MY QUEEN SAMPLE TERM ONE RECOVERY LESSON PLAN BASIC FIVE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 – 12

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TERM ONE BASIC FIVE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

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GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils

ENGLISH LANGUAGE

TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
PHONICS	PHONICS	VOCABULARY
NOUNS	NOUNS	NOUNS
PENMANSHIP AND	PENMANSHIP AND	PARAGRAPH DEVELOPMENT
HANDWRITING	HANDWRITING	
USING CAPITALISATION	USING CAPITALISATION	NAMING WORDS/NOUNS
BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
SONGS	SONGS	POEMS
POEMS		
PHONICS	WORD FAMILIES: MINIMAL PAIRS	VOCABULARY
	AND COMMON DIGRAPHS	
NOUNS	NOUNS	NOUNS
PARAGRAPH DEVELOPMENT	PENMANSHIP AND	PARAGRAPH DEVELOPMENT
	HANDWRITING	
USING CAPITALISATION	USING CAPITALISATION	NAMING WORDS/NOUNS
BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
STORY TELLING	POEMS	DRAMATIZATION AND ROLE
		PLAY
WORD FAMILIES	WORD FAMILIES: MINIMAL PAIRS	COMPREHENSION
	AND COMMON DIGRAPHS	
NOUNS	DETERMINERS	DETERMINERS
PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
	NOUNS PENMANSHIP AND HANDWRITING USING CAPITALISATION BUILDING THE LOVE AND CULTURE OF READING SONGS POEMS PHONICS NOUNS PARAGRAPH DEVELOPMENT USING CAPITALISATION BUILDING THE LOVE AND CULTURE OF READING STORY TELLING WORD FAMILIES NOUNS PARAGRAPH DEVELOPMENT USING PUNCTUATION BUILDING THE LOVE AND	NOUNS PENMANSHIP AND PENMANSHIP AND HANDWRITING HANDWRITING USING CAPITALISATION BUILDING THE LOVE AND CULTURE OF READING SONGS POEMS PHONICS WORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS NOUNS PARAGRAPH DEVELOPMENT BUILDING THE LOVE AND CULTURE OF READING VORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS USING CAPITALISATION BUILDING THE LOVE AND CULTURE OF READING CULTURE OF READING STORY TELLING WORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS WORD FAMILIES WORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS NOUNS DETERMINERS PARAGRAPH DEVELOPMENT USING PUNCTUATION NAMING WORDS/NOUNS BUILDING THE LOVE AND BUILDING THE LOVE AND DETERMINERS PARAGRAPH DEVELOPMENT USING PUNCTUATION NAMING WORDS/NOUNS

4	IIFI ACQUAH DRAMATIZATION AND ROLE	STORY TELLING	CONVERSATION
·	PLAY	STORT TELERING	CONVENSION
	DIPHTHONGS	BLENDS AND CONSONANT	COMPREHENSION
	DIPHTHONGS		COMPREHENSION
		CLUSTERS	
	DETERMINERS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
5		DRAMATIZATION AND ROLE PLAY	CONVERSATION
	DRAMATIZATION AND ROLE	BLENDS AND CONSONANT	SILENT READING
	PLAY	CLUSTERS	
	BLENDS AND CONSONANT	VERBS	VERBS
	CLUSTERS		
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE
		605	WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
6	BUILDING THE LOVE AND	CONVERSATION - TALKING	LISTENING COMPREHENSION
	CULTURE OF READING	ABOUT ONESELF, FAMILY,	
		PEOPLE, CUSTOMS,	
		SOCIAL/CULTURAL VALUES AND	
		MANNERS	
	CONVERSATION	VOCABULARY	FLUENCY
	VOCABULARY	VERBS	VERBS
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE
			WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING

