date :			
Period :					Lesson	:	
Strand :				Sub-st	rand :		
Composition W	/riting				ve/ Free ptive Wi		g
Indicator (code	e)		B4.4.2	.1.1	B4.4.2.1	2	B4.4.3.1.1
Content stand	ard (code)		B4.4.2	.1.	B4.4.2.1	.•	B4.4.3.1.
Performance Indicator			<ul> <li>Learners should write a one paragraph story describing a past event</li> <li>Learners should create a scene and write a short story on it.</li> <li>Learners should describe pictures using controlled composition.</li> <li>Communication and Collaboration Personal Development and</li> </ul>				
Leadership Crit	ical Thinking an						· 
Keywords							
T. L .R. (s)	•		Manila	cards,	markers	, recor	ded audios visual
Ref:		Ghanaian Lang	guage (	curriculu	ım		
DAY Phase 1: Starter (preparing the brain for learning)			_	includin	g	Phase 3: Plenary / Reflections	
Cover Up  Learners in convenient groups.		popula they ki	now. e the cla	ional soi		What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those	

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

### **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner

learners and ask them to open to a page where there is a passage made up more than one paragraph.

- 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

Assessment: let learners write a one paragraph story describing a past event

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

Independent Activity/ Homework:

### **Onset and Rime Game**

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and

- 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.

What new things have you learned today?

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

Independent Activity/ Homework:

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.

Assessment: let learners create a scene and write a short story on it.

### **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner .

### **Cover Up**

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

- 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

Assessment: let learners describe pictures using controlled composition

What new things have you learned today?

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

Independent Activity/ Homework:

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	DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
	Share lesson indicator and treat key words with learner		
Vetted by :		Signature:	Date :

# SEMESTER ONE BASIC FOUR WEEK 8

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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending: 11th March, 2022	Class size:		
Day:	Date :		
Tuesday, 60 minutes	8th March, 2022		
Wednesday, 60 minutes	9th March, 2022		
Thursday, 60 minutes	10th March, 2022		
Friday, 60 minutes	11th March, 2022		
Period :	Lesson :		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
Strand :	Sub-strand :		
A. Oral Language	A. Listening Comprehension		
B. Reading	B. Vocabulary		
C. Grammar Usage At Word	C. Pronouns		
D. Writing	D. Narrative Writing		
E. Using Writing Conventions	E. Using Action Words		
F. Extensive Reading	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.		
maleutor (code)	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		

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	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 lib	rary.		
Ref:	English Lang	uage curriculum Page			
DAY	Phase 1:	Phase 2: Main	Phase 3:		
	Starter	(new learning including	Plenary / Reflections		
	(preparing the brain	assessment)			
	for learning)				
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?	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.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't		
	How will you apply the good moral lesson in your life?  Share lesson indicator and treat key words with learner.	Assessment: let learners make connections with events in narrative texts	get it' respectively.  Independent Activity/ Homework:		

# Tuesday

### **Roll the Dice**

(Vocabulary development activity) Learners in convenient groups. E.g. Group A, B, C, D agree and choose a word (from a list, from the board, or from a card) E.g

A learner a group rolls a dice.

The group members then use their selected word to respond to one of the following based on the number from the dice:

- 1= Define the word.
- 2= Use I in a sentence.
- 3= Say a synonym for the word.
- 4= Say an antonym for the word.
- 5= Draw a picture example (on scratch paper or whiteboards)
- 6= Act it out

### **DEBRIEFING**

What did you enjoy about this game?

What did you dislike about the

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

### **B.READING**

- 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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners develop a rich vocabulary stock through extensive reading of age-appropriate 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:

## Wednesda У

### **Catch and pass**

Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".

### **C.GRAMMAR**

- Introduce interrogative pronouns with several examples in context.
- Provide a passage and have learners identify interrogative pronouns.

What new things have you learned today?

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

A different member in Group B mention a pronoun

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

A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five pronoun each plus their corresponding sentences.

### **DEBRIEFING**

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

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

 Let learners use interrogative pronouns in sentences

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use interrogative pronouns in sentences

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

Independent Activity/ Homework:

### Thursday

**Sentence Scrabble** (using simple sentences clearly and correctly)

Learners in convenient groups.

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

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

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

### **DEBRIEFING**

### **D.WRITING**

- ☐ Guide learners to narrate an participated in e.g. my first day Learning progress theatre. Learners tell the story voting: beginning, middle and end. (Let learners to show by write their own story based or their fingers of 5 or 3 agreed on by all. Let them buil or 1 as to those 'who their writing.)
- Let learners use adjectives a get it' respectively. describing the physical appear characters.
- Guide them with examples to person point of view to start w the same story to read from th view.

What new things have you learned today?

Ask really got it', 'got some of it' or didn't

Independent Activity/ Homework:

	How did you find the sentences Scrabble game?  Was the game challenging?  How can this game be improved?  Share lesson indicator and treat key	<ul> <li>Learners edit their work first across groups. Let learners the on the class notice board so ea another's story.</li> </ul> Assessment: let learners write	n publish their stories
	words with learner .	an event they participated in.	
Friday	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.  DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner.	E.WRITING CONVENTION AND GRAMMAR USAGE  • Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. Learners read their friendly letters in pairs.  • 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.  Assessment: let learners write a letter to your friend telling him/her what you and your siblings do after school	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Friday	Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.  DEBRIEFING	<ul> <li>• Guide learners to choose and books of their choice during the</li> <li>• Learners think-pair-share the</li> <li>• Ask each learner to write a-t summary of the book read.</li> <li>• Invite individuals to present for feedback.</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

1. Did you like the states of the books we observed? Independent 2. What is the cause of the Activity/ Homework: poor/good state in which we find the Assessment: let learners read books? a variety of age- and level 3. What can we do to make the books look different from the way appropriate books and they are now? present a-two-paragraph summary of each book read Share the lesson indicator and explain the key words

Vetted by :	Signature:	Date :
vected by	316114141 C	Date

SUBJECT: MATHEMATICS CLASS: FOUR

Week Endir	ng: 11th Mai	rch, 2022				Class size:	
Day:			Date :				
Tuesday, 60 minutes			8th March, 2022				
Wednesday	, 60 minutes				9th Marc	h, 2022	
Thursday, 6	0 minutes				10th Mar	ch, 2022	
Friday, 60 m	ninutes				11th Mar	ch, 2022	
Period :					Lesson:		
2					1 of 1		
2					1 of 3		
2					2 of 3		
2					3 of 3	CO.	
Strand: Nu	mber			Sub-strane	d : Number	Operations	
					N.		
Indicator (c	ode)		B4.1.	.3.1.3	B4.1.	3.1.4	
Content sta	ndard (code)		B4.1.	.3.1.	B4.1	.3.1.	
Performand	e Indicator		•	Learners	can find t	he 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. impr	(i.e. improper fractions), draw and label such fractions with		
				their sym	bols		
_					tion and Co	ollaboration Perso	nal Development
and Leaders	ship Critical T	hinking and Prob	olem So	olving.			
		19.	-:	laat fa D	£ £ at	: : <b>.</b>	antina a materia d
Keywords			1		roper fractions, improper fractions; mixed		
				bers (fraction	,		
T. L .R. (s)				ion chart (v	vall); fractio	on strips	
Ref: Mathematics curriculum Page			um Page				
DAY	Phase 1:	l	Phase 2: Main				Phase 3:
	Starter		(new learning including assessment) Plenary /			Plenary /	
	(preparing the brain					Reflections	
	for learning	g)					
Monday	1. Learners	-	Find the simplest form of a given fraction, What new thing			What new things	
	convenient groups and divide through l			e through b	y the highe	est common	have you learned
	each group	is given an	facto	or			today?
			]				

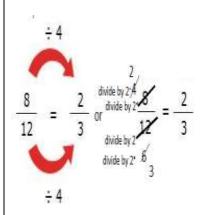
even number of bottle tops and empty tins.

- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

### **DEBRIEFING**

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?3. What will you do to
- share objects equally with your friends?

Share lesson indicator and treat key words with learner.



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

answer similar questions.

- Pair up stronger and weaker learners so that
- stronger learners can help weaker ones.
- Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

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

Independent Activity/ Homework:

### Tuesday

- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as

To find the simplest form of a given fraction, express the numerator and denominators as factors and divide through by common factors.

$$\frac{8}{12} = \frac{\cancel{\cancel{X}} \times \cancel{\cancel{X}} \times \cancel{\cancel{X}}}{\cancel{\cancel{X}} \times \cancel{\cancel{X}} \times \cancel{\cancel{X}}} = \frac{2}{3}$$

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

the numerator over the total number of bottle tops on the table/floor.

4. Learners play in turns and record their findings.5. the group to get the fraction which represent half of a whole wins the

### **DEBRIEFING**

game.

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner.

Ask stronger learners to answer some questions

first and then let learners who are struggling

answer similar questions.

Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

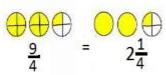
some of it' or didn't get it' respectively.

Independent Activity/ Homework:

## Wednesda y

- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

Use several pictorial representations (or card cut outs) to introduce improper fractions (i.e. where the fraction is bigger than I or the numerator in larger than the denominator). Examples are 9/4 and 7/6 (i.e. nine-fourths and seven-sixths) and show how they are expressed as mixed fractions (i.e. 2/4 and I/6). Ask pupils to change given improper fractions to mixed fractions



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:

### **DEBRIEFING**

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?
- 3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner.

Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

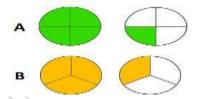
### Thursday

- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

### **DEBRIEFING**

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

Ask pupils to express given coloured mixed fractions as improper fractions or draw and colour given improper fraction (e.g. seven-fourths, eleven-eights, etc.)



Differentiated learning

Ask stronger learners to answer some questions

first and then let learners who are struggling

answer similar questions.

Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

What new things have you learned today?

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

Independent Activity/ Homework:

	2 What will you do to		
	3. What will you do to	A	
	share objects equally with	Assessment: have learners to practice with	
	your friends?	more examples	
	Share lesson indicator and		
	treat key words with		
Edd.	learner.	Harris and a Partie and a second and	NAME - Language - Lang
Friday	1. Learners form	Use number line to present more mixed	What new things
	convenient groups and	fractions for pupils to identify and state	have you learned
	each group is given an	their improper fractions	today?
	even number of bottle	D. A. C. D.	
	tops and empty tins.		Learning progress
	2. Put the bottle tops in	a find a sector for	voting:
	the empty tins and shake	and industrial and a	Ask learners to
	it up.		show by their
	3. Pour them on the		fingers of 5 or 3 or
	floor/table, observe,		1 as to those 'who
	count and record the		really got it', 'got
	ones with the face up as	Differentiated learning	some of it' or didn't
	the numerator over the	Ask stronger learners to answer some	get it' respectively.
	total number of bottle	questions	
	tops on the table/floor.	first and then let learners who are	Independent
	4. Learners play in turns	struggling	Activity/
	and record their findings.	answer similar questions.	Homework:
	5. the group to get the	Pair up stronger and weaker learners so	
	fraction which represent	that	
	half of a whole wins the	stronger learners can help weaker ones.	
	game.	Use the remedial activities as practice for	
		learners	
	DEBRIEFING	who struggle, and the extension activities	
	1. How did you find the	for	
	activity? What made it	those learners who need more of a	
	so?		
	2. Mention some of the	challenge	
	fractions you recorded?		
	3. What will you do to	Assassment: have learners to practice with	
	share objects equally with	Assessment: have learners to practice with	
	your friends?	more examples	
	Share lesson indicator and		
	treat key words with		
	learner .		
L	1	<u> </u>	<u> </u>

A.C. 111  -	C'a a a l	Date:
Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: FOUR

Week Ending: 11th March, 2022				Class size:			
Day:	Day:			Date :			
Thursday, 60 minutes			10th March, 2022				
Period :					Lesso	on :	
2					1 of :	1	
Strand: CYCLE	S			Sub-s	strand	: EARTH SCI	ENCE
Indicator (code	e)		B4.2.	1.1.1			
Content stand	ard (code)		B4.2.	1.1.			
Performance I	ndicator						understanding of cyclic
						e environme	
				on and	d Colla	boration Pe	rsonal Development
and Leadership	o Critical Thinking an	d Problem Solving.		1			
Keywords			Cyclic	reoco	cur. re	gular, recurr	ently
			7,5.10	)-		.g.s.s., 100011	1
T. L .R. (s)			Pendulum, a video of merry-go-round, analogue				
			clock, globe, ball and string.				
Ref:		Science curriculur			<u>.                                      </u>		
DAY	Phase 1:		Phase 2: Main Phase 3:				
	Starter	71	(new learning including Plenary / Reflecti				
	(preparing the bra	in	assessment)				
	for learning)						
Monday	Play the HOT SEAT	game using the					What new things have
	key words.	sit facing the					you learned today?
	Select a learner to other learners witl	-	a string) and let them observe the swinging voting:				
	the board where y						
	keywords for learn		motio				learners to show by
	what the word me						their fingers of 5 or 3
	the learner in the l		following movements: or 1 as to those '				
guess what the word is. Repeat for all the key words			(1) the seconds hand on an really got it', 'got some of it' or didn't				
all tile key words			got it' respective				get it' respectively.
			(2) merry-go-round (3) a swinging pendulum				
	DEBRIEFING:			_	• .		Independent
	•How did you feel	during the game?	` '			their limbs	Activity/ Homework:
			aurin	g walk	ıng.		

	•What new words did you learn?     •How does it feel to win?     •What will you do next time to win?	Assist learners to come out with one thing that is common to all the movements	
	Share lesson indicator and treat key words with learner	Project: Life Cycle of a Maize Plant	
	Share lesson indicator and treat key words with learner .	Learners investigate the life cycle of a maize plant and report on their findings	
		Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge  Assessment: let learners mention one thing that is common to all the movements	
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	Life Cycle of a Maize Plant Learners report on their findings on the investigation of the life cycle of a maize plant  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

WHATSAPP ONLY 0245350591 guess what the word is. Repeat for some of it' or didn't Ask stronger learners to all the key words get it' respectively. answer some questions first and then let learners Independent who are struggling Activity/ Homework: **DEBRIEFING:** answer similar questions. •How did you feel during the game? Pair up stronger and •What new words did you learn? weaker learners so that •How does it feel to win? •What will you do next time to win? stronger learners can help weaker ones. • Use the remedial activities Share lesson indicator and treat key as practice for learners words with learner who struggle, and the extension activities for those learners who need Share lesson indicator and treat key words with learner. more of a challenge Assessment: let learners describe the life cycle of a maize plant

Vetted by :	 Signature:	. Date :

SUBJECT: COMPUTING CLASS: FOUR

Week Ending: 11th March, 2022					Class si	ize:		
Day:					Date :			
Wednesday, 60	0 minutes				9th March, 2022			
Period :					Lesson	•		
2					1 of 1			
Strand: Introd	luction to comput	ing		Sub-str	rand: IN	TRODUC	CTION TO MS-WINDOWS	
				INTERF	ACE			
Indicator (code	e)		B4.1.2.	1.1.				
Content stand	ard (code)		B4.1.2.	1.		. \		
Performance I	ndicator		Learne	rs can de	escribe tl	ne deskt	top background and explain	
			its fea	itures (	e.g. ima	age, ico	ons and Taskbar of the	
			backgr	ound).		<u></u>		
<u>-</u>	•			cation a	nd Collab	oration	Personal Development	
and Leadership	o Critical Thinking	and Problem So	lving.	7)				
Keywords			persor	nalise, cu	istomise,	edit, ico	ons, taskbar, Microsoft	
			Windows interface, wallpaper, settings, Start menu					
T. L .R. (s)			Laptop					
Ref:		Computing cur	riculum Page					
	<u>_</u>							
DAY	Phase 1:		Phase 2: Main				Phase 3:	
	Starter	191	(new learning including				Plenary / Reflections	
	(preparing the	brain	assessment)					
	for learning)							
	Play the HOT SI	_	Guide learners to explore the			What new things have		
Mada ada.	using the key w Select a learner		desktop background and you learned tod			you learned today?		
Wednesday	the other learn	_	-		ures (i.e.		Learning progress voting:	
	back to the boa			•	s of files		Ask learners to show by	
	write the keyw			•	e or may		their fingers of 5 or 3 or 1	
learners to describe what the						as to those 'who really		
word means or does and the			'			sktop	got it', 'got some of it' or	
learner in the HOT SEAT has to guess what the word is.			background images to didn't get it' respectively learners. Assist them to				didn't get it' respectively.	
	Repeat for all t						Independent Activity/	
		,	explain its features.  Homework:			1		
			Λετοτοι	mant: I a	t learner	·c		
	DEBRIEFING:					3		
				describe the desktop				

	<ul> <li>How did you feel during the game?</li> <li>What new words did you learn?</li> <li>How does it feel to win?</li> <li>What will you do next time to win?</li> </ul>	background and explain its features	
	Share lesson indicator and treat key words with learner		
	Share lesson indicator and treat key words with learner .		
		KONAH	
Vetted by :		Signature:	Date :

Vetted by		Signature:	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	: 11th March, 2022			C	lass siz	ze:
Day:				Date:		
Tuesday, 60 r	ninutes			8th Ma	arch, 2	2022
Thursday, 60	minutes			10th M	larch,	2022
Period :				Lesson	:	
2				1 of 2		
2				2 of 2		
Strand : ALL	ABOUT US		Sub-s	strand : H	Home	and School
Indicator (co	de)	B4.1.4.1.	1.			
Content stan	dard (code)	B4.1.4.1.		9	)	
Performance	Indicator	Learners	can ex	cplain im	porta	nce of education and work
		as a respo	onsible	citizen		
Core Compet	encies: Creativity and Innovation Con	nmunicatio	n and	Collabor	ation	Personal Development
and Leadersh	ip Critical Thinking and Problem Solvi	ng.				
Keywords		Importance, community, education, individuals, create,				
		jobs				
T. L .R. (s)		Pictures, video clips, charts, posters, films, computer,				
		charts, Internet,				
Ref:	Our World Ou	ir People (	curricu	lum Pag	ge	
DAY	Phase 1:	Phase 2: I	Main			Phase 3:
	Starter	(new lear	ning in	cluding		Plenary / Reflections
	(preparing the brain	assessme	nt)			
	for learning)					
Tuesday	Play the HOT SEAT game using	Learners	_	•		What new things have
	the key words.	the importance of work at you learned toda			you learned today?	
	Select a learner to sit facing the other learners with their back to	home, sch	nool ar	nd the		Learning progress voting:
	the board where you write the	communi	ty			Ask learners to show by
	keywords for learners to					their fingers of 5 or 3 or
describe what the word means		Learners talk about how			,	1 as to those 'who really
	or does and the learner in the	education	n is link	ed to wo	ork	got it', 'got some of it' or
	HOT SEAT has to guess what the	e.g.				didn't get it' respectively.
	word is. Repeat for all the key	Education	open	s avenue	es to	
	words	get work	to do			

### Education opens minds to Independent Activity/ Homework: set up work **DEBRIEFING:** Education provides skills to • How did you feel during the manage wor game? •What new words did you learn? Differentiated learning •How does it feel to win? Ask stronger learners to •What will you do next time to win? answer some questions first and then let learners who are struggling Share lesson indicator and treat answer similar questions. key words with learner Pair up stronger and weaker learners so that Share lesson indicator and treat stronger learners can help key words with learner. weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners explain importance of education and work as a responsible citizen Thursday Play the HOT SEAT game using What new things have Learners compose a song on the key words. you learned today? the importance of education Select a learner to sit facing the other learners with their back to Learning progress voting: Learners tell stories of the board where you write the Ask learners to show by individuals who have been keywords for learners to their fingers of 5 or 3 or able to create their own jobs describe what the word means 1 as to those 'who really or does and the learner in the got it', 'got some of it' or HOT SEAT has to guess what the didn't get it' respectively. Differentiated learning word is. Repeat for all the key Ask stronger learners to words Independent Activity/ answer some questions Homework: first and then let learners who are struggling **DEBRIEFING:** answer similar questions. • How did you feel during the game?

