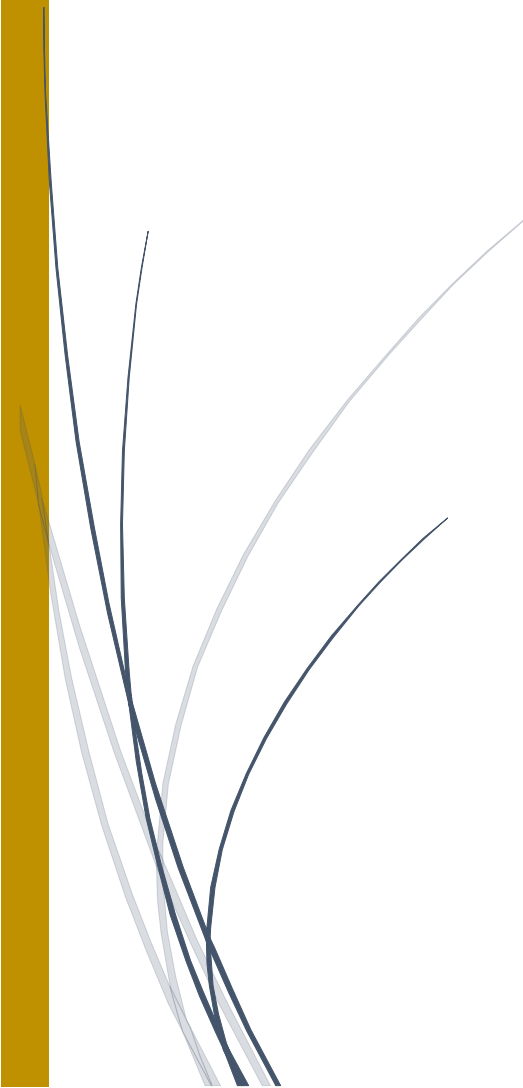


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK I
BASIC FIVE

Several thin, curved lines in shades of blue and grey originate from the left side and curve upwards and to the right, creating a sense of movement and design.


Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK I

BASIC FIVE


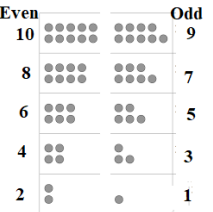

Name of School.....

Week Ending			
Class	Five		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B5.1.5.2.2-3 B5.2.6.3.1 B5.3.5.1.5. B5.4.13.2.2. B5.5.8.1.1. B5.6.1.1.1		
Performance Indicator	<p>A. Learners can develop sketches from stories read or heard and analyze the actions of characters in sketches</p> <p>B. Learners can deduce meaning of words from the word class they belong to and how they relate to one another</p> <p>C. Learners can use irregular form of the simple past tense of verbs</p> <p>D. Learners can use words, phrases, and clauses to clarify the relationships between claim(s) and reasons</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>learners sing songs and recite familiar rhymes</p> <p>"A Wise Old Owl" A wise old owl lived in an oak The more he saw the less he spoke The less he spoke the more he heard. Why can't we all be like that wise old bird?</p>	<p>A. ORAL LANGUAGE (Dramatization)</p> <p>Through discussion, guide learners to identify the parts in stories read.</p> <p>Invite some learners to retell parts of a story read or heard. Discuss the story with learners.</p> <p>Use the activity approach to guide learners in groups to develop a sketch from the story.</p> <p>Have learners explain their sketches to the class for comments.</p> <p>Let learners tell their own stories using short sketches.</p> <p>Through questions guide learners to identify and analyze characters and their actions in their sketches.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Tuesday	<p>Write a CVC word on the board.</p> <p>Invite the children to come up, in turns, and change one letter to make a new word.</p> <p>They must read their new word.</p>	<p>B. READING (Vocabulary)</p> <p>Teach meaning of keywords in a text by using them in sentences.</p> <p>In groups of six have learners bring out the contextual meaning of the words using synonyms and antonyms.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>


	<p>If they are unsure of the word encourage them to sound it out e.g. fun-sun-sin-sit-sat-cat-mat-pat-pan-pin etc.</p>	<p>Have learners use these words in their own sentences.</p> <p>Have them present their work to the class for feedback.</p> <p>Have learners play vocabulary games, e.g. The Synonym /Antonym Tree game.</p>																																								
Wednesday	<p>Gather 10 objects that can be found in the classroom and lay them all Out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask learners to write down as many items they remember on a piece of paper.</p>	<p>C. GRAMMAR (Verbs)</p> <p>Revise regular verbs in simple past forms</p> <p>Introduce the simple past forms of irregular verb in context.</p> <p>Irregular verbs is one that does not form its simple past tense by adding ed or d to the base form. <i>E.g. begin-began, eat-ate, come-came, etc.</i></p> <p>In groups, have learners come out with more simple past forms of irregular verbs.</p> <p>Let groups read their verbs to the class.</p> <p>Have learners use the verbs (past forms) in sentences.</p>	<p>Have learners match the irregular verbs to their base form.</p> <p>Name: _____ Date: _____</p> <p>Irregular Verb Match</p> <p>Draw a line from the present tense to the past tense of each verb below. The first one is done for you.</p> <table border="0"> <tr> <td>say</td> <td>→</td> <td>went</td> </tr> <tr> <td>tell</td> <td>→</td> <td>taught</td> </tr> <tr> <td>go</td> <td>→</td> <td>took</td> </tr> <tr> <td>win</td> <td>→</td> <td>said</td> </tr> <tr> <td>teach</td> <td>→</td> <td>came</td> </tr> <tr> <td>make</td> <td>→</td> <td>told</td> </tr> <tr> <td>draw</td> <td>→</td> <td>made</td> </tr> <tr> <td>meet</td> <td>→</td> <td>won</td> </tr> <tr> <td>come</td> <td>→</td> <td>cried</td> </tr> <tr> <td>take</td> <td>→</td> <td>found</td> </tr> <tr> <td>find</td> <td>→</td> <td>ran</td> </tr> <tr> <td>cry</td> <td>→</td> <td>met</td> </tr> <tr> <td>run</td> <td>→</td> <td>drew</td> </tr> </table> 	say	→	went	tell	→	taught	go	→	took	win	→	said	teach	→	came	make	→	told	draw	→	made	meet	→	won	come	→	cried	take	→	found	find	→	ran	cry	→	met	run	→	drew
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find	→	ran																																								
cry	→	met																																								
run	→	drew																																								
Thursday	<p>Engage learners in the “Change your style” game</p> <p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.</p> <p>After a while teacher speeds up the tempo.</p> <p>For example: jumping, jumping, crazy dance, heading a ball etc.</p>	<p>D. WRITING (Argumentative Writing Pg. 134)</p> <p>Engage learners in a debate on the topic. “should children be allowed to use mobile phones in school”</p> <p>learners provide reasons for the opinions they hold on the topic.</p> <p>Guide groups to provide evidence for the opinions they hold.</p> <p>Have groups present their work for discussions.</p> <p>Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms.</p> <p>You may read out models of argumentative essays to guide learners.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>																																							
Friday	<p>Engage learners in a debate on the topic. “should children be allowed to use mobile phones in school”</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Conjunctions)</p> <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>Introduce because, since, so, although, in context. e.g. i. <i>I'm late because I missed the bus.</i> ii. <i>Although Afi has eye problems, she doesn't wear glasses.</i> iii. <i>He eats well, so he is healthy.</i></p>	<p>have learners to fill the blanks with conjunctions.</p> <p>because so then if since and while but</p> <p>WORD BANK</p> <p>★ He went to the toy store _____ bought a stuffed animal.</p> <p>★ We went to the movies _____ out to dinner.</p> <p>★ I baked cookies _____ they burned in the oven.</p> <p>★ Ted stayed home from school _____ he was sick.</p> <p>★ We flew our kite _____ the wind blew.</p> <p>★ I will eat my vegetables _____ I can have a cookie for dessert.</p> <p>★ I can go out to play _____ I finished all of my homework.</p> <p>★ Will brought a pail and shovel to the beach _____ he could build a sandcastle.</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>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>Let learners form sentences and join them with the conjunctions identified.</p> <p>F.EXTENSIVE READING 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>
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Week Ending																		
Class	Five																	
Subject	MATHEMATICS																	
Reference	Mathematics curriculum Page																	
Learning Indicator(s)	B5.1.1.3.1-3																	
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can identify the factors of whole numbers 1 - 100 ❖ Learners can generate and identify prime numbers and composite numbers between 1 and 100 ❖ Learners can identify even and odd numbers between 1 and 100 																	
Strand	Number																	
Sub strand	Counting, Representation & Cardinality																	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns																	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision																		
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)															
Monday	<p>Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1).</p> <p>Divide the class into groups. One person from each group countdown the range without breaking.</p> <p>The group with the highest score wins!</p>	<p>Ask learners to use different arrangements of arrays of objects to find factors of whole numbers 1 – 100.</p> <p>For instance the factors of 24 can be obtained from the following arrays of objects.</p> <p>Ask learner to collect from the arrays, pairs of number as the factors of the given number, 24. Hence the set of factors of 24 = {1,2,3,4,6,8,12,24}</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>Engage learners to solve this brain teaser</p> <p>A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?</p> <p>Answer: 7</p>	<p>Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below.</p> <p>Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number</th> <th>Factors</th> <th>Number of factors</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>1,2</td> <td>2</td> </tr> <tr> <td>3</td> <td>1,3</td> <td>2</td> </tr> <tr> <td>4</td> <td>1,2,4</td> <td>3</td> </tr> </tbody> </table>	Number	Factors	Number of factors	1	1	1	2	1,2	2	3	1,3	2	4	1,2,4	3	<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>
Number	Factors	Number of factors																
1	1	1																
2	1,2	2																
3	1,3	2																
4	1,2,4	3																

<p>Wednesday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below.</p> <p>Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite</p> <table border="1" data-bbox="683 411 1068 575"> <thead> <tr> <th>Number</th> <th>Factors</th> <th>Number of factors</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>1,2,5,10</td> <td>4</td> </tr> <tr> <td>15</td> <td>1,3,5,15</td> <td>4</td> </tr> <tr> <td>20</td> <td>1,2,4,5,10,20</td> <td>6</td> </tr> <tr> <td>30</td> <td>1,2,3,5,6,15,30</td> <td>7</td> </tr> </tbody> </table>	Number	Factors	Number of factors	10	1,2,5,10	4	15	1,3,5,15	4	20	1,2,4,5,10,20	6	30	1,2,3,5,6,15,30	7	<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>
Number	Factors	Number of factors																
10	1,2,5,10	4																
15	1,3,5,15	4																
20	1,2,4,5,10,20	6																
30	1,2,3,5,6,15,30	7																
<p>Thursday</p>	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=4$ $3+3=9$ $4+4=16$ $5+5=25$</p> <p>Then: $6+6=?$</p> <p>Answer: 36</p>	<p>In convenient groups, have learners use the “Sieve of Eratosthenes” to identify prime numbers between 1 and 100, i.e. dividing through by whole numbers starting from 2; numbers that cannot be divided by other numbers except the number itself are prime numbers</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>															
<p>Friday</p>	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Ask learners to use arrangements of twos arrays of objects to find even and odd numbers between 1 and 100</p>  <p>Ask learner to collect from the arrays, pairs to skip count in twos starting from 1 to generate odd numbers, and skip count in twos starting from 2 to generate even numbers.</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>															

Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page 29
Learning Indicator(s)	B5.5.1.1.1
Performance Indicator	Learners can know why it is important to wash clothes regularly
Strand	Humans & The Environment
Sub strand	Personal Hygiene & Sanitation
Teaching/ Learning Resources	Soap, water, dirty clothes
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Paste a chart on the board showing pictures of personal hygiene practices for learners to observe.</p>  <p>Let learners talk about the pictures and relate to them.</p> <p>Find out from learners which of the practices they do often and those they don't.</p>	<p>Learners brainstorm in groups and share ideas with the whole class on what they do to maintain personal hygiene.</p> <p>Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.).</p> <p>Brainstorm with learners on what will happen if they do not take good care of their bodies.</p> <p>Assessment: Learners are assigned to investigate materials that can be used to enhance personal hygiene (to brush the teeth, clean the armpit or bath).</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to sing songs and recite rhymes on personal hygiene.</p> <p><u>After a bath</u> After a bath I try, try, try, To wipe myself, Till I am dry, dry, dry Hands to wipe, And fingers and toes, And two wet legs And a shiny nose</p>	<p>Engage learners in groups to discuss among themselves what items are needed to wash their clothes and underwear.</p> <p>Groups present their ideas to the whole class.</p> <p>Present to learners, real items (soap, water, dirty clothes, etc.) needed to wash clothes and underwear and demonstrate how washing is done.</p> <p>Assessment: Learners demonstrate how washing is done (a learner from each group).</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 36		
Learning Indicator(s)	B5.4.1.1.1.		
Performance Indicator	Learners can describe the attitudes needed for effective citizenship		
Strand	Our Nation Ghana		
Sub strand	Being A Citizen		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Let learners sing some patriot songs they are familiar with.</p> <p>Example: Arise Ghana youth for your nation</p>	<p>Revise with learners who a citizen is. A citizen is a member of a country.</p> <p>Learners identify attitudes necessary for effective citizenship, e.g. i. <i>compromise</i>: ii. <i>tolerance: the ability to accept other and their views</i> iii. <i>collaboration</i> iv. <i>dialogue</i> v. <i>teamwork</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners identify the values and responsibilities cherished in the community and home. E.g. <i>peaceful coexistence, unity, love, respect, tolerance, truthful etc.</i></p> <p>Learners role play the importance of living in harmony with others, e.g. peaceful coexistence, unity, love, respect.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 43		
Learning Indicator(s)	B5.5.1.1.1		
Performance Indicator	Learners can recognize parents as sources of discipline and character formation.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to sing some religious songs they are familiar with.</p> <p>Engage learners in a debate. Teachers chooses a topic or allow learners to choose their own topic. e.g. "should fathers always be the head of the family?"</p>	<p>Revise with learners through questions and answers to explain authority.</p> <p>Learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.</p> <p>Through questions and answers, let learners mention how they are disciplined by their parents and other elders at home:</p> <ul style="list-style-type: none"> - scolding, - reprimanding, - deprivation of gifts and other interests, - prayer and worship at home, - parents act as role models to the children/learners, etc. 	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page 34
Learning Indicator(s)	B5.5.1.1.1
Performance Indicator	Learners can identify the early protest movements in Ghana before 1945.
Strand	Journey to Independence
Sub strand	Early Protest Movement
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Tell learners a brief story about Ghana.</p> <p>Let learners sing some patriot songs they are familiar with.</p> <p>Yɛn ara asaase ni; Ɛyɛ abɔ den den de ma yɛn, Mɔgya a nananom hwie gu Nya de to hɔ ma yɛn, Aduru me ne wo nso so, Sɛ yɛbɛyɛ bi atoa so. Nimdeɛ ntraso, nkoto- kranne; Ne pɛsɛmenkomenya, Adi yɛn bra mu dem, ama yɛn asaase hɔ dɔ atomu sɛ.</p> <p>Chorus 2x: ɔman no, sɛ ɛbɛyɛ yie o ɔman no, sɛ ɛrenyɛ yie o; Ɛyɛ nsɛnnahɔ sɛ, ɔmanfo bra na ɛkyerɛ. ɔman no, sɛ ɛbɛ yɛ yie o! ɔman no, sɛ ɛrenyɛ yie o!; Ɛyɛ nsɛ nahɔ sɛ, ɔmanfo mmra na yɛnnkyerɛ.</p>	<p>Guide learners to explain what a protest movement is.</p> <p><i>A protest movement is a form of political expression that seeks to bring about social or political change by influencing the knowledge, attitudes and behavior of the public or the policies of an organization or institution.</i></p> <p>Guide learners to list the main protest movements in Ghana before 1945: e.g. Aborigines Rights Protection Society- ARPS- 1897</p> <p>Discuss the sequence of events that led to the formation of the movement.</p> <p>The Gold Coast Aborigines Rights Protection Society was an African association formed in 1897. Originally established by traditional leaders and the educated elite to protest the crown lands bill of 1896 and lands bill of 1897. This was to protect the traditional land tenure practices of the indigenous gold coast peoples from being usurped by the colonial government of Britain. The co-founders were J.W de Graft Johnson, Jacob Wilson Sey, J.P Brown, J.E Casely Hayford And John Mensah Sarbah.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners to list the main protest movements in Ghana before 1945: e.g. National Congress of British West Africa</p> <p>Discuss the sequence of events that led to the formation of the movement.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</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. It was largely composed of an educated elite in the gold coast, who felt under threat from the incorporation of traditional authorities in colonial system.</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>	Give learners individual or home task
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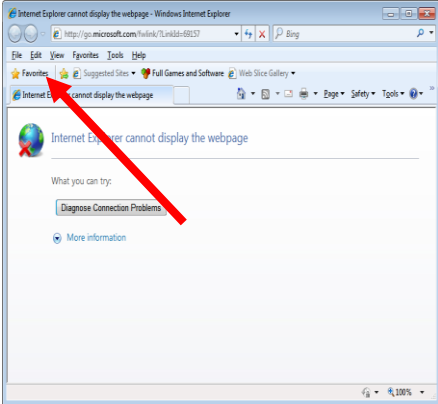
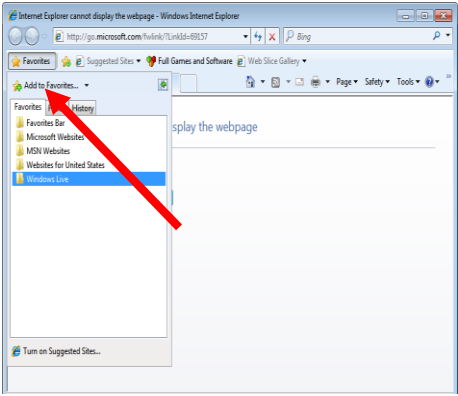
Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5. 1.1.1.3.		
Performance Indicator	Learners can study some artworks created by Ghanaian and other African visual artists studied that reflect the physical and social environments of some African communities		
Strand	Visual Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners sing songs and recite rhymes about work. Learners mention some visual artworks produced in Ghana.	Learners are to study the artworks produced or found in other countries in Africa. <u>Cheri Samba</u> Cheri Samba was born in Kinto M'Vuila, Democratic Republic of Congo, as the eldest son of his family. He is one of the most famous contemporary African artist. Samba started painting in 1975 in his own studio in Kinshasa. Samba's painting is said to emphasize poverty, stupidity about his culture, corruption, and chaos in his work. Etc.	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Cheri Samba in groups
	Call learners to recall some history facts about Cheri Samba. Use series of questions to review their understanding in the previous lesson	Show pictures of his artworks to learners for them to generate their own ideas.  Assessment: learners to use ideas generated to create their own artworks	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Teacher moves round the classroom to monitor the progress of learners based on the task given them Learners display their artworks for appreciation