BUILDING THE LOVE AND	LISTENING COMPREHENSION	PRESENTATION
	VOCABULARY	FLUENCY
COMPREHENSION		. 20 2.00
VOCABULARY	VERBS	CONJUNCTIONS
PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY
	,	WRITING
NARRATIVE WRITING	USING QUALIFYING WORDS-	USING SIMPLE, COMPOUND
	ADJECTIVES	AND COMPLEX SENTENCES
NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING
BUILDING THE LOVE AND	ASKING AND ANSWERING	PRESENTATION
CULTURE OF READING	QUESTIONS/ QUESTION TAGS	
LISTENING	COMPREHENSION	SUMMARISING
COMPREHENSION		
VOCABULARY	VERBS	CONJUNCTIONS
PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY
		WRITING
NARRATIVE WRITING	USING QUALIFYING WORDS-	USING SIMPLE, COMPOUND
	ADJECTIVES	AND COMPLEX SENTENCES
NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING
BUILDING THE LOVE AND	GIVING AND FOLLOWING	PRESENTATION
CULTURE OF READING	COMMANDS/	
	INSTRUCTIONS/DIRECTIONS AND	
	MAKING AND RESPONDING TO	
	REQUESTS	
ASKING AND ANSWERING	COMPREHENSION	SUMMARISING
QUESTIONS		
LISTENING	ADVERBS	MODALS
COMPREHENSION		
	PRONOUNS NARRATIVE WRITING NAMING WORDS/NOUNS BUILDING THE LOVE AND CULTURE OF READING LISTENING COMPREHENSION VOCABULARY PRONOUNS NARRATIVE WRITING NAMING WORDS/NOUNS BUILDING THE LOVE AND CULTURE OF READING ASKING AND ANSWERING QUESTIONS LISTENING	LISTENING COMPREHENSION VOCABULARY VERBS PRONOUNS CREATIVE/ FREE WRITING NARRATIVE WRITING USING QUALIFYING WORDS- ADJECTIVES NAMING WORDS/NOUNS BUILDING THE LOVE AND CULTURE OF READING BUILDING THE LOVE AND ASKING AND ANSWERING COMPREHENSION VOCABULARY VERBS PRONOUNS CREATIVE/ FREE WRITING NARRATIVE WRITING USING QUALIFYING WORDS- ADJECTIVES NAMING WORDS/NOUNS BUILDING THE LOVE AND CULTURE OF READING USING QUALIFYING WORDS- ADJECTIVES NAMING WORDS/NOUNS BUILDING THE LOVE AND CULTURE OF READING COMMANDS/ INSTRUCTIONS/DIRECTIONS AND MAKING AND RESPONDING TO REQUESTS COMPREHENSION QUESTIONS LISTENING ADVERBS

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	ADJECTIVES	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
10	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	GIVING AND FOLLOWING COMMANDS	COMPREHENSION	SUMMARISING
	LISTENING COMPREHENSION	ADVERBS	MODALS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
11	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING COMPREHENSION	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
12	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION

PRESENTATION	OU ENIT DE ABINIO	
	SILENT READING	SUMMARISING
LISTENING	IDIOMATIC EXPRESSIONS	PREPOSITIONS
COMPREHENSION		
VERBS	PERSUASIVE/ARGUMENTATIVE	LETTER WRITING
	WRITING	
DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING
USING ACTION WORDS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING
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by :	Signature:	Date :
	CONTRIL	
	TEL POOPULL	
	CILLIFICOTURING	
	FILL VOIDER	
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	ELLE LE CONTRACTOR LA CONTRACT	
	ENTER COLUMNIA.	