•What new words did you learn? • Pair up stronger and •How does it feel to win? weaker learners so that •What will you do next time to stronger learners can help win? weaker ones. • Use the remedial activities as practice for learners Share lesson indicator and treat who struggle, and the key words with learner extension activities for those learners who need Share lesson indicator and treat more of a challenge key words with learner. Assessment: Let learners explain importance of education and work as a responsible citizen

Vetted by :	Signature:	Date :
vetted by	316114141141	Date

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 11th March, 2022				Class size			size:	
Day:				Date:				
Friday, 60 minutes			11th March, 20			/larch, ն	2022	
Period :					Lesson	:		
2					1 of 1			
Strand : MOTOR :	SKILL AND MO\	EMENT PATTI	ERNS	Sub-st	rand : N	1ANIPU	LATIVE SKILLS	
Indicator (code)			B4. 1.2	2.1.6				
Content standard	d (code)		B4. 1.2	2.1.				
Performance Ind	icator		Learne	ers can S	show the	e differ	ence in throwing to a stationary	
			and a	moving	partner	(	)	
Core Competenci	ies: Creativity a	nd Innovation	Commi	unicatio	n and Co	llabora	tion Personal Development	
and Leadership C	ritical Thinking	and Problem S	Solving.		N			
			1		// ,			
Keywords				CO				
T. L .R. (s)			cones					
Ref:		PE curriculur	n Page					
DAY	Phase 1:		Phase	2: Main			Phase 3:	
	Starter	, D'		earning	includin	g	Plenary / Reflections	
	(preparing th	e brain	assessment)					
	for learning)							
Friday	Learners jog			a genera	•		What new things have you	
	demarcated			up, plac		ainer	learned today?	
	while singing			ket at a	-		Learning progress voting:	
	clapping to w	-		ers with			Ask learners to show by their	
	body for max			ent techi	•		fingers of 5 or 3 or 1 as to	
performance and to				the obj		to	those 'who really got it', 'got	
prevent injuries				ner or o	•		some of it' or didn't get it'	
				ers ident	•		respectively.	
			que tha	_		Independent Activity/		
			acy and p			Homework:		
		Organise competition in						
			groups. End lesson with cool			n cool		
				activitie			<u> </u>	
Vetted by :			Si	gnature:	· · ••••••		Date :	

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending: 11th March, 2022					Class	size:	
Day:					Date :		
Friday, 60 minu	tes				11th	March	, 2022
Period :					Lesso	n:	
2					1 of 1		
Strand : Religiou	us Practices and their M	Ioral Implication	าร			_	ous Worship, Prayer and
			ı		Religio	ous Pra	ctices
Indicator (code)			B4.2.1				
Content standa			B4.2.1				
Performance In	dicator		Learn	ers can	name	the va	rious forms of worship
and Leadership	<b>cies:</b> Creativity and Inno Critical Thinking and Pro		inicatio	n and (	Collabo	oration	Personal Development
Keywords			-0	),			
T. L .R. (s)			Pictur	es			
Ref:	RI	ME curriculum	Page				
DAY	Phase 1: Starter (preparing the brain for learning)		(new	e 2: Mai learnin sment)		ding	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		of e ps in , aal. rve	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:	

VIII/ (15) (11 OIVE1 02 15.			
•	How does it feel to win?	activities that go on	
•	What will you do next time to	during worship.	
V	win?		
		Differentiated learning	
\ s	Share lesson indicator and treat	Ask stronger learners to	
	key words with learner	answer some questions	
	,	first and then let	
		learners who are	
	Share lesson indicator and treat	struggling	
k	key words with learner .	answer similar	
		questions.	
		<ul> <li>Pair up stronger and</li> </ul>	
		weaker learners so that	
		stronger learners can	
		help weaker ones.	
		<ul> <li>Use the remedial</li> </ul>	
		activities as practice for	
		learners	
		who struggle, and the	
		extension activities for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let learners	
	Al.	mention the various	
		forms of worship	

Vetted k	by :	Signature:	Date :
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SUBJECT: HISTORY CLASS: FOUR

Week Ending: 11th March, 2022					Class size:		
Day:				Date :			
Tuesday, 60 minutes				8th March, 2022			
Thursday, 60 minutes				10th	March, 2022		
Period :				Less	on :		
2				1 of	2		
2				2 of	2		
Strand : My Co	untry Ghana		Sub-	stran	<b>d</b> : The People	Of Ghana	
Indicator (code	2)	B4.2.1.1.	1				
Content standa	ard (code)	B4.2.1.1.			$\mathcal{O}$		
Performance In	ndicator	Learners	can [	Descr	ibe how one i	major Kingdom was	
					sons behind its	<u> </u>	
	ncies: Creativity and Innovation Comm		and (	Collab	oration Persor	nal Development	
and Leadership	Critical Thinking and Problem Solving	3.	-				
Keywords	<u></u>	migration	n sava	nna	helt forest helt	t coastal helt	
Reywords		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					
(0)		Ghana with the Anlo area indicated					
Ref: History curriculum Page							
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	, 0			Plenary /		
	(preparing the brain	assessment)				Reflections	
	for learning)						
Tuesday	Play the HOT SEAT game using				What new things		
	the key words. Select a learner to sit facing the	where this major Kingdom is found.			have you learned today?		
	other learners with their back to		ntions	nlav	games on	today:	
	the board where you write the	location			_	Learning progress	
	keywords for learners to describe	location	or maj	, O. T.	18401113.	voting:	
	what the word means or does	Different	iated	learn	ing	Ask learners to	
	and the learner in the HOT SEAT	Ask stron	iger le	arnei	rs to answer	show by their	
	has to guess what the word is. Repeat for all the key words	some qu				fingers of 5 or 3 or 1 as to those 'who	
	Repeat for all the key words			et lea	rners who	really got it', 'got	
		are strug			. •	some of it' or	
		answer s	ımilar	ques	tions.		

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

Vetted by :	Signature:	Date :
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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending: 11th March, 2022						Class siz	ze:		
Day:					Date:				
Wednesday, 60 minutes					9th Ma	rch, 2022			
Period :				Lesson:					
2					1 of 2				
2					2 of 2				
Strand : Perfor	ming Arts		Sub-strand: Displaying and Sharing						
Indicator (code	e)		B4 2.3.4.2	2					
Content stand	ard (code)		B4 2.3.4.			CK			
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 Compete and Leadership Keywords					and Colla	boration	Personal Development		
,									
T. L .R. (s)		<	Pictures						
Ref:		Creative Art	s curriculum						
DAY	Phase 1:		Phase 2:	Main			Phase 3:		
	Starter (preparing the brain for learning)		(new lear assessme	ning incluent)	ding		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.		watch a performa the circuitural for education Education natural a	nshort vide nces (pref t, district of estival of the nunit of the Service) the nd manma nents of so	Ferably du or regiona the cultur ne Ghana that refle ade	uring al ral ct 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:		

	Danast famall that have		
	Repeat for all the key	discuss the need for performing	
	words	compositions of own music, dance,	
		drama, poetry, etc.;	
	DEBRIEFING:	develop a roadmap for the	
	•How did you feel during	performances by fixing a date,	
	the game?	selecting venue and inviting	
	<ul><li>What new words did</li></ul>	audience	
	you learn?	2 brainstorm to agree on a theme	
	•How does it feel to	for the performance;	
	win?		
	<ul><li>What will you do next time to win?</li></ul>	invitations (e.g. letters, postcards,	
	time to win:	WhatsApp, E-mail, Twitter,	
		Instagram, Facebook,	
	Share lesson indicator	announcements, posters, jingles) to	
	and treat key words with	target audience, for example	
	learner	parents, PTA/SMC members,	
		stakeholders, colleague learners;	
		② select compositions by	
	Share lesson indicator	considering creativity and	
	and treat key words with learner.	originality, lyrics, movement	
	icarrier .	patterns, dynamics and relevance of	
		the message to the theme, social	
		and cultural importance;	
		② decide on mode and arrangement	
		of performances (e.g.	
		monologue/solo/group, costumes,	
		props);	
		p. 0 p. 3/,	
		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	
	<b>-</b> 1 .1	in Ghana	
Wednesday	Play the HOT SEAT game	Learners are to	What new things have
	using the key words. Select a learner to sit	Plan the sequence of events,	you learned today?
	facing the other learners	stage/site plan, identifying the	
	Tacing the other learners	positions of all facilities (e.g. PA	

with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

system, lightings, performance zone, entry, exit, changing and makeup rooms/corners), characters, directors, stage managers, audience, health and security personnel;

 clean and prepare the venue and its environment and make it ready for the performance;

Plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc.

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

Learning progress voting: Ask learners to show by their 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 EIGHT: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:						Class s	size:
Day:			Date :				
Period :					Lessor	n :	
Strand :				Sub-s	trand :		
Composition W	riting/				iptive \ lasive V		
Indicator (code	e)		B4.4.	3.1.2	B4.4.	3.1.3	B4.4.4.1.1
Content standa	ard (code)		B4.4.	3.1.	B4.4.	.3.1.	B4.4.4.1.
-				a str Lear envi Lear clea	ructure ners sh ronmer ners sh nliness	using of the could depend on the could would would using of the could would wo	give a description of a building or controlled composition describe objects within the cheir own.  vrite a persuasive essay on controlled composition oration Personal Development and
•		A,					
Keywords		<b>X</b>					
T. L .R. (s)			Mani	la card	s, mark	cers, re	ecorded audios visual
Ref:		Ghanaian Langu	iage (	curricu	lum		
DAY	Phase 1: Starter (preparing the b for learning)	rain	(new	e 2: Ma learnii ding as			Phase 3: Plenary / Reflections
	Cover Up		• Let	learne	rs men	tion	What new things have you
Learners in convenient groups.			tradit pations			learned today?	
	1. Write a word	on the board.	know	<b>'.</b>			Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

#### **DEBRIEFING:**

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

game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- 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.

Assessment: let learners give a description of a using controlled

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

Independent Activity/ Homework:

building or a structure composition

## Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink

- 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

Assessment: let learner describe objects within

What new things have you learned today?

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

WHATSAPP OINL	1 02+3330331	T .	
	The team that is able to read	the environment on	
	and write more words becomes	their own.	
	the winner.		
	DEBRIEFING:		
	What did you like about the		
	game?		
	What did you dislike about the		
	game?		
	What must your team do to win		
	next time?		
	Hext time:		
	Charalana in diantan and turnt		
	Share lesson indicator and treat		
	key words with learner .		
	Cover Up	• Let learners	What new things have you
		mention some actions	learned today?
	Learners in convenient groups.	that destroy the	<b>)</b>
		environment.	Learning progress voting:
	1. Write a word on the board.		Ask learners to show by their
	2. Cover all the letters except	Discuss cleanliness	fingers of 5 or 3 or 1 as to those
	the first one, beginning from	with learners.	'who really got it', 'got some of
	the left to the right, and ask	<ul> <li>Allow the learners to</li> </ul>	it' or didn't get it' respectively.
	pupils to make the sound of the	talk with each other	, ,
	letter which is not covered.		Independent Activity/
	3. Do this until the sounds of all	about cleanliness.	Homework:
	the individual letters have been	<ul> <li>Let learners write a</li> </ul>	Homework.
	made by pupils.	persuasive essay on	
		cleanliness using	
	4. Run your finger under the	controlled	
	word for pupils to blend the		
	sounds to read	composition	
	5. The pupil who blend the		
	sounds to read wins the game.	Assessment: let	
		learners write a	
	DEBRIEFING:	persuasive essay on	
	What did you like about the	cleanliness using	
	game?	controlled	
	What did you dislike about the	composition	
	game?	•	
	What must your team do to win		
	next time?		
	Share lesson indicator and treat		
	key words with learner.		
	key words with learner.		

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v CttCa D		315114141 C	Date :

# SEMESTER ONE BASIC FOUR WEEK 9

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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

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

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	: Creativity and Innovation Comr ical Thinking and Problem Solving	appropriate book paragraph summar nunication and Collaboration	fast /slow, good/bad, ower. a variety of age- and level s and present a-two- y of each book read
Keywords			
T. L .R. (s)		Word cards, sentence card on a manila card and a class	s, letter cards, handwriting s library.
Ref:	English Langu	age curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<ul> <li>"Pick and Read"</li> <li>Learners in convenient groups.</li> <li>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: <ol> <li>What are some of the sentences you read in the game?</li> </ol> </li> </ul>	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:

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

Share lesson indicator and treat key words with learner .

#### **B.READING**

- 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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for

What new things have you learned today?

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

Independent Activity/ Homework:

## Tuesday

## **Word Jumble Race**

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.

#### **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner .

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		those learners who need	
		more of a challenge	
		Assessment: let learners	
		construct meaning from	
		texts read	
		texts read	
Wednesday		C.GRAMMAR	What new things have
vvcuricsday	Catch and pass	Revise adjectives. Have	you learned today?
	Catch and pass		you learned today:
	Learners in convenient	learners identify	
		adjectives in sentences	Learning progress voting:
	groups of 2 or more. A	and use them in	Ask learners to show by
	member in Group A throws a	sentences of their own.	their fingers of 5 or 3 or 1
	ball to a member in Group B.	Introduce regular	as to those 'who really
	The student who catches the	adjective forms:	got it', 'got some of it' or
	ball shouts "I catch".	- Regular adjectives form	didn't get it' respectively.
		their imperative by	
	A different member in Group	adding er	Independent Activity/
	B mention an adjective	e.g. small–smaller, big–	Homework:
		bigger, etc.	
	Another member in Group B	Assist learners with	
	uses the adjective to form a	examples to use	
	sentence. The group earns a	comparative adjectives	
	point for the given adjective	appropriately.	
	and correct sentence.		
	and correct sentence.	e.g.	
	A member in Croup B throug	i. Ama is taller than	
	A member in Group B throws	Kwesi.	
	the ball back to a member in	ii. This ruler is longer than	
	Group A and they go through	that one.	
	the same process until they	Learners form	
	produce for example five	sentences with the	
	adjective	comparative forms of	
	each plus their	adjectiv	
	corresponding sentences.		
		Differentiated learning	
	DEBRIEFING	Ask stronger learners to	
	What did you like about the	answer some questions	
	game?	first and then let learners	
	What did you dislike about	who are struggling	
	the game?		
	What must your team do to	answer similar questions.	
	win next time?	Pair up stronger and	
	will liext tillie!	weaker learners so that	
		stronger learners can	
		help weaker ones.	
	Share lesson indicator and	Use the remedial	
	treat key words with learner .	activities as practice for	
		learners	

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		who struggle, and the extension activities for those learners who need more of a challenge	
		Assessment: let learners use adjectives to make comparison in sentences	
Thursday	Look-Say-Cover-Write-Check  Learners in convenient groups.  1. Put word cards on the table/floor/in a bowl. 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. S/he then picks the card and shows it to the class. 4. The class checks to see if the pupil's word is correct. 5. The pupil with the correct number of words wins the game.  DEBRIEFING What did you like about the game? What did you dislike about	D.WRITING 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.  Assessment: let learners choose a topic from their immediate environment	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
	the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	to write about	
Friday	Catch and pass	E.WRITING CONVENTION AND GRAMMAR USAGE  • Guide learners with	What new things have you learned today?
	Learners in convenient groups of 2 or more. A member in Group A throws a	several examples and situations to identify the comparative forms of	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1

ball to a member in Group B. The student who catches the ball shouts "I catch".

A different member in Group B mention an adjective

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

A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.

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

Share lesson indicator and treat key words with learner .

adjectives in sentences, e.g. Ama is fast but Kofi is slow.

 Have learners identify adjectives in a given passage.

Assessment: let learners identify adjectives in a given passage.

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

Independent Activity/ Homework:

## Friday

Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.

## **DEBRIEFING**

1. Did you like the states of the books we observed?

## **E.EXTENSIVE READING**

- Guide learners to choose and read independently books of their choice during the library period.
- Learners think-pairshare their stories with peers.
- Ask each learner to write a-two-paragraph

What new things have you learned today?

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

## WHATSAPP ONLY 0245350591 2. What is the cause of the summary of the book poor/good state in which we read. find the books? • Invite individuals to 3. What can we do to make present their work to the books look different from the class for feedback. the way they are now? Share the lesson indicator Assessment: let learners and explain the key words read a variety of age- and level appropriate books and present a-twoparagraph summary of

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each book read

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending: 18th Marc	h, 2022				Class size:		
Day:				Date :	-		
Monday, 60 minutes	- I		14th Ma	14th March, 2022			
Tuesday, 60 minutes				15th Ma	rch, 2022		
Wednesday, 60 minutes				16th Ma	rch, 2022		
Thursday, 60 minutes				17th Ma	rch, 2022		
Friday, 60 minutes				18th Ma	rch, 2022		
Period :				Lesson:			
2				1 of 1			
2				1 of 1			
2				1 of 1			
2				1 of 1			
2				1 of 1			
Strand : Algebra			Sub-strar	nd : Pattern	s and Relation	onships	
Indicator (code)		B4.2.1.1		34.2.1.1.2	B4.2.1.1.3	B4.2.1.2.1	
		B4.2.1.2			D4244	D4 2 4 2	D4 2 4 2
Content standard (code)		B4.2.1.1		34.2.1.1.	B4.2.1.1.	B4.2.1.2.	B4.2.1.2.
Core Competencies: Crea and Leadership Critical Th	•	<ul> <li>Learners can describe the pattern found in a given table or chart.</li> <li>Learners can deSEMESTERine the missing element(s) in a given table or chart.</li> <li>Learners can identify the error(s) in a given table or chart.</li> <li>Learners can create a concrete representation of a given pattern displayed in a table or chart.</li> <li>Learners can create a table or chart from a given concrete representation of a pattern.</li> </ul> novation Communication and Collaboration Personal Development problem Solving.					
Keywords							
T. L .R. (s)		Grids/ch	narts with r	number pat	terns, Dice;	cubes; straws;	sheets of
Ref:	Mathematics	atics curriculum Page					

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Monday	*  1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.  DEBRIEFING 1. How did you find the game?  2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?  Share lesson indicator and treat key words with learner	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:  (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  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.  • Pair up stronger and weaker learners so that stronger learners can help weaker ones.  • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge  Assessment: have learners to practice with more examples	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Tuesday	*	Provide students with a chart with missing numbers and ask them to identify the	What new things have you learned today?

- 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.

#### **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

missing numbers and explain their reasoning

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

answer similar questions.

challenge

more examples

• Pair up stronger and weaker learners so

stronger learners can help weaker ones.

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

Assessment: have learners to practice with

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

Independent Activity/ Homework:

with learner

Wednesda У

- 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

Provide a mapping table containing errors. Ask students to identify and explain where the pattern has errors

Number of	Number of			
Tables	Chairs			
1	4			
2	8			
3	12			
4	18			
5	20			
6	24			

Differentiated learning

What new things have you learned today?

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

number of the first learner.

#### **DEBRIEFING**

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?
- 3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

Ask stronger learners to answer some questions

first and then let learners who are struggling

answer similar questions.

• Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

Thursday

- 1. Learners 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.

#### **DEBRIEFING**

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

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

Figure	1	2	3	4	5
Number	3	6	9	?	٠٠
of					
Cubes					

Differentiated learning

Ask stronger learners to answer some questions

first and then let learners who are struggling

answer similar questions.

- Pair up stronger and weaker learners so that
- stronger learners can help weaker ones.
- Use the remedial activities as practice for learners

What new things have you learned today?