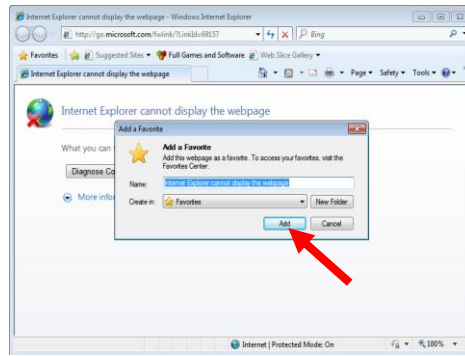
Week Ending	
Class	Five
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 39
Learning Indicator(s)	B5.1.9.1.1-2
Performance Indicator	Learners can recognize, explain and use polar question markers
Strand	Oral Language (Listening and Speaking)
Sub strand	Asking And Answering Questions
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Let learners find the rhyming pairs for these words. First unscramble the words</p> <ol style="list-style-type: none"> 1. THIGR & EIGHTH 2. OWELT & LOWRG 3. OUFRR & AORR 4. OCRK & ALKHC <p>Answers: Right & Height Towel & Growl Four & Roar Rock & Chalk</p>	<p>Discuss with learners ways of forming questions.</p> <p>Ask learners to form questions orally and write them on the board. Talk about the polar question type.</p> <p><i>Polar questions are questions that requires YES/NO for an answer</i></p> <p>Write more questions on the board.</p> <p>Lead learners to recognize polar questions markers from the writing on the board. E.g. i. <i>Have you eaten? Yes/No</i> ii. <i>Are you from this town? Yes/No</i></p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Write some polar questions on the board.</p> <p>Ask learners to recognize the polar question markers</p> <p>Lead learners to use polar question markers identified correctly in their speech or in their conversations.</p> <p>Ask learners to give more polar questions.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>
	<p>Engage learners to play the “What letter am I writing” game.</p> <p>Put learners into groups of two.</p> <p>The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>Write some of the polar questions on the board.</p> <p>Help learners to recognize the polar question markers and tell where they occur in the structure.</p> <p>Ask learners to tell how to use polar question markers correctly.</p> <p>Allow learners to give examples on the board.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 61		
Learning Indicator(s)	B5.1.12.1.13		
Performance Indicator	Learners can organize traditional music and dance.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners will develop personal skills and leadership skills as they acquire agility, concentration, coordination, creativity, agility, strength and balance			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Take learners out to the field.</p> <p>Let learners run or jog within a demarcated area to warm themselves up.</p> <p>Let learners perform some general and specific warm ups.</p>	<p>After warm up routine, the teacher organize traditional music and dance for learners.</p> <p>Learners dance in pairs base on their ability level.</p> <p>Organize dancing competition for learners.</p> <p>End lesson with cool down</p>	<p>Have learners to express their satisfaction for the lesson by talking about how they enjoyed the dancing moves of their partners.</p>

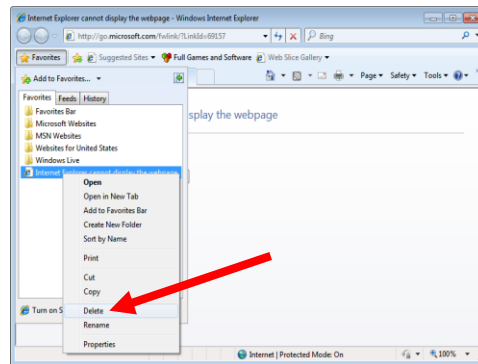
Week Ending	
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page 23
Learning Indicator(s)	B5.6.3.1.1-2
Performance Indicator	Learners can demonstrate how to create and delete a favorite link.
Strand	Internet And Social Media
Sub strand	Surfing The Worldwide Web
Teaching/ Learning Resources	Computer sets, modem and Pictures
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Guide learners to create a favorite link.</p> <p>1. With the desired website opened in your browser, select the favorite button.</p>  <p>2. Click Add to favorite. You can also press Ctrl+D on your keyboard</p>  <p>3. A dialog box will appear, click Add to save the website as a favorite.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p>



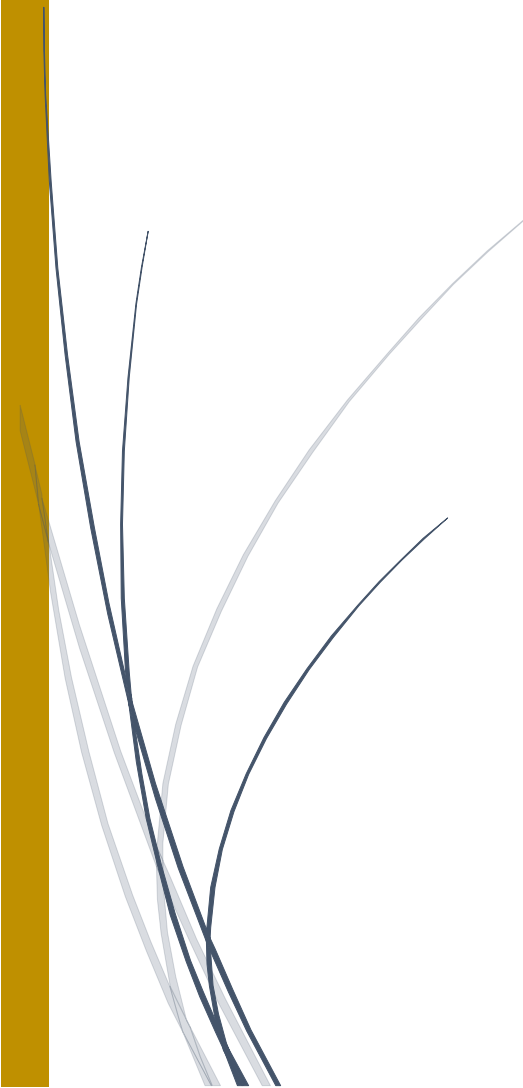
Guide learners to delete favorite links they have created in the previous lesson.

1. In your web browser, select the **favorite** button as above.
2. Right click on the link and select **Delete** from the drop down menu.



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 2
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 a sense of movement and depth.

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SCHEME OF LEARNING- WEEK 2

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.6.3.1. B5.2.6.4.1. B5.3.5.1.6. B5.4.13.2.3. B5.5.8.1.1. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can engage in collaborative conversation on topics such as social issues, values and manners with adults</p> <p>B. Learners can recognize how words are formed through acronyms</p> <p>C. Learners can use the past continuous form of verbs to talk about actions/events.</p> <p>D. Learners can establish and maintain a formal style</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Gather 10 objects that can be found in the classroom and lay them all out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask learners to write down as many items they remember on a piece of paper.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Conversation. Page 78)</p> <p>Show a video of a talk show or introduce a talk show by drawing on learners background knowledge of such activities on TV. e.g. TV3 Talented Kids</p> <p>Identify an interesting topic e.g. "Children should not WhatsApp". Initiate a conversation using questions. Learners take turns to contribute to the conversation.</p> <p>Put learners in groups and let them choose a topic for conversation.</p> <p>Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Tuesday	<p>Engage learners in the "Change your style" game</p> <p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.</p>	<p style="text-align: center;">B. READING (Vocabulary. page 98)</p> <p>Have learners revise building vocabulary through affixes. e.g. <i>micro – microscope, in – insert, con – connect, re – return</i></p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>

	<p>After a while teacher speeds up the tempo. For example: jumping, jumping, crazy dance, heading a ball etc.</p>	<p>Learners should find meaning to these affixes and write more examples of affixes.</p> <p>Play a game where learners identify affixes in words. The group with the highest number of words is declared the winner.</p> <p>Introduce acronyms and clipping. e.g.: acronyms – <i>WHO = World Health Organization</i></p> <p>Clipping- <i>telephone = phone</i></p> <p>Put learners into groups and have them research on acronyms and clipping, using dictionaries or online resources, to build more vocabulary.</p>	
Wednesday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p>C. GRAMMAR (Verbs. page 115)</p> <p>Introduce the concept by reviewing the present continuous form of verbs.</p> <p>Use the concept in context and have learners identify the time of the actions.</p> <p>Have learners construct similar sentences. e.g. <i>I am watching television.</i> <i>You are washing your car.</i></p> <p>Explain that the past continuous form of verbs is used to talk about actions/events that were going on when a second action/event took place. e.g. <i>they were drinking coffee when I arrived</i></p> <p>In pairs let learners write sentences using the past continuous form of verbs.</p>	<p>Have learners to underline the past continuous verbs</p> <p>i. <i>I <u>was watching</u> football match on TV when he called.</i></p> <p>ii. <i>The earthquake <u>was scaring</u> all of us.</i></p> <p>iii. <i>We <u>were eating</u> when our friends showed up.</i></p> <p>iv. <i>The police <u>were chasing</u> the man while you were talking.</i></p> <p>v. <i>We <u>were going</u> to the cinema yesterday at this time.</i></p> <p>vi. <i>John <u>was reading</u> an English book while Mary was watching TV.</i></p>
Thursday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p>	<p>D. WRITING (Persuasive Writing. page 135)</p> <p>Using models, discuss the basic structure of an argumentative piece:</p> <ul style="list-style-type: none"> – Introduction. – Reasons for the stand taken. – Conclusion. <p>Give learners a topic to debate on. e.g. “is lockdown the only means of curbing a pandemic”</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>

		<p>Have groups present full compositions using this structure for class discussions and feedback.</p>	
<p>Friday</p>	<p>Paste a conjunction chart on the board for learners to read the words and sentences on it.</p>  <p>Have learners guess what they are going to learn.</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>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using <i>Conjunctions</i>, page 158)</p> <p><i>Conjunction is word that joins words or sentences.</i></p> <p>Provide simple sentences and let learners join them using <i>and</i>, <i>or/nor</i>, <i>but</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>Let learners form sentences and join them with the conjunctions identified.</p> <p>F. EXTENSIVE READING 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>Use the words provided in the bracket to complete the sentence.</p> <ol style="list-style-type: none"> The movie isn't in color. It's in black _____ white. << and or >> He was tired _____ he went to bed. << but so >> I think she's in fourth _____ fifth grade. << and or >> We ran fast _____ missed the bus. << but if >> I like vanilla _____ chocolate ice cream. << and so >> Are we having pizza _____ tacos for lunch? << or so >> The puppy is happy _____ he is playing in the park. << because nor >> Breakfast is _____ lunch. << before during >> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>

Week Ending			
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B5.1.1.3.4-5		
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can determine the highest common factor of any 2 or 3 numbers by prime factorization ❖ Learners can recognize relationship between factors and multiples of whole numbers from 1 to 100 		
Strand	Number		
Sub strand	Counting, Representation & Cardinality		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Have learners use factor tree method to determine prime factors of any given whole number. For example the prime factors of 24 For instance, from the figure $24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are the prime factors of 24.</p> <p>Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have $36 = 2 \times 3 \times 2 \times 3 = 2 \times 2 \times 3 \times 3$ and $48 = 2 \times 3 \times 2 \times 2 \times 2 = 2 \times 2 \times 2 \times 2 \times 3$.</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. <i>Use the factor tree to determine the prime factors for the following.</i></p> <p>i. 32 iv. 30 ii. 50 v. 120 iii. 48 vi. 24</p>
Tuesday	<p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: $888 + 88 + 8 + 8 + 8$</p>	<p>Guide learners use the prime factorization to determine the HCF by underlining the common factors in each product $36 = 2 \times 2 \times 3 \times 3$ $48 = 2 \times 2 \times 2 \times 2 \times 3$ → which is $2 \times 2 \times 3 = 12$;</p> <p>Have learners use the prime factorization by inspection to determine the LCM by underlining the largest number of factors in each product $36 = 2 \times 2 \times 3 \times 3$ $48 = 2 \times 2 \times 2 \times 2 \times 3$ → which is $2 \times 2 \times 2 \times 2 \times 3 \times 3 = 144$</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>
Wednesday	<p>Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards.</p> <p>Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who</p>	<p>Learners place factors in a Venn diagrams to find the HCF and LCM of 36 and 48. i.e. the HCF is product of factors in both circles → $2 \times 2 \times 3 = 12$; and the LCM is product of factors in the diagram → $3 \times 2 \times 2 \times 3 \times 2 \times 2 = 144$</p> <p>Learners use the prime factorization to determine the LCM and HCF of three numbers using (i) prime factorization using table and dividing through by prime factors. Example I, find the LCM and</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>


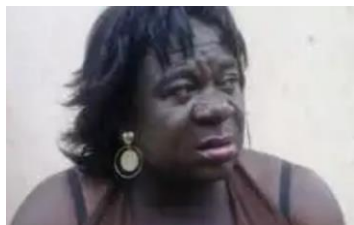
	obtains three numbers in a line.	HCF these sets of numbers: 12, 20 and 30. (see method in figure), i.e. HCF = 2, and LCM = $2 \times 2 \times 3 \times 5 = 60$.	
Thursday	<p>Have learners to solve the following within a given duration.</p> <p>Complete with “>”, “<” and “=”</p> <p>45 <input type="text"/> 67</p> <p>475 <input type="text"/> 457</p> <p>17 <input type="text"/> 71</p> <p>4+5 <input type="text"/> 6+7</p> <p>4+3 <input type="text"/> 3+4</p> <p>45-10 <input type="text"/> 70-9</p>	<p>Investigate even and odd numbers. How do you know a number is even or odd?</p> <p>Engage learners to play the sharing game to demonstrate even and odd numbers.</p> <p>First, give two oranges to two learners to share equally. With this, learners get one each. Let learners record the number 2 down in their books,</p> <p>Again, give three oranges to two learners to share equally. Learners realize that it cannot be shared equally since there will be a remainder of one. Let learners record the number 3 down in their books.</p> <p>Continue with several examples for learners to list the numbers that are divisible by 2 and those which are not. Example: {2,4,6,8,10,12,14,16...} {3,5,7,9,11,13,15,17,19...}</p> <p>Investigate numbers that are multiples of 4 and 6. How do you know a number is a multiple of 4? a multiple of 6? (This is also known as the divisibility test).</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> <p>1. list prime numbers between 10 and 50</p> <p>2. find the following A={odd numbers between 1 and 10} B={prime numbers between 2 to 20}</p>
Friday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Investigate perfect numbers, that is, numbers whose factors add up to the number; for instance 6 has factors 1, 2, 3 and 6. The sum of factors other than 6 is $1+2+3=6$, and hence 6 is a perfect number. How many?; more perfect numbers can we find in the first 100 whole numbers?</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>

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 29		
Learning Indicator(s)	B5.5.1.1.1		
Performance Indicator	Learners can know why it is important to wash clothes regularly		
Strand	Humans & The Environment		
Sub strand	Personal Hygiene & Sanitation		
Teaching/ Learning Resources	Soap, water, dirty clothes		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.</p>	<p>Engage learners to watch a video or pictures showing other methods of washing clothes and underwear, apart from the hands.</p> <p>In pairs, learners share ideas on what will happen if they don't wash their clothes and underwear regularly.</p> <p>Guide learners to design personal roster for washing their clothes, indicating the days and times which they will use to wash their dirty clothes.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Engage learners to watch a video or pictures showing other methods of washing clothes and underwear, apart from the hands.</p> <p>In pairs, learners share ideas on what will happen if they don't wash their clothes and underwear regularly.</p> <p>Guide learners to design personal roster for washing their clothes, indicating the days and times which they will use to wash their dirty clothes.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 36		
Learning Indicator(s)	B5.4.1.2.1		
Performance Indicator	Learners can discuss the importance of being a responsible citizen in the nation		
Strand	Our Nation Ghana		
Sub strand	Being A Citizen		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing patriot songs they familiar with Example: <u>Arise Ghana Youth</u> Arise ghana youth for your country The nation demands your devotion Let us all unite to uphold her And make her great and strong <i>Chorus:</i> We are all involved 3x In building our mothers land.	Learners describe attitudes and behaviors that show that a person is responsible e.g. <i>obedience to rules and regulations, respect others, accepting responsibility (performing assigned duties), taking initiatives, helping needy people.</i> Let learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners role-play activities of responsible citizens. Learners identify and talk about what they can do to help the country to develop.	Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 43		
Learning Indicator(s)	B5.5.1.1.1		
Performance Indicator	Learners can recognize parents as sources of discipline and character formation.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Tell learners stories about discipline.</p> <p>Have learners to relate to the story and pledge to be discipline in all aspect of life.</p> <p>Learners to play games and sing songs to begin the lesson.</p>	<p>Revise with learners through questions and answers to mention how they are disciplined by their parents and other elders at home:</p> <ul style="list-style-type: none"> - <i>scolding,</i> - <i>reprimanding,</i> - <i>deprivation of gifts and other interests,</i> - <i>prayer and worship at home,</i> - <i>parents act as role models to the children/learners, etc.</i> <p>Guide learners to talk about the benefits they get from their parents because of their obedience to them.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 34		
Learning Indicator(s)	B5.5.1.1.1		
Performance Indicator	Learners can identify the early protest movements in Ghana before 1945.		
Strand	Journey to Independence		
Sub strand	Early Protest Movement		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Tell learners a brief story about Ghana.</p> <p>Let learners sing some patriot songs they are familiar with.</p>	<p>Learners to list the main protest movements in Ghana before 1945: e.g. The Gold Coast Youth Conference- 1929</p> <p>Discuss the sequence of events that led to the formation of the movement to learners.</p> <p>The National Congress of British West Africa founded by J.E Casely Hayford and administered by J.B Danqah from its inaugural meeting at Achimota college, 1930 led efforts in establishing and coordinating a tightly-knit intertribal alliance to assert our god given land as one nation and free the oppressed and misgoverned from colonial rule</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners to talk about the importance of protest movements.</p> <p>Learners to discuss how protest movements can be used to fight for human and civil rights.</p> <p>Have learners to list issues they can protest peacefully in the school or community.</p> <p>Learners to present their work to the class for feedback</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5. 2.1.1.3		
Performance Indicator	Learners to study some compositions and performances of Ghanaian and other African communities.		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners sing songs and recite rhymes about work.</p> <p>Show pictures of John Okafor to learners for them to talk about it</p> 	<p>Have learners to study some compositions and performances of artist from Ghana and other African communities. e.g. John Okafor</p> <p>John Okafor, popularly known as Mr. Ibu is a Nigerian actor and comedian. Okafor is considered to be one of Nigeria's most talented comic characters. He acts with a humorous, sometimes stupid outside the normal behavior of a reasonable human being</p> <p>show pictures or play a video of one of John Okafor's performances for pupils to watch.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners to summarize the lesson.</p>
	<p>Engage learners in a variety show. Call learners in turns to do short performances in front of the class.</p> <p>The performance can be done in groups.</p>  <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Let learners watch one of the movies of Okafor</p> <p>Have learners to talk about the video. <i>Talk about the lines and dialogues. Discuss the theme and plot of the movie</i></p> <p>Learners to create short drama pieces based on the theme.</p> <p>Discuss learners' drama and let them act in groups.</p> <p>Record performance of learners and upload on social media.</p> <p>Discuss the benefit of the movie with learners</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners watch the recorded performance and appreciate their own artworks</p>


Week Ending	
Class	Five
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	B5.1.10.1.1-2
Performance Indicator	Learners can recognize landmarks in your area and other areas. Use landmarks to give directions.
Strand	Oral Language (Listening and Speaking)
Sub strand	Giving & Following Instructions
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Show learners pictures or concrete objects of items at home.</p> <p>Ask learners to mention the names of the things and write them on the board. E.g. bucket, plates, stool, cooking pot, spoon, etc.</p>	<p>Discuss with learners what landmarks are.</p> <p><i>A landmark is an object or feature of a place that is easily seen and recognized from a distance, especially one that enables someone to establish their location.</i></p> <p>Display a sketch of an area on the board.</p> <p>Show them some of the landmarks on the sketch. <i>e.g. church buildings, Mosque, police station, market, hospital etc.</i></p> <p>show learners a picture of a town with some important landmarks.</p> <p>In groups, let learners identify all the landmarks on the picture.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</p>
	<p>Engage learners to play games and sing songs to get them ready for the lesson.</p> <p>Show learners pictures or concrete objects of items at school.</p>	<p>Ask learners to mention some landmarks that they see in their communities. <i>e.g. church buildings, Mosque, police station, market, hospital etc.</i></p> <p>Lead learners to recognize landmarks in their area and other areas.</p> <p>Allow a learner to give directions to their home making reference to any landmark in their area. E.g. post office, palace, church, mosque, school etc.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>
	<p>Engage learners to play games and sing songs to get them ready for the lesson.</p> <p>Show learners items found at school and at home.</p>	<p>Display a sketch of an area on the board.</p> <p>Ask the learners to mention some of the landmarks seen on the sketch displayed.</p> <p>Point to two locations on the sketch and ask learners to give directions from one location to another point on the sketch.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