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SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING	LIVING AND NON-LIVING	MATERIALS
	THINGS	THINGS	
2	LIVING AND NON-LIVING	LIVING AND NON-LIVING	EARTH SCIENCE
	THINGS	THINGS	
3	MATERIALS	MATERIALS	EARTH SCIENCE
4	EARTH SCIENCE	EARTH SCIENCE	SOURCES AND FORMS OF
			ENERGY
5	EARTH SCIENCE	EARTH SCIENCE	PERSONAL HYGIENE AND
		(ل)	SANITATION
6	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	PERSONAL HYGIENE AND
			SANITATION
7	LIFE CYCLES OF ORGANISMS	SOURCES AND FORMS OF	DISEASES
		ENERGY	
8	THE HUMAN BODY SYSTEMS	SOURCES AND FORMS OF	DISEASES
		ENERGY	
9	THE SOLAR SYSTEM	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
10	ECOSYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
11	SOURCES AND FORMS OF	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ENERGY	SANITATION	
12	SOURCES AND FORMS OF	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ENERGY	SANITATION	

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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	NATURE OF GOD	MY FAMILY AND THE	MY FAMILY AND THE
		COMMUNITY	COMMUNITY
2	NATURE OF GOD	MY FAMILY AND THE	MY FAMILY AND THE
		COMMUNITY	COMMUNITY
3	MYSELF	THE ENVIRONMENT AND THE	THE ENVIRONMENT AND THE
		WEATHER	WEATHER
4	MY FAMILY AND THE	FESTIVALS	BEING A CITIZEN
	COMMUNITY		
5	HOME AND SCHOOL	BASIC HUMAN RIGHTS	BEING A CITIZEN
6	THE ENVIRONMENT AND THE	BEING A LEADER	AUTHORITY AND POWER
	WEATHER		
7	PLANTS AND ANIMALS	BEING A CITIZEN	FARMING IN GHANA
8	MAP MAKING AND LAND	BEING A CITIZEN	OUR NEIGHBOURING
	MARKS		COUNTRIES
9	POPULATION AND	AUTHORITY AND POWER	OUR NEIGHBOURING
	SETTLEMENT		COUNTRIES
10	WORSHIP	AUTHORITY AND POWER	OUR NEIGHBOURING
	I De		COUNTRIES
11	WORSHIP	RESPONSIBLE USE OF	OUR NEIGHBOURING
		RESOURCES	COUNTRIES
12	WORSHIP	RESPONSIBLE USE OF	OUR NEIGHBOURING
		RESOURCES	COUNTRIES

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COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	GENERATION OF	GENERATION OF COMPUTERS	GENERATION OF
	COMPUTERS AND PARTS OF A	AND PARTS OF A COMPUTER	COMPUTERS AND PARTS OF A
	COMPUTER AND OTHER	AND OTHER GADGETS	COMPUTER AND OTHER
	GADGETS		GADGETS
2	INTRODUCTION TO MS-	INTRODUCTION TO MS-	INTRODUCTION TO MS-
	WINDOWS INTERFACE	WINDOWS INTERFACE	WINDOWS INTERFACE
	(DESKTOP BACKGROUND AND	(DESKTOP BACKGROUND AND	(DESKTOP BACKGROUND AND
	LOCATIONS OF THE	LOCATIONS OF THE	LOCATIONS OF THE
	COMPUTER.)	COMPUTER.)	COMPUTER.)
3	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE
4	TECHNOLOGY IN THE	TECHNOLOGY IN THE	TECHNOLOGY IN THE
	COMMUNITY	COMMUNITY	COMMUNITY
	(COMMUNICATION)	(COMMUNICATION)	(COMMUNICATION)
		INTRODUCTION TO MS-	
		POWERPOINT (TABS AND	
		RIBBONS OF MS-POWERPOINT)	
	191	INTRODUCTION TO WORD	
		PROCESSING (TABS AND	
		RIBBONS OF WORD	
		PROCESSING)	
5	INTRODUCTION TO MS-	INTRODUCTION TO	INTRODUCTION TO
	POWERPOINT (TABS AND	DATABASES, ALGORITHM AND	DATABASES, ALGORITHM AND
	RIBBONS OF MS-POWERPOINT)	PROGRAMMING	PROGRAMMING.
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	INTRODUCTION TO WORD		
	PROCESSING (TABS AND		
	RIBBONS OF WORD		
	PROCESSING)		
6	INTRODUCTION TO	INTRODUCTION TO	INTRODUCTION TO
	DATABASES, ALGORITHM AND	ELECTRONIC	ELECTRONIC SPREADSHEET
	PROGRAMMING.	SPREADSHEET(TABS AND	
		RIBBONS MANIPULATION)	NETWORK OVERVIEW
		NETWORK OVERVIEW	
7	INTRODUCTION TO	WEB BROWSERS AND WEB	WEB BROWSERS AND WEB
	ELECTRONIC SPREADSHEET	PAGES	PAGES
		, 50	
	NETWORK OVERVIEW		
8	WEB BROWSERS AND WEB	SURFING THE WORLD WIDE	SURFING THE WORLD WIDE
	PAGES	WEB	WEB
		FAVOURITE PLACES AND	FAVOURITE PLACES AND
		SEARCH ENGINE	SEARCH ENGINE
	all	USING ONLINE FORMS	USING ONLINE FORMS
9	SURFING THE WORLD WIDE	CUSTOMIZING YOUR BROWSER	CUSTOMISING YOUR BROWSER
	WEB		
10	FAVOURITE PLACES AND	ELECTRONIC EMAIL	ELECTRONIC EMAIL
	SEARCH ENGINE		
	USING ONLINE FORMS		INTERNET OF THINGS (IOT)
11	CUSTOMISING YOUR BROWSER	INTERNET OF THINGS (IOT)	DIGITAL LITERACY
12	ELECTRONIC EMAIL	DIGITAL LITERACY	HEALTH AND SAFETY IN USING
			ICT TOOLS