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

VVIIAIJAPP UI	NLY 0245350591	harden and the second state of the second stat	
	3. What were some of	who struggle, and the extension activities	
	the numbers you heard	for	
	your friends calling out?	those learners who need more of a	
		challenge	
	Share lesson indicator	Assassment: have learners to practice with	
	and treat key words	Assessment: have learners to practice with	
	with learner	more examples	
Friday	*	Present learners with a geometric design	What new things have
l	1. Learners write	series, such as the one shown below. Ask	you learned today?
	numbers on a ball using	them to extend the pattern and record it	
	a marker.	in a T-chart. Ask learners what the 10th	Learning progress
	2. Learners bounce or		voting: Ask
	throw the ball to other	step would be. What would the 12th step	learners to show by
	learners and have them	be? What would the 20th step be?	their fingers of 5 or 3
	mention the number	1 2 3 4	or 1 as to those 'who
	they see first.		really got it', 'got
	3. Learners		some of it' or didn't
	bounces/throw the ball	Design # # of Square	get it' respectively.
	to another learner, who	Design # # of square	get it respectively.
	does same by	1 1	Independent
	multiplying the number	2 2	Activity/ Homework:
	he/she sees to the	2 2	Activity/ Homework.
		3 3	
	number of the first		
	learner.	4 4	
	DEBRIEFING	Differentiated learning	
	1. How did you find the	Ask stronger learners to answer some	
	game?	questions	
		first and then let learners who are	
	2. How difficult/easy	struggling	
	was it adding your	answer similar questions.	
	number to your friends	Pair up stronger and weaker learners so	
	number?		
	3. What were some of	that	
	the numbers you heard	stronger learners can help weaker ones.	
	your friends calling out?	Use the remedial activities as practice	
		for learners	
		who struggle, and the extension activities	
	Share lesson indicator	for	
	and treat key words	those learners who need more of a	
	with learner	challenge	
		Assessment: have learners to practice with	
		more examples	
		more examples	

SUBJECT: SCIENCE CLASS: FOUR

Week Ending: 18th March, 2022			Class size:					
Day:					Date:	Date:		
Monday, 60 m	ninutes				14th March, 2022			
Thursday, 60 n	ninutes				17th N	/larch, 20	022	
Period :					Lesson	:		
2					1 of 2			
2					2 of 2			
Strand : CYCLE	:S			Sub-str	and : EA	RTH SCI	ENCE	
Indicator (code	e)		B4.2.1.	2.1		- / /		
Content stand	ard (code)		B4.2.1.	2.				
Performance I	ndicator		Learne	rs can id	entify th	e object	s in the sky during day and	
			night	1.				
_				ation and	d Collabo	oration F	Personal Development	
and Leadership	o Critical Thinking	and Problem Solv	ving.	)-				
Keywords			Venn d	iagram				
T. L .R. (s)				Venn diagram pictures, charts or videos of the night and day skies.				
Ref:		Science curricul						
Ner.		Science curricul	uiii Fag	C				
DAY	Phase 1:		Phase 2	2: Main			Phase 3:	
	Starter	19 L	1 '	_	including		Plenary / Reflections	
	(preparing the b	rain	assessr	ment)				
	for learning)							
Monday	Play the HOT SEA	AT game using		earners t	•	utside	What new things have	
	the key words.	to sit fooing the		the classroom and: you learned today?			you learned today?	
	Select a learner to other learners w	_		ne the o	bjects in	the	Learning progress	
	the board where		daytime sky;			voting: Ask		
	keywords for lea	=	(b) idei	ntify the	objects	in the	learners to show by their	
	describe what th	e word means	_	me sky;			fingers of 5 or 3 or 1 as	
		and the learner in the (c) identify t		•			to those 'who really got	
	HOT SEAT has to	_			in the d	ay and	it', 'got some of it' or	
l words		night sky,				didn't get it' respectively.		
	170103		` '	swer the	•		respectively.	
				appens	to the sk	ky in a	Independent Activity/	
	DEBRIEFING:		24-hou	r cycle?			Homework:	

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

• 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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify the objects in the sky during day and night

## Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

- Learners 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.

What new things have you learned today?

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

## **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners write about the importance of the things they see in the skies

Vetted by	<i>l</i> '	Signature:	Date :
vected by	/	31811atai C	Date :

SUBJECT: COMPUTING CLASS: FOUR

Week Ending: 18th March, 2022				Class size:			
Day:					Date :		
Wednesday, 60	) minutes				16th March, 2022		
Period :					Lesso	n:	
2					1 of 1	1	
Strand: Introd	uction to computing			Sub-s	strand	: intro	oduction to ms-windows
				inter	face		
Indicator (code	e)		B4.1.	2.1.2			
Content standa	ard (code)		B4.1.	2.1.			λ
Performance II	ndicator		Learn	ers ca	an der	monst	rate how to Personalise the
			Deskt	op Ba	ckgrou	ınd usi	ing required tools and settings;
-	•			on an	d Colla	borati	on Personal Development
and Leadership	Critical Thinking and	d Problem Solving.		1			
Keywords			backg	ground	l, setti	ngs, ta	skbar, personalization
T. L .R. (s)			Lapto	р			
Ref:		Computing curric	culum	Page			
DAY	Phase 1:		Phase	2: Ma	ain		Phase 3:
	Starter		(new	new learning			Plenary / Reflections
	(preparing the bra	ain	including assessment)				
	for learning)	71					
	Play the HOT SEA	Γgame using the		proje			What new things have you
	key words.	sit facing the		ples o			learned today?
Wednesday	Select a learner to other learners wit	_	·		d Desk	ktop	Learning progress voting:
	the board where		_	ground			Ask learners to show by
	keywords for lear		learn	ers wit	th the	aid	their fingers of 5 or 3 or 1 as
	what the word me		of a p	roject	or or		to those 'who really got it',
	the learner in the		pictu	res.			'got some of it' or didn't get
	guess what the w	ord is. Repeat for					it' respectively.
all the key words					ers to		Independent Activity/
			•	nalise			Homework:
DEBRIEFING:			-	ckgrou			
	How did you feel during the		using the required				
	game?		tools	and se	ettings	i.	
	•What new words	•					
	•How does it feel	to win?					

•What will you do next time to win?	Assessment: Let learners demonstrate
Will;	how to Personalise
Share lesson indicator and treat key words with learner	the Desktop Background using required tools and
Share lesson indicator and treat key words with learner .	settings;

Vetted by :	Si	gnature:	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending:	18th March, 2022				Class siz	ze:	
Day:	Day:			Date:			
Tuesday, 60 minutes			15th M	arch, 202	22		
Thursday, 60 minutes				17th M	arch, 202	22	
Period :				Lesson	;		
2				1 of 2			
2				2 of 2			
Strand: ALL A	ROUND US		Sub-stra	<b>nd</b> : The	Environn	nent and the Weather	
Indicator (cod	e)	B4.2.1.1	.1.		CX		
Content stand	lard (code)	B4.2.1.1	•				
Performance I	ndicator	Learners	can expl	ain ways	of makir	ng the environment safe	
<u> </u>	encies: Creativity and Innovati			and Coll	aboratio	n Personal Development	
and Leadershi	p Critical Thinking and Proble	m Solving		-			
Keywords		Pictures	Charts, V	ideo clip	s, Fire ex	tinguisher, paper, pencils,	
		posters, films, computer, charts, Internet, blackboard/market					
		board and chalk/ marker					
T. L .R. (s)		Environr	ment, sanitation, illegal mining, indiscriminate,				
		deforestation, pollution, extinguisher, accidents, recycling,					
		quarry, pollute.					
Ref:	Our World O	ur People	curricul	um Page	9		
DAY	Phase 1:	Phase 2:	Main			Phase 3:	
	Starter		rning incl	uding		Plenary / Reflections	
	(preparing the brain	assessm	_	J			
	for learning)						
Tuesday	Play the HOT SEAT game	Learners	talk abou	ıt ways o	f	What new things have you	
		ensuring	nsuring safety in the			learned today?	
facing the other learners with their back to the board where you write good s		environr	nent e.g.	keeping t	:he	Loorning progress vetings	
		environr	nent clea	n, plantin	g trees,	Learning progress voting: Ask learners to show by	
		good sar	nitation, g	ood road	s, safe	their fingers of 5 or 3 or 1	
		_	water, re		_	as to those 'who really got	
	to describe what the	chemica	ls, reduce	burning	of	it', 'got some of it' or	
	word means or does and	things.				didn't get it' respectively.	
	the learner in the HOT						

SEAT has to guess what the word is. Repeat for all the key words

## **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners explain ways of making the environment safe

Independent Activity/ Homework:

Thursday

Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

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,

What new things have you learned today?

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

#### DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

planting trees, recycling waste paper and plastics

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners explain ways of making the environment safe

/etted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 18th March, 2022				Class size:				
Day:					Date :			
Friday, 60 mini	utes				18th March, 2022			
Period :					Lesson	:		
2					1 of 1			
Strand: MOTOR SKILL AND MOVEMENT PATT			ERNS	Sub-st	rand : M	IANIPUL	ATIVE SKILLS	
Indicator (code	e)		B4.1.2	.1.7				
Content stand	ard (code)		B4.1.2	.1.				
Performance I	ndicator		Learne	ers can C	atch a b	all abov	e the head and near the middle	
			of the	body wh	ile joggi	ng and i	running.	
	ncies: Creativity a tical Thinking and			unicatio	n and Co	ollabora	tion Personal Development and	
Keywords				O				
T. L .R. (s)			Cones					
Ref:								
DAY	Phase 1:		Phase	2: Main			Phase 3:	
	Starter (preparing the for learning)	aring the brain assessment)		w learning including essment)		5	Plenary / Reflections	
Friday	Learners jog r demarcated a while singing to warm-up th maximal perfo and to preven	rea in files and clapping ne body for ormance	warm thrown in the the dis	general a up, learn n above air with stance ar r fun. Ac ered	ners cato from a c the hand and let th	ch balls listance d. Vary em 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.	
Vetted by :			Si	ignature	:		Independent Activity/ Homework: Date :	

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending: 18	th March, 2022				Class size:
Day:			Da	ite :	:
Friday, 60 minute	s		18	th I	March, 2022
Period :			Le	ssoı	n :
2			10	of 1	
Strand: Religious	Practices and their Moral Implications		Sub-stra	nd	: Religious Worship, Prayer and
			other Re	eligio	ous Practices
Indicator (code)		B4.2.	1.1.1		
Content standard	l (code)	B4.2.	1.1.		
Performance Indi	icator	Learr	ners can ı	nam	ne the various forms of worship
Core Competenci	es: Creativity and Innovation Commun	 ication	and Colla	abor	ration Personal Develonment
	ritical Thinking and Problem Solving.	. 34 (1011	and come		ation i dissila sevelopinent
			17/		
Keywords			),		
		<u>\</u>			
T. L .R. (s)		Pictures			
Ref:	RME curriculum	Page			
		T _,			Tai a
DAY	Phase 1:		e 2: Main		Phase 3:
	Starter	(new inclu	learning		Plenary / Reflections
	(preparing the brain for learning)		ssment)		
Friday	Play the HOT SEAT game using the		Let learners		What new things have you
,	key words.		atise the		learned today?
	Select a learner to sit facing the				·
	other learners with their back to	modes of worship among the three		-	Learning progress voting:
	the board where you write the		r religious		Ask learners to show by
	keywords for learners to describe what the word means or does and	grou	_	-	their fingers of 5 or 3 or 1 as to those 'who really got
	the learner in the HOT SEAT has to	0			it', 'got some of it' or
	guess what the word is. Repeat for	Diffe	rentiated		didn't get it' respectively.
	all the key words	learn	ing		
		Ask s	tronger		Independent Activity/
DEDDIEFING.		learners to answer			Homework:
	DEBRIEFING:     How did you feel during the	some	e questior	าร	
	game?				
	•What new words did you learn?				

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

Vetted	by :		Signature:	Date :
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SUBJECT: HISTORY CLASS: FOUR

Week Ending:	18th March, 2022				Class	size:
Day:				Date	:	
Tuesday, 60 minutes				15th March, 2022		
Thursday, 60 minutes			17th March, 2022			n, 2022
Period :				Lesso	n:	
2				1 of 2	<u>)</u>	
2		2 of 2				
Strand : My Co	ountry Ghana	Sub-strand: The People Of Ghana				
Indicator (cod	le)	B4.2.	1.1.2		-//	
Content stand	dard (code)	B4.2.	1.1.	C	$\bigcirc$	
Performance	Indicator	Learn	ers ca	n state	e the fa	actors that led to decline of
		the K	ingdon	n you l	have st	udied
Core Compete	encies: Creativity and Innovation Commu	nicatio	n and	Collab	oration	n Personal Development
and Leadershi	p Critical Thinking and Problem Solving.					
.,						
Keywords		jurisdiction, alliance, tactics, booming, legitimate,				
		combatant, recognise, inability, deploy, navy,				
		bombard, range, invasion, conquer, integrate,				
		protectorate  Videos of the festivals and calebrations of the Anla				
T. L .R. (s)		Videos of the festivals and celebrations of the Anlo, as well as dance-drumming				
A,				ance-d	rummi	ing
Ref: History curriculum Page						
DAY	Phase 1:	Phase	2: Ma	iin		Phase 3:
	Starter	1 '	learnir	_		Plenary / Reflections
	(preparing the brain	including assessment)				
	for learning)					
Tuesday	Play the HOT SEAT game using the		reasor	•		What new things have you
	key words.	some of the Kingdoms learned today?		learned today?		
	Select a learner to sit facing the other learners with their back to	declined. E.g. Internal		Learning progress voting:		
	the board where you write the			· ·	Learning progress voting: Ask learners to show by	
	keywords for learners to describe	succession disputes)		=5)	their fingers of 5 or 3 or 1	
	what the word means or does and	Differentiate		ed learning	rning	as to those 'who really got
	the learner in the HOT SEAT has to		Cittati	ca icai	111116	it', 'got some of it' or
	guess what the word is. Repeat for					didn't get it' respectively.
	all the key words					

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners give reasons why some of the Kingdoms declined Independent Activity/ Homework:

# Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

## **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?

Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes)

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.

	•What will you do next time to win?  Share lesson indicator and treat key words with learner  Share lesson indicator and treat key words with learner.	<ul> <li>Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>Use the remedial activities as practice for learners who struggle, and the</li> </ul>	
		extension activities for those learners who need more of a challenge  Assessment: let learners give reasons why some of the Kingdoms declined	
/etted by :	Sig	nature:	Date :
	A.		

Vetted by :	Signature:	Date :
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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending: 18th March, 2022	Class size:		Class size:
Day:		Date :	
Monday, 60 minutes		14th Ma	arch, 2022
Wednesday, 60 minutes		16th March, 2022	
Period :		Lesson :	
2		1 of 1	
2	1 of 1		
<b>Strand :</b> Visual Arts Performing	Arts Sub-strand : Displaying and Sharing		
_	Appro	eciating and <i>i</i>	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><li>Learners</li></ul>	can plan an	exhibition of own artworks to share
	creative	experiences	based on own ideas, knowledge and
	understa	nding of the	history and culture of the people of
	Ghana		
	<ul><li>Learners</li></ul>	can Deve	lop 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 Innov		ation and Co	llaboration Personal Development
and Leadership Critical Thinking and Prob	olem Solving.		
Keywords			
Reywords			
T. L .R. (s)	Pictures		
	rts curriculum		
inci.	is curricularii		
DAY Phase 1:	Phase 2: Main		Phase 3:
	(new learning in	cluding	Plenary / Reflections
	assessment)		
for learning)			
Monday Play the HOT SEAT	Learners are to:		What new things have you
	I centre preferanty during the circuit		learned today?
Select a learner to sit facing the other			circuit, Learning progress voting: Ask learners to show by
learners with their	district or region	nal cultural fe	stival their fingers of 5 or 3 or 1 as
back to the board			to those 'who really got it' ,
where you write the			

keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

of the cultural education unit of the Ghana Education Service;

discuss the need for displaying portfolio of own visual artworks;
develop a roadmap for the

- exhibition by:fixing a date;
- selecting a venue;
- inviting an audience;
- ② 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.

Assessment: let learners write a plan for an exhibition of own artworks to share creative experiences based on own ideas,

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

	T		
		knowledge and understanding of	
		the history and culture of the	
		people of Ghana	
Wednesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: How did you feel during the game? What new words did you learn? How does it feel to win?  What will you do next time to win?  Share lesson indicator and treat key words with learner  Share lesson indicator and treat key words with learner.	Learners are to:  ② discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guidelines suggested below; ② identify the correct vocabulary to use for appreciating and appraising music, dance and drama ② agree on what to use the appraisal report for and how to share it; ② agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ② fix a day/date for the appreciation/appraisal/jury.  Suggested Guidelines: ② Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music; ② Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics ② Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity, 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:

WHATSAPP ONLY	0245350591		
		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	

WANT HILLIAM SCH

WEEK NINE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:			Clas	s size:		
Day:		Da	te:			
Period :			Les	sson :		
Strand : Sub-		Sub-stra	strand			
Writing Convent	ions / Usage				mmar in Written La	nguage
writing convent	ions / osage		(Capitali		)	nguage
			' '		mmar in Written La	nguage
			(Punctua			88.
Indicator (code)		B4.5		34.5.1.1	2. B4.5.1.1.3	B4.5.2.1.1
Content standar	d (code)	B4.5	5.1.1. I	B4.5.1.2	l B4.5.1.1.	B4.5.2.1.
7Performance In	dicator		• Learne	ers shou	uld begin sentences	with capital
			letters			
		•			ıld use capital letter	· ·
	( Y )	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	<ul> <li>Learners should demonstrate an understanding of the use of capital letters after colons</li> </ul>			
				•	ald demonstrate the	
Core Competence	cies: Creativity and Innovation C	ommur				
	al Thinking and Problem Solving					•
Keywords						
T. L .R. (s)		Gha	naian Lan	σιιασρ	curriculum	
Ref:		Giia	Tidian Lan	guage	carriculani	
DAY	Phase 1:	Phas	se 2: Main	1	Phase 3:	
	Starter	(nev	w learning		Plenary / Reflectio	ns
	(preparing the brain	inclu	uding			
	for learning)	asse	essment)			
	Cover Up	• Le	t learners	write	What new things h	nave you learned
			r names o	n a	today?	
	Learners in convenient groups					

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

#### **DEBRIEFING:**

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- paper and show it to the class.
- 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.

Assessment: let learners capital letters after full stops in sentences Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

#### **Onset and Rime Game**

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- Create a game about using a capital letter after a colon.
- Play the game with learners.
- Help learners to understand the use

What new things have you learned today?

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

Independent Activity/ Homework:

3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.

# **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner .

of capital letters after a colon.

• Encourage learners to use capital letters to begin a sentence after a colon.

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

# **Cover Up**

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

- Use commas in sentences on the board.
- Let learners demonstrate the use of commas by writing sentences in in groups.

Assessment: let learners use commas in sentences

What new things have you learned today?

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

Independent Activity/ Homework:

**DEBRIEFING:** 

WHATSAPP UNLT U	1245550591		
	What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
	Share lesson indicator and treat key words with learner.		