		<p>Assist learners to use more landmarks on the sketch to give directions correctly. E.g. Take the route on your right. Turn to the left of the mosque and descend the hill near the post office.</p> <p>Expose learners to Global Positioning System (GPS), especially the Ghana Post digital address system.</p> <p>Show learners how to use it.</p>	
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Week Ending	
Class	Five
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B5.1.12.1.14
Performance Indicator	Learners can dribble a ball and kick (shoot) it towards a goal while being guarded.
Strand	Motor Skill And Movement Patterns
Sub strand	Locomotive Skills
Teaching/ Learning Resources	Pictures and Videos

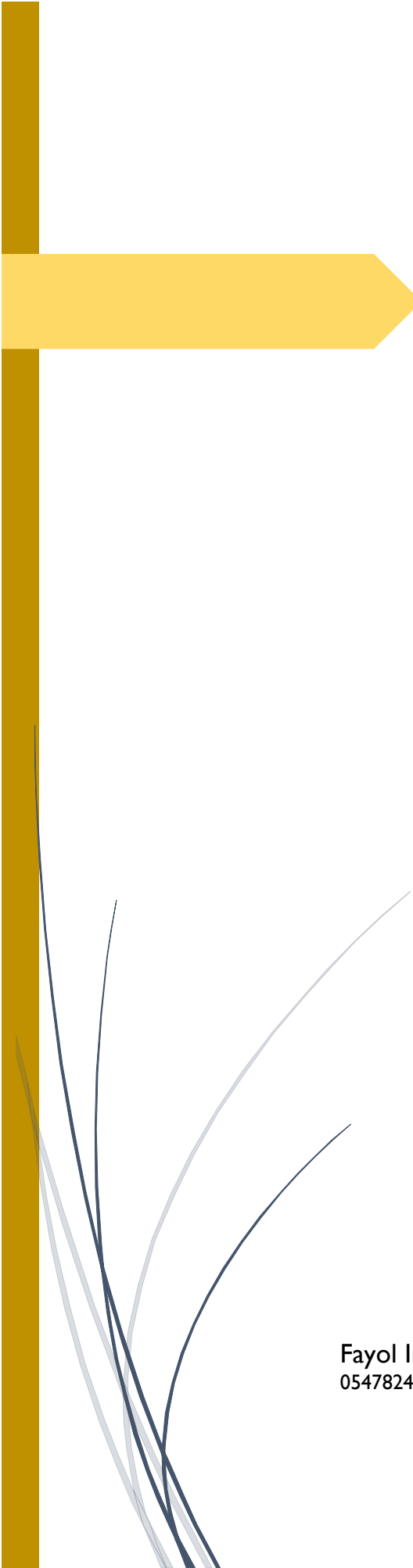
Core Competencies: Learners develop these skills such as agility, precision, power, direction, coordination

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to jog and run within a demarcated area to warm up their bodies.</p> <p>Show pictures of the skill to be learnt.</p> 	<p>Arrange 5 cones in front of a goal post.</p> <p>The last cone should be about 5-10m away from the target or the goal post.</p> <p>Learners in front with the ball dribbles through the cones base on their capabilities and after the last cone kicks it into the goal post.</p> <p>Learners progress at their own pace.</p> <p>Assessment: Learners play mini football game in groups.</p>	<p>Learners cool-down to end the lesson.</p> <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Ask learners to summarize the lesson</p>

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 23		
Learning Indicator(s)	B5.6.3.1.3-4		
Performance Indicator	Learners can create favorite folder and use the links toolbar.		
Strand	Internet And Social Media		
Sub strand	Surfing The Worldwide Web		
Teaching/ Learning Resources	Computer sets, modem and Pictures		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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 create a favorite folder.</p> <p>To create a folder:</p> <ol style="list-style-type: none"> 1. click the Favorites button, then select the Add to favorites drop down menu. 2. select organize favorites 3. the organize favorites dialog box will appear. Select the New Folder button at the bottom left. 4. a new folder will appear 5. the new folder will now appear in the favorites menu. <p>Guide learners to use the links toolbar.</p> <p>This is to help the learner with the fundamental skills of surfing and navigating the internet.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Examples: state the steps in creating a new favorite folder in a web browser</p> <p>Ask learners to summarize the lesson</p> <p>Give learners home task to create a favorite link in a named folder.</p>



SAMPLE LESSON NOTES-WEEK 3
BASIC FIVE





Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 3

BASIC FIVE

Name of School.....

Week Ending																		
Class	Five																	
Subject	ENGLISH LANGUAGE																	
Reference	English Language curriculum Page																	
Learning Indicator(s)	B5.1.6.3.2. B5.2.6.4.2. B5.3.5.1.7. B5.4.13.2.4. B5.5.8.1.1. B5.6.1.1.1																	
Performance Indicator	<p>A. Learners can demonstrate turn taking in conversation in different topics and follow agreed-upon rules for conversation</p> <p>B. Learners can recognize the playful use of words in spoken and written language</p> <p>C. Learners can use the imperative forms of verbs to give instructions and directions</p> <p>D. Learners can provide a concluding statement that follows from the arguments presented</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>																	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library																	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration																		
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)															
Monday	<p>Engage learners to help the farmer in his daily works.</p> <p>Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Type of vegetable</th> <th>Tally marks</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td> Cabbage</td> <td></td> <td></td> </tr> <tr> <td> Tomato</td> <td></td> <td></td> </tr> <tr> <td> Bell pepper</td> <td></td> <td></td> </tr> <tr> <td> Onion</td> <td></td> <td></td> </tr> </tbody> </table>	Type of vegetable	Tally marks	Number	Cabbage			Tomato			Bell pepper			Onion			<p style="text-align: center;">A. ORAL LANGUAGE (Conversation)</p> <p>Through discussion, guide learners to identify some events that happened in the day or recently.</p> <p>Invite some individual learners to discuss with the class some experiences. e.g. The learner was late and had to help somebody on the way to school.</p> <p>Have a pair of learners converse on a given topic (e.g. a football match) as others watch.</p> <p>Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word.</p> <p>Encourage learners to take turns in the activity. e.g. What did you just say? Say that again. Can you repeat what you said, sorry, excuse me.</p> <p>Learners demonstrate the use of this in pairs in front of the class.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Type of vegetable	Tally marks	Number																
Cabbage																		
Tomato																		
Bell pepper																		
Onion																		
Tuesday	Put learners into groups. Have learners role-play one of their best adverts on TV.	<p style="text-align: center;">B. READING (Vocabulary)</p> <p>Demonstrate the playful use of words (jokes, riddles etc.)</p>	Give learners task to complete while you go round the class to support															

	<p>Sit down and have fun. The group with the best shows wins.</p>	<p>e.g. Riddle, riddle. I am something. I have four legs and a top. People write or eat on me. What am I?</p> <p>Have learners use appropriate language in jokes, riddles etc.</p> <p>Make them understand that these are ways in which language could also be used.</p>	<p>those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Ask learners to find as many words they can from the crossword puzzel below.</p> <p>B T Z R A N G R Y G O K L T H R Q N M L E X C I T E D A T A H S U R P R I S E D D B C E R A F H K G S V A D O N E Y O J A C L A U H A P P Y D X M B D K L Z S W</p> <p>Have learners read their word list to the whole class.</p>	<p>C. GRAMMAR (Verbs.)</p> <p>An imperative form of verb is one that tells someone to do something, so that the sentence it is in becomes an order or command. E.g. <u>finish</u> your work. Guide learners to give examples of sentences demonstrating their knowledge of imperative form of verb. e.g. <u>Break</u> the glass, and you will <u>pay</u> for it. Imperative form of verbs doesn't give room for further questions.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Play games and sing songs to begin the lesson.</p>	<p>D. WRITING (Argumentative)</p> <p>Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept their opinion or point of view.</p> <p>Teach the features of a debate.</p> <p>Guide learners to select a controversial or debatable topic.</p> <p>Divide the class into two to prepare using the writing process as a guide, and debate on the topic.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Paste a conjunction chart on the board for learners to read the words and sentences on it.</p>  <p>Have learners guess what they are going to learn.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Conjunctions. page 158)</p> <p>Conjunction is word that joins words or sentences.</p> <p>Provide simple sentences and let learners join them using <i>and, or/nor, but</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>Let learners form sentences and join them with the conjunctions identified.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</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>F.EXTENSIVE READING Have learners read independently books of their choice during the library period. 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. Have learners to draw parts of the story</p>
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Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 71	
Learning Indicator(s)		B5.1.2.5.1. B5.1.2.6.1	
Performance Indicator		<ul style="list-style-type: none"> ❖Learners can solve multi step word problems involving the four basic operations ❖Learners can solve simple addition and subtraction problems involving integers 	
Strand		Number	
Sub strand		Number Operations	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square, patterns	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	Give learners task to complete while you go round the class to support those who might need extra help.
Tuesday	Engage learners in the “Jump Counting” game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Learners role play a given word problem involving addition and multiplication and solve Learners role play a given word problem involving subtraction and division and solve	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	Give learners brain teasers to solve. 1. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?	Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt. The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed	Give learners task to complete while you go round the class to support those who might need extra help.
Thursday	Engage learners to cut out some 2D shapes at your start signal. Have learners to paste the cut outs on the classroom wall	Use number line to help learners to do the following types (addition) (1) $9 + -4 =$ _____ (2) $-8 + 4 =$ _____ (3) $3 + -5 =$ _____ (4) $1 + -3 =$ _____ _____ (5) $-6 + 5 =$ _____ (6) $6 + -2 =$ _____ (7) $-6 + 8 =$ _____ _____ (8) $-2 + 9 =$ _____ Use number line to help learners to do the following types (subtraction) (9) $-5 - 1 =$	Give learners task to complete while you go round the class to support those who might need extra help.


		$\frac{\quad}{\quad} (10) -2 - 1 = \frac{\quad}{\quad} (11)$ $8 - 7 = \frac{\quad}{\quad} (12) 2 - 6 =$ $\frac{\quad}{\quad} (13) -1 - 7 = \frac{\quad}{\quad}$ $(14) -5 - 7 = \frac{\quad}{\quad} (15) -8 - 8 =$ $\frac{\quad}{\quad} (16) 4 - 6 = \frac{\quad}{\quad}$	
Friday	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	<p>Solve word problems; e.g. (i) Some number added to 5 is equal to -11. Find the number.</p> <p>(ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben. What is Cam's position relative to the surface of the water?</p>	Give learners task to complete while you go round the class to support those who might need extra help.


Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.5.1.2.1		
Performance Indicator	Learners can know how to keep washrooms clean		
Strand	Humans & The Environment		
Sub strand	Personal Hygiene & Sanitation		
Teaching/ Learning Resources	Soap, water, dirty clothes		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Put learners in groups. Each group is supposed to present one candidate to do the revision. Invite learners to revise the previous lesson with the whole class. The class is encouraged to pose questions for clarity.	Learners watch pictures and videos on how to keep washrooms clean. Engage them in a discussion on how to keep the lavatory clean. Emphasize such key points as: flushing immediately after use, urinating directly in the toilet bowl, keeping used tissues in waste containers rather than throwing them on the floor, regularly removing used tissues and burning them.	Have learners to say three interesting facts about the lesson. Invite learners in turns to summarise the important points of the lesson. Give learners task to complete at home.
	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Learners investigate the risks associated with the use of dirty washrooms. Evaluate learners by asking them to design a poster to be pasted in their school's washroom.	give learners task to complete whiles you go round to supervise. Give remedial and support where necessary.

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 37		
Learning Indicator(s)	B5.4.1.3. 1.		
Performance Indicator	Learners can demonstrate how diversity can promote national development		
Strand	Our Nation Ghana		
Sub strand	Being A Citizen		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Put learners in groups. Each group is supposed to present one candidate to do the revision. Invite learners to revise the previous lesson with the whole class. The class is encouraged to pose questions for clarity.	Guide learners to explain what ethnic diversity is. Ethnic diversity is the presence of different ethnic backgrounds or identities. In other words a person can belong to different ethnic groups. This is possible through marriage. Learners describe how ethnic diversity can promote national development e.g. promotion of tourism, sale of artefacts, inter-ethnic marriage.	Have learners to say three interesting facts about the lesson. Invite learners in turns to summarise the important points of the lesson. Give learners task to complete at home.
	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Revise with learners the advantages of ethnic diversity. Learners role play a scenario depicting cultural diversity e.g. display of various cultural activities at national gatherings	give learners task to complete whiles you go round to supervise. Give remedial and support where necessary.

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 43		
Learning Indicator(s)	B5.5.1.1.1:		
Performance Indicator	Learners can recognize parents as sources of discipline and character formation.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Through questions and answers, let learners mention how they are disciplined by their parents and other elders at home: - scolding, - reprimanding, - deprivation of gifts and other interests, - prayer and worship at home, - parents act as role models to the children/learners, etc. Guide learners to talk about the benefits they get from their parents because of their obedience to them. In groups, let learners demonstrate how their parents discipline them at home.	Have learners to say three interesting facts about the lesson. Invite learners in turns to summarise the important points of the lesson. Give learners task to complete at home.

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page 35
Learning Indicator(s)	B5.5.1.1.2
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897
Strand	Journey to Independence
Sub strand	Early Protest Movement
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners in the design challenge game.</p> <p>Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.</p>	<p>Guide learners to talk about and describe the protest movements during the pre colonial era. E.g. Aborigines Right Protection Society.</p> <p>The ARPS was founded by traditional leaders and the education elite such as J.W de Graft Johnson, Jacob Wilson Sey, J.P Brown, J.E Casely Hayford, and John Mensah Sarbah. They fought in Ghana and in the UK to prevent the wholesale expropriation of Ghanaian lands by European entrepreneurs or officials.</p> <p>Let learners talk about what led to the formation of the protest movements.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Let learners summarize the main points of the lesson.</p> <p>Give learners task to complete at home.</p>
	<p>Let learners share their opinions on the debate topic “technology has done more good than harm to education”</p>	<p>Identify the key leaders of the ARPS by pictures.</p> <p>Find out from the internet how the ARPS got the land bill withdrawn</p> <div style="text-align: center;">  </div> <p>Let learners present a report on the lesson as a poster.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Let learners summarize the main points of the lesson.</p> <p>Give learners task to complete at home.</p>

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5 1.2.2.3 B5 1.2.3.3		
Performance Indicator	Learners can experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa		
Strand	Visual Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners to sing songs and play games to get them ready for the lesson Show pictures of visual artworks to learners for them to observe and talk about them	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot. Demonstrate and guide learners to make a simple clay pot	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Learners to sing songs and play games to get them ready for the lesson 	Allow learners to practice in groups following the steps provided Sort out your materials an tools needed to make the pot. e.g. clay, rollers, scrappers, modeling tools, piercing tool, trimming tool etc. Ensure that learners use the right methods. e.g. pinching, coiling and the slab method. Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B5.1.1.1.1-3		
Performance Indicator	Learners can discuss things that make the home unclean and items used in cleaning the home.		
Strand	Oral Language (Listening and Speaking)		
Sub strand	Presentation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies:	Creativity and innovation, Communication and collaboration, Critical thinking		
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Show a video or pictures to learners that exhibits some courtesy behavior.</p> <p>Learners are to talk about and relate to the video or pictures.</p> <p>Sing songs and recite familiar rhymes to begin the lesson</p>	<p>Display a picture of a rubbish dump and another picture of a neat house.</p> <p>Let learners talk about the pictures in groups.</p> <p>Lead learners to recognize and mention things that make the home unclean.</p> <p>Let learners draw some of the things that make the home unclean. E.g. Rubbish, stagnant water, unclean bowls etc.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</p>
	<p>Call learners to role play showing courtesy using “Please”. “I am sorry.” “thank you.” “Excuse me.”.</p> <p>Let Learners talk about the sketch.</p> <p>Sing songs and recite familiar rhymes to begin the lesson</p>	<p>Display a picture of somebody sweeping.</p> <p>Let learners talk about the picture.</p> <p>Lead a discussion on cleanliness.</p> <p>Allow learners to recognize and mention items used in cleaning the home.</p> <p>Show some items for cleaning to the learners.</p> <p>Let learners demonstrate or improvise the use of these items in a cleaning exercise. E.g. Broom, mop, dusters, etc.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p>	<p>Discuss with learners the consequences of an unclean home.</p> <p>Lead learners to discuss how to make the home clean.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

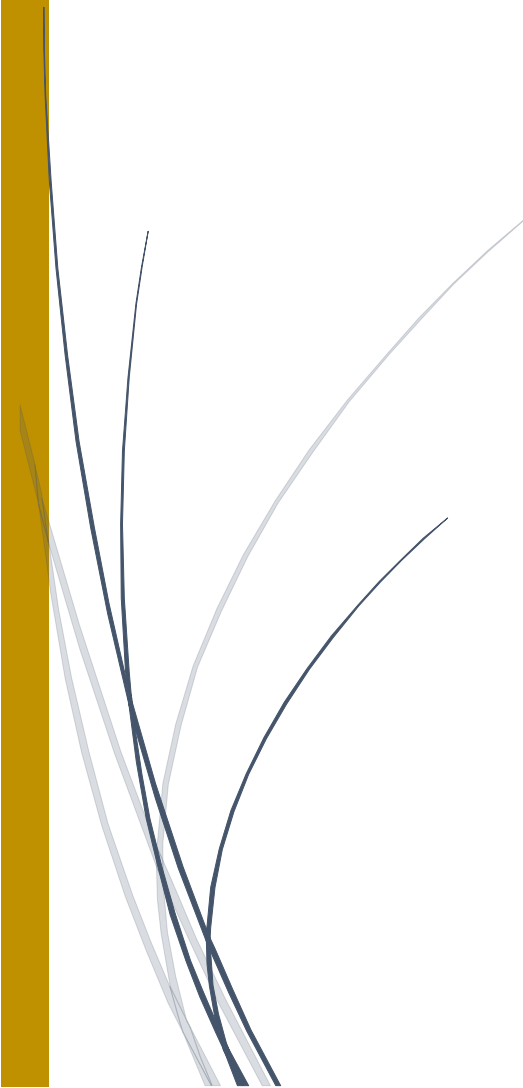
	Engage learners to play games and sing songs to begin the lesson	Help learners to recognize and mention the reasons for cleaning the home. E.g. To make the home healthy for living. To prevent sickness etc.	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.1.12.1.15		
Performance Indicator	Learners can take part in aerobic dance with local or foreign music		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Take learners through general and specific warm ups.</p> <p>Show learners pictures or video depicting people dancing. Let them relate to the pictures or video and encourage to imitate the dancers.</p>	<p>Learners perform rhythmic exercise to develop and refine basic movements skills such as coordination, flexibility, muscular endurance, cardiovascular endurance, etc.</p> <p>Learners perform and progress at their own pace.</p> <p>Learners use feedback to from peers and teacher to improve their fitness skills.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 24		
Learning Indicator(s)	B5.6.4.1.1-2		
Performance Indicator	Identify and explore how search engines work.		
Strand	Internet And Social Media		
Sub strand	Favorite Places & Search Engines		
Teaching/ Learning Resources	Computer sets, modem and Pictures		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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 discuss search engines and the different types search engines (Google, DuckDuckGo, Yahoo etc.)</p> <p>Guide learners to know how smart search engines work (i.e. how professionals or people seek information for their work or interests and what information they draw from it).</p> <p>Demonstrate how to handle search results.</p> <p>Guide learners to explore how to handle search results from a search engine.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Ask learners to summarize the lesson</p>

