

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

**SAMPLE LESSON NOTES-WEEK 5**  
BASIC FIVE

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating an abstract, organic shape.

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 5

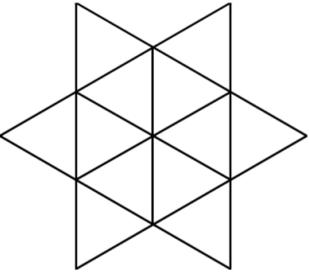
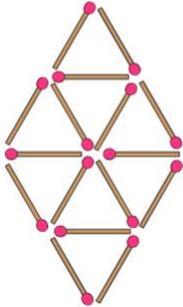
### BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.7.1.5. B5.2.7.2.2. B5.3.8.1.1. B5.4.13.1.1. B5.5.9.1.1. B5.6.1.1.1	
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <li>❖ Learners can ask relevant questions to expand comprehension of details of texts</li> <li>❖ Learners can relate two or more ideas in a text</li> <li>❖ Learners can identify and use simple conjunctions</li> <li>❖ Learners can write explanations to support opinions</li> <li>❖ Learners can identify subjects and predicates in compound sentences</li> <li>❖ Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</li> </ul>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p><b>A. ORAL LANGUAGE</b> (Listening Comprehension)</p> <p>Through discussion, learners identify some interesting stories or texts they have heard or read.</p> <p>Assist learners to talk about the content of the stories/texts after re-telling the story.</p> <p>Encourage learners to ask relevant questions to expand their comprehension of the details of the text.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Have learners recite familiar rhymes.</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p><b>B. READING</b> (Comprehension)</p> <p>Through relevant questions, have learners make personal connections with a text read. e.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather.</p> <p>Have learners relate two or more ideas within the text or from different texts.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p>	<p><b>C. GRAMMAR</b> (Conjunctions)</p>	<p>Have learners underline the conjunctions in the following sentences.</p>

	<p><b>MINGLE MINGLE</b></p> <ul style="list-style-type: none"> <li>•Mingle, mingle – mingle 2x Two mingle (2 come together)</li> <li>•Mingle, mingle – mingle 2x Three mingle (3 come together)</li> <li>•Mingle, mingle – mingle 2x four mingle (4 come together)</li> </ul>	<p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions <b>so</b> and <b>so that</b> are used to tell what the purpose of something is. They are called conjunctions of purpose</p> <p>Introduce <b>so</b> and <b>so that</b> in context. e.g.: i. <i>Let's write down the address <u>so</u> we don't forget it.</i> ii. <i>We left early <u>so that</u> we wouldn't be late.</i></p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Provide a passage and have learners identify the conjunctions in the passage.</p>	<p>i. <i>Let's write down the address <u>so</u> we don't forget it.</i></p> <p>ii. <i>We left early <u>so that</u> we wouldn't be late.</i></p> <p>iii. <i>John took a map <u>so that</u> he wouldn't get lost.</i></p> <p>iv. <i>I hid the comics under the bed <u>so that</u> nobody could find them</i></p>
Thursday	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p>	<p><b>D. WRITING</b> (Argumentative Writing)</p> <p>Present a motion to learners. E.g. A teacher is more important than a doctor.</p> <p>Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion.</p> <p>Put learners into two groups: for the motion and against the motion to write down what they think about it.</p> <p>Groups read out their opinions to the class for discussion</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Have learners sing songs and recite familiar rhymes</p> <p><b>WE ARE GOING</b></p> <ul style="list-style-type: none"> <li>•We are going 2X</li> <li>•We are going to the train station</li> <li>•The train is coming lalalala push push 2x</li> <li>•Chukuchaka 2x push push 2x</li> </ul>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Simple and Complex Sentences)</p> <p>Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple and compound sentences.</p> <p>Let them identify the subjects and verbs in each compound sentence.</p> <p>Let learners write about an event they had participated in, demonstrating their understanding of subject and predicate sentences.</p> <p>Learners edit to demonstrate their knowledge of subject and predicate.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

	<p>Engage learners in the “popcorn reading” game  The rules are simple: One student starts reading aloud and then calls out “popcorn” when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p style="text-align: center;"><b><u>F.EXTENSIVE READING</u></b></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a three-paragraph summary of the book read.</p>	<p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>
--	---	--	--