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# SEMESTER ONE BASIC FOUR WEEK 10

AMA FILLING



SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending: 25th March, 2022	Class size:
Day:	Date:
Monday, 60 minutes	21st March, 2022
Tuesday, 60 minutes	22nd March, 2022
Wednesday, 60 minutes	23rd March, 2022
Thursday, 60 minutes	24th March, 2022
Friday, 60 minutes	25th March, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Giving and Following Commands
B. Reading	B. Comprehension
C. Grammar Usage At Word	C. Verbs
D. Writing	D. Creative/Free Writing
E. Using Writing Conventions	E. Using Qualifying Words – Adjectives
F. Extensive Reading	<b>F.</b> 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
Performance Indicator	B4.5.5.1. B4.6.1.1.
Performance indicator	<ul> <li>A. Learners can give and respond to commands, instructions and directions</li> </ul>
	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

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Core Competen	ncies: Creativity and Innovation Comm	appropriate book paragraph summary	fast /slow, good/bad, ower a variety of age- and level s and present a-two- y of each book read
	Critical Thinking and Problem Solving		•
Keywords			
T. L .R. (s)		Word cards, sentence cards	•
		on a manila card and a class	s library.
Ref:	English Langua	ige curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including	Plenary / Reflections
	(preparing the brain	assessment)	
	for learning)		
Monday	<ul> <li>*Pick and Read"</li> <li>*Learners in convenient groups.</li> <li>*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.</li> <li>*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.</li> <li>DEBRIEFING: <ol> <li>What are some of the sentences you read in the game?</li> </ol> </li> </ul>	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:

WHATSAPP ONLY 02453	50591		
	2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly? Share lesson indicator and treat key words with learner.	Assessment: let learners give and respond to commands, instructions and directions	
Tuesday	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.  DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner.	B.READING Using the SQ3R strategy, learners recall main ideas. Learners: S – Survey the text— (learners skim, by going through the chapter, noting heading/subheading 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.  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 can help weaker ones. • Use the remedial activities as practice for learners	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

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		who struggle, and the	
		extension activities for	
		those learners who need	
		more of a challenge	
		Assessment: let learners	
		note and recall main ideas	
		in a sequence	
Made and a		C.GRAMMAR	M/hat way this as have
Wednesday	Catch and pass	Have learners revise	What new things have you learned today?
	caten and pass	verbs by reading	you learned today:
	Learners in convenient	sentences from the board	Learning progress voting:
	groups of 2 or more. A	and identifying the verbs.	Ask learners to show by
	member in Group A throws a	Have learners write	their fingers of 5 or 3 or
	ball to a member in Group B.	sentences with given	1 as to those 'who really
	The student who catches the	verbs.	got it', 'got some of it' or
	ball shouts "I catch".	Auxiliary verbs	didn't get it' respectively.
		Let learners read	
	A different member in Group	sentences with auxiliary	Independent Activity/
	B mention a verb	verbs.	Homework:
		e.g.	
	Another member in Group B	i. The boy is going to	
	uses the verb to form a	school.	
	sentence. The group earns a	ii. The girls are reading.	
	point for the given verb and	An auxiliary verb is also	
	correct sentence.	known as a helping verb	
		e.g. is, are, am, was, were	
	A member in Group B throws	<ul> <li>Have learners use</li> </ul>	
	the ball back to a member in	auxiliary verbs in	
	Group A and they go through	sentences and underline	
	the same process until they	them.	
	produce for example five	5.66	
	verbs each plus their	Differentiated learning	
	corresponding sentences.	Ask stronger learners to	
	DEBRIEFING	answer some questions first and then let learners	
	What did you like about the		
	game?	who are struggling answer similar questions.	
	What did you dislike about	<ul><li>Pair up stronger and</li></ul>	
	the game?	weaker learners so that	
	What must your team do to	stronger learners can help	
	win next time?	weaker ones.	
		Use the remedial	
		activities as practice for	
		learners	

		who struggle, and the	
		extension activities for	
		those learners who need	
		more of a challenge	
		G	
		Assessment: let learners	
		write sentences with	
		given verbs.	
Thursday	Look-Say-Cover-Write-Check	D.WRITING	What new things have
,	•	<ul> <li>Have learners, in pairs,</li> </ul>	you learned today?
	Learners in convenient	think-pair-share and	,
	groups.	choose a topic from their	Learning progress voting:
	0 - 1	immediate environment	Ask learners to show by
	1. Put word cards on the	they will want to write	their fingers of 5 or 3 or
	table/floor/in a bowl.	about.	1 as to those 'who really
	2. A pupil picks a word card,	Guide learners to	got it', 'got some of it' or
	reads the word, covers	brainstorm and generate	didn't get it' respectively.
	it/turns it over and writes the	ideas.	and the great start and the st
	word on the board.	<ul> <li>Have learners organise</li> </ul>	Independent Activity/
	3. S/he then picks the card	their ideas and write their	Homework:
	and shows it to the class.	first draft.	
	4. The class checks to see if	They then peer edit	
	the pupil's word is correct.	their work.	
	5. The pupil with the correct	Have them present their	
	number of words wins the	work for class discussion	
	game.	and correction.	
	gamer	• They then write the final	
	DEBRIEFING	draft and display their	
	What did you like about the	work for their peers to	
	game?	read.	
	What did you dislike about	read.	
	the game?	Assessment: let learners	
	What must your team do to	choose a topic from their	
	win next time?	immediate environment	
	will liext tillle:	to write about	
		to write about	
	Share lesson indicator and		
	treat key words with learner .		
Eriday		E.WRITING CONVENTION	What new things have
Friday	Catch and pass	AND GRAMMAR USAGE	you learned today?
	Catell alla pass	Guide learners with	you learned today!
	Learners in convenient		Loarning progress voting:
	groups of 2 or more. A	several examples and	Learning progress voting:
	member in Group A throws a	situations to identify the	Ask learners to show by
	· ·	comparative forms of	their fingers of 5 or 3 or
	ball to a member in Group B.	adjectives in sentences,	1 as to those 'who really

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

A different member in Group B mention an adjective

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

A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.

# **DEBRIEFING**

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

Share lesson indicator and treat key words with learner .

e.g. Ama is fast but Kofi is slow.

 Let learners write sentences using comparative and superlative forms of adjectives.

Assessment: let learners write sentences using comparative and superlative forms of adjectives.

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

Independent Activity/ Homework:

# Friday

Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.

#### **DEBRIEFING**

# **E.EXTENSIVE READING**

- Guide learners to choose and read independently books of their choice during the library period.
- Learners think-pairshare their stories with peers.

What new things have you learned today?

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

Independent Activity/ Homework:

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

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

Vetted by :	Date :
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending: 25th March, 2022				Class size:		
Day:			Date :			
Monday, 60 minutes			21st March, 2022			
Tuesday, 60	minutes			22nd Ma	arch, 2022	
Wednesday	, 60 minutes			23rd Ma	rch, 2022	
Thursday, 6	0 minutes			24th Ma	rch, 2022	
Friday, 60 m	ninutes			25th Ma	rch, 2022	
Period:				Lesson:		
2				1 of 2		
2				2 of 2		
2				1 of 2		
2				2 of 2		
2				1 of 1		
Strand : Alg	ebra		Sub-stran	<b>d :</b> Patteri	ns and Relations	ships
Indicator (c	ode)		B4.2.1.3.1		B4.2.1.3.2	B4.2.2.1.1
Content sta	ndard (code)		B4.2.1.3.		B4.2.1.3.	B4.2.2.1.
Performance Indicator		<ul> <li>Learners can translate the information in a given problem into a table or chart.</li> <li>Learners can identify and extend the patterns in a table or chart to solve a given problem.</li> <li>Write a given problem as an equation in which a symbol is used to represent an unknown number.</li> </ul>				
<b>Core Competencies:</b> Creativity and Innovation Communication and and Leadership Critical Thinking and Problem Solving.			n and Coll	aboration Perso	onal Development	
Keywords		Symbol; unknown				
T. L .R. (s)		Dice; cubes,				
Ref:		Mathematics curriculu	ım Page			
DAY	Phase 1:		Phase 2: N	Main		Phase 3:
	Starter		(new lear	ning includ	ding	Plenary /
	(preparing the	brain	assessment) Reflections			Reflections
	for learning)					

#### Monday Given the numerical pattern, ask What new things 1. Learners write numbers on a ball have you learned students to extend the pattern using a marker. today? and explain how they 2. Learners bounce or throw the ball deSEMESTERined the pattern and to other learners and have them Learning progress its missing elements mention the number they see first. voting: 3. Learners bounces/throw the ball Ask learners to В Α to another learner, who does same show by their by multiplying the number he/she 1 2 fingers of 5 or 3 or sees to the number of the first 1 as to those 'who 2 4 learner. really got it', 'got 3 some of it' or didn't **DEBRIEFING** get it' respectively. 4 8 1. How did you find the game? Independent 2. How difficult/easy was it adding Activity/ your number to your friends Homework: number? Differentiated learning 3. What were some of the numbers Ask stronger learners to answer you heard your friends calling out? some questions first and then let learners who are struggling Share lesson indicator and treat key words with learner answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: have learners to practice with more examples Tuesday Ask students to use manipulatives What new things 1. Learners write numbers on a ball have you learned to represent this pattern and using a marker. today? describe the relationship between the chart and the concrete representations

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 some

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.

#### DEBRIEFING

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?
- 3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: have learners to practice with more examples

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

Independent Activity/ Homework:

Wednesd

ay

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

#### **DEBRIEFING**

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?
- 3. What were some of the numbers you heard your friends calling out?

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

Pattern B

2

7

12

17

22

1

2

3

4

5

Patt	Pattern A		
1	5		
2	10		
3	15		
4	20		
5	25		

Assessment: have learners to
practice with more examples

What new things have you learned today?

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

Independent Activity/ Homework:

	Share lesson indicator and treat key words with learner		
Thursday	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.  DEBRIEFING 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?	Students could make up their own pairs of patterns and challenge other students to discover how they are alike and how they are different  Assessment: have learners to practice with more examples	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Friday	Share lesson indicator and treat key words with learner  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	Ask students to explain the purpose of the box symbol in the following equation:  15 - 2 = 8  Assessment: have learners to	What new things have you learned today?  Learning progress voting: Ask learners to
	to another learner, who does same by adding the number he/she sees to the number of the first learner.  DEBRIEFING 1. How did you find the game?  2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?	practice with more examples	show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

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	Share lesson indicator and treat key words with learner	

ARMA FILLER

Signature: ...... Date : ......

WHATCADD ONLY 03/15250501

Vetted by :.....

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	: 25th March, 202	22				Class si	ize:
Day:				Date:			
Monday, 60 minutes				21st March, 2022			
Thursday, 60	minutes				24th N	/larch, 20	022
Period :					Lesson	:	
2					1 of 2		
2					2 of 2		
Strand : CYCL	ES			Sub-str	and: EA	ARTH SCI	ENCE
Indicator (cod	de)		B4.2.1.	2.1		-//	
Content stand			B4.2.1.	2.	C	$\mathcal{C}_{\mathbf{C}}$	
Performance	Indicator		Learne	rs can ide	entify th	e object	s in the sky during day and
			night	2,			
<u> </u>	=			ation and	d Collab	oration F	Personal Development
and Leadersh	ip Critical Thinking	and Problem Solv	/ing.	7-			
Keywords			Venn d	iagram			
T. L .R. (s)			picture	s, charts	or vide	os of the	night and day skies.
Ref:		Science curricul	um Pag	e			
DAY	Phase 1: Starter (preparing the b for learning)	rain	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Monday	Play the HOT SEA the key words. Select a learner of other learners we the board where keywords for lead describe what the or does and the HOT SEAT has to word is. Repeat to words	to sit facing the ith their back to a you write the rners to be word means learner in the guess what the	• 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:	

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

• Learners 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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify the objects in the sky during day and night

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

- Learners 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.

What new things have you learned today?

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

# **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners write about the importance of the things they see in the skies

Independent Activity/ Homework:

Vetted by :	Signature:	Date:

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:	25th March, 2022				Class	size:
Day:				Date	:	
Wednesday, 60 minutes				23rd	March	, 2022
Period :				Lesso	n :	
2				1 of 1		
Strand : Introdu	uction to computing		Sub-s	trand :	Introd	duction to MS-Windows
			Interf	ace		
Indicator (code	2)	B4.1.2	2.1.3			
Content standa	ard (code)	B4.1.2	2.1.			
Performance In	ndicator	Learn	ers car	n demo	nstrat	e the use of the Sections of the
		Taskb	ar; Sta	art Me	enu (L	ocation and Launching only),
		Pinne	d Appli	ication	s (Laur	nched / Minimised programmes)
				tion A	rea or	system tray (Date & Time, and
		Volun		<u> </u>		
	ncies: Creativity and Innovation Cor		cation	and Co	llabora	ation Personal Development
and Leadership	Critical Thinking and Problem Solvi	ing.				
Keywords						
,						
T. L .R. (s)		Lapto	р			
Ref:	Computing curr	iculum	Page			
DAY	Phase 1:	Phase	2: Ma	in		Phase 3:
	Starter	(new	learnin	g inclu	ding	Plenary / Reflections
	(preparing the brain	assess	sment)			
	for learning)					
	Play the HOT SEAT game using	Guide	learne	ers to		What new things have you
	the key words.	explo	re the	use of t	the	learned today?
Wednesday	Select a learner to sit facing the other learners with their back	Taskb	ar, Sta	rt Men	u,	Learning progress voting:
	to the board where you write		inned <i>i</i>			Ask learners to show by their
	the keywords for learners to	and N	lotifica	tion Ar	ea.	fingers of 5 or 3 or 1 as to
	describe what the word means					those 'who really got it', 'got
	or does and the learner in the		entiate		_	some of it' or didn't get it'
	HOT SEAT has to guess what the word is. Repeat for all the		ronger			respectively.
	key words	answe	er som	e quest	tions	Independent Activity/
	,					Homework:

# DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners describe the use of the Sections of the Taskbar; Start Menu Pinned Applications and Notification Area or system tray

Vetted by	<i>l</i> '	Signature:	Date :
V C C C C C	/	5.5a.a. c	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g: 25th March, 20	22				Class si	ze:
Day:					Date:	•	
Tuesday, 60 minutes			22nd N	1arch, 20	22		
Thursday, 60	) minutes				24th M	arch, 20	22
Period :					Lesson	:	
2					1 of 2		
2					2 of 2		
Strand : ALL	AROUND US			Sub-stra	<b>nd :</b> The	Environn	nent and the Weather
Indicator (co	ode)		B4.2.1.2	.1.			
Content star	ndard (code)		B4.2.1.2		C	<del></del>	
Performance	e Indicator		Learners	can pre	event po	llution o	on the environment by
			performi	ng simple	activities	;	
-	tencies: Creativity a			cation and	Collabor	ation Pe	rsonal Development
•							
T. L .R. (s)			Pictures				
Ref:		Our World Ou	r People (	curriculum	n Page		
DAY	Phase 1:	191	Phase 2:	Main			Phase 3:
	Starter (preparing the for learning)	brain	(new lear assessme	rning inclu ent)	iding		Plenary / Reflections
Tuesday	Play the HOT S using the key v Select a learne the other learn back to the box write the keyw learners to des the word mean the learner in t has to guess w is. Repeat for a words	vords.  r to sit facing hers with their ard where you cords for heribe what his or does and he HOT SEAT hat the word	which po air such u from veh dust from sites.	_	and, wate irning, sn factories nd conste talk abou	er and noke and ruction	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

# **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners mention the effects of pollution on the environmen

Independent Activity/ Homework:

# Thursday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

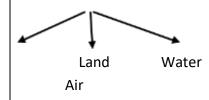
- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?

Learners in groups talk about the effects of pollution on the environment e.g.

iii. Depletion of natural habitats for animals

iv. Flooding

Pollution



Learners play games or do activities that teach the importance of reducing air, water of land pollution.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 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> <li>What will you do next time</li> </ul>		
to win?	Differentiated learning	
	Ask stronger learners to answer	
Share lesson indicator and	some questions	
treat key words with learner	first and then let learners who are	
treat key words with learner	struggling	
	answer similar questions.	
Share lesson indicator and	<ul> <li>Pair up stronger and weaker</li> </ul>	
treat key words with learner	learners so that	
•	stronger learners can help weaker	
	ones.	
	<ul> <li>Use the remedial activities as</li> </ul>	
	practice for learners	
	who struggle, and the extension	
	activities for	
	those learners who need more of a	
	challenge	
	Assessment: Let learners mention	
	ways of reducing air, water of land	
	pollution	

Vetted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 25			Class s	ize:			
Day :				Date :			
Friday, 60 minutes	S		25th March, 2022			022	
Period :				Lesson	:		
2				1 of 1			
Strand: MOTOR SKILL AND MOVEMENT PATT			ERNS <b>Sub-st</b>	rand : Ⅳ	1ANIPUI	ATIVE SKILLS	
Indicator (code)			B4.1.2.1.8				
Content standard	(code)		B4.1.2.1.			<u> </u>	
Performance Indi	cator		Learners can k	(ick a ba	ll dropp	ed from the hands.	
Core Competencion Leadership Critica	•			n and Co	ollabora	tion Personal Development and	
Keywords							
T. L .R. (s)			cones				
Ref:		PE curriculun	n Page				
DAY	Phase 1: Starter (preparing the for learning)	e brain	Phase 2: Main (new learning assessment)		g	Phase 3: Plenary / Reflections	
Friday	Learners jog r demarcated a while singing to warm-up t maximal perf to prevent inj	area in files and clapping he body for ormance and	Learners conti dropped in the should kick ba metre distance ground with the learners into go control and kie	eir pairs. Ils from e on the ne foot. I	They a 15- Put	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:	

veiteu by Date Date	/etted by :	Signature:	Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending: 25th March, 2022					Class size:			
Day:					Date	Date:		
Friday, 60 minutes					25th	March	, 2022	
Period :					Lesso	n :		
2					1 of 1			
Strand: Religious	Practices and their	Moral Implication	าร	Sub-s	trand :	Religio	ous Worship, Prayer and	
				other	Religio	us Pra	ctices	
Indicator (code)			B4 2.1	.1.2				
Content standard	(code)		B4 2.1	1.				
Performance Indi	cator		Learn	ers car	n state	e the p	ourpose of worship in the	
			three	main r	eligion	5		
-	•		ınicatio	n and (	Collabo	ration	Personal Development	
and Leadership Cr	ritical Thinking and	Problem Solving.		D				
Keywords								
Reywords			<b>-</b> ()	-				
T. L .R. (s)			Pictures					
Ref:		RME curriculum	Page					
DAY	Phase 1:		Phase	2: Mai	n		Phase 3:	
	Starter		(new	learnin	g inclu	ding	Plenary / Reflections	
	(preparing the br	ain	assessment)					
	for learning)							
Friday	Play the HOT SEA	T game using	• Toge	learners, discuss why we worship God: to draw			What new things have	
	the key words.		learne				you learned today?	
	Select a learner to other learners wi	•					Learning progress voting:	
	the board where		closer to God, to				Learning progress voting: Ask learners to show by	
	keywords for lear	•	comm	nunicat	e with	God,	their fingers of 5 or 3 or 1	
	what the word m		to sho	w obe	dience	to	as to those 'who really	
	and the learner in the HOT SEAT			etc			got it', 'got some of it' or	
has to guess what the word is. Repeat for all the key words							didn't get it' respectively.	
			Differentiated learning			_	Indonondont Activity	
			Ask stronger learners to Independent Activ			Homework:		
	DEBRIEFING:			answer some questions Homework:				
	•How did you fee	l during the	first and then let learners who are					
	game?	_						
	•What new word	s did you learn?	struggling					

	•How does it feel to win?	answer similar				
	•What will you do next time to	questions.				
	win?	Pair up stronger and     weaker learners so that				
	Share lesson indicator and treat	stronger learners can				
	key words with learner	help weaker ones.				
	Rey Words With learner	Use the remedial				
		activities as practice for				
	Share lesson indicator and treat	learners				
	key words with learner .	who struggle, and the				
		extension activities for those learners who need more of a challenge				
		Assessment: let learners				
		mention why we				
		worship God:				
/etted by :	Się	gnature:	Date :			
·						
	ARIA FIIFI P					

Vetted by :	Signature:	Date :

SUBJECT: HISTORY CLASS: FOUR

Week Ending: 25th March, 2022				Class size:			
Day:				Date :			
Tuesday, 60 minutes				22nd March, 2022			
Thursday, 60 n	ninutes		24th	March, 2022			
Period :			Lesso	on:			
2			1 of 2	2			
2			2 of 2	2			
Strand : My Co	ountry Ghana	Sub	-strand	: The People Of Ghana			
				. \			
Indicator (cod	e)	B4.2.1.1.2	2	-			
Content stand	ard (code)	B4.2.1.1.	C				
Performance I	ndicator	Learners	can sta	te the factors that led to decline of			
		the Kingd	om you	have studied			
	ncies: Creativity and Innovation Commun	ication and	Collab	oration Personal Development			
and Leadership	o Critical Thinking and Problem Solving.						
Vormondo		iuricaliatia	مالات ما	nos tactics hadming logitimate			
Keywords		jurisdiction, alliance, tactics, booming, legitimate,					
		combatant, recognise, inability, deploy, navy,					
		bombard, range, invasion, conquer, integrate, protectorate					
T. L .R. (s)				tivals and celebrations of the			
1. L .R. (5)		Anlo, as well as dance-drumming					
Ref:	History curriculum		ven as e	artice dramming			
Nei:	Thistory curriculant	Tuge					
DAY	Phase 1:	Phase 2: I	Main	Phase 3:			
	Starter	(new lear	ning	Plenary / Reflections			
	(preparing the brain	including					
	for learning)	assessment)					
Tuesday	Play the HOT SEAT game using the key words.	Give reas		.			
	some of the learned today?  Kingdoms declined.						
	Kingdoms declined.						
learners with their back to the board where you write the keywords for			E.g. British Learning progress voting: Ask learners to show by				
learners to describe what the word			interference, Ask learners to show by their fingers of 5 or 3 or				
means or does and the learner in the							
	HOT SEAT has to guess what the			'got some of it' or didn't get			
	word is. Repeat for all the key words	learning got some of it of didn't it' respectively.					