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SAMPLE LESSON NOTES-WEEK 4
BASIC FIVE

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Fayol Inc.
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SCHEME OF LEARNING- WEEK 4

BASIC FIVE

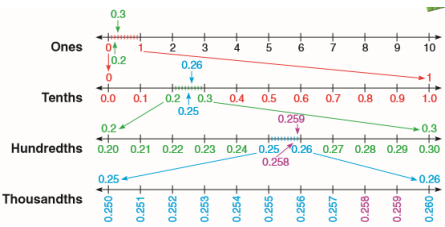
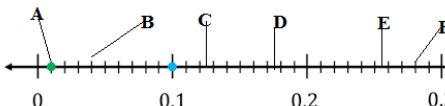
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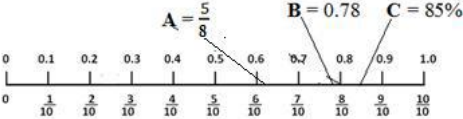
Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.6.3.3. B5.2.6.4.3. B5.3.8.1.1. B5.4.12.1.1. B5.5.9.1.1. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can respond to questions to give further clarification of an opinion</p> <p>B. Learners can use words suitable for purpose, audience, context and culture</p> <p>C. Learners can identify and use simple conjunctions</p> <p>D. Learners can use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events</p> <p>E. Learners can identify subjects and predicates in compound sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn</p>	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u> (Conversation)</p> <p>Revise the activity on the talk show. Learners give examples of some vocabulary learnt.</p> <p>Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions.</p> <p>Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions.</p> <p>Have the group respond to the questions to give further clarifications</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>Engage learners to sing songs and recite rhymes</p> <p><u>Row, Row, Row Your Boat"</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p>	<p style="text-align: center;"><u>B. READING</u> (Vocabulary)</p> <p>Demonstrate the use of the key elements in writing. E.g. purpose, audience, setting, characters etc.</p> <p>Have learners to role-play a simple story to bring out the importance of these elements and their usage.</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>Wednesday</p>	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>C. GRAMMAR <i>(Conjunctions)</i></p> <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions because and since tell why someone does something. They are called conjunctions of reason.</p> <p>Introduce because and since in context. e.g.: I'm late because I missed the bus.</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>Let learners form pairs of simple sentences and join them with the conjunctions identified.</p>	<p>Have learners underline the conjunctions in the following sentences.</p> <p>i. <i>I sat down because I was feeling tired.</i></p> <p>ii. <i>Because we arrived late, we missed the beginning of the play.</i></p> <p>iii. <i>I took an apple since it was the only fruit in the bowl.</i></p> <p>iv. <i>Since you have finished your homework, you can help me make dinner</i></p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Sea shells</u> She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>D. WRITING <i>(Descriptive Writing)</i></p> <p>Revise descriptive writing with learners.</p> <p>Talk about sensory details that allow a reader to visualize a person, a place, a thing or an idea.</p> <p>Guide learners through the stages of writing.</p> <p>Write to describe events, situations, places of their choice and personal experiences.</p> <p>Focus on the use of: – Descriptive (adjectives) – Figurative language</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>Friday</p>	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Tooting tutors</u> A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple and Complex Sentences)</i></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</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>understanding of subject and predicate sentences.</p> <p>Learners edit to demonstrate their knowledge of subject and predicate.</p> <p><u>F.EXTENSIVE READING</u></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>
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Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 79
Learning Indicator(s)	B5.1.4.1.1-3
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions ❖ Learners can compare and order decimal fractions using the symbols <, >, or = ❖ Learners can round decimals to the nearest tenth and hundredth
Strand	Number
Sub strand	Decimal Fractions
Teaching/ Learning Resources	Paper strips, cut out cards
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																																			
Monday	Engage learners to sing songs and recite rhymes Tooting tutors A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Introduce tenths and thousandths using number line chart.  Use several pictorial representations or number line to introduce tenths and thousandths and ask pupils to identify the fractions (i.e. A, B, C, D, E, & F) 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.																																			
Tuesday	Engage learners to sing songs and recite rhymes Sleet slitters I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Use the tenth to thousandth place value chart to illustrate how to write the fraction as a base ten number with the introduction of the decimal point “.” after ones place in the place value chart <table border="1" data-bbox="701 1417 1058 1648"> <thead> <tr> <th colspan="5">Tenth And Hundredth Place Value Chart</th> </tr> <tr> <th></th> <th>Fraction</th> <th>l</th> <th>.</th> <th>$\frac{1}{10}$</th> <th>$\frac{1}{100}$</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>$\frac{1}{4} = \frac{25}{100}$</td> <td>0</td> <td>.</td> <td>1</td> <td></td> </tr> <tr> <td>B</td> <td>$\frac{1}{8} = \frac{125}{1000}$</td> <td>0</td> <td>.</td> <td>2</td> <td></td> </tr> <tr> <td>C</td> <td>$2\frac{1}{2}$</td> <td>0</td> <td>.</td> <td>5</td> <td></td> </tr> <tr> <td>D</td> <td>$3\frac{2}{5}$</td> <td>0</td> <td>.</td> <td></td> <td></td> </tr> </tbody> </table>	Tenth And Hundredth Place Value Chart						Fraction	l	.	$\frac{1}{10}$	$\frac{1}{100}$	A	$\frac{1}{4} = \frac{25}{100}$	0	.	1		B	$\frac{1}{8} = \frac{125}{1000}$	0	.	2		C	$2\frac{1}{2}$	0	.	5		D	$3\frac{2}{5}$	0	.			Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
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A	$\frac{1}{4} = \frac{25}{100}$	0	.	1																																		
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C	$2\frac{1}{2}$	0	.	5																																		
D	$3\frac{2}{5}$	0	.																																			
Wednesday	Engage learners to sing songs and recite rhymes Pease Porridge Hot Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old:	Guide learners to compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common, decimal or percent); e.g. to order 0.758, $\frac{5}{8}$ and 73%; $\text{we have } \rightarrow \frac{5}{8} = \frac{625}{1000} = 62.5\%, 0.758 = \frac{758}{1000} = 75.8\% \text{ and } 73\% = \frac{73}{100}$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.																																			

	<p>Some like it hot, some like it cold Some like it in the pot, nine days old.</p>	<p>$=0.73$, Hence the order from least to the largest is $\frac{5}{8}$, 73% and 0.758</p> <p>To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them.</p> 	
Thursday	<p>Engage learners to sing songs and recite rhymes "Itsy Bitsy Spider" The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers. That is, rounding to the nearest tenth means that the rounded figure has one digit after the decimal mark.</p> <p>Rounding to the nearest hundredth means that the rounded figure has two digits after the decimal mark</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>Engage learners to sing songs and recite rhymes "It's Raining, It's Pouring" It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p>Use a table with several decimals fractions and explain the rule for of rounding decimals. Give pupils a table of decimal fractions to round to the nearest tenths or hundredths.</p> <p>Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths</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>


Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page 30
Learning Indicator(s)	B5.5.1.2.2
Performance Indicator	Learners can demonstrate how to clean the environment regularly
Strand	Humans & The Environment
Sub strand	Personal Hygiene & Sanitation
Teaching/ Learning Resources	Soap, water, dirty clothes
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Assemble various items for cleaning the environment.  Begin the lesson with a song on cleanliness. Let learners identify the items displayed and tell the uses of each. Have learners to demonstrate the use of the items.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Take the learners on a trip to observe tidy and untidy parts of the nearby community or show different pictures depicting clean and unclean environments. Engage learners to discuss how to make the unclean environments as clean as those that are clean.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.4.2.1.1.		
Performance Indicator	Learners can recognize parents as source of discipline and character formation		
Strand	Our Nation Ghana		
Sub strand	Authority & Power		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite rhymes <u>"If wishes were horses</u> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if it's and and's were pots and pans, The tinker would never work!	Learners talk about rules and regulations they are expected to follow at home. Learners discuss why it is important to obey rules and regulations at home 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>	Ask learners questions to review their understanding of the lesson. Give learners task to do while you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes <u>Hot Cross Buns</u> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Learners role play responsible behaviors as parents and children at home. Learners write essays on how to become responsible adults.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 43		
Learning Indicator(s)	B5. 5.1.1.2:		
Performance Indicator	Learners can explain the need to demonstrate responsible behavior at home.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to sing songs and recite rhymes <u>Ezekiel cried, "Dem dry bones!</u> Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord</p> <p>The foot bone connected to the leg bone, The leg bone connected to the knee bone The knee bone connected to the thigh bone. The thigh bone connected to the back bone. The back bone connected to the neck bone, The neck bone connected to the head bone, Oh, hear the word of the Lord!</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>

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page 35
Learning Indicator(s)	B5.5.1.1.2
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897
Strand	Journey to Independence
Sub strand	Early Protest Movement
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Let learners share their opinions on the debate topic “technology has done more good than harm to education”</p> 	<p>Let learners discuss the role of John Mensah Sarbah in the Aborigines' Rights Protection Society.</p> <p><u>John Mensah Sarbah</u> <i>John Mensah Sarbah was born on Friday, 3 June 1864, in Anomabu, in the Fante Confederacy in the Gold Coast.</i> <i>He was called to the English bar in 1887 – the first African from his country to qualify in this way. In 1897, along with J. W. de Graft Johnson, J. W. Sey, J. P. Brown and J. E. Casely Hayford, Mensah Sarbah cofounded the Aborigines' Rights Protection Society, which became the main political organization that led organized and sustained opposition against the colonial government, laying the foundation for Ghanaian independence</i></p> <p>Have learners to search the internet for some of his contributions to the country.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners in the design challenge game.</p> <p>Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.</p>	<p>Find out from the internet how the ARPS got the land bill withdrawn.</p> <p>The land bill was to allow the colonial government at the time to take over public lands that were not in use at the time. Aborigines' Rights Protection Society sent a delegation to london to petition the passing of the land bill of 1897. The petition was accepted and eventually the bill was withdrawn.</p> <p>Let learners role play the scenario above. Tell them the importance to stand up for their rights.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5 2.2.2.3 B5 2.2.3.3		
Performance Indicator	Learners can create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches	In the previous lesson, we learned about how Mr. Ibu's drama performances and compositions reflect the lives of Nigerians. Guide learners to create own drama to reflect their culture . Guide learners to choose a theme or title for their story. e.g. "the greedy man" etc. Guide learners to identify the characters and plan the story.	Ask learners to talk about what they enjoyed most during the lesson Let learners tell how they are going to apply what they have learnt in real life
	Engage learners to sing songs and recite familiar rhymes.	Let learners watch one of the movies of Okafor Have learners to talk about the video. <i>Talk about the lines and dialogues.</i> <i>Discuss the theme and plot of the movie</i> Learners to create short drama pieces based on the theme. Discuss learners' drama and let them act in groups. Record performance of learners and upload on social media	Learners to tell what was interesting about the lesson Discuss the performance

Week Ending	
Class	Five
Subject	GHANAIAI LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	B5.2.8.1.1-2
Performance Indicator	Learners can read naturally longer texts with minimal mistakes.
Strand	Reading
Sub strand	Fluency
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to play games and sing songs to get them ready for the lesson.	Give learners longer passages to read aloud. Help learners read longer passages with minimal mistakes. Let learners recognize unfamiliar words and discuss with learners. Play a reading game with learners in groups and in pairs.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners in the “Lucky Dip game” Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence. E.g. “playing”, the children are playing football.	Give learners longer passages to read aloud. Help learners read longer passages silently with minimal mistakes. Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Teacher gets a tall list of action words on it. Select a student to stand at the front of the room and act out a word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly can act the next word	Give learners longer passages to read aloud. Let learners note down all unfamiliar words during the reading. Allow learners to search the dictionary for the meaning of the words as used in the context. Teach the right ways to improve their reading fluency with minimal mistakes. Call learners in turns to read their books to the whole class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending	
Class	Five
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B5.1.12.1.16
Performance Indicator	Learners can roll (body) smoothly forward and backward (combination of forward and backward roll)
Strand	Motor Skill And Movement Patterns
Sub strand	Manipulative Skills
Teaching/ Learning Resources	Pictures and Videos

Core Competencies: Through practice, learners develop skills like creativity, innovation, flexibility, endurance

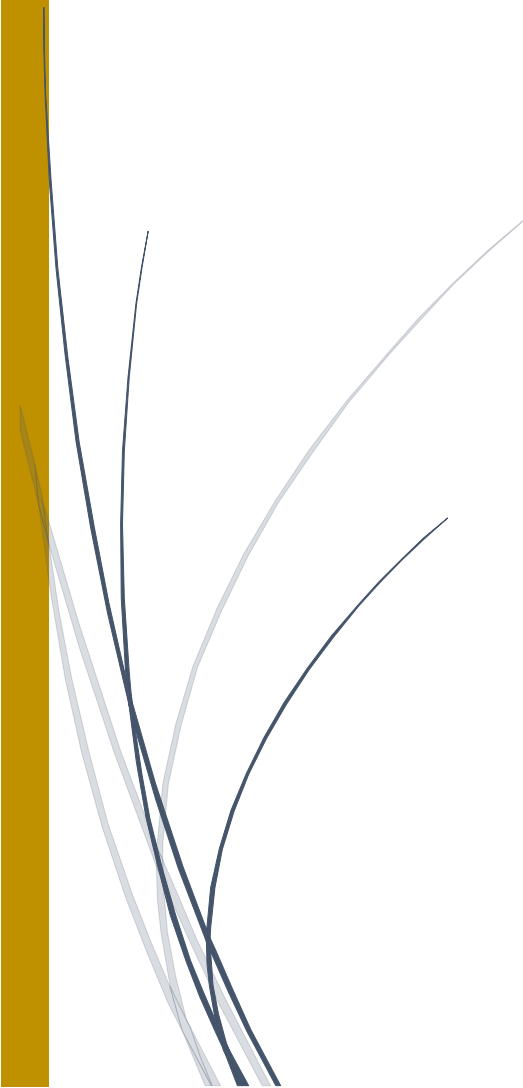
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Take learners through general and specific warm ups.</p> <p>Show learners pictures or video depicting people dancing. Let them relate to the pictures or video and encourage to imitate the dancers.</p>	<p>After a warm-up, learners curve their bodies adequately, tuck their head, push- off evenly with both feet, take the body weight on the hands and arms.</p> <p>The head and body stay tucked in throughout the roll.</p> <p>Learners keep the front and top of the head from touching the mat.</p> <p>Learners roll back to their feet unaided at their own pace.</p> <p>Learners adapt forward roll technique base on their capabilities.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending	
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page 24
Learning Indicator(s)	B5.6.5.1.1-3
Performance Indicator	Learners can identify and describe forms in a web page and filling them On/Offline.
Strand	Internet And Social Media
Sub strand	Using Online Forms
Teaching/ Learning Resources	Computer sets, modem and Pictures
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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 fill out dropdown boxes, combo box, Text fields etc.</p> <p>Guide learners to register or fill out online forms as well as offline through practical sessions.</p> <p>Learners can be guided to use created PDF or Word forms to practice filling out forms offline.</p> <p>Guide learners to download a file through practical session(s)</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Ask learners to summarize the lesson</p>

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SAMPLE LESSON NOTES-WEEK 5
BASIC FIVE

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Fayol Inc.
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SCHEME OF LEARNING- WEEK 5

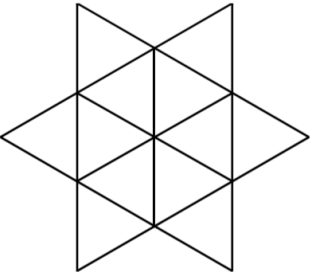
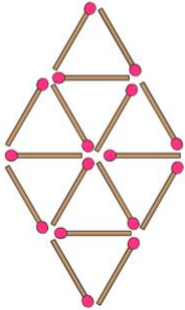
BASIC FIVE

Name of School.....




Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		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	
Performance Indicator		<ul style="list-style-type: none"> ❖ Learners can ask relevant questions to expand comprehension of details of texts ❖ Learners can relate two or more ideas in a text ❖ Learners can identify and use simple conjunctions ❖ Learners can write explanations to support opinions ❖ Learners can identify subjects and predicates in compound sentences ❖ Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read 	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<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>A. ORAL LANGUAGE (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>ONCE I CAUGHT A FISH ALIVE 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. READING (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>C. GRAMMAR (Conjunctions)</p>	<p>Have learners underline the conjunctions in the following sentences.</p>





	<p>MINGLE MINGLE</p> <ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together) 	<p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions so and so that are used to tell what the purpose of something is. They are called conjunctions of purpose</p> <p>Introduce so and so that 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>D. WRITING (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>WE ARE GOING</p> <ul style="list-style-type: none"> •We are going 2X •We are going to the train station •The train is coming lalalala push push 2x •Chukuchaka 2x push push 2x 	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (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;">F.EXTENSIVE READING</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>
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Week Ending			
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B5.1.4.1.4-5		
Performance Indicator	Learners can use models to explain the result of addition, subtraction and multiplication of decimals		
Strand	Number		
Sub strand	Decimal Fractions		
Teaching/ Learning Resources	Paper strips, cut out cards		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>How many triangles can you see in this picture?</p> 	<p>Guide learners to use models to explain the result of addition of decimals.</p> <p>Steps to adding Decimals: 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. $\begin{array}{r} 0.645 \\ + 0.390 \\ \hline 1.035 \end{array}$ $\frac{645}{1000} + \frac{39}{100} \text{ which is } \frac{645+390}{1000} = \frac{1035}{1000} = 1.035.$ </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>Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.</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. $\begin{array}{r} 0.600 \\ - 0.395 \\ \hline 0.204 \end{array}$ </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>Start at the bottom left square and move up, down, left or right until you reach the finish.</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 style="background-color: red;">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 style="background-color: red;">5</td><td>5</td><td>6</td><td>5</td><td>5</td></tr> </table> <p>Start \blacktriangleright 5 4 \blacktriangleleft Finish</p> <p>Add the numbers as you go. Can you make exactly 53?</p>	4	9	7	7	4	8	9	4	5	7	6	6	4	9	9	7	8	8	8	6	5	5	6	5	5	<p>Guide learners to use models to explain the result of multiplication of decimals.</p> <p>Consider the product of 3×1.5 This is equivalent to adding the decimal number 1.5 times. That is $1.5 + 1.5 + 1.5$ $\frac{15}{10} + \frac{15}{10} + \frac{15}{10} = \frac{45}{10} = 4.5$</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. $3 \times 15 = 45$ There is only one decimal place so $45 = 4.5$</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																								
5	5	6	5	5																								
Thursday	<p>Which number should go in the empty triangle?</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 3.6×1.3.</p> <p>To multiply a two decimal number, multiply the two numbers as two whole numbers. $36 \times 13 = 468$</p> <p>After that, count the number of places equivalent to that of the decimal places and put it in there. $468 = 4.68$</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>There is something strange about this addition square. Can you work out what the missing number is?</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 style="background-color: gray;">6</td><td style="background-color: yellow;">11</td><td style="background-color: magenta;">2</td></tr> <tr><td>8</td><td style="background-color: yellow;">11</td><td style="background-color: magenta;">4</td><td style="background-color: green;">7</td></tr> <tr><td>11</td><td style="background-color: magenta;">2</td><td style="background-color: green;">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 3.6×1.3.</p> <p>To multiply a two decimal number, multiply the two numbers as two whole numbers. $36 \times 13 = 468$</p> <p>After that, count the number of places equivalent to that of the decimal places and put it in there. $468 = 4.68$</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																									
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Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 30		
Learning Indicator(s)	B5.5.1.2.2		
Performance Indicator	Demonstrate how to clean the environment regularly		
Strand	Humans & The Environment		
Sub strand	Personal Hygiene & Sanitation		
Teaching/ Learning Resources	Soap, water, dirty clothes		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 31		
Learning Indicator(s)	B5.4.2.1.1.		
Performance Indicator	Learners can recognize parents as source of discipline and character formation		
Strand	Our Nation Ghana		
Sub strand	Authority & Power		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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"> • <i>be a good child to avoid punishment</i> • <i>emulate parents and other family members, etc.</i> 	<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>


Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 43		
Learning Indicator(s)	B5. 5.1.1.2:		
Performance Indicator	Learners can explain the need to demonstrate responsible behavior at home.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 36		
Learning Indicator(s)	B5.5.1.1.3		
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA)		
Strand	Journey to Independence		
Sub strand	Early Protest Movement		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B51.3.4.3 B51.3.5.3		
Performance Indicator	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		
Strand	Visual Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	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

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B5.2.9.1.1-2		
Performance Indicator	Learners can write main ideas and give the summary of longer texts.		
Strand	Reading		
Sub strand	Summarizing		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	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.