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MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	COUNTING, REPRESENTATION	FRACTIONS	ALGEBRAIC EXPRESSIONS
	& CARDINALITY		
2	COUNTING, REPRESENTATION	FRACTIONS	LINES AND SHAPES.
	& CARDINALITY		MEASUREMENT -PERIMETER, AREA,
			CAPACITY/VOLUME AND ANGLE
3	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT
	& CARDINALITY		100
4	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT
	& CARDINALITY	, 5	J.
5	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT - ANGLES
	& CARDINALITY		
6	COUNTING, REPRESENTATION	FRACTIONS	GEOMETRIC REASONING
	& CARDINALITY		
7	COUNTING, REPRESENTATION	PATTERNS AND	INTERPRETATION AND ANALYSIS
	& CARDINALITY	RELATIONSHIPS	DATA COLLECTION, ORGANISATION,
	X		PRESENTATION,
8	COUNTING, REPRESENTATION	PATTERNS AND	INTERPRETATION AND ANALYSIS
	& CARDINALITY	RELATIONSHIPS	DATA COLLECTION, ORGANISATION,
			PRESENTATION,
9	COUNTING, REPRESENTATION	PATTERNS AND	CHANCE (PROBABILITY)
	& CARDINALITY	RELATIONSHIPS	
10	COUNTING, REPRESENTATION	PATTERNS AND	CHANCE (PROBABILITY)
	& CARDINALITY	RELATIONSHIPS	
11	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)
12	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)

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WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	
2	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	
3	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	100
4	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	
5	GOD THE	RELIGIOUS FESTIVALS IN THE THREE	AUTHORITY AND OBEDIENCE
	CREATOR	MAJOR RELIGIONS IN GHANA	
6	GOD THE	RELIGIOUS FESTIVALS IN THE THREE	AUTHORITY AND OBEDIENCE
	CREATOR	MAJOR RELIGIONS IN GHANA	
7	THE	MINISTRY OF THE LEADERS OF THE	AUTHORITY AND OBEDIENCE
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	
8	THE	MINISTRY OF THE LEADERS OF THE	AUTHORITY AND OBEDIENCE
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	
9	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION
10	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION
11	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION
12	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION