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners give reasons why some of the Kingdoms decline Independent Activity/ Homework:

# Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?

Give reasons why some of the Kingdoms declined. E.g. British interference,

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:

	•What will you do next time to win?	answer similar	
		questions.	
		• Pair up stronger	
	Share lesson indicator and treat key	and weaker learners	
	words with learner	so that	
		stronger learners	
		can help weaker	
	Share lesson indicator and treat key	ones.	
	words with learner .	Use the remedial	
		activities as practice	
		for learners	
		who struggle, and	
		the extension	
		activities for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners give	
		reasons why some	
		of the Kingdoms	
		decline	
		<u></u>	

Vetted by :	Signature:	Date :
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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending: 25th March, 2022				Class size:			
Day:					Date :		
Monday, 60 minutes				21st March, 2022			
Wednesday, 60	0 minutes				23rd M	arch, 202	22
Period :					Lesson :		
2					1 of 2		
2					2 of 2		
Strand :				Sub-stra	nd :		
Visual Arts					ng and Sha	_	λ.
Performing Art	ts			Apprecia	ting and	Appraisi	ng
						9	
Indicator (code	e)		B4 1.3.5.	1	B4 2.4	1.7.2	
Content stand			B4 1.3.5.	1	B4 2.	4.7.	
Performance I	ndicator				<b>(</b> )		to share creative experiences
			based on	own idea	is, knowle	edge and	d understanding of the history
			and cultu	re of the p	people of	Ghana	
					=		ate/appraise own or others'
							d present reports/feedback on
			works that reflect the natural and manmade environments of some				
			communities in Ghana				
Core Compete and Leadership			vation Communication and Collaboration Personal Development olem Solving.				
		1/2/	1				
Keywords		19,					
T   D (a)			Distrus				
T. L .R. (s)		Cupating Am	Pictures				
Ref:		Creative Ar	ts curricult	um			
DAY Phase 1:			Phase 2:	Main		Phase 3:	
Starter			(new learning including Plenary / Reflections			Plenary / Reflections	
(preparing the brain			assessment)				
for learning)							
Monday Play the HOT SEAT							What new things have you
game using the key			② decide on the types and number learned today?			learned today?	
words. Select a learner to sit				ks to exhi			Learning progress voting:
	facing the o				Ask learners to show by		
			to suit th	e theme fo	or the exh	nibition	,

learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.

Repeat for all the key words

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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

- 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).
- ② assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully (e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors books);

#### NOTE

- check/monitor visitors from improper practices (e.g. touching, lifting, handling and/or taking away some of the exhibits);
   organise opening and closing
- organise opening and closing ceremonies for the exhibition;
- Prepare template for appreciating, appraising, evaluating and reporting;
- clean the hall after the exhibition.

Assessment: let learners display own artworks to share creative experiences based on own ideas, knowledge and understanding of their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

		the history and culture of the people of Ghana	
Wednesday	Play the HOT SEAT game using the key words.  Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.  Repeat for all the key words  DEBRIEFING:  How did you feel during the game?  What new words did you learn?  How does it feel to win?  What will you do next time to win?  Share lesson indicator and treat key words with learner  Share lesson indicator and treat key words with learner.	Learners are to:  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).  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	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/Homework:

A.C. 111  -	C'a a a l	Date:
Vetted by :	Signature:	Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:				Class size:				
Day:				Date	Date:			
Period :				Lesson:				
Strand :			Sub	stranc	<del>1</del> : (			
Writing Conven	tions / Usage		Inte	grating	g Gramm	nar in Written Lan	guage	
			(Pur	ctuati	on)			
			Inte	grating	g Gramm	nar in Written Lan	guage (Use of	
			actio	on wor	ds)			
Indicator (code	)		B4.5.2.1.2	B <sup>2</sup>	1.5.2.1.3	B4.5.3.1.1.	B4.5.3.1.2	
Content standa			B4.5.2.1.	34.5.2.1. B4.5.2.1. B4.5.3.1. B4.5.3.1.				
Performance Indicator			<ul> <li>Learners should write sentences using full stops appropriately</li> <li>Learners should recognise and use the question marks appropriately in writing</li> <li>Learners should write past tense action words.</li> <li>Learners should recognise past tense action words in short sentences</li> </ul>					
=			mmunicatio	on and	Collabo	ration Personal De	evelopment and	
Leadership Criti	cal Thinking and I	Problem Solving.						
Keywords								
T. L .R. (s)			Manila cards, markers, recorded audios visual					
Ref: Ghanaian Langu			guage curriculum					
DAY Phase 1:			Phase 2: N	1ain	Р	hase 3:		
Starter		(new learn	r learning Plenary / Reflections		ns			
(preparing the brain			including	- 3				
	for learning) assessm			ment)				

#### Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

#### **DEBRIEFING:**

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

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- 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

Assessment: let learners write sentences using full stops and question marks appropriately

What new things have you learned today?

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

Independent Activity/ Homework:

#### **Onset and Rime Game**

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- Revise the lesson on commands with learners.
- Write sentences using past action words.
- Lead learners to recognise the present

What new things have you learned today?

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

3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.

#### **DEBRIEFING:**

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

Share lesson indicator and treat key words with learner .

tense action words in the sentences.

• Let learners write past tense action words on their own.

Assessment: let learners write past tense action words

Independent Activity/ Homework:

### Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

#### **DEBRIEFING:**

What did you like about the game?

- 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.

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:

# WHATSAPP ONLY 0245350591 What did you dislike about the game? What must your team do to win next time? words in the narration

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Share lesson indicator and treat

key words with learner.



## SEMESTER ONE BASIC FOUR WEEK 11

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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

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

Core Competencies: Creativity and Innovation Common and Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)	Т	Facility 1	on a manila card and	e cards, letter cards, handwriting a class library.		
Ref:		English Langua	ge 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.		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:		

WHATSAPP ONLY 02453	350591		
	1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?  Share lesson indicator and treat key words with learner.	features of spoken language.	
Tuesday	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.  DEBRIEFING: What did you like about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner.	B.READING Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/Homework:

WHATSAPP ONLY 02453	J0331		
		Assessment: let learners skim for main ideas in texts	
Wednesday	Catch and pass  Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".  A different member in Group B mention a verb  Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.  A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.  DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?	C.GRAMMAR  Revise nouns and verbs with simple examples.  Through discussion and examples help learners to realise rules that govern sentence formation:  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.  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/Homework:
		struggling	

answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners identify the subjects and verbs in sentences Thursday D.WRITING **Sentence Scrabble** What new things have you (using simple sentences Revise adjectives learned today? clearly and correctly) by having learners describe familiar Learning progress voting: Learners in convenient people, objects and Ask learners to show by their groups. places in their fingers of 5 or 3 or 1 as to environment. those 'who really got it', 'got Using word cards, learners Learners in their some of it' or didn't get it' arrange the words to form groups talk about respectively. grammatically correct interesting places Independent Activity/ sentences. Example they have visited. • Guide them to Homework: learners gain points or each describe places of correct sentences they come their choice using up with, knowledge of adjectives. learners are given more Have them do word cards until the cards are peer editing and exhausted. The group with share their work highest points win the game. with the class. They repeat the **DEBRIEFING** procedure above to How did you find the describe events, sentences Scrabble game? situations and

personal Was the game challenging? experiences. How can this game be Assessment: let improved? learners use descriptive words/expressions Share lesson indicator and to describe places, treat key words with learner. personal experiences and events Friday **E.WRITING** What new things have you Catch and pass **CONVENTION AND** learned today? GRAMMAR USAGE Learners in convenient Guided with Learning progress voting: groups of 2 or more. A examples, let Ask learners to show by their member in Group A throws a learners narrate fingers of 5 or 3 or 1 as to ball to a member in Group B. events using adverbs those 'who really got it', 'got The student who catches the to describe the place some of it' or didn't get it' ball shouts "I catch". and time of respectively. occurrence. A different member in Group Introduce drills to Independent Activity/ B mention an adverb provide oral Homework: practice. Another member in Group B Learners in group uses the adverb to form a go on a field sentence. The group earns a trip/excursion to e.g. point for the given adverb a tourist centre. and correct sentence. A member in Group B throws the ball back to a member in Assessment: let Group A and they go through learners use the same process until they adverbs to talk produce for example five about when and adverb each plus their where the action of corresponding sentences. a verb took place **DEBRIEFING** What did you like about the game? What did you dislike about the game? What must your team do to win next time?

	Share lesson indicator and treat key words with learner .		
Friday	Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.  DEBRIEFING  1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now?  Share the lesson indicator and explain the key words	E.EXTENSIVE READING  • 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.  Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

/etted by :	Signature:	Date :
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending: 1st April, 2022				Class size	e:		
Day:	Day:			Date:	Date :		
Monday, 60 minu	Monday, 60 minutes			28th March, 2022			
Tuesday, 60 minu	tes				29th Mai	rch, 2022	
Wednesday, 60 m	inutes				30th Mai	rch, 2022	
Thursday, 60 mini	utes				31st Mar	ch, 2022	
Friday, 60 minute	S				1st April,	2022	
Period :					Lesson:		
2					1 of 1	. \	
2					2 of 3	-//	
2					2 of 3	$\mathcal{O}$	
2					3 of 3	)	
2					1 of 1		
Strand : GEOMET	RY AND ME	ASUREME	NT	Sub-stranc	1: 2D and	3D Shapes	S
					)		
Indicator (code)			B4.2.2.2.7	B4.3.1.1.1	B4.3.1.1.2	2	
Content standard	(code)		B4.2.2.2.	B4.3.1.1.	B4.3.1.1.		
Performance Indi	cator		• Lear	ners can cre	ate a prob	lem for a	given equation with one
			unkr	nown			
			Learners can complete drawings of shapes to make them				
			sym	metrical			
		<ul> <li>Learners can identify the lines of symmetry of regular and</li> </ul>					
				gular 2D shap	oes (triang	les and qu	uadrilateral)
Core Competenci	es: Creativi	ty and Inn	ovation Com	munication	and Collab	oration Pe	ersonal Development
and Leadership Cr	ritical Think	ing and Pr	oblem Solvin	g.			·
Keywords			Symmetry;	symmetrical	; asymmet	rical	
T. L .R. (s)		T			Newspaper or magazine pictures • Scissors,		
Ref: Mathema		atics curricul	atics curriculum Page				
DAY	Phase 1:		Phase 2: Main Phase 3:				
	Starter		(new learning including assessment) Plenary / Reflecti		Plenary / Reflections		
	(preparing	g the					
brain							
	for learnir	ng)					

MONDAY  WHATSAPP ONLY 02		Provide an equation such as	What new things have
_	1. Learners write numbers on a ball	14 + □ = 21 or 25 - □ = 18.	you learned today?
	using a marker.  2. Learners bounce or throw the ball to other learners and have	Ask students to create a matching story problem and solve it. Observe to what extent students are able to: -create a story to match the equation;	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who
	them mention the number they see first.  3. Learners	- explain the meaning of the unknown variable; and	really got it', 'got some of it' or didn't get it' respectively.
	bounces/throw the ball to another learner,	- solve the problem in one or more way  Differentiated learning	Independent Activity/ Homework:
	who does same by adding the number he/she sees to the	Ask stronger learners to answer some questions first and then let learners who are	
	number of the first learner.	struggling answer similar questions. • Pair up stronger and weaker learners so	
	<b>DEBRIEFING</b> 1. How did you find the game?	that stronger learners can help weaker ones.  • Use the remedial activities as practice	
	2. How difficult/easy was it adding your	for learners who struggle, and the extension activities for	
	number to your friends number? 3. What were	those learners who need more of a challenge	
	some of the numbers you heard your friends calling out?	Assessment: have learners to practice with more examples	
	Share lesson indicator and treat key words with learner		
Tuesday	Learners in convenient groups are given 2D and 3D shapes	Give learners graph sheets to copy the incomplete 2D shape and it complete to make a symmetrical picture	What new things have you learned today?  Learning progress voting: Ask

to manipulate learners to show by their fingers of 5 or 3 or with it. 2. Learners sing 1 as to those 'who the song "a circle really got it', 'got some is a shape..." and of it' or didn't get it' when the song respectively. Differentiated learning end, call out a Ask stronger learners to answer some Independent Activity/ shape and the questions Homework: first group to first and then let learners who are identify the shape correctly wins a struggling point. answer similar questions. 3. The group with • Pair up stronger and weaker learners so the highest point that wins the game. stronger learners can help weaker ones. Use the remedial activities as practice **DEBRIEFING** 1. How was the for learners game? What who struggle, and the extension activities made it so? for 2. How successful those learners who need more of a were you in challenge identifying the shapes in your Assessment: have learners to practice 3. What are some of the places you with more examples can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)? Share lesson indicator and treat key words with learner. Wednesday Learners in Give learners photocopied worksheets What new things have you learned today? convenient with several incomplete 2D shapes to groups are given complete with marked line of symmetry 2D and 3D shapes Learning progress to complete the drawing to manipulate Ask voting: with it. learners to show by 2. Learners sing their fingers of 5 or 3 or the song "a circle 1 as to those 'who

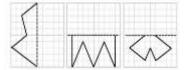
is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.

3. The group with the highest point wins the game.

#### **DEBRIEFING**

- How was the game? What made it so?
   How successful
- were you in identifying the shapes in your
- 3. What are some of the places you can identify shapes?
- 4. How will you form these shapes using other materials (stones, sticks, books)?

Share lesson indicator and treat key words with learner .



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

• Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

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

for those learners who need more of a

challenge

Assessment: have learners to practice with more examples

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

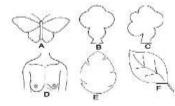
Independent Activity/ Homework:

#### Thursday

Learners in convenient groups are given 2D and 3D shapes to manipulate with it.

2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to

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



What new things have you learned today?

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

identify the shape Give learners photocopied worksheets Independent Activity/ Homework: correctly wins a with symmetrical and non-symmetrical point. 2D shapes to cut out and sort, and explain 3. The group with why they are symmetrical or not showing the highest point the lines of symmetry wins the game. **DEBRIEFING** 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your Differentiated learning 3. What are some Ask stronger learners to answer some of the places you questions can identify first and then let learners who are shapes? struggling 4. How will you answer similar questions. form these shapes Pair up stronger and weaker learners so using other materials (stones, that sticks, books)? stronger learners can help weaker ones. • Use the remedial activities as practice Share lesson for learners indicator and who struggle, and the extension activities treat key words for with learner. those learners who need more of a challenge Assessment: have learners to practice with more examples Friday What new things have Learners in Give learners cut-out 2D fold shapes to you learned today? convenient investigate the number of lines of groups are given symmetry 2D and 3D shapes Learning progress to manipulate Ask voting: Give learners 2-D shapes to copy and with it. learners to show by draw their lines of symmetry 2. Learners sing their fingers of 5 or 3 or the song "a circle 1 as to those 'who is a shape..." and really got it', 'got some when the song of it' or didn't get it' end, call out a respectively.

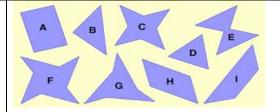
shape and the first group to identify the shape correctly wins a point.

3. The group with the highest point wins the game.

#### **DEBRIEFING**

- 1. How was the game? What made it so?
- 2. How successful were you in identifying the shapes in your
- 3. What are some of the places you can identify shapes?
- 4. How will you form these shapes using other materials (stones, sticks, books)?

Share lesson indicator and treat key words with learner.



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

Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

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

those learners who need more of a challenge

Assessment: have learners to practice with more examples

Independent Activity/ Homework:

/etted by : S	Signature:	Date :
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SUBJECT: SCIENCE CLASS: FOUR

Week Ending:	1st April, 2022					Class	size:
Day:			Date:	Date :			
Monday, 60 minutes			28th I	March,	2022		
Thursday, 60 n	ninutes				31st N	March, 2	2022
Period :					Lessor	ı :	
2					1 of 2		
2					2 of 2		
Strand: CYCLE	S			Sub-st	rand : E	ARTH S	SCIENCE
			T				
Indicator (code	e)		B4.2.1.			-(X)	
Content stand			B4.2.1.	3.	(	5	
Performance I	ndicator		Learne			emonst	trate the process of
				ranspira			
_	•			ication	and Col	laborat	ion Personal Development
and Leadership	o Critical Thinking	and Problem So	oiving.	()-			
Keywords							
T. L .R. (s)			Picture	!S			
Ref:		Science curricu	ılum Pa	ge			
DAY	Phase 1:	dr	Phase :	2: Main			Phase 3:
	Starter		(new learning including		g	Plenary / Reflections	
	(preparing the l	orain	assessment)				
	for learning)						
Monday	Play the HOT SE	•		earners		athe	What new things have you
	using the key w		out or blow air onto		onto a		learned today?
	Select a learner the other learner	_	•	arent su		_	Learning progress voting:
	back to the boa			r plastic			Ask learners to show by their
	write the keywords for learners to describe what the word means or does and the			heir obs			fingers of 5 or 3 or 1 as to
			-	in to lea			those 'who really got it', 'got
				humans			some of it' or didn't get it'
learner in the HOT SEAT has			vapour v		•	respectively.	
	to guess what t Repeat for all th		-	, so do p		hen	Independent Activity/
	Nepeat for all ti	ie key worus	-	anspire.			Homework:
				earners	_	•	
			and giv	e each g	group a		

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners the process of evapotranspiration

#### Thursday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.
Repeat for all the key words

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

- 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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

What new things have you learned today?

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

Independent Activity/ Homework:

Assessme	nt: let learners	
the proce	ss of	
evapotrar	nspiration	

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Vetted by :....

Signature: ...... Date : .....

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:	1st April, 2022				Class size:
Day:				Date	:
Wednesday, 60 minutes				30th	March, 2022
Period :				Lesso	on:
2				1 of 2	1
Strand : Introdu	uction to computing		Sub-	stranc	I: Introduction to MS-Windows
			Inter	face	
Indicator (code	e)	B4.1	2.1.4		
Content standa	ard (code)	B4.1	.2.1.		. \
Performance In	ndicator	Learı	ners c	an ad	ding and removing icons from the
		desk	top.		
•	ncies: Creativity and Innovation Commun	ication	n and	Collab	oration Personal Development
and Leadership	Critical Thinking and Problem Solving.				
Keywords			$\frac{1}{2}$		
Reywords			-		
T. L .R. (s)		Lapto	วต		
Ref:	Computing curricu		•		
		-	- 0 -		
DAY	Phase 1:	Phas	e 2: N	lain	Phase 3:
	Starter	(new	learn	ing	Plenary / Reflections
	(preparing the brain	inclu	ding		
	for learning)	asses	ssmen	t)	
	Play the HOT SEAT game using the	Guid	e lear	ners to	What new things have you
	key words.	add a	and re	move	learned today?
Wednesday	Select a learner to sit facing the	icons from the		the	Loarning progress votings
other learners with their back to the board where you write the keywords		desktop			Learning progress voting: Ask learners to show by
	for learners to describe what the				their fingers of 5 or 3 or 1
	word means or does and the learner	Diffe	rentia	ted	as to those 'who really got
	in the HOT SEAT has to guess what	learning			it', 'got some of it' or didn't
	the word is. Repeat for all the key	Ask s	trong	er get it' respectively.	
words		learners to answer		-	
			e ques		Independent Activity/ Homework:
	DEBRIEFING:			en let	
	•How did you feel during the game?			ho are	
	•What new words did you learn?	strug	gling		
	•How does it feel to win?				