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

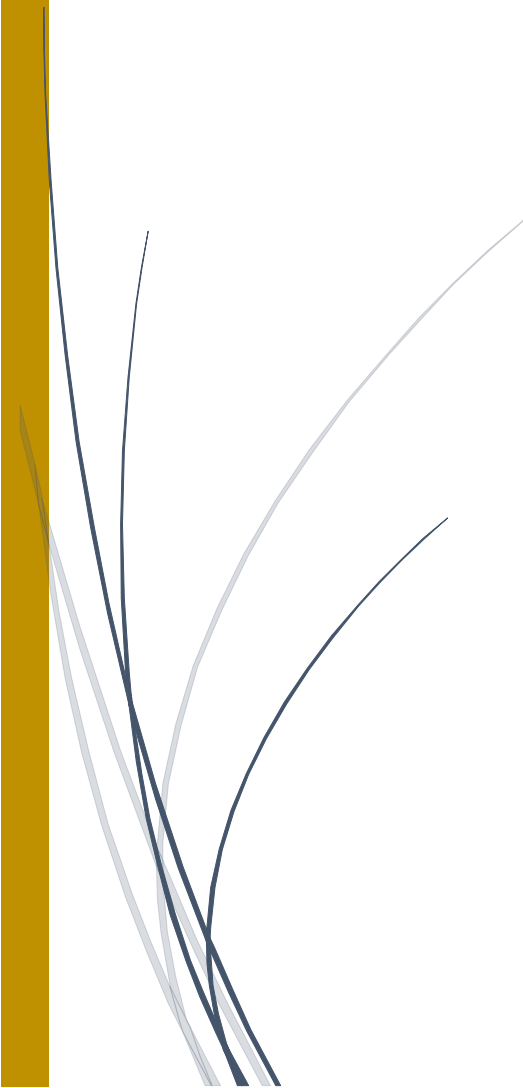
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners jog within demarcated area with their hands stretched sideways to warm their body up.</p> <p>Show pictures or videos 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>

Week Ending	
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page 25
Learning Indicator(s)	B5.6.6.1.1.-3
Performance Indicator	Learners can demonstrate how to set default search engines and set homepages.
Strand	Internet And Social Media
Sub strand	Customizing Your Browser
Teaching/ Learning Resources	Computer sets, modem and Pictures
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Make Google your default search engine</p> <ol style="list-style-type: none"> 1. Click the Tools icon at the far right of the browser window. 2. Select Internet options. 3. In the General tab, find the Search section and click Settings. 4. Select Google. 5. Click Set as default and click Close. <p>Guide learners to set homepages.</p> <ol style="list-style-type: none"> 1. Open the Microsoft Internet Explorer browser. 2. Click Tools. in the upper-right corner. 3. Select Internet Options from the drop-down menu that appears. 4. Under the General tab, type the URL of the web page you want to set. 5. Click Apply. 6. Click Ok. <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>

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 6
BASIC FIVE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 6

BASIC FIVE

Name of School.....

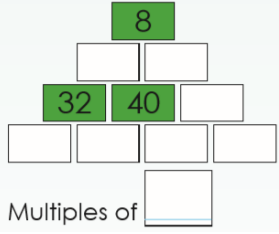


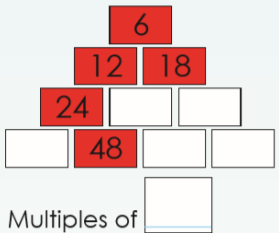

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.6-7. B5.2.7.2.3. B5.3.8.1.1. B5.4.14.1.1. B5.5.9.1.1. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can distinguish between causes and effects of events in a story.</p> <p>B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</p> <p>C. Learners can identify and use simple conjunctions.</p> <p>D. Learners can write sentences to describe a process of doing something</p> <p>E. Learners can identify subjects and predicates in compound sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>MAN IN THE MOON CAME DOWN TOO SOON</u> The man in the moon, Came tumbling down, And asked his way to Norwich; He went by the south, And burned his mouth While supping cold plum porridge.</p>	<p>A. ORAL LANGUAGE <i>(Listening Comprehension)</i></p> <p>Select an appropriate story to be read in class.</p> <p>Have learners read the story and re-tell it to the class.</p> <p>Work together with learners to identify the events in the story and link them sequentially by identifying cause and effect.</p> <p>Learners in their groups choose stories and identify the causes and effects of events.</p> <p>Draw conclusions from main ideas, key details and specific examples from texts.</p> <p>Let learners present their work as the rest listen to them.</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>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>JACK A NORRY</u> I'll tell you a story About jack-a-Nory, And now my story's begun; I'll tell you another, About jack and his brother, And now my story is done.</p>	<p>B. READING <i>(Comprehension)</i></p> <p>Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion.</p> <p>Write a short on the board and read aloud to learners.</p> <p>Have learners use connectives to summarize each part of the text and use these to make a full summary.</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>Wednesday</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>IF ALL THE WORLD WERE PAPER</u> If all the world were paper, And all the sea were ink, If all the trees were bread and cheese What would we have to drink?</p>	<p>C. GRAMMAR (Conjunctions)</p> <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions because, since, as and in case tell why someone does something. They are called conjunctions of reason.</p> <p>Introduce because, since, as and in case in context. e.g.: i. I sat down <u>because</u> I was feeling tired. ii. <u>Because</u> we arrived late, we missed the beginning of the play. iii. I took an apple <u>since</u> it was the only fruit in the bowl</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>Have learners underline the conjunctions in the following sentences.</p> <p>i. <u>Since</u> you have finished your homework, you can help me make dinner.</p> <p>ii. Mom switched off the TV <u>as</u> it was past my bedtime.</p> <p>iii. <u>As</u> you're my best friend, I'll lend you my new bike.</p> <p>iv. Take an umbrella <u>in case</u> it rains.</p> <p>v. <u>In case</u> you forget the number, I've written it on this piece of paper</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>HICKETY PICKET, MY BLACK HEN</u> Hickety, picket, my black hen, She lays eggs for gentleman; Sometimes nine, sometimes ten, Hickety picket, my black hen.</p>	<p>D. WRITING (Informative Writing)</p> <p>Use pictures showing the stages of how some dishes are prepared.</p> <p>Learners in groups observe the picture sequences and write words that give information on the activity.</p> <p>Each group presents its work for discussion.</p> <p>Let learners in groups choose a domestic activity they would want to give information on. (They should be able to compose expository pieces of between 90 and 120 words).</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>Friday</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p>Hark, hark! The dogs do bark Hark, hark! The dogs do bark The beggars are coming to town Some in rags, and some in jags, And some in velvet gowns.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (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>F. EXTENSIVE READING</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>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>
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Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 81
Learning Indicator(s)	B5.1.5.1.1-3
Performance Indicator	Learners can Identify and describe percent from real-life contexts and solve problems using percent.
Strand	Number
Sub strand	Percentages
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns
Core Competencies:	Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																																						
Monday	<p>Have learners to complete the table.</p> <table border="1"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	x	1	2	3	4	5	2						<p>Review multiplying a fraction by a whole number.</p> <p>e.g. $\frac{2}{5} \times 10$ means shade $2 \times (\frac{1}{5} \text{ of } 10)$</p> <p>i.e. $2 \times (2) = 4$;</p> <p>Guide learners to multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify</p> <p>e.g. $40\% \times 10$ means $(\frac{40}{100} \text{ of } 10) = 4$;</p> <p>Assessment: Ask learners to find given percentage of given quantities; e.g. What is 20% of 45?</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>																										
x	1	2	3	4	5																																				
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Tuesday	<p>Have learners to complete the table.</p> <table border="1"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="1"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	x	1	2	3	4	5	6						x	1	2	3	4	5	4						<p>Using pictorial representations and chart let learners display common or benchmarks percentages and ask pupils to determine these from their equivalent common fractions.</p> <table border="1"> <tr> <td>Percent</td> <td>10%</td> <td>20%</td> <td>25%</td> <td>$33\frac{1}{3}\%$</td> <td>50%</td> <td>$66\frac{2}{3}\%$</td> </tr> <tr> <td>Fraction</td> <td>$\frac{1}{10}$</td> <td>$\frac{1}{5}$</td> <td>$\frac{1}{4}$</td> <td>$\frac{1}{3}$</td> <td>$\frac{1}{2}$</td> <td>$\frac{2}{3}$</td> </tr> </table> <p>Give learners practice through drills and games to learn the equivalences of the benchmark fractions.</p>	Percent	10%	20%	25%	$33\frac{1}{3}\%$	50%	$66\frac{2}{3}\%$	Fraction	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	<p>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>
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Fraction	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$																																			
Wednesday	<p>Have learners to complete the multiple pattern.</p> <p>Multiples of <input type="text"/></p>	<p>Ask pupils to use the benchmarks for estimating percentages of given quantities. E.g. for “what is 60% of 45?” using the nearest benchmark fraction (i.e. 50%) the learner will know the expected result is close to 30; the learner can use benchmark fractions to determine the result mentally by finding which can easily multiply 45, and in this case $\frac{1}{5}$ to give 9. Since $\frac{1}{5}$ is 20%, then the 60% required will be 3 times 9 which is 27.</p> <p>Ask pupils to use the benchmarks for estimating and determining the results of finding percentages of given quantities and then verify by working;</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>																																						

<p>Thursday</p>	<p>Have learners to complete the multiple pattern.</p>  <p>Multiples of <input type="text"/></p>	<p>Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out</p> <p>In shops – discounts, reduction to clear – 50%, etc.</p>  <p>In exams expressing marks as percentages</p> <p>Phone battery power used etc.</p> 	<p>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>
<p>Friday</p>	<p>Have learners to complete the multiple pattern.</p>  <p>Multiples of <input type="text"/></p>	<p>Drawing circle graphs that represent that represent various percentages of halves, fourths and eighths.</p> <p>The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph.</p> 	<p>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>

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 30		
Learning Indicator(s)	B5.5.2.1.1		
Performance Indicator	Learners can explain the causes, symptoms and control of chicken pox		
Strand	Humans & The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners watch pictures, videos or charts on causes, symptoms and control of chicken pox or invite a health personnel or School Health Education Programme (SHEP) coordinator to give a talk on chicken pox.</p>  <p>In pairs, learners answer the following questions based on the pictures and video: <i>(1) What causes chicken pox?</i> <i>(2) What are the symptoms of chicken pox?</i></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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>In pairs, learners answer the following questions based on the pictures and video: <i>(1) What should be done if someone has chicken pox?</i> <i>(2) What are the ways of preventing the spread of chicken pox?</i></p>  <p>Learners develop a concept map to trace the causes, symptoms and prevention of chicken pox.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 39		
Learning Indicator(s)	B5.4.2.2.1.		
Performance Indicator	Learners can explain and appreciate the importance of democratic governance		
Strand	Our Nation Ghana		
Sub strand	Authority & Power		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners identify various persons and bodies who are responsible in governing their school e.g. head teacher, teachers, school prefects.</p> <p>Learners discuss the importance of good governance in their school.</p> <p>Learners in groups suggest ways in which school governance could be improved.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Groups present their report in class.</p> <p>Class mock election Learners demonstrate how to elect a leader in a democratic way.</p> <p>Learners discuss why good governance is important for national development.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 43		
Learning Indicator(s)	B5. 5.1.1.2:		
Performance Indicator	Learners can explain the need to demonstrate responsible behavior at home.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 36		
Learning Indicator(s)	B5.5.1.1.3		
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA)		
Strand	Journey to Independence		
Sub strand	Early Protest Movement		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Let learners Identify Joseph Ephraim Casely-Hayford from photographs. Show and discuss a documentary about Joseph Ephraim Casely-Hayford at Casford Hall, UCC.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Present a narrative of the leadership role of Joseph Ephraim Casely-Hayford in the NCBWA Learners retell the story of Joseph Ephraim Casely-Hayford	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5 2.3.4.3 B5 2.3.5.3		
Performance Indicator	Learners can stage a display of own portfolio of performing artworks to share own creative experiences of compositions that reflect the topical issues in Africa.		
Strand	Performing Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	Plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community. Discuss the need for performing collection of own or others music, dance and drama. Develop a roadmap for the event (performance): - fixing a date - selecting a venue - inviting an audience.	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.	Select and agree on a theme for the performance; Send manual or electronic invitations (e.g. letters, postcards, WhatsApp); Select own or others compositions for the performance, Plan the sequence of events, stage plan identifying the positions of all facilities. Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

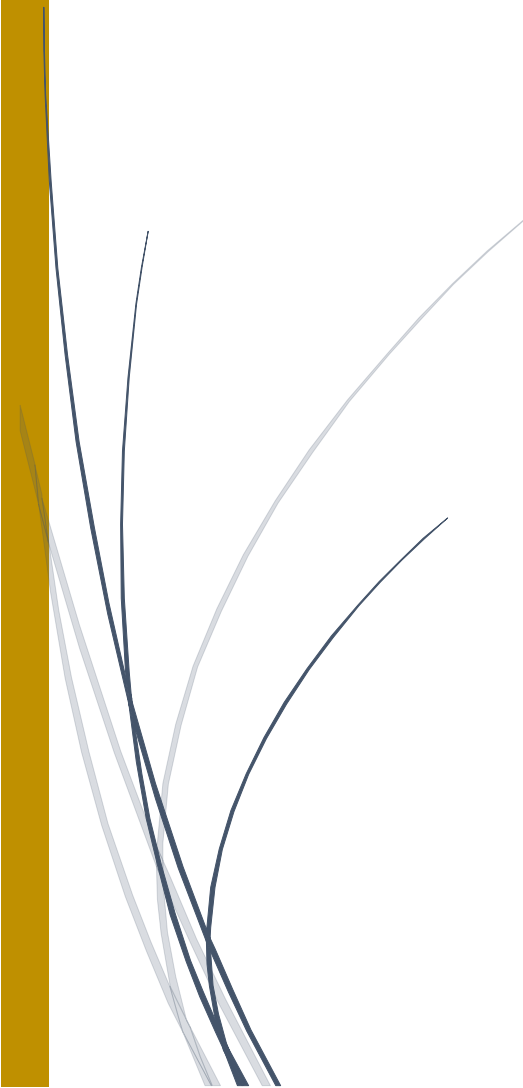
Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B5.4.6.1.1-2		
Performance Indicator	Learners can write, edit and publish the articles for a journal.		
Strand	Writing		
Sub strand	Informative & Academic Writing		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite rhymes to prepare them for the lesson. Play games with learners	Show learners a copy of an article. Discuss with learners some types of articles and their structure. Discuss with learners what a journal is. <i>A journal is a newspaper or magazine that deals with a particular subject or professional activity.</i> Talk to learners about types of journals. Guide learners to write a simple article in their groups, and discuss in class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word	Guide learners to create a class journal. Let learners write articles for their class journal. Show learners a copy of an article. Assist learners to edit the articles for their class journal by bringing out the features and structure of the article in the journal.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.	Look at the class journal created. In their groups, let learners write simple articles on topics on disability and equity, and let other learners edit them. Ask the learners to publish the article in the created class journal and display in the class. Put learners in groups and allow each group to read an article from the class journal and discuss the article, bringing out for instance, the moral and the theme	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.2.4.2.4		
Performance Indicator	Learners can explain the role of the legs, shoulders, and forearm in the forearm pass.		
Strand	Movement Concepts, Principles and Strategies		
Sub strand	Body Management		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Let learners swing their arms in preparation.</p> <p>Shoulder move forward horizontally as it extends.</p> <p>Forearm rotation through hips, legs and shoulders drop slightly.</p> <p>All together produce the final force to move the ball to the target.</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>

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 25		
Learning Indicator(s)	B5.6.6.1.4-6		
Performance Indicator	Learners can Illustrate how to customize the browser toolbar and Illustrate how to set disk space or cache usage.		
Strand	Internet And Social Media		
Sub strand	Customizing Your Browser		
Teaching/ Learning Resources	Computer sets, modem and Pictures		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Facilitate learners to customize the browser toolbar.</p> <p>Aid learners to recognize cookies in web browsers.</p> <p>Guide learners to set disk space or cache usage.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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SAMPLE LESSON NOTES-WEEK 7
BASIC FIVE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 7

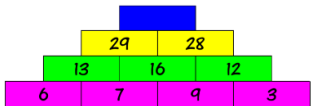
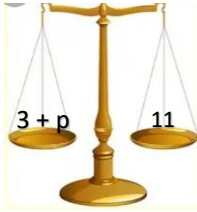
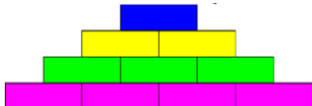
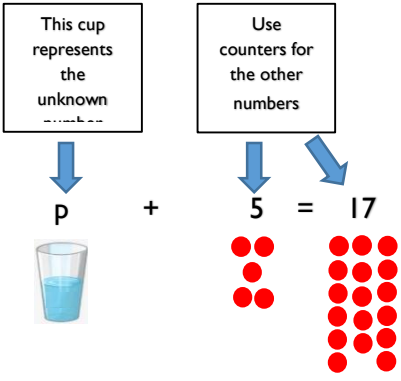
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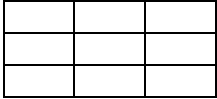
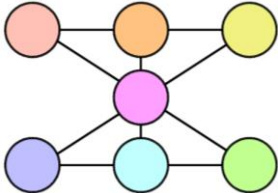

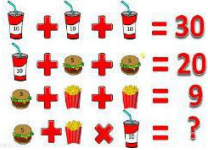

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.10.1.1-2 B5.2.7.3.1. B5.3.9.1.1. B5.4.14.1.1. B5.5.9.1.2. B5.6.1.1.1.	
Performance Indicator		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can use knowledge of prefixes and suffixes to read and interpret unfamiliar words.</p> <p>C. Learners can use modals to express a variety of meanings:</p> <p>D. Learners can write sentences to describe a process of doing something</p> <p>E. Learners can construct compound sentences correctly</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Revise important features of spoken language such as use of contractions and ellipsis.</p> <p>Help learners to use contractions and ellipsis in speech. E.g. Contraction: <i>i. Kofi cannot come today. ii. Kofi can't come today.</i> Ellipsis: A: <i>When will you come?</i> B: <i>Tomorrow</i></p> <p>Demonstrate simplicity of spoken language by giving short and simple speeches on a topic. E.g. Introduction of a chairman.</p> <p>Encourage learners to give short and simple speeches on chosen topics, e.g. My Favorite Meal.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p style="text-align: center;">B. READING (Comprehension)</p> <p>Revise affixes briefly and have learners identify them in words. e.g. mis – misunderstanding</p> <p>Have learners use words in their own sentences</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p>	<p style="text-align: center;">C. GRAMMAR (Modals)</p> <p><i>Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can, could,</i></p>	<p>Provide sentences and let learners identify the modals used.</p> <p><i>i. Philip <u>can</u> run faster than matt</i></p>