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.4.1.4-5		
<b>Performance Indicator</b>	Learners can use models to explain the result of addition, subtraction and multiplication of decimals		
<b>Strand</b>	Number		
<b>Sub strand</b>	Decimal Fractions		
<b>Teaching/ Learning Resources</b>	Paper strips, cut out cards		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p><b>How many triangles can you see in this picture?</b></p> 	<p>Guide learners to use models to explain the result of addition of decimals.</p> <p><b>Steps to adding Decimals:</b> For example; To add 0.645 and 0.39</p> <p>1. Convert to like decimals: The highest decimal place is 3, so we add zeros in other numbers and get 3 decimal places in them too. 0.645 0.39=0.390</p> <p>2. Line up and Add the decimals.  <math display="block">\begin{array}{r} 0.645 \\ + 0.390 \\ \hline 1.035 \end{array}</math> <math display="block">\frac{645}{1000} + \frac{39}{100} \text{ which is } \frac{645+390}{1000} = \frac{1035}{1000} = 1.035.</math> </p> <p>Assessment: Have learners to practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Tuesday	<p><b>Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.</b></p> 	<p>Guide learners to use models to explain the result of subtraction of decimals.</p> <p>For example: To subtract 0.395 from 0.6</p> <p>1. Convert to like decimals: The highest decimal place is 3, so we add zeros in other numbers and get 3 decimal places in them too. 0.395 0.6=0.600</p> <p>2. Line up and Add the decimals.  <math display="block">\begin{array}{r} 0.600 \\ - 0.395 \\ \hline 0.204 \end{array}</math> </p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>

		$\frac{600}{1000} - \frac{395}{1000} = \frac{600-395}{1000} = \frac{205}{1000} = 0.205$ <p>Assessment: Have learners to practice with several examples</p>																										
Wednesday	<p><b>Start at the bottom left square and move up, down, left or right until you reach the finish.</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>4</td><td>9</td><td>7</td><td>7</td><td>4</td></tr> <tr><td>8</td><td>9</td><td>4</td><td>5</td><td>7</td></tr> <tr><td>6</td><td>6</td><td>4</td><td>9</td><td>9</td></tr> <tr><td>7</td><td>8</td><td>8</td><td>8</td><td>6</td></tr> <tr><td>Start</td><td>5</td><td>6</td><td>5</td><td>5</td></tr> </table> <p style="margin-left: 100px;">↪ Finish</p> <p><b>Add the numbers as you go. Can you make exactly 53?</b></p>	4	9	7	7	4	8	9	4	5	7	6	6	4	9	9	7	8	8	8	6	Start	5	6	5	5	<p>Guide learners to use models to explain the result of multiplication of decimals.</p> <p>Consider the product of <math>3 \times 1.5</math> This is equivalent to adding the decimal number 1.5 times. That is <math>1.5 + 1.5 + 1.5</math> <math>\frac{15}{10} + \frac{15}{10} + \frac{15}{10} = \frac{45}{10} = 4.5</math></p> <p>Alternatively, multiply the two numbers as two whole numbers. After that, count the number of places equivalent to that of the decimal places and put it in there. <math>3 \times 15 = 45</math> There is only one decimal place so <math>45 = 4.5</math></p> <p>Assessment: Have learners to practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
4	9	7	7	4																								
8	9	4	5	7																								
6	6	4	9	9																								
7	8	8	8	6																								
Start	5	6	5	5																								
Thursday	<p><b>Which number should go in the empty triangle?</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>3</p> </div> <div style="text-align: center;"> <p>6</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>2</p> </div> <div style="text-align: center;"> <p>4</p> </div> </div>	<p>Guide learners to use models to explain the result of multiplication of decimals.</p> <p>Consider the product <math>3.6 \times 1.3</math>.</p> <p>To multiply a two decimal number, multiply the two numbers as two whole numbers. <math>36 \times 13 = 468</math></p> <p>After that, count the number of places equivalent to that of the decimal places and put it in there. <math>468 = 4.68</math></p> <p>Assessment: Have learners to practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>																									
Friday	<p><b>There is something strange about this addition square. Can you work out what the missing number is?</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>+</td><td>3</td><td>8</td><td>11</td></tr> <tr><td>3</td><td>6</td><td>11</td><td>2</td></tr> <tr><td>8</td><td>11</td><td>4</td><td>7</td></tr> <tr><td>11</td><td>2</td><td>7</td><td></td></tr> </table>	+	3	8	11	3	6	11	2	8	11	4	7	11	2	7		<p>Guide learners to use models to explain the result of multiplication of decimals.</p> <p>Consider the product <math>3.6 \times 1.3</math>.</p> <p>To multiply a two decimal number, multiply the two numbers as two whole numbers. <math>36 \times 13 = 468</math></p> <p>After that, count the number of places equivalent to that of the decimal places and put it in there. <math>468 = 4.68</math></p> <p>Assessment: Have learners to practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>									
+	3	8	11																									
3	6	11	2																									
8	11	4	7																									
11	2	7																										