WITATSAFF ONLT U	243330331		
	•What will you do next time to win?	answer similar	
		questions.	
	Character to the transport of the transport	Pair up stronger	
	Share lesson indicator and treat key words with learner	and weaker learners	
	words with learner	so that	
		stronger learners	
	Share lesson indicator and treat key	can help weaker	
	words with learner .	ones.	
		Use the remedial	
		activities as practice	
		for learners	
		who struggle, and	
		the extension	
		activities for	
		those learners who	
		need more of a	
		challenge	
		<b>O</b> -	
		Assessment: Let	
		learners describe	
		adding and	
		removing icons from	
		the desktop.	

Vetted by :	Signature:	Date :
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending:	1st April, 2022					Class si	ze:	
Day:				Date :				
Tuesday, 60 minutes			29th M	arch, 20	22			
Thursday, 60 minutes			31st M	arch, 202	22			
Period :					Lesson	:		
2					1 of 2			
2					2 of 2			
Strand: ALL A	ROUND US			Sub-stra	<b>nd</b> : The	Environn	nent and the Weather	
			1			$\rightarrow$		
Indicator (cod			B4.2.1.2					
Content stand			B4.2.1.2		(5)			
Performance	Indicator		Learners				on the environment by	
			I -	ng simple				
_	encies: Creativity  p Critical Thinking			cation and	l Collaboi	ration Pe	rsonal Development	
and Leadersin	p Critical Trillikili	g and Problem 3	ouving.	<u> </u>				
Keywords				,				
	110,1101.00							
T. L .R. (s)			Pictures					
Ref:		Our World Ou	r People (	curriculum	n Page			
DAY	Phase 1:	<b>B</b>	Phase 2: Main			Phase 3:		
	Starter		(new learning including			Plenary / Reflections		
	(preparing the	brain	assessme	ent)				
	for learning)							
Tuesday	Play the HOT S	•		discuss hu			What new things have	
	using the key words. Select a learner to sit facing		which pollute the land, water and			you learned today?		
the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and		air such us bush burning, smoke			Learning progress			
		from vehicles and factories and				voting: Ask		
		dust from quarry and cons		nd const	ruction	learners to show by		
		sites.				their fingers of 5 or 3		
			•			or 1 as to those 'who		
the learner in the HOT SEAT has to guess what the word				in groups		ut the	really got it', 'got some of it' or didn't	
	is. Repeat for a			f pollution	on the		get it' respectively.	
	words	<b>-</b> ,	environm	ient e.g.			0	
			i. Heat	ho===!-				
			ii. Health	nazaras				

#### DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners mention the effects of pollution on the environmen

Independent Activity/ Homework:

#### Thursday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

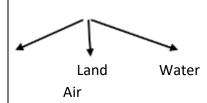
#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?

Learners in groups talk about the effects of pollution on the environment e.g.

iii. Depletion of natural habitats for animalsiv. Flooding

Pollution



Learners play games or do activities that teach the importance of reducing air, water of land pollution.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 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> <li>What will you do next time</li> </ul>	Differentiated learning	
to win?	Ask stronger learners to answer	
	some questions	
Share lesson indicator and	first and then let learners who are	
treat key words with learner	struggling	
ticat key words with learner	answer similar questions.	
	Pair up stronger and weaker	
Share lesson indicator and	learners so that	
treat key words with learner	stronger learners can help weaker	
•	ones.	
	Use the remedial activities as	
	practice for learners	
	who struggle, and the extension	
	activities for	
	those learners who need more of a	
	challenge	
	Assessment: Let learners mention	
	ways of reducing air, water of land	
	pollution	
ARARII		

Vetted by :	Signature:	Date:

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 1s	t April, 2022					Class si	ze:
Day:					Date :		
Friday, 60 minutes					1st Apr	il, 2022	
Period :					Lesson	:	
2					1 of 1		
Strand: MOTOR S	SKILL AND MC	VEMENT PAT	TERNS	Sub-stra	and : MA	NIPULAT	TIVE SKILLS
Indicator (code)			B4.1.2.2	1.9			
Content standard	l (code)		B4.1.2.2	1.			
Performance Indi	cator		Learner	s can ke	ep a han	d-dribble	ed ball away from a defensive
			partner			$\sim$	•
Leadership Critica	=			unicatio	n and Co	llaborati	on Personal Development and
Keywords				$O_{\mathcal{O}}$			
T. L .R. (s)			cones				
Ref:		PE curriculu	m Page				
DAY	Phase 1:		Phase 2	: Main			Phase 3:
	Starter (preparing the for learning)	ne brain	(new le assessn	arning in nent)	cluding		Plenary / Reflections
Friday	Learners jog demarcated	area in files	up. The	rs pairs u y use the	eir hands	to	What new things have you learned today?
	while singing and clapping to warm-up the body for maximal performance and to prevent injuries		dribble balls away from their partners. Learners alternate hand used in the dribble. Kee ball away from partners by placing their body in betwee ball and partner.		ate the . Keep by	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:	
							Homework.

	Vetted by	v :	Signature:	Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending: 1st	April, 2022			Clas	s size:	
Day:			Dat	Date :		
Friday, 60 minutes			1st	April,	2022	
Period :			Les	son :		
2			1 o	f 1		
Strand: Religious	Practices and their Moral Implications		Sub-stra	n <b>d :</b> Re	ligious Worship, Prayer and	
			other Re	ligious	Practices	
Indicator (code)		B4 2.3	1.1.2			
Content standard	(code)	B4 2.3	1.1.			
Performance Indi	cator	Learn	iers can	tate th	ne purpose of worship in the	
		three	main reli	gions		
•	es: Creativity and Innovation Communic	cation a	and Collab	oratio	n Personal Development	
and Leadership Cr	itical Thinking and Problem Solving.					
Keywords			),			
,		<b>)</b> -				
T. L .R. (s)	D	Pictu	res			
Ref:	RME curriculum	Page				
DAY	Phase 1:	Phase	e 2: Main		Phase 3:	
	Starter	•	learning		Plenary / Reflections	
	(preparing the brain	includ	_			
	for learning)		sment)			
Friday	Play the HOT SEAT game using the	_	oups, lear		What new things have you	
	key words. Select a learner to sit facing the		d recogni		learned today?	
	other learners with their back to the		the need to take		Learning progress voting:	
	board where you write the	active part in			Ask learners to show by	
keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for		worship			their fingers of 5 or 3 or 1	
					as to those 'who really got	
			rentiated		it', 'got some of it' or	
		learni	Ū		didn't get it' respectively.	
	all the key words		tronger		Independent Activity/	
			ers to ans		Homework:	
	DEBRIEFING:		question			
	•How did you feel during the game?		and then I			
	•What new words did you learn?		ers who a	re		
	•How does it feel to win?	strug	gling			

•What will you do next time to win?	answer similar
	questions.
	Pair up stronger
Share lesson indicator and treat key words with learner	and weaker
words with learner	learners so that
	stronger learners
Share lesson indicator and treat key	can help weaker
words with learner .	ones.
	Use the remedial
	activities as practice
	for learners
	who struggle, and
	the extension
	activities for
	those learners who
	need more of a
	challenge
	<i>\( \)</i> .
	Assessment: let
	learners explain the
	need to take active
	part in worship

etted by :	Signature:	Date :
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.....: LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending: 1st April, 2022					Class size:			
Day:				Date:				
Tuesday, 60 minutes				29th March, 2022				
Thursday, 60 minutes				31st M	larch, 20	)22		
Period :			Lesson:					
2			1 of 2					
2			2 of 2					
Strand : My Country Ghana			Sub-strand: The People Of Ghana					
Indicator (code	e)	B4.2.1.1.2						
Content stand	ard (code)	B4.2.1.	1.	3				
Performance I	ndicator	Learnei	rs can St	ate the	factors	that led to decline of the		
		Kingdo	m you ha	eve stud	ied			
	ncies: Creativity and Innovation Co		ation and	d Collabo	oration P	Personal Development		
and Leadership	Critical Thinking and Problem Solv	ing.	)-					
Keywords		jurisdiction, alliance, tactics, booming, legitimate,						
Reywords		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					
(0)	well as dance-drumming							
Ref: History curricul								
DAY	Phase 1:	Phase 2	Phase 2: Main			Phase 3:		
	Starter (new learning		_	ncluding		Plenary / Reflections		
	(preparing the brain	assessment)						
	for learning)				<u> </u>			
Tuesday	Play the HOT SEAT game using	AT game using Give reasons w Kingdoms decli				What new things have		
	the key words. Select a learner to sit facing the				you learned today?			
	other learners with their back	1		another kingdom, and territories –		Learning progress		
	to the board where you write	Akwamu's location to the east of the Volta in 1733, Denkyira's decline in 1701, Asante's decline in 1874.			voting: Ask			
	the keywords for learners to				learners to show by			
	describe what the word means				01,	their fingers of 5 or 3 or		
	or does and the learner in the				1.	1 as to those 'who really		
HOT SEAT has to guess what the word is. Repeat for all the				got it', 'got some of it' or didn't get it'				
	key words	Differe	earning respectively.					

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners give reasons why some of the Kingdoms decline

Independent Activity/ Homework:

#### Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for

What new things have you learned today?

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

Independent Activity/ Homework:

Assessment: let learners give reasons why some of the Kingdoms decline	

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WANTE FIFTH

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending:	1st April, 20	)22				Class	s size:	
Day:				Date :				
Monday, 60 minutes				28th March, 2022				
Wednesday, 60 minutes				30th March, 2022				
Period :					Lesson :			
2				1 of 1				
2				1 of 1				
Strand :				Sub-strand :				
Visual Arts				Appreciating and Appraising				
Performing Art	S			Appreciating and Appraising				
Indicator (code	2)		B4 1.4.6.2	B4 1.4.6.2 B4 2.4.6.2				
Content standa	ard (code)		B4 1.4.6.		. 1		B4 2.4.6.	
Core Competencies: Creativity and Innova and Leadership Critical Thinking and Prob			ap na Gl • Le ap re co ovation Co	appreciating own and others' visual artworks that reflect the natural and manmade environments of some communities in Ghana  • Learners can develop guidelines for appraising and appreciating own and others' performing artworks that reflect the natural and manmade environments of some communities in Ghana  evation Communication and Collaboration Personal Development				
T. L .R. (s)		Pictures						
Ref:		Creative A	rts curricul	um				
DAY	Phase 1:		Phase 2: I	Main			Phase 3:	
	Starter		(new learning including		ıding	Plenary / Reflections		
(preparing the brain for learning)		assessment)						
Monday	londay Play the HOT SEAT Learners are game using the key words.		are to:	o: What new things have you learned today?				

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

- How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

- discuss and accept a guide for appreciating and appraising own and/or others visual artworks;
- ② based on the guidelines suggested below;
- identify the correct vocabulary to use for appreciating and appraising artworks;
- ② agree on what to use the appraisal report for and how to share it;
- ② agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;
- If ix a day/date for the appreciation/appraisal/jury.

#### Suggested Guidelines:

- Description of the work: the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;
- Subject matter: meaning, message, topic, mood, feelings, history, religion, environment, global warming;
- Appraisal: what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connection to other areas of learning);
- Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc.

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

Independent Activity/ Homework:

	0243330331	Assessment: let learners write a	
		guidelines for appraising and	
		appreciating own and others'	
		visual artworks that reflect topical	
		•	
Maria I	Die de HOTOTAT	issues in Ghana	NA/In all and the transit
Wednesday	Play the HOT SEAT	Learners are to:	What new things have you
	game using the key words.	discuss and accept a guide for	learned today?
	Select a learner to sit	analysing and	Learning progress voting:
	facing the other	appreciating/appraising own	Ask learners to show by their
	learners with their	and/or others' compositions and	fingers of 5 or 3 or 1 as to those
	back to the board	performances on the guidelines	'who really got it', 'got some of
	where you write the	suggested below.	it' or didn't get it' respectively.
	keywords for		
	learners to describe	to use for appreciating and	Independent Activity/
	what the word	appraising music, dance and	Homework:
	means or does and the learner in the	drama;	
	HOT SEAT has to	② agree on what to use the	
	guess what the word	appraisal report for and how to	
	is. Repeat for all the	share it;	
	key words	② agree on the approach/method	
		(manual/digital) to use in	
		recording/documenting the	
	DEBRIEFING:	appraisal process;	
	•How did you feel during the game?	☐ fix a day/date for the	
	What new words	appreciation/appraisal/jury.	
	did you learn?	, , , , , , , ,	
	•How does it feel to	Suggested Guidelines	
	win?	Music: theme, voice production	
	•What will you do	and diction, harmony and	
	next time to win?	blending of parts, interpretation,	
		the elements and knowledge of	
	Share lesson	music;	
	indicator and treat	☐ Dance: theme, entrance/exit,	
	key words with	movement variation, gestures,	
	learner	creativity, makeup, movement in	
		relation to singing and drumming,	
		costume, props, energy, stage	
	Share lesson	use, stage setting and dynamics;	
	indicator and treat	Drama: characterisation,	
	key words with learner.		
	icultici .	makeup, gestures, voice	
L	1		

WHATSAPP ONLY 0245350591		
	projection, diction, use of space,	
	aesthetics, creativity.	
	Assessment: let learners write a	
	guidelines for appraising and	
	appreciating own and others'	
	performing artworks that reflect	
	topical issues in Ghana	
<u> </u>	<u>'</u>	

vetted by Date Date	tted by :	. Signature:	Date :
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WANA FILIFIC DINNERS CHI

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:			Clas	ss size:
Day:			Date :	
Period :			Lesson :	
Strand: Extensive Reading			strand: Bi	uilding the Love and Culture of rners
Indicator (code	)	B4.6.1.1.1		
Content standa	ırd (code)	B4.6.1.1.		
Performance Indicator		Learners should read long stories aloud correctly.		
<b>Core Competencies:</b> Creativity and Innovation Comp Leadership Critical Thinking and Problem Solving.		nunication	and Collab	oration Personal Development and
Keywords				
T. L .R. (s)		Manila ca	rds, marke	rs, recorded audios visual
Ref:	Ghanaian Langua	ge curricu	lum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: N (new learn including assessmen	ning	Phase 3: Plenary / Reflections
	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> <li>Do a moreading of story.</li> <li>Allow learned aloug stories congroups an individual</li> </ul>	arners to d long rrectly in d then	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

#### **DEBRIEFING:**

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

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Assessment: let learners read long stories aloud correctly

# **Onset and Rime Game**

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.

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

DEBRIEFING:

What did you like about the game?

- Do a model reading of a long story.
- Allow learners to read aloud long stories correctly in groups and then individually

Assessment: let learners read long stories aloud 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:

WHATSAPP ONLY (	What did you dislike about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner .		
	Learners in convenient groups.  1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.  DEBRIEFING: What did you like about the game?	<ul> <li>Do a model reading of a long story.</li> <li>Allow learners to read aloud long stories correctly in groups and then individually</li> <li>Assessment: let learners read long stories aloud correctly</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

Vetted by :	Signature:	Date :

What did you dislike about the

What must your team do to win

Share lesson indicator and treat key words with learner .

game?

next time?



# SEMESTER ONE BASIC FOUR WEEK 12

WANTE FILLS



SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending: 8th April, 2022	Class size:		
Day:	Date :		
Monday, 60 minutes	4th April, 2022		
Tuesday, 60 minutes	5th April, 2022		
Wednesday, 60 minutes	6th April, 2022		
Thursday, 60 minutes	7th April, 2022		
Friday, 60 minutes	8th April, 2022		
Period :	Lesson:		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
Strand:	Sub-strand :		
A. Oral Language	A. Presentation		
B. Reading	B. Comprehension		
C. Grammar Usage At Word	C. Verbs		
D. Writing	D. Descriptive Writing		
E. Using Writing Conventions	E. Using Adverbs		
F. Extensive Reading	<b>F.</b> Building the Love and Culture of Reading		
Indicator (code)	B4.1.10.1.3 B4.2.7.1.3 B4.3.5.1.2		
indicator (code)	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.		
(60.0)	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		

#### WHATSAPP ONLY 0245350591 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-twoparagraph summary of each book read Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Word cards, sentence cards, letter cards, **Keywords** handwriting on a manila card and a class library. T. L.R. (s) Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter (new learning including Plenary / Reflections assessment) (preparing the brain for learning) A.ORAL LANGUAGE Monday "Pick and Read" What new things Model reading aloud a levelhave you •Learners in convenient groups. appropriate story or a paragraph learned today? •A group leader picks a sentence with good pace, stress or card and intonation. Learning shows/signs/demonstrates it to Read the same story or text progress voting: aloud with poor pace, stress and another group. E.g.Group B Ask learners to A member in Group B intonation. show by their reads/signs/demonstrate the • Put learners into groups to fingers of 5 or 3 analyse the types of reading and sentence at a good pace and or 1 as to those expression. identify which one conveys 'who really got •The group earns a point if the meaning and why. it', 'got some of member reads/signs/demonstrates Have learners practise reading it' or didn't get the sentence correctly; otherwise, the story with good pace, stress it' respectively. it is passed on to another group for and intonation. Independent a bonus point. Activity/ Assessment: let learners read **DEBRIEFING:** aloud a level-appropriate story or Homework: 1. What are some of the sentences a paragraph with good pace, you read in the game? stress or intonation. 2. What challenges did you face in reading with good pace and expression?

What can you do to

sentence correctly?

reads/signs/demonstrates the

WHATSAIT ONE!	Share lesson indicator and treat key words with learner .		
Tuesday	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.  DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?  Share lesson indicator and treat key words with learner.	B.READING Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.  • Pair up stronger and weaker learners so that stronger learners can help weaker ones.  • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge  Assessment: let learners skim for main ideas in 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:
Wednesday	Catch and pass	C.GRAMMAR  Revise nouns and verbs with simple examples.  Through discussion and	What new things have you learned today?
	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".	<ul> <li>Through discussion and examples help learners to realise rules that govern sentence formation:</li> <li>A Singular subject goes with singular verb.</li> </ul>	Learning progress voting: Ask learners to show by their fingers of 5 or 3
	A different member in Group B mention a verb	e. g. The boy is in the room A Plural subject goes with a plural verb.	or 1 as to those 'who really got it', 'got some of
	Another member in Group B uses the verb to form a sentence. The	e. g. The girls are happy Collective nouns take singular verb.	it' or didn't get it' respectively.

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

A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.

#### **DEBRIEFING**

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

What must your team do to win next time?

- 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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify the subjects and verbs in sentences

Independent Activity/ Homework:

### Thursday

# Sentence Scrabble

(using simple sentences clearly and correctly)

Learners in convenient groups.

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

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

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

#### D.WRITING

- 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.

What new things have you learned today?

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

Independent Activity/ Homework:

WHATSAPP ONLY (		T	
	DEBRIEFING	Assessment: let learners use	
	How did you find the sentences	descriptive words/expressions to	
	Scrabble game?	describe places, personal	
		experiences and events	
	Was the game challenging?		
	How can this game be improved?		
	Share lesson indicator and treat		
	key words with learner.		
Friday		E.WRITING CONVENTION AND	What new things
Triady	Catch and pass	GRAMMAR USAGE	have you
	Cuton and pass	After the field trip/excursion to	learned today?
	Learners in convenient groups of 2	e.g. a tourist centre.	icarrica today:
	or more. A member in Group A	Let them write and present	Learning
	throws a ball to a member in Group	their stories to demonstrate their	_
	B. The student who catches the ball		progress voting:
		knowledge of adverbs of place	Ask learners to
	shouts "I catch".	and time.	show by their
	A 1111		fingers of 5 or 3
	A different member in Group B	Assessment: let learners use	or 1 as to those
	mention an adverb	adverbs to talk about when and	'who really got
		where the action of a verb took	it', 'got some of
	Another member in Group B uses	place	it' or didn't get
	the adverb to form a sentence. The		it' respectively.
	group earns a point for the given		
	adverb and correct sentence.		Independent
			Activity/
	A member in Group B throws the		Homework:
	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.		
	DEBRIEFING		
	What did you like about the game?		
	What did you dislike about the		
	game?		
	What must your team do to win		
	next time?		