	<p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>would, should, ought to, will, shall, may, might and must Can and Could (<i>could is past tense of can</i>) We use can and could to say that someone is able to do something. e.g. she <u>can</u> draw really good pictures I run as fast as I <u>could</u></p> <p>We may also use can and could to say that someone is allowed to do something e.g. Mom says you <u>can</u> come to our house. Mom said I <u>could</u> have ice cream after dinner.</p> <p>Illicit the modals in speech and let learners practice as well. With examples, assist learners to use the modals in sentences to convey specific meanings</p>	<p>ii. <u>Can</u> you ride a bike? iii. <u>Can</u> you help me with my homework? iv. <u>Can</u> you tell me your age? v. I <u>could</u> lean you my football</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>D. WRITING (<i>Informative Writing</i>)</p> <p>Use pictures showing the stages of how some dishes are prepared.</p> <p>Learners in groups observe the picture sequences and write words that give information on the activity.</p> <p>Each group presents its work for discussion.</p> <p>Let learners in groups choose a domestic activity they would want to give information on.</p> <p>(They should be able to compose expository pieces of between 90 and 120 words).</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Learners play "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>E. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple and Complex Sentences</i>)</p> <p>Review the use of coordinators in sentences.</p> <p>Learners write examples of sentences containing coordinators. Let them write sentences demonstrating their knowledge in subject and predicate.</p> <p>Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences.</p> <p>Guide them to edit their work and encourage them to share the final products with the class.</p> <p>F. EXTENSIVE READING</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>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>

Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B5.2.3.1.2-3
Performance Indicator	Learners can identify the unknown in a problem and create a problem for a given equation
Strand	Algebra
Sub strand	Variables And Equations
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

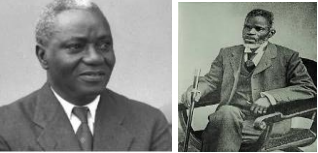
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Can you work out what number will be at the top of the pyramid?</p> 	<p>Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. For example: $3 + p = 11$</p>  <p>With this example, we have to make both sides of the scale equal. Hence, 8 should be added to 3 to make 11. Therefore $p = 8$</p> <p>Assessment: Have learners to practice with more examples</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>Can you make a pyramid with 100 at the top?</p> 	<p>Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. For example: $p + 5 = 17$</p>  <p>Assessment: Have learners to practice with more examples.</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>Wednesday</p>	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p> 	<p>Guide learners to model the use of guesses to find the value of unknown numbers in equations.</p> <p>Learners by observing patterns in their results, become more systematic in the guesses they make.</p> <p>For example:</p> $\bigcirc + \bigcirc + \bigcirc = 30$ $\bigcirc + \triangle + \triangle = 20$ $\triangle + \square + \square = 13$ $\bigcirc + \triangle + \square = ?$ <p>Assessment: Draw more patterns for learners to practice with.</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>Thursday</p>	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p> 	<p>Ask students to describe two different stories that the equation $5 + k = 9$ could represent.</p> <p>First story: A book has 9 pages. Niko has 5 pages left to read. How many pages has he read?</p> <p>Second story: The sum of a number k and 5 is equal to 9. What is the number?</p> <p>Assessment: Give learners more equations for them make up more stories from them.</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>Friday</p>	<p>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p> 	<p>Ask learners to solve puzzle in the figure, by solving the equations in each line.</p> <p>Example 1:</p>  <p>Example 2:</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>


Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.5.2.1.2		
Performance Indicator	Identify causes, symptoms and prevention of cholera		
Strand	Humans & The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Learners watch pictures and videos or images showing the causes, symptoms and prevention of cholera. Invite a local health officer or SHEP coordinator to give a presentation on cholera to the learners. Engage learners, in groups, to discuss the causes of cholera, using everyday scenarios, e.g. eating contaminated food and living in a dirty environment.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners are provided one large cardboard for all the groups to write different ideas on the causes, prevention and symptoms of cholera. Learners display the cardboard in the classroom. Learners to design a poster for causes, prevention and symptoms of cholera	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 39		
Learning Indicator(s)	B5.4.2.2.1.		
Performance Indicator	Learners can explain and appreciate the importance of democratic governance		
Strand	Our Nation Ghana		
Sub strand	Authority & Power		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners identify various persons and bodies who are responsible in governing their school e.g. head teacher, teachers, school prefects.</p> <p>Learners discuss the importance of good governance in their school.</p> <p>Learners in groups suggest ways in which school governance could be improved.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Groups present their report in class.</p> <p>Class mock election Learners demonstrate how to elect a leader in a democratic way.</p> <p>Learners discuss why good governance is important for national development.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 5.2.1.1:		
Performance Indicator	Discuss the importance of being a responsible member of the family.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles Relationship in the family & Character Formation		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> - show commitment in family taking activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. 	<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>

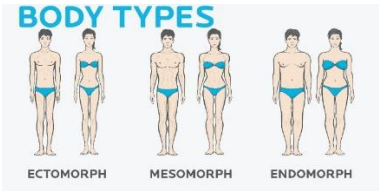
Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.5.1.1.4		
Performance Indicator	Examine sources of evidence about the role of Dr. Joseph Boakye Danquah in the Gold Coast Youth Conference		
Strand	Journey to Independence		
Sub strand	Early Protest Movement		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners in the design challenge game. Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.	Guide learners to talk about and describe the protest movements during the pre-colonial era. E.g. Gold Coast Youth Conference. The Gold Coast Youth Conference, founded by J.E Casely Harford and administered by J.B Danquah, from its inaugural meeting at Achimota college, 1930 led efforts in establishing and coordinating a tightly-knit intertribal alliance to assert our sovereignty; claim self-governance over our God-given land as one nation and free the oppressed and misgovernment from colonial rule. Let learners talk about what led to the formation of the protest movement.	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.
	Let learners share their opinions on the debate topic “technology has done more good than harm to education”	Learners to Identify the key leaders of the Gold Coast Youth Conference by pictures.  Let learners present a report on the lesson as a poster.	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.

Week Ending	
Class	Five
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B5 1.4.6.3 B5 1.4.7.3
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa.
Strand	Visual Arts
Sub strand	Appreciating and Appraising
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy	

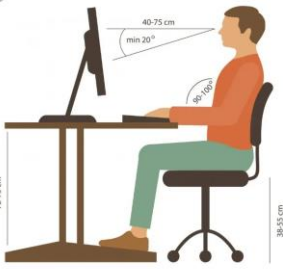
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and play games to begin the lesson.	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	Show pictures or videos to learners on the process of producing the artwork.	<p>Using the steps in appreciating and appraisal, guide learners to write a note on a previous artwork produced or performed in class.</p> <p>E.g. an artwork produced by Ibrahim Mahama</p>  <ul style="list-style-type: none"> ➤ Description of the work: <i>the artwork are made from old jute bags by stitching them together</i> ➤ The subject matter: <i>His art seeks to interpret the global movement of goods.</i> ➤ Appraisal: <i>it can be used for decoration.</i> ➤ Experience to share: <i>talk about how the artwork is done.</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B5.4.7.1.1-3		
Performance Indicator	Learners can create and write short poems.		
Strand	Composition Writing		
Sub strand	Literary Writing		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	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	Write a simple short poem on a cardboard. Discuss some features of a poem with learners. Use flashcards with short poems on them to help learners compose their own short poems.	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	Show learners samples of prose and discuss some features of prose. Ask learners to write a simple prose to be read in class. Give an assignment of prose writing as a competition among learners.	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.	Allow learners to watch a simple play. Discuss the play with learners and bring out its features. Write out some of the features of a play on the board as a guide. Ask learners to write a simple play of at least three characters, one of the plays may be dramatized in class and be discussed.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending	
Class	Five
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B5.3.5.3.5
Performance Indicator	Identify the capabilities of the various body types.
Strand	Physical
Sub strand	Fitness Strategies
Teaching/ Learning Resources	Pictures and Videos
Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies	

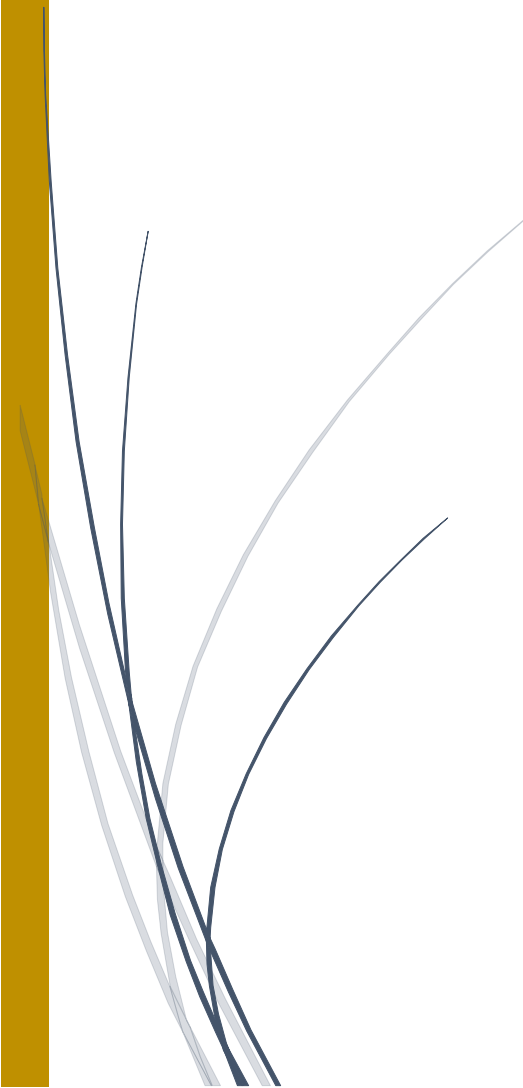
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Learners to explore the main body types.</p> <p>There are three main body types: <i>Ectomorph, Endomorph and Mesomorph.</i></p> <p>Ectomorph: Learn and long with difficulty to build muscles</p> <p>Endomorph : Big, high body fats, round in shape and high tendency to store body fats</p> <p>Mesomorph: Muscular and well built, high metabolism and responsive muscle cell.</p> <p>Call learners or use pictures to demonstrate the main body types.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B5.7.1.1.1-2
Performance Indicator	Learners can Identify some major health hazards associated with the use of ICT tools' use.
Strand	Internet And Social Media
Sub strand	Electronic Mail
Teaching/ Learning Resources	Computer sets, modem and Pictures
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Guide the learners to discuss wrist pain and sitting posture (neck, back and waist pain).</p> <p>Guide learners in groups to discuss, identify and practice the proper sitting posture (i.e. sitting at 90 degrees, wrist should be supported with a wrist pad, take short breaks etc.) when using the computer.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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SAMPLE LESSON NOTES-WEEK 8
BASIC FIVE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

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SCHEME OF LEARNING- WEEK 8

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.10.1.3/B5.1.10.2.1. B5.2.8.1.1. B5.3.9.1.1. B5.4.14.2.1. B5.5.9.1.2. B5.6.1.1.1.	
Performance Indicator		<p>A. Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress and tone</p> <p>B. Learners can infer meaning from level-appropriate texts</p> <p>C. Learners can use modals to express a variety of meanings:</p> <p>D. Learners can write about incidence or events of the day and make radio/TV presentations</p> <p>E. Learners can construct compound sentences correctly</p> <p>F. Learners can read a variety of age- and level appropriate books.</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Learners to sing songs and 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>A. ORAL LANGUAGE (Presentation)</p> <p>Perform a familiar poem as learners listen and observe.</p> <p>Have learners discuss the recital with focus on intonation, stress and rhythm. Perform it again and have the class or groups do same.</p> <p>Individuals, pairs and groups now choose and perform their favorite poems.</p> <p>Have learners listen to a conversation or speech in which the speaker speaks fluently and clearly and another audio where the speech is neither clear nor fluent.</p> <p>Discuss the differences and ask learners to tell the importance of clear speech.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>B. READING (Silent Reading)</p> <p>Have learners read silently. Let them stop and think about something different from the text.</p> <p>This is to make them know what to do when meaning is disrupted.</p> <p>Have them read silently for the meaning from the text.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>PUSSY CAT, PUSSY CAT.</u> Pussy cat, pussy cat, where have you been? I've been down to London to visit the Queen Pussy cat, pussy cat, what did you do there?</p>	<p>C. GRAMMAR (Modals)</p> <p>Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can, could, would, should, ought to, will, shall, may, might and must</p> <p>may and might (might is past tense of may). Use may and might to talk about things that are possible or likely. e.g. <i>May I borrow your pen</i></p>	<p>Provide sentences and let learners identify the modals used.</p> <p>i. Please <u>may</u> I see your ticket?</p> <p>ii. John <u>may</u> leave now, but Sally <u>may</u> not.</p> <p>iii. <u>May</u> Kenny come with us to the movies?</p>

	<p>I frightened a little mouse, under her chair.</p>	<p><i>We might go to the party later</i></p> <p>Illicit the modals in speech and let learners practice as well.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings</p>	<p>iv. Take an umbrella. It <u>might</u> rain.</p> <p>v. I <u>may</u> not have time to go swimming tonight.</p> <p>vi. We <u>might</u> go to the party later.</p>
Thursday	<p>Engage learners to play the Hangman game</p> <p>Think of a word and write the number of letters on the board using dashes to show many letters there are. Example: SCHOOL</p> <p>— — — — — Then, ask learners to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man. Continue this until learners guess the word correctly.</p>	<p>D.WRITING (<i>Informative Writing</i>)</p> <p>Let learners watch TV news at home and write their own news from the pictures they see.</p> <p>Put learners into groups. Let them brainstorm and write about events of the day. Each group chooses an interesting event and writes the news to broadcast to the class.</p> <p>Let each group choose one person to present the news.</p> <p>Have learners publish their works on the internet. Help learners to organize a radio or talk show</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to play the “Board Race” game</p> <p>Divide the class into two teams and give each team a colored marker.</p> <p>Draw a line down the middle of the board and write a topic at the top.</p> <p>The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted.</p> <p>The team with the highest score wins!</p> <p>Learners play “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>E.WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple and Complex Sentences</i>)</p> <p>Review the use of coordinators in sentences.</p> <p>Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate.</p> <p>Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences.</p> <p>Guide them to edit their work and encourage them to share the final products with the class.</p> <p>F.EXTENSIVE READING</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>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>

Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B5.3.3.1
Performance Indicator	Identify examples of angles in the environment that are equal to, less than or larger than a right angle
Strand	Algebra
Sub strand	Angles
Teaching/ Learning Resources	Cut out angles
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Can you work out what number will be at the top of the pyramid?</p>	<p>Review the definition of angles: angles as the region formed in a plane when two lines meet or cross, they form an Angle.</p> <p>Ask learners to identify angles in the classroom and compound. E.g. opening laptop, door, window, pair of scissors, pavement floor, etc.</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>Can you make a pyramid with 100 at the top?</p>	<p>Guide learners to identify angles in the classroom and compound. e.g. A right angle is an angle that has a measure of exactly 90°.</p> <p>Learners to construct a right angle using a pair of compasses and a rule only.</p> <p>Assessment: Draw angles on the board and let learners identify the right angles in them</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>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p>	<p>Guide learners to identify angles in the classroom and compound. e.g. An acute angle is an angle that has a measure less than 90°.</p> <p>Learners to construct an acute angle using a pair of compasses and a rule only.</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>

		Assessment: Draw angles on the board and let learners identify the acute angles in them	
Thursday	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p>	<p>Guide learners to identify angles in the classroom and compound. e.g. An obtuse angle is an angle that has a measure greater than 90° but less than 180°.</p> <p>Learners to construct an obtuse angle using a pair of compasses and a rule only.</p> <p style="text-align: center;">obtuse angle $90^\circ < \angle GHM < 180^\circ$</p> <p>Assessment: Draw angles on the board and let learners identify the obtuse angles in them</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>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p>	<p>Guide learners to identify angles in the classroom and compound. e.g. A straight angle is an angle that has a measure of exactly 180°.</p> <p>Learners to construct a straight angle using a pair of compasses and a rule only.</p> <p style="text-align: center;">straight angle $\angle JKL = 180^\circ$</p> <p>Assessment: Draw angles on the board and let learners identify the straight line angles in them</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>

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.5.2.1.2		
Performance Indicator	Identify causes, symptoms and prevention of cholera		
Strand	Humans & The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Learners watch pictures and videos or images showing the causes, symptoms and prevention of cholera.</p> <p>Invite a local health officer or SHEP coordinator to give a presentation on cholera to the learners.</p> <p>Engage learners, in groups, to discuss the causes of cholera, using everyday scenarios, e.g. eating contaminated food and living in a dirty environment.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners are provided one large cardboard for all the groups to write different ideas on the causes, prevention and symptoms of cholera.</p> <p>Learners display the cardboard in the classroom.</p> <p>Learners to design a poster for causes, prevention and symptoms of cholera</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.4.3.1.1.		
Performance Indicator	Learners can identify ways of keeping water bodies safe		
Strand	Our Nation Ghana		
Sub strand	Responsible Use of Resources		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Learners discuss ways of keeping water bodies safe e.g. <i>i. Do not throw rubbish into water bodies,</i> <i>ii. Do not wash in water bodies,</i> <i>iii. Do not defecate in water bodies</i> Learners compose songs, slogans and create poster on how to keep water bodies safe.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners discuss ways of keeping water bodies safe e.g. <i>i. Do not throw rubbish into water bodies,</i> <i>ii. Do not wash in water bodies,</i> <i>iii. Do not defecate in water bodies</i> Learners compose songs, slogans and create poster on how to keep water bodies safe.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 5.2.1.1:		
Performance Indicator	Discuss the importance of being a responsible member of the family.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles Relationship in the family & Character Formation		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> - show commitment in family taking activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. 	<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>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.5.1.1.4		
Performance Indicator	Examine sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference		
Strand	Journey to Independence		
Sub strand	Early Protest Movement		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners in the design challenge game. Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.	Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference. <i>In 1929, he helped Joseph Casely Hayford found the gold coast youth conference and was secretary general from 1937 to 1947. In 1931, Danquah established the times of west Africa, originally called the of west Africa times, which was first daily newspaper in ghana published between 1931 and 1935.</i> Show learners pictures of the Danquah Circle in Accra for them to talk about it	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.
	Let learners share their opinions on the debate topic “technology has done more good than harm to education”	Learners retell the story of J.B. Danquah and the Gold Coast Youth Conference Joseph Kwame Kyeretwie Boakye Danquah, born on 18 th december 1895, was a ghanaian statesman, pan-Africanist, scholar, lawyer, historian and one of the founding fathers of ghana. He played a significant role in pre and post-colonial ghana, which was formerly the Gold Coast, and is credited with giving ghana its name.	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5.2.4.6.3 B5.2.4.7.3		
Performance Indicator	Develop guidelines for appreciating and appraising own and others' performing artworks that reflect topical issues in Africa		
Strand	Performing Arts		
Sub strand	Appreciating and Appraising		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools.		
Core Competencies:	Decision Making Creativity, Innovation Communication Collaboration Digital Literacy		
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Use questions and answers to review the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist.</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability 	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>
	<p>Call learners to recall some history facts about Bob Marley</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performed in class. e.g. creating and performing music excerpts from Bob Marley.</p> <p>Put learners into groups and let them create and perform music excerpts from Bob Marley as others observe.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 55		
Learning Indicator(s)	B5.4.8.1.1-3		
Performance Indicator	Learners can write semi-formal letters using controlled composition.		
Strand	Composition Writing		
Sub strand	Letter Writing		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Discuss letter writing and its structure with learners.</p> <p>Show a sample of a letter to learners to point out the structure and features.</p> <p>Discuss the features and types of letters.</p> <p>Explain to learners the structure of semi-formal letters.</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 play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Write a sample semi-formal letter on the board.</p> <p>Discuss the process involved in writing a semi-formal letter.</p> <p>Assist learners to understand the process in writing good semi-formal letters.</p> <p>Write a semi-formal letter on the board.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p>Sea shells She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>Assist learners to write semi-formal letters using controlled composition.</p> <p>Ask learners to point out the features and structure of the semi-formal letter written.</p> <p>Read a semi-formal letter to learners.</p> <p>Guide learners to write good semi-formal letters.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.3.4.3.4:		
Performance Indicator	Learners can perform standing bend and reach the knee with the forehead.		
Strand	Physical Fitness		
Sub strand	Flexibility		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Learners go through warm-up.</p> <p>Learners stand straight with shoulder apart.</p> <p>Arms by their sides tilt to one side of their body till the hand reaches the knees.</p> <p>Same should be done to the other side.</p> <p>Let them perform in pairs so that as one performs the other gives support.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.6.7.1.3. B5.6.7.1.4.		
Performance Indicator	Learners can creating an email account.		
Strand	Internet And Social Media		
Sub strand	Electronic Mail		
Teaching/ Learning Resources	Computer sets, modem and Pictures		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Guide learners to create email account (i.e. the possible steps).</p> <p>How do I create an email account?</p> <ol style="list-style-type: none"> 1. Log into the Control panel via www.one.com. 2. Click on the Email tile to open Mail Administration. 3. Click New account. 4. Enter the new email address that you want to create, and a password for the email account. 5. Click Save. <p>Guide learners to write messages, format text, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