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 30		
<b>Learning Indicator(s)</b>	B5.5.1.2.2		
<b>Performance Indicator</b>	Demonstrate how to clean the environment regularly		
<b>Strand</b>	Humans & The Environment		
<b>Sub strand</b>	Personal Hygiene & Sanitation		
<b>Teaching/ Learning Resources</b>	Soap, water, dirty clothes		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners solve the brain teasers.</p> <p>It likes food, but water kills it. What is it?</p> <p>What's full of holes but can still hold water?</p>	<p>Learners discuss some materials that are used for cleaning the home, the school and the community.</p>  <p>Demonstrate to learners the correct way of using the cleaning tools, e.g. brooms, rags, ceiling brush, dustpans and dustbins.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners solve the puzzel below</p> <p>1. Find a letter that is in but not in </p> <p>2. Find a letter that is in but not in </p>	<p>Learners are assisted to know the need to keep the environment clean.</p> <p>Engage learners to use local cleaning tools to clean the classroom and the school environment.</p> <p>Project: Learners design posters to create awareness on the need to keep the school, home and Community clean and exhibit their work in the school.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 31		
<b>Learning Indicator(s)</b>	B5.4.2.1.1.		
<b>Performance Indicator</b>	Learners can recognize parents as source of discipline and character formation		
<b>Strand</b>	Our Nation Ghana		
<b>Sub strand</b>	Authority & Power		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners solve the puzzel below</p> <p>4. Find the letter that is in  but not in </p> <p>5. Find a letter that is in  but not in </p>	<p>Learners talk about rules and regulations they are expected to follow at home</p> <p>Learners discuss why it is important to obey rules and regulations at home</p> <p>Learners identify ways by which they can be responsible:</p> <ul style="list-style-type: none"> <li>• <i>be a good child to avoid punishment</i></li> <li>• <i>emulate parents and other family members, etc.</i></li> </ul>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson.</p>	<p>Learners role play responsible behaviors as parents and children at home.</p> <p>Learners write essays on how to become responsible adults.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 43		
<b>Learning Indicator(s)</b>	B5. 5.1.1.2:		
<b>Performance Indicator</b>	Learners can explain the need to demonstrate responsible behavior at home.		
<b>Strand</b>	The Family, Authority & Obedience		
<b>Sub strand</b>	Authority & Obedience		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Let learners identify ways by which they can be responsible: - <i>be a good child to avoid punishment,</i> - <i>emulate parents and other family members, etc.</i></p> <p>Let learners dramatize responsible behaviors as parents.</p> <p>In groups, let learners write essays on how to become responsible adults.</p> <p>Let learners present their works to the class for appreciation and discussion</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 36		
<b>Learning Indicator(s)</b>	B5.5.1.1.3		
<b>Performance Indicator</b>	Learners can examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA)		
<b>Strand</b>	Journey to Independence		
<b>Sub strand</b>	Early Protest Movement		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>There are three light switches outside of a room– labeled number one, number two, and number three. The door to the room is closed and you can't see in. All three switches are off.</p> <p>You need to figure out which switch belongs to which bulb. You can use the switches however you want to, but can only enter the room once. How do you do it?</p>	<p>Guide learners to talk about and describe the protest movements during the pre-colonial era. E.g. National Congress of British West Africa.</p> <p>The National Congress of British West Africa, founded in 1917, was one of the earliest nationalist organizations in west Africa, and one of the earliest formal organizations working toward African emancipation</p> <p>Let learners talk about what led to the formation of the protest movements.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>A farmer is traveling with a fox, a goose, and a bag of beans. During his journey, he comes across a river with a boat to cross it. The farmer can only t one thing in the boat with him at a time. If left alone together, the fox will eat the goose or the goose will eat the beans.</p> <p>How does the farmer get everything across the river safely?</p>	<p>Identify the key leaders of the NCBWA by pictures.</p> <p>The cofounders included Thomas Hutton Mills, J.E Casely Hayford, Edward Francis Small, F.V Nanka Bruce, A.B Quartey Papafio, Henry Van Hien, A. Sawyerr And Kobina Sekyi.</p>  <p>Let learners present a report on the lesson as a poster.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B51.3.4.3 B51.3.5.3		
<b>Performance Indicator</b>	Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them.	Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.  Guide learners to plan for the exhibition by: - <i>fixing a date</i> - <i>selecting a venue</i> - <i>inviting an audience</i>  Brainstorm to agree on a theme for the exhibition (e.g. Our Environment);  Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance	Ask learners to tell the whole class what they have learnt.  Learners tell what they will like to learn
	Ask learners questions to review learners understanding in the previous lesson.	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.	Use series of questions and answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.9.1.1-2		
<b>Performance Indicator</b>	Learners can write main ideas and give the summary of longer texts.		
<b>Strand</b>	Reading		
<b>Sub strand</b>	Summarizing		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Write words on th board and cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson	Let learners read a passage.  Let learners recognize the main ideas in each paragraph read.  Let learners write down each idea found in each paragraph and discuss in their groups.  Assist learners to recognize the main ideas in a text.  Lead learners to give summaries of the texts orally before writing in their books.	Ask learners questions to review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson	Read a text aloud in class.  Let learners select the main ideas from each paragraph.  Let learners write the main ideas in their own words and read aloud for discussion.  Assist learners to write the main ideas in the given text in simple sentences correctly.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Read a text aloud in class.  Let learners select the main ideas from each paragraph.  Let learners write the main ideas in their own words and read aloud for discussion.  Assist learners to write the main ideas in the given text in simple sentences correctly.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>
<b>Reference</b>	PE curriculum Page
<b>Learning Indicator(s)</b>	B5.1.13.1.16
<b>Performance Indicator</b>	Learners can dribble and pass a ball to a partner while being guarded
<b>Strand</b>	Motor Skill And Movement Patterns
<b>Sub strand</b>	Rhythmic Skills
<b>Teaching/ Learning Resources</b>	Pictures and Videos
<b>Core Competencies:</b> Learners develop these skills through the practice of dribbling of balls with hands and feet using varying amount of force	