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HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST
			MOVEMENTS
2	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST
			MOVEMENTS
3	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST
			MOVEMENTS
4	THE PEOPLE OF GHANA	ECONOMIC	EARLY PROTEST
		DEVELOPMENT	MOVEMENTS
5	THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND
			AFTER
6	SOME SELECTED INDIVIDUALS	ECONOMIC	THE 1948 RIOTS AND
		DEVELOPMENT	AFTER
7	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
			AFTER
8	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
			AFTER
9	INTERNATIONAL TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	INCLUDING THE SLAVE TRADE		AFTER
10	INTERNATIONAL TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	INCLUDING THE SLAVE TRADE		AFTER
11	COLONISATION AND	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	DEVELOPMENTS UNDER		AFTER
	COLONIAL RULE IN GHANA		
12	COLONISATION AND	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	DEVELOPMENTS UNDER COLONIAL RULE IN GHANA		AFTER
L	SSESTATIVE ROLL IN GITALIA		

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CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	THINKING AND EXPLORING	THINKING AND EXPLORING	THINKING AND EXPLORING
	(VISUAL ARTS)	(VISUAL ARTS)	(VISUAL ARTS)
2	THINKING AND EXPLORING	THINKING AND EXPLORING	THINKING AND EXPLORING
	(PERFORMING ARTS)	(PERFORMING ARTS)	(PERFORMING ARTS)
3	THINKING AND EXPLORING IDEAS	PLANNING, MAKING AND	PLANNING, MAKING AND
	(VISUAL ARTS)	COMPOSING	COMPOSING
		(VISUAL ARTS)	(VISUAL ARTS)
4	PLANNING, MAKING AND	PLANNING, MAKING AND	PLANNING, MAKING AND
	COMPOSING	COMPOSING	COMPOSING
	(PERFORMING ARTS)	(PERFORMING ARTS)	(PERFORMING ARTS)
5	PLANNING, MAKING AND	DISPLAYING AND SHARING	DISPLAYING AND SHARING
	COMPOSING	(VISUAL ARTS)	(VISUAL ARTS)
	(VISUAL ARTS)		
6	PLANNING, MAKING AND	DISPLAY AND SHARING	DISPLAY AND SHARING
	COMPOSING	(PERFORMING ARTS)	(PERFORMING ARTS)
	(PERFORMING ARTS)		
7	DISPLAYING AND SHARING	APPRECIATING AND	APPRECIATING AND
	(VISUAL ARTS)	APPRAISING	APPRAISING
	B1	(VISUAL ARTS)	(VISUAL ARTS)
8	DISPLAYING AND SHARING	APPRECIATING AND	APPRECIATING AND
	(PERFORMING ARTS)	APPRAISING	APPRAISING
		(PERFORMING ARTS)	(PERFORMING ARTS)
9	DISPLAYING AND SHARING /	APPRECIATING AND	APPRECIATING AND
	APPRECIATING AND APPRAISING	APPRAISING	APPRAISING
	(VISUAL AND	(VISUAL ARTS)	(VISUAL ARTS)
	PERFORMING ARTS)		
10	DISPLAYING AND SHARING /	APPRECIATING AND	APPRECIATING AND

	APPRECIATING AND	APPRAISING	APPRAISING
	APPRAISING	(PERFORMING ARTS)	(PERFORMING ARTS)
	(VISUAL AND		
	PERFORMING ARTS)		
11	APPRECIATING AND	DISPLAY AND SHARING	DISPLAY AND SHARING
	APPRAISING	SCHOOL-BASED PROJECT	SCHOOL-BASED PROJECT
	(VISUAL AND	(VISUAL AND	(VISUAL AND
	PERFORMING ARTS)	PERFORMING ARTS)	PERFORMING ARTS)
12	APPRECIATING AND	APPRECIATING AND	APPRECIATING AND
	APPRAISING	APPRAISING	APPRAISING
	(VISUAL AND	(VISUAL AND	(VISUAL AND
	PERFORMING ARTS)	PERFORMING ARTS)	PERFORMING ARTS)