SAMPLE LESSON NOTES-WEEK 9
BASIC FIVE

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SCHEME OF LEARNING- WEEK 9

BASIC FIVE

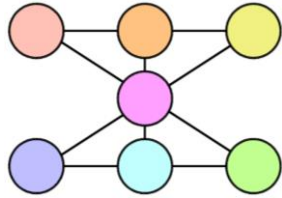
Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.10.2.2. B5.2.9.1.1. B5.3.9.1.1. B5.4.14.2.1. B5.5.9.1.2. B5.6.1.1.1.	
Performance Indicator		<p>A. Learners can read aloud clearly, at a good pace and with expression</p> <p>B. Learners can read grade-level texts with good speed and accuracy</p> <p>C. Learners can use modals to express a variety of meanings:</p> <p>D. Learners can write about incidence or events of the day and make radio/TV presentations</p> <p>E. Learners can construct compound sentences correctly</p> <p>F. Learners can read a variety of age- and level appropriate books.</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. ORAL LANGUAGE <i>(Presentation)</i></p> <p>Have learners listen to audio recordings of speeches or listen to news read in English.</p> <p>Learners listen to the speech in meaningful bits to guide them identify appropriate expressions as well as identify what a good pace is.</p> <p>In groups learners pick topics for their speeches. They prepare and deliver in turns. Let them deliver the speeches in about five (5) minutes each.</p> <p>Put learners in groups to plan a parallel speech and present to the class.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>B. READING <i>(Fluency)</i></p> <p>Use the three-stage approach to a comprehension lesson and have learners prepare and read the text with purpose and understanding.</p> <p>Use different strategies to assist learners to come up with meaning of a text ,e.g. The Herringbone, KWL etc.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes</p>	<p>C. GRAMMAR <i>(Modals)</i></p> <p><i>Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can, could, would, should, ought to, will, shall, may, might and must</i></p> <p>ought to and must</p>	<p>Provide sentences and let learners identify the modals used.</p> <p><i>i. We <u>ought to</u> lock the door when we leave home.</i></p>

	<p>Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Use <u>ought to</u> to make strong suggestions and talk about someone's duty. e.g. <i>I <u>ought to</u> get more physical exercise.</i></p> <p>Use <u>must</u> to talk about things that you have to do. e.g. <i>I <u>must</u> mail this letter today.</i></p> <p>Illicit the modals in speech and let learners practice as well. With examples, assist learners to use the modals in sentences to convey specific meanings</p>	<p>ii. You <u>ought to</u> turn off the computer when you're not using it.</p> <p>iii. You <u>ought to</u> know how to spell your own name.</p> <p>iv. You <u>must</u> speak louder. I can't hear you.</p> <p>v. Children <u>must not</u> play with matches.</p> <p>vi. Go to bed now. Oh, <u>must</u> I?</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.</p>	<p><u>D. WRITING</u> (Informative Writing)</p> <p>Let learners watch TV news at home and write their own news from the pictures they see.</p> <p>Put learners into groups. Let them brainstorm and write about events of the day. Each group chooses an interesting event and writes the news to broadcast to the class.</p> <p>Let each group choose one person to present the news.</p> <p>Have learners publish their works on the internet. Help learners to organize a radio or talk show</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to play the "Board Race" game</p> <p>Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted. The team with the highest score wins!</p> <p>Learners play "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><u>E. WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Simple and Complex Sentences)</p> <p>Review the use of coordinators in sentences.</p> <p>Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate.</p> <p>Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences.</p> <p>Guide them to edit their work and encourage them to share the final products with the class.</p> <p><u>F. EXTENSIVE READING</u></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>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>

Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 105-106
Learning Indicator(s)	B5.3.4.1.1 B5.3.4.2.2
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can tell the position and motion of objects in space using the cardinal points. ❖ Learners can identify images of a single transformation.
Strand	Algebra
Sub strand	Geometric Reasoning
Teaching/ Learning Resources	Counters, bundle and loose straws
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

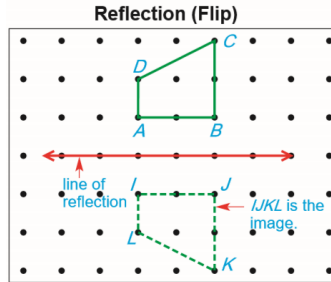
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Can you work out what number will be at the top of the pyramid?</p>	<p>Guide learners to describe the position and motion of objects from one point to another using the 4 main cardinal points: e.g. The point P is to the west of point T but to the north of the A</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>Can you make a pyramid with 100 at the top?</p>	<p>Guide learners to describe the position of places in a grid from a given location. E.g. from Kofi's house - the school is East of Kofi's house; the hospital is North of Kofi's house</p> <p>Extend the activity and let learners describe the position of their houses to the school and other site maps.</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>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p>	<p>Ask learners to give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church.</p> <p>Assessment: let learners practice with more examples.</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>
Thursday	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p>	<p>In a plane, a geometric transformation moves a geometric figure to a new position in one of</p>	<p>Give learners task to complete whiles you go</p>



three ways. Each transformed figure is the image of the original figure.

Reflection (or flip)- A figure is flipped over a line of reflection so that its mirror image is formed.

Ask learners to identify images of reflections of 2D shapes in the figure.



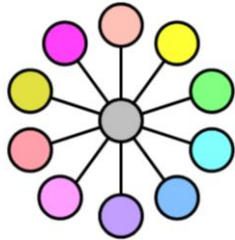
$ABCD$ is flipped over the **line of reflection** to form its mirror image. Reflection image $IJKL \cong ABCD$.

round to guide those who don't understand.

Give remedial learning to those who special help.

Friday

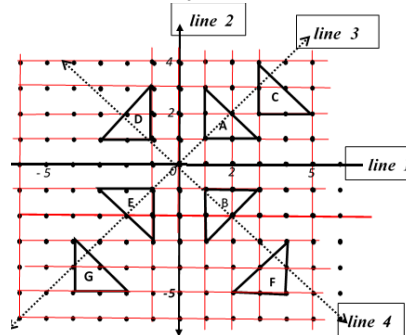
Can you put the digits 1 to 11 in the circles do that every line has the same total?



Ask learners to identify images of reflections of given 2D shapes in a given plane.




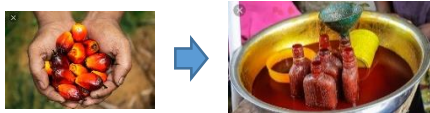
Ask learners to study the shapes and the mirror line and state which are objects and their images in the given four mirror lines.

Shape E is the image of Shape B in mirror line 2 or the line $x = 0$; shape A is a reflection of shape E in the line $y = x$.



Give learners task to complete whiles you go round to guide those who don't understand.

Give remedial learning to those who special help.

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 31		
Learning Indicator(s)	B5.5.3.1.1		
Performance Indicator	Identify the raw materials used in some local industries		
Strand	Humans & The Environment		
Sub strand	Science and Industry		
Teaching/ Learning Resources	Gari, kenkey, shea butter, cooking oil, blacksmith, basketry		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Take learners to a local gari or kenkey production site or show videos of such ventures.</p>  <p>Learners observe critically and identify the raw materials used in the various industries.</p>  <p>Engage the learners in a matching activity to match some local products with their raw materials.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Take learners to a local shea butter or cooking oil production site or show videos of such ventures.</p>  <p>Learners observe critically and identify the raw materials used in the various industries.</p>  <p>Engage the learners in a matching activity to match some local products with their raw materials.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 40		
Learning Indicator(s)	B5.4.4.1.1		
Performance Indicator	Participate in transplanting seedlings		
Strand	Our Nation Ghana		
Sub strand	Farming In Ghana		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition	Let learners prepare plant house or garden boxes or garden beds for transplanting. Fill them with fertile soil or plant medium; make holes at correct spacing and water ready for seedlings. Ensure that seedlings are ready for transplanting. Water seedlings before transplanting.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board. The students must come up with questions in which the answer could be the object on the board.	Use the right tools e.g. hand trowel to lift seedlings from seedbed, use dibber to make holes at the right depth. Visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write weekly report.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 5.2.1.1:		
Performance Indicator	Discuss the importance of being a responsible member of the family.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles Relationship in the family & Character Formation		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> - show commitment in family taking activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. 	<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>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 38		
Learning Indicator(s)	B5.5.3.1.1		
Performance Indicator	Explain why people were unhappy in the country after the Second World War		
Strand	Journey to Independence		
Sub strand	The 1948 Riots		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. The learner who guess right wins	Show and discuss a documentary on the general state of affairs after the Second World War. –failure to honor the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc. Discuss with learners when the when was the Second World War fought and highlights in the documentary.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson	Learners to elaborate on what promises were made to the Gold Coast soldiers who fought in the war Discuss with learners why were people unhappy after the war? Discuss how government handled their grievances at the time.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5.1.1.1 B5.2.1.1		
Performance Indicator	Learners can make artworks created by Ghanaians and other Africans		
Strand	Visual Arts & Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>In our last visual arts lesson, we learnt how to make a recycled cardboard guitar using materials in the local community.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a recycled cardboard guitar.</p> <p>Demonstrate and guide learners to make a simple recycled cardboard guitar.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>In our last performing arts lesson, we learnt how to create our own dance moves based on the Bamaaya dance.</p> <p>Learners assumed the roles of drummers, flute players, singers, as well as the dancers</p> <p>Guide learners to determine the style and plan the dance.</p> <p>Show learners a video or pictures of the dance you want to teach.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Five		
Subject	GHANAIA N LANGUAGE		
Reference	Ghanaian Language curriculum Page 56		
Learning Indicator(s)	B5.5.5.1.1-3		
Performance Indicator	Learners can recognize and use other postpositions in sentences.		
Strand	Writing Conventions/ Usage		
Sub strand	Use Of Postpositions		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Let learners explore a poem.</p> <p>Illustrate by putting an object above, below, etc. for learners to discuss where the object is.</p> <p>Use postpositions to write phrases and sentences.</p> <p>Guide learners to read the phrases and sentences as a group.</p> <p>Guide learners to explore the use of other postpositions such as below and under in sentences.</p>	<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>Engage learners to sing songs and recite rhymes.</p> <p>"Itsy Bitsy Spider" The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Use postpositions to write phrases and sentences on the board.</p> <p>Let learners read the sentences as a group and in pairs.</p> <p>Let learners recognize postpositions in sentences.</p> <p>Let learners form sentences using the postpositions.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Write phrases and sentences leaving out the postpositions.</p> <p>Let learners fill them with the correct postpositions.</p> <p>Help learners to demonstrate the use of postpositions such as below and under in context.</p> <p>Let learners form sentences using the postpositions discussed.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

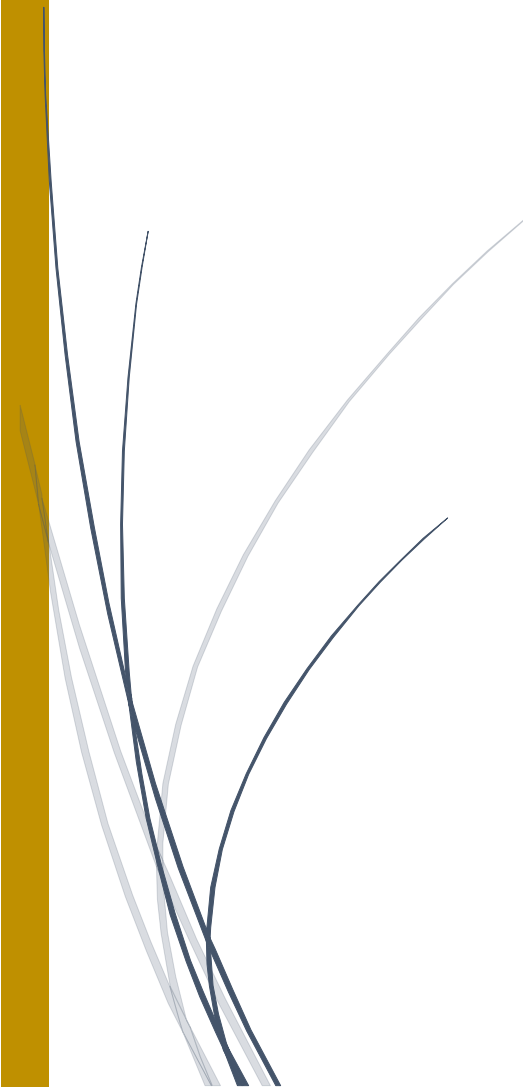
Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 65		
Learning Indicator(s)	B5.4.2.4.3		
Performance Indicator	Explain why dehydration impairs temperature regulation and physical and mental performance.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Body Composition		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop knowledge on dehydration and physical performance as well as speaking and listening			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>	<p>The body is made of 75% water. Water lubricates our joints and keeps the body temperature in check by releasing unwanted heat through sweat.</p> <p>The brain cell is composed mostly of water and the lack of it causes imbalance in the functioning of the brain.</p>	<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>Ask learners to summarize what they have learnt.</p>

Week Ending	
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B5.6.8.1.1-4
Performance Indicator	Describe the purpose and Identify components of Internet of Things.
Strand	Internet And Social Media
Sub strand	Internet of Things
Teaching/ Learning Resources	Computer sets, modem and Pictures.
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Guide learners to discuss the IoT in groups.</p> <p>Guide learners to give, explore and present in class examples of Internet of Things with a consumer part and an industrial/business segment.</p> <p>Guide learners to explore the components of the Internet of Things. e.g. Hardware, Data, Software and Connectivity.</p> <p>Guide learners to the explore the role of smart sensors in the Internet of Things e.g. Sensing and data collection capability such as climatic change (e.g. Electronic Doors, RFID, CCTV camera, etc.), define at least five terms and acronyms of IoT.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 10
BASIC FIVE

Several thin, curved lines in shades of blue and grey originate from the bottom left and curve upwards and to the right.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 10

BASIC FIVE

Name of School.....


Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.10.3.2-3. B5.2.8.1.3. B5.3.10.1.1. B5.4.15.1.1. B5.5.10.1.1. B5.6.1.1.1.	
Performance Indicator		<p>A. Learners can draw on prior knowledge to identify organizational structure of speech</p> <p>B. Learners can answer questions based on the passage read</p> <p>C. Learners can use prepositions to convey a variety of meanings:</p> <p>D. Learners can write to friends about events using appropriate letter formats</p> <p>E. Learners can use phonics knowledge to spell words</p> <p>F. Learners can read a variety of age- and level appropriate books.</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. <u>ORAL LANGUAGE</u> <i>(Presentation)</i></p> <p>Have learners listen to a speech and give the written text to them to read taking note of the features.</p> <p>Discuss the structure of a model speech with learners: e.g. i. Heading ii. Vocative Address iii. Introduction iv. Body</p> <p>Provide sample speeches for discussion to help learners generate ideas for their speeches.</p> <p>Together with learners, discuss the organizational structure of the speeches.</p> <p>In groups have pupils write and present a parallel speech. Have the class critique each group's work based on the discussed structures.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>B. <u>READING</u> <i>(Silent Reading)</i></p> <p>Learners pose and answer questions that clarify meaning and promote deeper understanding of a text.</p> <p>Questions can be generated by the learner, a peer or an adult. E.g. i. Why did the character do nothing? ii. How did it make them feel?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>C. GRAMMAR <i>(Prepositions)</i></p> <p>Revise prepositions such as those that convey meanings of position, time, direction, possession and comparison.</p> <p>Write examples of sentences to illustrate this. Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences.</p> <p>Introduce prepositions that show support or opposition in context. E.g. for you, against you.</p> <p>Let them identify these prepositions in texts they have read e.g. reading passages, stories, etc.</p> <p>Learners now write their own sentences with the prepositions.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.</p>	<p>D. WRITING <i>(Letter writing)</i></p> <p>In groups learners are given samples of friendly letters.</p> <p>Let them brainstorm and write the important features of the letter and other special things they identify in the letters.</p> <p>Learners present their information to the whole class to guide the class to learn about such letters.</p> <p>Guide learners in their groups to choose an imaginary friend they want to write to.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Friday</p>	<p>Engage learners to play the "Board Race" game</p> <p>Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted. The team with the highest score wins!</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Spelling)</i></p> <p>In groups, learners plan a spelling activity. Each selects a number of words. Learners create a context E.g. i. It is eaten at Christmas. ii. It is made of flour, eggs, sugar etc. iii. It is baked.</p> <p>Learners identify the word, say it, spell and use it in a sentence. This is a writing activity that can be done among two groups.</p> <p>The scores are recorded and the champions rewarded.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

	<p>Learners play “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;"><u>F.EXTENSIVE READING</u></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>
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Week Ending			
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 107-108		
Learning Indicator(s)	B5.4.1.1.1-2		
Performance Indicator	Explain the difference between first-hand and second-hand data with examples.		
Strand	Geometry And Measurement		
Sub strand	Data Collection & Organization		
Teaching/ Learning Resources	Class registers, school based assessment		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Take learners through math mental to solve the following.</p> $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	<p>Explain first-hand data as data that you collect on your own; and second-hand data is data that has been collected and organized by somebody else.</p> <p>E.g. Mrs. Acquaye's class studied the weather. The learners measured the rainfall for 5 days (Monday to Friday). For her class these results are first-hand data. But for another class these results are second-hand data.</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 may need special help.</p>
Tuesday	<p>Take learners through math mental to solve the following.</p> $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	<p>Explain first-hand data as data that you collect on your own; and second-hand data is data that has been collected and organized by somebody else.</p> <p>E.g. Mrs. Acquaye's class studied the weather. The learners measured the rainfall for 5 days (Monday to Friday). For her class these results are first-hand data. But for another class these results are second-hand data.</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 may need special help.</p>
Wednesday	<p>Take learners through math mental to solve the following.</p> $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>Have learners to look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc.</p> <p>Ask learners to study the second-hand data on the league table and write questions for their friends to read and interpret the data. E.g. Which team has not lost in a match? Which team has won only one match?</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 may need special help.</p>