WITATSALL ONLI	T		
Friday	Share lesson indicator and treat key words with learner.  Learners access and discuss various states of books (E.g torn books, folded books, new books, folded, books, old books, covered books) on display in class/library/cupboard office.	E.EXTENSIVE READING     Guide learners to choose and re independently books of their choi during the library period.     Learners think-pair-share their	What new things have you learned today?  Learning progress voting: Ask learners to
	1. Did you like the states of the books we observed? 2. What is the cause of the poor/good state in which we find the books? 3. What can we do to make the books look different from the way they are now?  Share the lesson indicator and explain the key words	<ul> <li>stories with peers.</li> <li>Ask each learner to write a-two-paragraph summary of the book read.</li> <li>Invite individuals to present the work to the class for feedback.</li> </ul> Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read	show by their fingers of 5 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 :
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending: 8th April, 2022				Class size	e:		
Day:			Date :	Date :			
Monday, 60 minutes			4th April, 2022				
Tuesday, 60 minutes			5th April, 2022				
Wednesday, 60 m	inutes				6th April	, 2022	
Thursday, 60 minu	utes				7th April, 2022		
Friday, 60 minutes	S				8th April	, 2022	
Period :					Lesson:		
2					1 of 1		
2					2 of 2	-//	
2					3 of 3	<b>○</b> ``	
2					1 of 1	)	
2					2 of 2		
Strand : GEOMETI	RY AND MEA	SUREMEN	IT	Sub-stran	<b>d</b> : Position	n / Transfo	ormation
Indicator (code)			B4.3.2.1.1	B4.3.2.1.1 B4.3.3.1.1			
Content standard	(code)		B4.3.2.1. B4.3.3.1.				
Performance Indi	cator		<ul> <li>Learners can tell the position and motion of objects in space</li> </ul>				
		usin	g the cardir	nal points i	north, sou	th, east and west	
			• Lea	rners can	estimate	perimete	er using referents for
			cen	timetre or n	netre		
Core Competencie	es: Creativit	y and Inno	vation Comn	nunication a	and Collab	oration Pe	rsonal Development
and Leadership Cr							
		7,					
Keywords			Cardinal points, north, south, east, west, Perimeter				
T. L .R. (s)			• 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: Mathema		atics curriculum Page					
	T						
DAY	Phase 1:		Phase 2: M	ain			Phase 3:
	Starter		(new learni	ng including	g assessm	ent)	Plenary / Reflections
	(preparing	the					
	brain	,					
for learning)							

#### Monday

 Learners form convenient groups.
 Give each group a number chart/Bingo grid

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

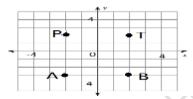
- 3. Groups study the number chart / Bingo grid
- 4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.
- wins a point.
  5. Learners identify the numbers around the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

# **DEBRIEFING**

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

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

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



Differentiated learning
Ask stronger learners to answer some questions

first and then let learners who are struggling

answer similar questions.

• Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

those learners who need more of a challenge

Assessment: have learners to practice with more examples

What new things have you learned today?

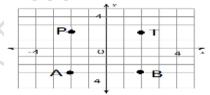
Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner.

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)



Differentiated learning

Tuesday

convenient groups.
2. Give each group
a number
chart/Bingo grid

1. Learners form

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

3. Groups study the number chart /Bingo grid4. Group leaders call out a number randomly and learners cross out that number. The

first learner in the

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

Ask stronger learners to answer some

• Pair up stronger and weaker learners so that

stronger learners can help weaker ones.

• Use the remedial activities as practice for learners

who struggle, and the extension activities for

What new things have you learned today?

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

Independent Activity/ Homework:

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

those learners who need more of a challenge

Assessment: have learners to practice with more examples

### **DEBRIEFING**

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner.

#### Using pupils' referents for centimetre or Wednesday What new things have 1. Learners write metre estimate and calculate perimeter you learned today? numbers on a ball of any object in the classroom (e.g. using a marker. Learning progress exercise book, floor tiles, math set, etc.) 2. Learners bounce voting: Ask then measure with a ruler of tape and or throw the ball to learners to show by calculate the actual perimeter and other learners and their fingers of 5 or 3 compare the answers have them mention or 1 as to those 'who the number they really got it', 'got some of it' or didn't see first. 3. Learners get it' respectively. bounces/throw the Independent Activity/ ball to another Differentiated learning learner, who does Homework: Ask stronger learners to answer some same by adding the questions number he/she first and then let learners who are sees to the number struggling of the first learner. answer similar questions. • Pair up stronger and weaker learners **DEBRIEFING** so that 1. How did you find stronger learners can help weaker ones. the game? • Use the remedial activities as practice for learners 2. How who struggle, and the extension activities difficult/easy was it adding your for number to your those learners who need more of a friends number? challenge 3. What were some of the numbers you heard your friends Assessment: have learners to practice calling out? with more examples Share lesson indicator and treat key words with learner Thursday Using pupils' referents for centimetre or What new things have 1. Learners write you learned today? metre estimate and calculate perimeter numbers on a ball of any object in the classroom (e.g. using a marker. Learning progress exercise book, floor tiles, math set, etc.) 2. Learners bounce voting: Ask then measure with a ruler of tape and or throw the ball to learners to show by calculate the actual perimeter and other learners and their fingers of 5 or 3 compare the answers or 1 as to those 'who have them mention really got it', 'got

WHATSAPP ONLY 0245350591 some of it' or didn't the number they see first. get it' respectively. 3. Learners bounces/throw the Independent Activity/ Homework: ball to another learner, who does same by adding the Differentiated learning number he/she Ask stronger learners to answer some sees to the number auestions of the first learner. first and then let learners who are struggling **DEBRIEFING** 1. How did you find answer similar questions. the game? Pair up stronger and weaker learners so that 2. How stronger learners can help weaker ones. difficult/easy was it • Use the remedial activities as practice adding your for learners number to your who struggle, and the extension activities friends number? 3. What were some of the numbers you those learners who need more of a heard your friends challenge calling out? Assessment: have learners to practice with more examples Share lesson indicator and treat key words with learner Using pupils' referents for centimetre or Friday What new things have 1. Learners write you learned today? metre estimate and calculate perimeter numbers on a ball of any object in the classroom (e.g. using a marker. Learning progress exercise book, floor tiles, math set, etc.) 2. Learners bounce voting: Ask then measure with a ruler of tape and or throw the ball to learners to show by calculate the actual perimeter and other learners and their fingers of 5 or 3 compare the answers have them mention or 1 as to those 'who the number they really got it', 'got see first. some of it' or didn't 3. Learners get it' respectively. bounces/throw the ball to another Independent Activity/ Homework: learner, who does same by adding the Differentiated learning number he/she

sees to the number Ask stronger learners to answer some of the first learner. questions first and then let learners who are **DEBRIEFING** struggling 1. How did you find answer similar questions. the game? • Pair up stronger and weaker learners so that 2. How difficult/easy was it stronger learners can help weaker ones. adding your • Use the remedial activities as practice number to your for learners friends number? who struggle, and the extension activities 3. What were some of the numbers you those learners who need more of a heard your friends challenge calling out? Share lesson Assessment: have learners to practice indicator and treat with more examples key words with learner

SUBJECT: SCIENCE CLASS: FOUR

Week Ending: 8th April, 2022					Class s	size:			
Day:				Date :					
Monday, 60 minutes			4th April, 2022						
Thursday, 60 minutes				7th Ap	pril, 202	22			
Period :				Lessor	ı :				
2				1 of 2					
2				2 of 2					
Strand: CYCLES			Sub-st	rand : E	ARTH S	CIENCE			
Indicator (code)		B4.2.1.	3.1		$\mathcal{C}^{X}$				
Content standard (code)		B4.2.1.	3.		<u> </u>				
Performance Indicator		Learne	rs ca	n d	emonst	rate	the	process	of
		-	ranspira						
Core Competencies: Creativity a			ication	and Col	laborati	on Per	sonal D	evelopme	nt
and Leadership Critical Thinking	and Problem Sc	olving.	()-						
Keywords									
ney ironus									
T. L .R. (s)		Pictures							
Ref:	Science curricu	ilum Pa	ge						
			•						
DAY Phase 1:		Phase 2: Main				Phase	3:		
Starter		(new le	(new learning including			Plenai	ry / Refl	ections	
(preparing the I	brain	assessr	sment)						
for learning)									
Monday Play the HOT SE	•	Guide l	earners	s to breathe What new things have			ou/		
using the key w		out or	blow air	air onto a learned today?		/?			
Select a learner the other learne	•	transparent surface, e.g. a		na nroa	rocc votin	a.			
		glass o	r plastic	bottle a	and			ress voting to show by	_
back to the board where you write the keywords for		share t	heir obs	ervatio	ns.			r 3 or 1 as	
learners to describe what the			in to lea	rners tl	hat	_		eally got it'	
word means or does and the			humans	release	e	some	of it' or	didn't get	it'
learner in the HOT SEAT has		water	/apour v	vhen th	iey	respe	ctively.		
to guess what t		respire	, so do p	olants w	hen				
Repeat for all th	ne key words	they tr	anspire.			Inde <sub>l</sub> Home		t Activity/	
		• Put le	earners	into gro	ups	поше	WOIK:		
		and giv	e each g	h group a					

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners the process of evapotranspiration

Thursday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.
Repeat for all the key words

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

- 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.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

What new things have you learned today?

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

Independent Activity/ Homework:

Assessment: let learners the process of evapotranspiration
evapotranspiration
etted by :

SUBJECT: COMPUTING CLASS: FOUR

Week Ending: 8				Class size:		
Day:				Date:		
Wednesday, 60 minutes				6th April, 2022		
Period :				Lesso	n:	
2				1 of 1	•	
Strand : Introdu	uction to computing		Sub-	strand	: Introduc	tion to MS-Windows
			Inter	face		
Indicator (code	·	B4.1.				
Content standa	· · · · ·	B4.1.				
Performance In	dicator			an add	ling and re	emoving icons from the
		deskt	·			
-	ncies: Creativity and Innovation Commun	ication	and (	Collab	oration Pe	rsonal Development
and Leadership	Critical Thinking and Problem Solving.					
Keywords			<del>)</del>			
,						
T. L .R. (s)		Laptop				
Ref:	Computing curricu		-			
DAY	Phase 1:	Phase	2: M	lain	Phas	se 3:
	Starter	(new	learn	ing	Plen	ary / Reflections
	(preparing the brain	includ	_			
	for learning)	asses				
	Play the HOT SEAT game using the			ners to		nt new things have you
	key words. Select a learner to sit facing the	add a			leari	ned today?
Wednesday	other learners with their back to the	icons	_	the	Lear	ning progress voting:
	board where you write the keywords	deskt	ор			learners to show by
	for learners to describe what the					r fingers of 5 or 3 or 1
	word means or does and the learner	Differ		Ll		those 'who really got
	in the HOT SEAT has to guess what			tea		got some of it' or didn't t' respectively.
	the word is. Repeat for all the key words			or	geti	i respectively.
		Ask st	_	ei answe	nd	ependent Activity/
		some			Hom	nework:
	DEBRIEFING:		-	en let		
	•How did you feel during the game?			ho are		
	<ul><li>What new words did you learn?</li><li>How does it feel to win?</li></ul>	strug				
	110W does it feet to will:	20.08	οο			

•What will you do next time to win?	answer similar	
	questions.	
	Pair up stronger	
Share lesson indicator and treat key words with learner	and weaker learners	
words with learner	so that	
	stronger learners	
Share lesson indicator and treat key	can help weaker	
words with learner .	ones.	
	Use the remedial	
	activities as practice	
	for learners	
	who struggle, and	
	the extension	
	activities for	
	those learners who	
	need more of a	
	challenge	
	Assessment: Let	
	learners describe	
	adding and	
	removing icons from	
	the desktop.	

Vetted	by :		Signa	iture:	Da	te :
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g: 8th April, 2022					Class si	ze:
Day:					Date:		
Tuesday, 60	minutes				5th April, 2022		
Thursday, 60 minutes			7th Apr	il, 2022			
Period :					Lesson :		
2					1 of 2		
2					2 of 2		
Strand : ALL	AROUND US			Sub-stra	nd : The	Environn	nent and the Weather
Indicator (co	ode)		B4.2.1.2	1.	(		
Content star	ndard (code)		B4.2.1.2		C	J)	
Performanc	e Indicator		Learners	can pre	event po	llution o	on the environment by
			performi	ng simple	activities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Develop and Leadership Critical Thinking and Problem Solving.				rsonal Development			
Keywords							
T. L .R. (s)			Pictures				
Ref:		Our World Ou	r People (	curriculum	n Page		
DAY	Phase 1:	1 Color	Phase 2:	Main			Phase 3:
	Starter (preparing the for learning)	brain	(new learning including assessment)  Plenary / Reflections			Plenary / Reflections	
using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words			which pollute the land, water and air such us 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		What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.		

### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners mention the effects of pollution on the environmen

Independent Activity/ Homework:

# Thursday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

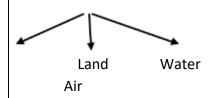
- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?

Learners in groups talk about the effects of pollution on the environment e.g.

iii. Depletion of natural habitats for animalsiv. Flooding

J

Pollution



Learners play games or do activities that teach the importance of reducing air, water of land pollution.

What new things have you learned today?

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

Independent Activity/ Homework:

	■ What will you do next time	Differentiated learning	
	to win?	Ask stronger learners to answer	
		some questions	
	Share lesson indicator and	first and then let learners who are	
	treat key words with learner	struggling	
	treat key words with learner	answer similar questions.	
		Pair up stronger and weaker	
	Share lesson indicator and	learners so that	
	treat key words with learner	stronger learners can help weaker	
	•	ones.	
		Use the remedial activities as	
		practice for learners	
		who struggle, and the extension	
		activities for	
		those learners who need more of a	
		challenge	
		Assessment: Let learners mention	
		ways of reducing air, water of land	
		pollution	
Vetted by :		Signature:	Date :

Vetted by :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Endin	g: 8th April, 2	022		Class size:				
Day:			Dat	ie:	2:			
Friday, 60 m	inutes		8th	April, 2022				
Period :			Les	Lesson:				
2			1 o	f 1				
Strand : MOTOR SKILL AND MOVEMENT Sub-str				MANIPULATIVE SKILLS				
PATTERNS								
Indicator (co	ode)	B4.1.2.1.1		. \				
Content star	ndard (code)	B4.1.2.1.						
Performance	e Indicator	Learners can keep a fo	ot-dribble	ed ball away from a defe	nsive partner			
Leadership (		tivity and Innovation Cong and Problem Solving.		tion and Collaboration F	Personal Development and			
Keywords								
T   D (-)								
T. L .R. (s)	DE	Davis						
Ref:	PE curriculu	m Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:			
DAT	Starter	(new learning includin	a accacen	nent)	Plenary / Reflections			
	(preparing	(new learning includin	ig assessii	ient)	Fieldly / Nellections			
	the brain							
	for	B)						
	learning)							
Friday	Learners	In pairs, foot-dribble a	ball away	r from partner.	What new things have			
	jog round a	Alternate the foot use	d in the di	ribble. Learners keep	you learned today?			
	demarcate	balls away from partne	er by placi	ng their body in				
	d area in	between ball and part			Learning progress			
	files while				voting: Ask			
	singing and				learners to show by their fingers of 5 or 3 or			
	clapping to				1 as to those 'who			
	warm-up				really got it', 'got some			
	the body				of it' or didn't get it'			
	for				respectively.			
	maximal							

WHATSAPP ON	ILY 024535059	1	
	performan		Independent Activity/
	ce and to		Homework:
	prevent		
	injuries		

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Signature: ...... Date : .....

Vetted by :.....

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.  Keywords  T. L. R. (s)  Ref:  RME curriculum Page  DAY  Phase 1: Starter (preparing the brain for learning)  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 words  RME curriculum Page  Phase 2: Main (new learning including assessment)  Plenary / Reflections  What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 learning as to those 'who really got it', 'got some of it' or didn' get it' respectively.  and colour a worship scene  Differentiated learning as to those 'who really got it', 'got some of it' or didn' get it' respectively.	Week Ending: 8th		Class size:					
Period:  2	Day:		Date	Date :				
2   Strand : Religious Practices and their Moral Implications   Sub-strand : Religious Worship, Prayer and other Religious Practices	Friday, 60 minutes		8th April, 2022					
Strand : Religious Practices and their Moral Implications   Sub-strand : Religious Worship, Prayer and other Religious Practices	Period :		Less	on:				
Indicator (code)  Indicator (code)  B4 2.1.1.2  Content standard (code)  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)  Ref:  Phase 1: Starter (preparing the brain for learning) Phase 1: Starter (preparing the brain for learning) Play the HOT SEAT game using the key words.  Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  Indicator (code)  B4 2.1.1.  Learners can state the purpose of worship in the three main religions  Personal Development and Collaboration Personal Development an	2			1 of	1			
Indicator (code)  Content standard (code)  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)  RME curriculum Page  DAY  Phase 1: Starter (preparing the brain for learning)  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 words.  Ref:  DAY  Phase 1: Starter (preparing the brain for learning)  Play the HOT SEAT game using the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner lin the HOT SEAT has to guess what the word is. Repeat for all the key words  What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning Phase 3: Plenary / Reflections  What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning Price (prevention)  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1  Learning progress voting: Ask	Strand: Religious	Practices and their Moral Implications		Sub-strar	nd : Re	ligious Worship, Prayer and		
Content standard (code)  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)  Phase 1: Starter (preparing the brain for learning) 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 words.  Ref:  Phase 2: Main (new learning including assessment) Plenary / Reflections Plenary / Reflections Plearners draw and colour a worship scene Underwice the keywords for learners to describe what the word where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  Phase 2: Main (new learning including assessment) Plenary / Reflections  Underwice the purpose of worship in the three main religions  Prictures  Phase 2: Main (new learning including assessment) Plenary / Reflections  Underwice the purpose of worship in the passent of the purpose of what the worship scene  Underwice the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship in the HOT search of the purpose of worship				other Rel	igious	Practices		
Learners can state the purpose of worship in the three main religions	Indicator (code)		B4 2.	.1.1.2				
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  RME curriculum Page  DAY  Phase 1: Starter (preparing the brain for learning)  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 words  the words  prictures  Phase 2: Main (new learning including assessment)  Plenary / Reflections  What new things have you learned today?  Learning progress voting:  Ask learners to show by their fingers of 5 or 3 or 1 learning  as to those 'who really got as to those who really got it', 'got some of it' or didn' get it' respectively.  and colour a worship scene  Learning progress voting:  Ask learners to show by their fingers of 5 or 3 or 1 learning  as to those 'who really got it', 'got some of it' or didn' get it' respectively.	Content standard	(code)	B4 2.	.1.1.				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.  Keywords  T. L. R. (s)  Ref:  RME curriculum Page  DAY  Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment)  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  Phase 2: Main (new learning including assessment)  Let learners draw and colour a worship scene  Differentiated learning as to those 'who really got as to those 'who really got as to those 'who really got it', 'got some of it' or didn' get it' respectively.	Performance Indi	cator	Learners can state the purpose of worship in the					
T. L. R. (s)   Pictures	Core Competencie	es: Creativity and Innovation Communica			<del>-</del>	n Personal Development		
T. L.R. (s)  Ref:  RME curriculum Page  Phase 2: Main (new learning for learning)  Plenary / Reflections	and Leadership Cr	itical Thinking and Problem Solving.	1					
Ref:  RME curriculum Page  Phase 1: Starter (preparing the brain for learning)  Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the words  RME curriculum Page  Phase 2: Main (new learning including assessment)  Plenary / Reflections  What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn' get it' respectively.  Words	Keywords			2				
DAY  Phase 1: Starter (preparing the brain for learning)  Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the words  Plenary / Reflections  Plenary / Reflections  What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively. words	T. L .R. (s)		Pictures					
Starter (preparing the brain for learning)  Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the words  Starter (new learning including assessment)  Let learners draw and colour a worship scene  Differentiated learning Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively.	Ref:	RME curriculum	Page					
(preparing the brain for learning)  Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the words  (preparing the brain including assessment)  Let learners draw and colour a worship scene  Learning progress voting:  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively.  What new things have you learned today?  Learning progress voting:  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively.	DAY	Phase 1:	Phas	e 2: Main		Phase 3:		
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 words  Triday  Play the HOT SEAT game using the Let learners draw and colour a worship scene  Differentiated learning Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively.  What new things have you learned today?  Learning progress voting:  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively.		Starter	(new	learning		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 words  Play the HOT SEAT game using the key words.  Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  Play the HOT SEAT game using the Let learners draw and colour a worship scene  Learning progress voting:  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively.		" '		_				
key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the words  key words  and colour a worship scene  Learning progress voting:  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively.  words	for learning)		assessment)					
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the words.  Select a learner to sit facing the worship scene  Differentiated learning as to those 'who really got the word is. Repeat for all the key words  Ask stronger it', 'got some of it' or didn' get it' respectively.	Friday					•		
other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  Words  Learning progress voting:  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively.		•				iearned today?		
board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  Differentiated learning Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn' get it' respectively.			wors	rship scene		Learning progress voting:		
word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  Their fingers of 5 or 3 or 1 learning as to those 'who really got it', 'got some of it' or didn' get it' respectively.			D					
in the HOT SEAT has to guess what the word is. Repeat for all the key words  Ask stronger it', 'got some of it' or didn' get it' respectively.						9		
the word is. Repeat for all the key words learners to get it' respectively.				_		, •		
words answer some		_		_		_		
answer some		-						
questions   Independent Activity/					Independent Activity/			
first and then let Homework:			•		et	Homework:		
DEBRIEFING:								
How did you feel during the game?     What new words did you learn?    Struggling   Struggl								
Time new moras and you rearm	How does it feel to win?							