<b>DAYS</b>	<b>PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Learners jog within demarcated area with their hands stretched sideways to warm their body up.</p> <p>Show pictures or videos of the skill to be learnt.</p> 	<p>Arrange five cones with partners standing at the opposite sides about 5m away from the cones facing each other.</p> <p>Learners dribble through the cone freely.</p> <p>Learners dribble while being prevented/guarded by their peers in pairs and in a group.</p> <p>Learners practice base on their capabilities and progress at their own pace.</p> <p>Learners' practice dribbling in handball, football/basketball base on facilities and material available</p>	<p>Organize a mini game competition to exhibit the skill learnt.</p> <p>End lesson with a cool down.</p> <p>Have learners to reflect on what they have learnt</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 25		
<b>Learning Indicator(s)</b>	B5.6.6.1.1.-3		
<b>Performance Indicator</b>	Learners can demonstrate how to set default search engines and set homepages.		
<b>Strand</b>	Internet And Social Media		
<b>Sub strand</b>	Customizing Your Browser		
<b>Teaching/ Learning Resources</b>	Computer sets, modem and Pictures		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Show learners pictures or short videos on current trends of technology in the world.</p> <p>Have learners talk about the trends of technology and how they are going to apply it in their everyday lives.</p>	<p>Guide learners to set default search engines.</p> <p><b>Make Google your default search engine</b></p> <ol style="list-style-type: none"> <li>1. Click the Tools icon at the far right of the <b>browser</b> window.</li> <li>2. Select Internet options.</li> <li>3. In the General tab, find the <b>Search</b> section and click <b>Settings</b>.</li> <li>4. Select Google.</li> <li>5. Click <b>Set as default</b> and click Close.</li> </ol> <p>Guide learners to set homepages.</p> <ol style="list-style-type: none"> <li>1. Open the Microsoft Internet Explorer <b>browser</b>.</li> <li>2. Click Tools. in the upper-right corner.</li> <li>3. Select Internet Options from the drop-down menu that appears.</li> <li>4. Under the General tab, type the URL of the web page you want to <b>set</b>.</li> <li>5. Click Apply.</li> <li>6. Click Ok.</li> </ol> <p>Guide learners to make Browser apps, add-ons, plug-ins, and extensions.</p>	<p>Form groups and have learners to summarize the important points of the lesson.</p> <p>Learners can pose questions for clarity if they don't understand</p>