		<table border="1"> <thead> <tr> <th>Team</th> <th>P</th> <th>W</th> <th>D</th> <th>L</th> <th>F</th> <th>A</th> <th>Pts</th> </tr> </thead> <tbody> <tr> <td>Hearts</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>4</td> <td>1</td> <td>6</td> </tr> <tr> <td>Kotoko</td> <td>2</td> <td>1</td> <td>0</td> <td>1</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>Dwafts</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Gold Feilds</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	Team	P	W	D	L	F	A	Pts	Hearts	2	2	0	0	4	1	6	Kotoko	2	1	0	1	3	3	3	Dwafts	2	0	1	1	0	1	1	Gold Feilds	2	0	1	1	0	2	1	
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Thursday	<p>Take learners through math mental to solve the following.</p> $\square - 4 = 1$ $14 - \square = 7$ $8 + \square = 14$ $18 - \square = 9$	<p>Have learners to look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc.</p> <p>Ask learners to study the second-hand data on the league table and write questions for their friends to read and interpret the data. E.g. Which team has not lost in a match? Which team has won only one match?</p> <table border="1"> <thead> <tr> <th>Team</th> <th>P</th> <th>W</th> <th>D</th> <th>L</th> <th>F</th> <th>A</th> <th>Pts</th> </tr> </thead> <tbody> <tr> <td>Hearts</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>4</td> <td>1</td> <td>6</td> </tr> <tr> <td>Kotoko</td> <td>2</td> <td>1</td> <td>0</td> <td>1</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>Dwafts</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Gold Feilds</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	Team	P	W	D	L	F	A	Pts	Hearts	2	2	0	0	4	1	6	Kotoko	2	1	0	1	3	3	3	Dwafts	2	0	1	1	0	1	1	Gold Feilds	2	0	1	1	0	2	1	<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 may need special help.</p>
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Friday	<p>Take learners through math mental to solve the following.</p> $2 + \square = 7$ $\square + 1 = 9$ $\square - 1 = 2$ $\square + 6 = 11$	<p>Have learners to look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc.</p> <p>Ask learners to study the second-hand data on suggested number of 30 minutes periods that Ghanaian primary school children learn certain subjects every week. Ask them to write questions for their friends to read and interpret the data.</p> <table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="3">Number of weekly periods in each class</th> </tr> <tr> <th colspan="3">Upper primary</th> </tr> <tr> <th></th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Mathematics</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>National language</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>Environmental studies</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Integrated sciences</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	Subject	Number of weekly periods in each class			Upper primary				P4	P5	P6	English	10	10	10	Mathematics	10	10	10	National language	6	6	6	Environmental studies	5	5	5	Integrated sciences	5	5	5	<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 may need special help.</p>									
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Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 31		
Learning Indicator(s)	B5.5.3.1.1		
Performance Indicator	Identify the raw materials used in some local industries		
Strand	Humans & The Environment		
Sub strand	Science and Industry		
Teaching/ Learning Resources	Gari, kenkey, shea butter, cooking oil, blacksmith, basketry		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>Take learners to a local basketry or pottery production site or show videos of such ventures.</p> <p>Learners observe critically and identify the raw materials used in the various industries.</p>  <p>Engage the learners in a matching activity to match some local products with their raw materials.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Take learners to a local carpentry site or show videos of such ventures.</p> <p>Learners observe critically and identify the raw materials used in the carpentry industry</p> <p>Learners plan and design a factory in their locality, showing the raw materials they use and the finished products</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 40		
Learning Indicator(s)	B5.4.4.1.1		
Performance Indicator	Participate in transplanting seedlings		
Strand	Our Nation Ghana		
Sub strand	Farming In Ghana		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Let learners prepare plant house or garden boxes or garden beds for transplanting.</p> <p>Fill them with fertile soil or plant medium; make holes at correct spacing and water ready for seedlings.</p> <p>Ensure that seedlings are ready for transplanting. Water seedlings before transplanting.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Use the right tools e.g. hand trowel to lift seedlings from seedbed, use dibber to make holes at the right depth.</p> <p>Visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write weekly report.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 5.2.1.1:		
Performance Indicator	Discuss the importance of being a responsible member of the family.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles Relationship in the family & Character Formation		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> - show commitment in family taking activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. 	<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>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 38		
Learning Indicator(s)	B5.5.3.1.1		
Performance Indicator	Explain why people were unhappy in the country after the Second World War		
Strand	Journey to Independence		
Sub strand	The 1948 Riots		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. The learner who guess right wins	Show and discuss a documentary on the general state of affairs after the Second World War. –failure to honor the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc. Discuss with learners when the when was the Second World War fought and highlights in the documentary.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson	Learners to elaborate on what promises were made to the Gold Coast soldiers who fought in the war Discuss with learners why were people unhappy after the war? Discuss how government handled their grievances at the time.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5.1.2.2 B5.1.2.3		
Performance Indicator	Learners can experiment with available relevant visual arts media and methods to create own visual artworks		
Strand	Visual Arts & Performing Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> 	<p>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Show learners pictures of the dance for them to talk about it.</p> 	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Adowa dance</p> <p>Guide learners to determine the style and plan for the dance. Show learners a video or pictures of the dance.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 62		
Learning Indicator(s)	B5.5.7.1.1-3		
Performance Indicator	Learners can write seven and eight letter words correctly.		
Strand	Writing Conventions/ Usage		
Sub strand	Integrating Grammar In Written Language (Spelling)		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite rhymes Ding dong bell. Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	Let learners say the letters of the alphabet. Introduce learners to vocabulary words in a passage. Help learners to write seven and eight letter words correctly. Let learners narrate a short story they have heard before. Share the class Readers or Reading books to the learners and lead them to read a passage. Write the first paragraph of the passage on the board taking out some words. Let learners fill in missing the words from short passage.	Ask learners questions to review their understanding of the lesson. 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	Write some words on the board and lead learners to mention the words. Let learners mention and spell the words as a group. Call learners to mention the words individually. Introduce learners to words that have missing letters. Let students to fill in missing letters from words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes Row, Row, Row Your Boat" Row, row, row your boat, Gently down the stream.	Let learners sing a familiar work song. Write some words on the board and lead learners to pronounce the words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

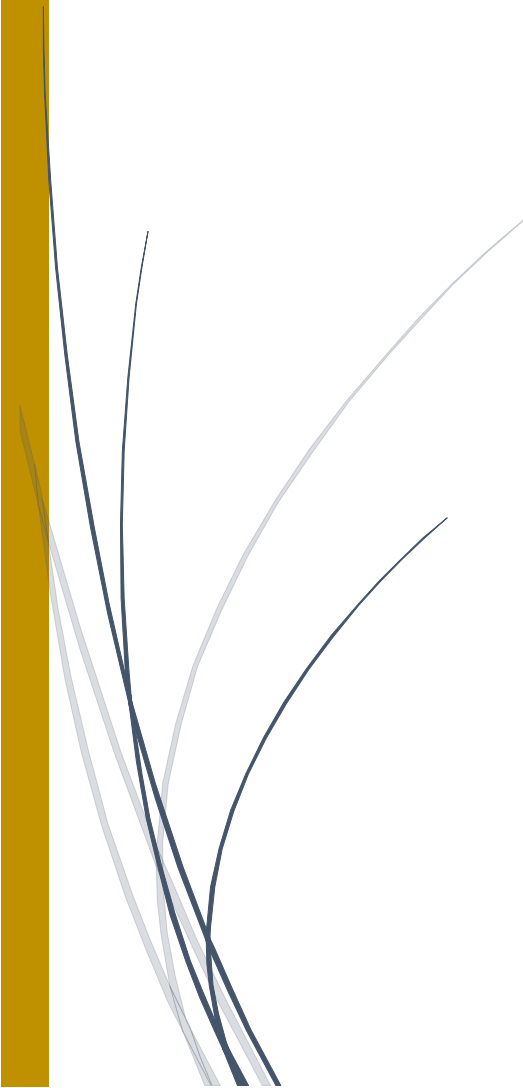
	<p>Merrily, merrily, merrily, merrily, Life is but a dream. Engage learners to sing songs and recite rhymes</p>	<p>Let learners pronounce the words individually.</p> <p>Introduce learners to a short passage and lead learners to read the passage.</p> <p>Dictate the first four sentences of the passage to learners to write.</p> <p>Let learners exchange their works and discuss their works with them</p>	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 66		
Learning Indicator(s)	B5.4.4.4.5		
Performance Indicator	List factors that cause injuries when using PE equipment.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Substance		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: As learners list factors that cause injuries they develop their cognitive domain.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners explains that injuries may occur when the learner had not gone through proper warm-up and stretching.</p> <p>Warm up prevents injuries to the muscles and the joints, increases the elasticity in the muscles to adapt to the ensuing vigorous activities.</p> <p>Teacher should ensure that the environment and the equipment are safe for use.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 27		
Learning Indicator(s)	B5.6.9.1.1-2.		
Performance Indicator	Learners can describe private and personal information. Learners can discuss various techniques on online protection from online identity theft.		
Strand	Internet And Social Media		
Sub strand	Digital Literacy		
Teaching/ Learning Resources	Mobile phones, Computer sets, modem and Pictures		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Encourage learners to tell you what they know about private and personal information online. Ask leading questions to help them bring out points they could not make out. Guide learners to discuss security measures online such as logging out after browsing, etc.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

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SAMPLE LESSON NOTES-WEEK 11
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 a sense of movement and design.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 11

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.10.3.4. B5.2.10.1.1. B5.3.10.1.1. B5.4.15.1.1. B5.5.10.1.1. B5.6.1.1.1.	
Performance Indicator		<p>A. Learners can support ideas and points of view by integrating selected visual and audio resources.</p> <p>B. Learners can summarize level-appropriate texts/passages orally.</p> <p>C. Learners can use prepositions to convey a variety of meanings.</p> <p>D. Learners can write to friends about events using appropriate letter formats.</p> <p>E. Learners can use phonics knowledge to spell words.</p> <p>F. Learners can read a variety of age- and level appropriate books.</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p><u>There Was a Crooked Man"</u> There was a crooked man, and he walked a crooked mile. He found a crooked sixpence upon a crooked stile. He bought a crooked cat, which caught a crooked mouse, And they all lived together in a little Crooked house.</p>	<p style="text-align: center;">A. <u>ORAL LANGUAGE</u></p> <p>Through discussion, guide learners to select facts and ideas from one or more sources such as print sources and non-print sources appropriate to the purpose, audience, context and culture.</p> <p>Encourage learners to ask questions for clarity.</p> <p>Select a sample written speech and through discussion help learners to identify discourse markers E.g. "Let us look at," also, " To sum up," "Finally".</p> <p>Learners write and use the appropriate words in both formal and informal situations.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to solve this riddle</p> <p>There are three houses. One is red, one is blue and one is white. If the red house is to the left of the house in the middle, and the blue house is to the right of the house in the middle, where is the white house?</p>	<p style="text-align: center;">B. <u>READING</u></p> <p>Present learners with a level appropriate passage. Help them through the difficult words by explaining them in context.</p> <p>Learners identify the most important ideas in the passage read and restate them in their own words.</p> <p>E.g. i. Can you retell the story? ii. Who are the main characters?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		<p>iii. What is the setting? iv. What are the main events? (use herringbone or story map as strategies)</p>	
Wednesday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask the students to write down as many items they remember on a piece of paper.</p> <p>Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p>C. GRAMMAR</p> <p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences.</p> <p>Introduce prepositions that show support or opposition in context. E.g. for you, against you.</p> <p>Let them identify these prepositions in texts they have read e.g. reading passages, stories, etc.</p> <p>Learners now write their own sentences with the prepositions.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>D. WRITING</p> <p>In groups learners are given samples of friendly letters.</p> <p>Let them brainstorm and write the important features of the letter and other special things they identify in the letters.</p> <p>Learners present their information to the whole class to guide the class to learn about such letters.</p> <p>Guide learners in their groups to choose an imaginary friend they want to write to.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners in a debate on the topic. "should children be allowed to watch television or not at all"</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Spelling)</p> <p>In groups, learners plan a spelling activity. Each selects a number of words. Learners create a context E.g. i. It is eaten at Christmas. ii. It is made of flour, eggs, sugar etc. iii. It is baked.</p> <p>Learners identify the word, say it, spell and use it in a sentence. This is a writing activity that can be done among two groups.</p> <p>The scores are recorded and the champions rewarded.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</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;"><u>F.EXTENSIVE READING</u></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>
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Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 108
Learning Indicator(s)	B5.4.1.2.1. B5.4.1.2.2
Performance Indicator	Learners can draw double bar graphs
Strand	Geometry And Measurement
Sub strand	Data Collection & Organization
Teaching/ Learning Resources	Class registers, school based assessment
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																					
Monday	<p>Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1).</p> <p>Divide the class into groups. One person from each group countdown the range without breaking.</p> <p>The group with the highest score wins!</p>	<p>Give students data presented in a table about the tallest tree of each species in the Ghana.</p> <table border="1"> <thead> <tr> <th colspan="2">Tallest Trees</th> </tr> <tr> <th>Tree</th> <th>Height in Feet</th> </tr> </thead> <tbody> <tr> <td>White Pine</td> <td>160</td> </tr> <tr> <td>Black Cherry</td> <td>115</td> </tr> <tr> <td>White Ash</td> <td>145</td> </tr> <tr> <td>Red Spruce</td> <td>130</td> </tr> <tr> <td>Sugar Maple</td> <td>135</td> </tr> <tr> <td>Red Pine</td> <td>115</td> </tr> </tbody> </table>	Tallest Trees		Tree	Height in Feet	White Pine	160	Black Cherry	115	White Ash	145	Red Spruce	130	Sugar Maple	135	Red Pine	115	<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 may need special help.</p>					
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Tuesday	<p>Engage learners to solve this brain teaser</p> <p>A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?</p> <p>Answer: 7</p>	<p>Give students data presented in a table on rainfall in mm for two towns to draw a double bar graph complete with title, labelled axes, key.</p> <table border="1"> <thead> <tr> <th></th> <th>January</th> <th>February</th> <th>March</th> <th>April</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>Kumasi</td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>50</td> <td>45</td> </tr> <tr> <td>Oda</td> <td>3</td> <td>10</td> <td>13</td> <td>25</td> <td>40</td> <td>50</td> </tr> </tbody> </table>		January	February	March	April	May	June	Kumasi	5	10	15	20	50	45	Oda	3	10	13	25	40	50	<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 may need special help.</p>
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Kumasi	5	10	15	20	50	45																		
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Wednesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count</p>	<p>Give students more paired data presented in tables.</p> <p>Ask them to study the paired data in the tables and ask them questions based on them. Also ask them to write questions for their friends to</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>																					

	<p>We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>read and interpret the data. For instance some questions can be</p> <p>(i) In which subject was Fusena's worse performance? (ii) How many pupils are in the upper primary classes in Presby? (iii) When was the best day for Senasco shop?</p>	<p>Give remedial learning to those who may need special help.</p>
Thursday	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=44$ $3+3=96$ $4+4=168$ $5+5=2510$</p> <p>Then: $6+6=?$</p> <p>Answer: 3612</p>	<p>Ask learners to draw double bar graphs complete with title, labelled axes, key for the paired data presented in the tables on</p> <p>(i) percentage test scores of 2 students; (ii) enrolment in 2 schools in a town; sales of two of bread in two shops in a week; etc. used in a variety of print and electronic media, such as newspapers, magazines, and the internet.</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 may need special help.</p>
Friday	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Provide opportunities for learners to access, read and interpret examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines and the internet</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 may need special help.</p>


Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page 32
Learning Indicator(s)	B5.5.4.1.1
Performance Indicator	Identify the impact of deforestation on climate change
Strand	Humans & The Environment
Sub strand	Climate Change
Teaching/ Learning Resources	Pictures and charts.
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Put learners into groups and let them discuss the importance of trees in the environment.</p>  <p>Take them on a trip around the school environs and help them to appreciate the importance of trees such as provision of shade, food, fresh air, production of rain, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners brainstorm on what will happen if people continuously cut down trees.</p> <p>The loss of trees and other vegetation can cause climate change, desertification, soil erosion, fewer crops, floods and increased greenhouse gases in the atmosphere.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 41		
Learning Indicator(s)	B5.5.1.1.1		
Performance Indicator	Describe the economic exchanges between Ghana and her neighbors		
Strand	My Global Community		
Sub strand	Our Neighboring Countries		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Learners watch picture/videos of economic exchanges between Ghana and her neighbors e.g. trade, work.</p> <p>Learners describe the types of goods exchanged between Ghana and her neighbors e.g. tomatoes, onions, clothes</p>	<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>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>Learners write essays on the importance of the exchange of goods e.g. for food, clothes</p> <p>Learners to role-play some of the economic exchanges between Ghana and her neighbors.</p>	<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>

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 5.2.1.1:		
Performance Indicator	Discuss the importance of being a responsible member of the family.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles Relationship in the family & Character Formation		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> - show commitment in family taking activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. 	<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>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 38		
Learning Indicator(s)	B5.5.3.1.1		
Performance Indicator	Explain why people were unhappy in the country after the Second World War		
Strand	Journey to Independence		
Sub strand	The 1948 Riots		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. The learner who guess right wins	Show and discuss a documentary on the general state of affairs after the Second World War. –failure to honor the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc. Discuss with learners when the when was the Second World War fought and highlights in the documentary.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson	Learners to elaborate on what promises were made to the Gold Coast soldiers who fought in the war Discuss with learners why were people unhappy after the war? Discuss how government handled their grievances at the time.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5.2.3.4. B5.2.3.5.		
Performance Indicator	Learners can plan a display of own portfolio of artworks to educate and share creative experiences of artworks		
Strand	Visual Arts & Performing Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 61		
Learning Indicator(s)	B5.5.6.1.1-3		
Performance Indicator	Learners can exhibit knowledge of different types of conjunctions in writing.		
Strand	Writing Conventions/ Usage		
Sub strand	Use Of Simple & Compound Sentences		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Let learners form simple sentences.</p> <p>Let them read the sentences as a group.</p> <p>Use simple sentences to form compound sentences on the board.</p> <p>In groups, let learners form compound sentences from simple sentences.</p> <p>Let learners present their sentences to the class.</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>Engage learners to sing songs and recite rhymes</p> <p><u>Hot Cross Buns</u> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!</p>	<p>Let learners form simple sentences and read them to the class.</p> <p>Discuss conjunctions with learners. Write some conjunctions on the board and lead learners to say them.</p> <p>Use different types of conjunctions to form sentences.</p> <p>Let learners form sentences using the conjunctions.</p> <p>Let learners understand different types of conjunctions in writing.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>Use different types of conjunctions to form sentences.</p> <p>In pairs, let learners form compound sentences with conjunctions and read their sentences to the class</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 55		
Learning Indicator(s)	B5.5.4.5.4		
Performance Indicator	Distinguish between acts of physical courage and physically reckless acts.		
Strand	Values And Psycho-Social Concepts		
Sub strand	Group Dynamics		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: learners develop personal and social skills such as cooperation, fair- play, peace, teamwork and cooperation.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners identify the difference between physical courage as taking action but care and physically reckless as taking action without care.</p> <p>The former has the key characteristics of observing the rules of the game or sports.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 28		
Learning Indicator(s)	B5.6.10.1.1.-2		
Performance Indicator	Learners can recognize rules that governs the use of the internet.		
Strand	Internet And Social Media		
Sub strand	Network Etiquette		
Teaching/ Learning Resources	Mobile phones, Computer sets, modem and Pictures		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Show learners pictures or short videos on current trends of technology in the world.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to explain digital footprint. <i>Digital footprints is the digital evidence of a person's activities and interactions with others on the internet, mobile devices, etc.</i></p> <p>Illustrate how to keep some information from public when using the internet. e.g. i. <i>Not disclosing your passwords to others</i> ii. <i>do not scam</i> iii. <i>avoid phishing</i></p> <p>Guide learners to avoid posting personal information.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>