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	•What will you do next time to win?	answer similar
		questions.
	Chara laces in disabout and tweet leave	Pair up stronger
	Share lesson indicator and treat key words with learner	and weaker
	words with learner	learners so that
		stronger learners
	Share lesson indicator and treat key	can help weaker
	words with learner .	ones.
		Use the
		remedial activities
		as practice for
		learners
		who struggle, and
		the extension
		activities for
		those learners
		who need more of
		a challenge
		<i></i>
		Assessment: let
		learners draw and
		colour a worship
		scene

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Vetted by	/ :	 Signature:	Date :

SUBJECT: HISTORY CLASS: FOUR

Week Ending:	8th April, 2022				Class si	ze:	
Day:				Date :			
Tuesday, 60 minutes				5th April, 2022			
Thursday, 60 minutes			7th April, 2022				
Period :				Lesson	:		
2			1 of 2				
2			2 of 2				
Strand : My Country Ghana			Sub-strand : The People Of Ghana				
Indicator (cod	le)	B4.2.1.	1.2				
Content stand	lard (code)	B4.2.1.	1.	9	J		
Performance	Indicator	Learne	rs can st	ate the	factors	that led to decline of the	
		Kingdo	m you ha	ave studi	ed		
Core Compete	encies: Creativity and Innovation Co	mmunica	ation and	d Collabo	ration P	Personal Development	
and Leadershi	p Critical Thinking and Problem Solv	ring.	70				
Keywords		jurisdiction, alliance, tactics, booming, legitimate,					
		combatant, recognise, inability, deploy, navy, bombard,					
T . D / )		range, invasion, conquer, integrate, protectorate					
T. L .R. (s)		Videos of the festivals and celebrations of the Anlo, as well as dance-drumming					
			_				
кет:	Ref: History curriculum Page						
DAY	Phase 1:	Dhasaí	). Main			Phase 3:	
DAT	Starter	Phase 2: Main (new learning including			Plenary / Reflections		
	(preparing the brain	assessr	_	iciuuiiig		riellary / Reflections	
	for learning)	4556551	ileile,				
Tuesday	Play the HOT SEAT game using	Give reasons why some of the		What new things have			
rucsuuy	the key words.			ned. E.g.,		you learned today?	
	Select a learner to sit facing the	_		other kin		,	
	other learners with their back	_	=	d territo	_	Learning progress	
	to the board where you write	Akwam	u's locat	ion to th	e east	voting: Ask	
	the keywords for learners to	of the \	olta in 1	L733,		learners to show by	
	describe what the word means	Denkyi	ra's decli	ine in 17	01,	their fingers of 5 or 3 or	
	or does and the learner in the	Asante	's decline	e in 1874	•	1 as to those 'who really got it', 'got some of it'	
	HOT SEAT has to guess what the word is. Repeat for all the	_,				or didn't get it'	
	key words	Differe	ntiated l	earning		respectively.	
		1				•	

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners give reasons why some of the Kingdoms decline

Independent Activity/ Homework:

# Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

What new things have you learned today?

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

Independent Activity/ Homework:

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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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vected by	316114141 61	Date

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WEEK TWELVE: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending: 8th April, 2022						Class s	size:
Day:					Date :		
Monday, 60	minutes				4th April, 2022		
Wednesday, 60 minutes				6th April, 2022			
Period :			Lesson	:			
2				1 of 1			
2					1 of 1		
Strand: Visua	al Arts	Perfo	rming	Sub-stra	nd: App	reciatin	ng and Appraising
Arts				A	Appreciat	ting and	Appraising
			1				
Indicator (co			B4 1.4.6.				1 2.4.6.2
Content stan Performance			B4 1.4.6.			B	4 2.4.6.
na Gh • Le ap			atural and hana earners oppreciating effect the ommunities ommunication	l manma can De g own natural es in Gha	de envi velop and ot and m	rs' visual artworks that reflect the ronments of some communities in guidelines for appraising and thers' performing artworks that nanmade environments of some oration Personal Development	
T. L .R. (s)			Pictures				
			arts curriculum				
DAY	Phase 1: Phase 2: Main Starter (new learning inc assessment) for learning)			rning inclu	ıding		Phase 3: Plenary / Reflections
Monday  Play the HOT SEAT  game using the key  words.  Select a learner to			apprecia	are to: and acce ting and a thers visu	ppraisin	g own	What new things have you learned today?  Learning progress voting:  Ask learners to show by their

learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

- 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.

# Suggested Guidelines:

- Description of the work: the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;
- ☑ Subject matter: meaning, message, topic, mood, feelings, history, religion, environment, global warming;
- Appraisal: what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connection to other areas of learning);
- ☑ Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc.

Assessment: let learners write a guidelines for appraising and

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

Independent Activity/ Homework:

WHATSAPP UNL	1 0243330331	T	I
		appreciating own and others'	
		visual artworks that reflect	
		topical issues in Ghana	
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	Learners are to:  ② discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guidelines suggested below. ② identify the correct vocabulary to use for appreciating and appraising music, dance and drama;	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
	HOT SEAT has to guess what the word is. Repeat for all the key words	<ul> <li>☑ agree on what to use the appraisal report for and how to share it;</li> <li>☑ agree on the approach/method (manual/digital) to use in</li> </ul>	
	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?	recording/documenting the appraisal process;  fix a day/date for the appreciation/appraisal/jury.  Suggested Guidelines  Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of	
	Share lesson indicator and treat key words with learner	music; Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and	
	Share lesson indicator and treat key words with learner.	drumming, costume, props, energy, stage use, stage setting and dynamics;  ① Drama: characterisation, makeup, gestures, voice	

WHATSAPP ONLY	0245350591	
	projection, diction, use of spa	ce,
	aesthetics, creativity.	
	Assessment: let learners writ	e a
	guidelines for appraising and	
	appreciating own and others'	
	performing artworks that refle	ect
	topical issues in Ghana	
		·

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WEEK TWELVE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:			Class size:		
Day :		Date :			
Period :		Lesson:			
Strand : Extensi	ive Reading	Sub-	-strand :	Read Aloud with Children	
Indicator (code	)	B.4.6.2.1	.1		
Content standa	rd (code)	B.4.6.2.1			
Performance In	dicator	co	Lea orrectly	arners should read long passages	
<b>Core Competencies:</b> Creativity and Innovation Communication Critical Thinking and Problem Solving.		unication a	nd Collab	oration Personal Development and	
Keywords		•			
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian Langua	ge curricu	lum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: (new lear including assessme	rning	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> <li>Revise the alpha using the alphabet</li> <li>Do a more reading or passage.</li> <li>Help lear read long passages correctly.</li> </ul>	abet, song. odel of a long arners to	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:	

- 3. Do this until the sounds of all the individual letters have been made Assessment: let by pupils. learners read 4. Run your finger under the word long passages for pupils to blend the sounds to correctly read 5. The pupil who blend the sounds to read wins the game. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. **Onset and Rime Game**  Revise letters learned today? of the alphabet, Learners in convenient groups. using the
  - 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
  - 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.

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

**DEBRIEFING:** 

What did you like about the game?

- alphabet song.
- Do a model reading of a long passage.
- Help learners to read long passages correctly.

Assessment: let learners read long passages correctly What new things have you

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

Independent Activity/ Homework:

What did you dislike about the game? What must your team do to win next time?		
Share lesson indicator and treat key words with learner .		
Learners in convenient groups.  1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.	<ul> <li>Revise letters of the alphabet, using the alphabet song.</li> <li>Do a model reading of a long passage.</li> <li>Help learners to read long passages correctly.</li> <li>Assessment: let learners read long passages correctly</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
What did you like about the game? What did you dislike about the		

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What must your team do to win

Share lesson indicator and treat key

words with learner .

next time?

# SEMESTER ONE BASIC FOUR WEEK 13

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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Endin	g: 14th April, 2022		Class size:				
Day:				Date:			
Monday, 60 minutes			11th April, 2022				
Period :				Lesson :			
2				1 of 1			
Strand :			Sub-	strand :			
A. Oral	Language		А	. Presentation			
Indicator (co	ode)	B4.1.1	0.1.3				
Content star	ndard (code)	B4.1.1	0.1.	CO,			
Performance	e Indicator	A.	Lear	rners can demonstra	ite awareness of how		
			mea	aning is conveyed	through appropriate		
			pace	e, stress, tone – thro	ugh stories read aloud		
Core Compe	tencies: Creativity and Innovation Commu	ınicatio	n and	Collaboration Perso	nal Development		
and Leaders	hip 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 Languag	ge curri	culum	n Page			
DAY	Phase 1:	Phase	2: M	ain	Phase 3:		
	Starter	(new l	earni	ng including	Plenary /		
	(preparing the brain	assess	assessment) Reflections				
	for learning)						
Monday	"Pick and Read"	A.OR	AL LA	NGUAGE	What new things		
			Model reading aloud a level- have you learned				
	•Learners in convenient groups.		•	e story or a	today?		
• A group leader picks a sentence card							
and shows/signs/demonstrates it to			stress or intonation.  Learning progress				
			Read the same story or text     voting:     Ask learners to				
A member in Group B reads/signs/demonstrate the			aloud with poor pace, stress Ask learners to show by their				
	sentence at a good pace and	,					
	expression.	<ul> <li>Put learners into groups to analyse the types of reading</li> <li>1 as to those 'who</li> </ul>					
	•The group earns a point if the	-		y which one	really got it', 'got		
	member reads/signs/demonstrates	conveys meaning and why.					

the sentence correctly; otherwise, it is some of it' or didn't • Have learners practise passed on to another group for a reading the story with good get it' respectively. pace, stress and intonation. bonus point. Independent Activity/ **DEBRIEFING:** Assessment: let learners read 1. What are some of the sentences aloud a level-appropriate story Homework: you read in the game? or a paragraph with good 2. What challenges did you face in pace, stress or intonation. reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly? Share lesson indicator and treat key words with learner.

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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending: 14th April, 2022				Class size:				
Day:						Date :		
Monday, 60 minutes				11th Apri	l, 2022			
Period :						Lesson:		
2						1 of 1		
Strand : GEC	METRY AND I	MEASUREME	ENT		Sub-strand	: Position	/ Transforma	ation
Indicator (co	ode)			B4	.3.2.1.1		-//	
Content star	ndard (code)			В4	.3.2.1.		$\bigcirc$	
Performance					in spac and we	e using the	e cardinal poi	and motion of objects nts north, south, east
	tencies: Creat hip Critical Thi			ommunication and Collaboration Personal Development ving.				
Keywords			Cardinal points, north, south, east, west, Perimeter					
T. L .R. (s)				• F	Ruler • Com	pass; shad	ow stick; dire	ction app on mobile
		7,		ph	one (if avail	able) • Po	ster showing	the cardinal points
		N		north, south, east and west, Ruler; tape measure				
Ref:	(	Mathem	natics curri	culu	ım Page			
DAY	Phase 1:			Ph	ase 2: Main			Phase 3:
	Starter			(ne	(new learning including			Plenary /
(preparing the brain for learning)			assessment) Reflections					
Monday  1. Learners form convenient groups. 2. Give each group a number chart/Bingo grid			give each group with a worksheet on graph with different labelled coordinates; some with axes  Labelled and other not etc. Punils  Learning prog				What new things have you learned today?  Learning progress voting:	
	4	1	6		cuss their v			Ask learners to
	5	7	40	_	oups, then v			show by their
	3	16	13		scribing coc			fingers of 5 or 3 or
	10	14	2	ро	inting out e	rrors on g	raphs if any	1 as to those 'who

42	19	36		
18	25	35		Pupils describe th
			,	action of objects.

- 3. Groups study the number chart / Bingo grid
- 4. Group leaders call out a number randomly and learners cross out

that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.

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

#### **DEBRIEFING**

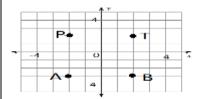
I. How was the game? What makes it so?

top and down of the number.

- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

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



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

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

Independent Activity/ Homework:

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SUBJECT: SCIENCE CLASS: FOUR

Week Ending:	14th April, 2022					Class	size:		
Day:				Date :					
Monday, 60 minutes				11th April, 2022					
Thursday, 60 minutes					14th <i>A</i>	April, 20	22		
Period :					Lesso	n :			
2					1 of 2				
2					2 of 2				
Strand: CYCLE	S			Sub-st	rand : E	EARTH S	CIENCE		
Indicator (code	e)		B4.2.1.	3.1		$\mathcal{C}^{Y}$			
Content stand	ard (code)		B4.2.1.	3.		$\mathcal{C}$			
Performance I	ndicator		Learne	rs ca	an c	lemons	trate the process of		
			evapot	ranspira	ition				
_	•			ication a	and Col	llaborat	ion Personal Development		
and Leadership	Critical Thinking	and Problem Sc	olving.	()-					
Keywords									
Reywords									
T. L .R. (s)			Pictures						
Ref:		Science curricu							
ile.		Science curre	ilanii Ta	ıβc					
DAY	Phase 1:		Phase 2: Main Phase 3:			Phase 3:			
	Starter	1/2.	(new learning including			าย	Plenary / Reflections		
	(preparing the	brain	assessment)				,,		
	for learning)		, and the second						
Monday	Play the HOT SE	EAT game	Guide l	learners	to brea	athe	e What new things have you		
,	using the key w	vords.	out or blow air onto a		1	learned today?			
	Select a learner	_	transpa	transparent surface, e.g. a					
the other learners with their			glass or plastic bottle and share their observations.		bottle	and	Learning progress voting:		
	back to the board where you write the keywords for learners to describe what the				ns.	Ask learners to show by their fingers of 5 or 3 or 1 as to			
			• Expla	in to lea	arners t	:hat	those 'who really got it', 'got		
		word means or does and the		humans	releas	e	some of it' or didn't get it'		
learner in the HOT SEAT has		IOT SEAT has	water vapour when they respectively.						
	_	to guess what the word is.		respire, so do plants when					
	Repeat for all tl	he key words	they tr	they transpire. Independent Activity			Independent Activity/		
				earners	into gro	nto groups Homework:			
			and giv	ve each g	group a	1			

#### **DEBRIEFING:**

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

- 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

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

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners the process of evapotranspiration

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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	: 14th April, 2	2022				Class s	ize:	
Day:					Date:	Date :		
Monday, 60 minutes					11th April, 2022			
Period :			Lesson	:				
2					1 of 1			
Strand : Visua	al Arts			Sub-stra	nd : App	reciatin	ng and Appraising	
				A	Appreciat	ting and	Appraising	
Indicator (cod	de)		B4 1.4.6.	2				
Content stand	dard (code)		B4 1.4.6.					
Performance	Indicator		• L6	earners	can De	evelop	guidelines for appraising and	
			aı	ppreciatir	ng own a	nd othe	ers' visual artworks that reflect the	
			n	atural and	d manma	ade envi	ironments of some communities in	
			G	hana				
=		=			cation an	d Collab	poration Personal Development	
and Leadersh	ip Critical Thi	nking and F	Problem Sc	olving.				
Keywords								
Reywords								
T. L .R. (s)			Pictures					
Ref:		Creative A	rts curricu	rts curriculum				
DAY	Dhasa 1.	1	Phase 2: Main Phase 3:			Dhace 2.		
DAY	Phase 1:	1/2.					Phase 3:	
	Starter	the brain	assessme	rning inclu	uaing		Plenary / Reflections	
	(preparing for learnin		assessine	:111)				
Monday	Play the H	<u> </u>	Learners	aro to:			What new things have you	
Ivioliday	game using						learned today?	
	words.							
Select a learner to sit facing the other		appreciating and appraising own and/or others visual artworks;  ② based on the guidelines		_	Learning progress voting:			
				i K3,	Ask learners to show by their			
	learners w					fingers of 5 or 3 or 1 as to those		
back to the board					'who really got it', 'got some of			
where you write the keywords for			r apprecia			it' or didn't get it' respectively.		
	learners to			• •	_		Independent Activity/	
	what the v		appraisifi	oraising artworks;			Homework:	
	means or o	does and						

the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

#### **DEBRIEFING:**

- How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

- 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.

# Suggested Guidelines:

- ☑ Description of the work: the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;
- ☑ Subject matter: meaning, message, topic, mood, feelings, history, religion, environment, global warming;
- Appraisal: what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connection to other areas of learning);
- ☑ Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc.

Assessment: let learners write a guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana

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velled by	/	Signature	Date

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:				Clas	s size:
Day:				Date:	
Period :				Lesson:	
Strand : Extensi	ve Reading		Sub	-strand : R	ead Aloud with Children
Indicator (code)	)		B.4.6.2.1.	.1	
Content standa	rd (code)		B.4.6.2.1.		
Performance In	dicator		•	Lear orrectly	ners should read long passages
•	cies: Creativity ar cal Thinking and F		mmunicati	on and Co	llaboration Personal Development and
Keywords					
T. L .R. (s)			Manila ca	ards, mark	ers, recorded audios visual
Ref:	4	Ghanaian Langu	iage curri	culum	
DAY	Phase 1:		Phase 2:	Main	Phase 3:
	Starter		(new lear	_	Plenary / Reflections
	(preparing the b	rain	including		
	for learning)		assessme		
	Learners in convolution 1. Write a word 2. Cover all the the first one, bethe left to the rigoupils to make the letter which is not the left which is not the left.	on the board. letters except ginning from ght, and ask he sound of the	the alpha using the song.  • Do a more reading of passage.  • Help lead	alphabet odel of a long arners to g passages	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 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><li>3. Do this until the sounds of all the individual letters have been made by pupils.</li><li>4. Run your finger under the word for pupils to blend the sounds to read</li><li>5. The pupil who blend the sounds to read wins the game.</li></ul>	Assessment: let learners read long passages correctly	
DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
Share lesson indicator and treat key words with learner .	COURT	

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