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GHANAIAN LANGUAGE

I	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
SONGS	CONVERSATION	GIVING AND FOLLOWING
		COMMANDS/
POEMS		INSTRUCTIONS
LISTENING AND STORY TELLING	TALKING ABOUT ONESELF,	GIVING AND FOLLOWING
	FAMILY,	COMMANDS/
DRAMATISATION AND ROLE PLAY		INSTRUCTIONS
	PEOPLE AND PLACES / ASKING)
	AND ANSWERING	
PHONICS: LETTER SOUND	VOCABULARY (SIGHT AND	FLUENCY
KNOWLEDGE	CONTENT VOCABULARY) /	
	COMPREHENSION	
PHONICS: LETTER SOUND	SILENT READING	SUMMARISING
KNOWLEDGE		
VOCABULARY (SIGHT AND		
CONTENT VOCABULARY)		
PENMANSHIP/HANDWRITING	PENMANSHIP/	PENMANSHIP/
· Da.	HANDWRITING	HANDWRITING
NARRATIVE WRITING	DESCRIPTIVE WRITING /	LITERARY WRITING
	PERSUASIVE WRITING	
CREATIVE/ FREE WRITING	PERSUASIVE WRITING /	LETTER WRITING
	ARGUMENTATIVE WRITING	
DESCRIPTIVE WRITING	ARGUMENTATIVE WRITING	LETTER WRITING
	POEMS LISTENING AND STORY TELLING DRAMATISATION AND ROLE PLAY PHONICS: LETTER SOUND KNOWLEDGE PHONICS: LETTER SOUND KNOWLEDGE VOCABULARY (SIGHT AND CONTENT VOCABULARY) PENMANSHIP/HANDWRITING NARRATIVE WRITING CREATIVE/ FREE WRITING	DEFINITION AND STORY TELLING LISTENING AND STORY TELLING TALKING ABOUT ONESELF, FAMILY, DRAMATISATION AND ROLE PLAY PEOPLE AND PLACES / ASKING AND ANSWERING PHONICS: LETTER SOUND KNOWLEDGE PHONICS: LETTER SOUND KNOWLEDGE VOCABULARY (SIGHT AND COMPREHENSION SILENT READING KNOWLEDGE VOCABULARY (SIGHT AND CONTENT VOCABULARY) PENMANSHIP/HANDWRITING PENMANSHIP/ HANDWRITING NARRATIVE WRITING DESCRIPTIVE WRITING / PERSUASIVE WRITING / ARGUMENTATIVE WRITING

9	INTEGRATING GRAMMAR IN	GRAMMAR IN WRITTEN	INTEGRATING GRAMMAR
	WRITTEN LANGUAGE	LANGUAGE (USE OF ACTION	IN WRITTEN LANGUAGE
	(CAPITALIZATION)	WORDS)	(USE OF SIMPLE AND
		& (USE OF QUALIFYING	COMPOUND SENTENCES)
		WORDS)	
10	INTEGRATING GRAMMAR IN	INTEGRATING GRAMMAR IN	INTEGRATING GRAMMAR
	WRITTEN LANGUAGE	WRITTEN LANGUAGE (USE OF	IN WRITTEN LANGUAGE
	(PUNCTUATION)	POSTPOSITIONS) & (USE OF	(SPELLING)
		SIMPLE AND COMPOUND	(CONJUNCTIONS)
	INTEGRATING GRAMMAR IN	SENTENCES)	
	WRITTEN LANGUAGE (USE OF	(0)	
	ACTION WORDS)		
11	BUILDING THE LOVE AND	READING TEXTS, POEMS,	READING TEXTS, POEMS,
	CULTURE OF READING IN	NARRATIVES AND SHORT	NARRATIVE, AND SHORT
	LEARNERS	STORIES	STORIES AND RESPOND TO
		CO-	THEM
12	READ ALOUD WITH CHILDREN	READING TEXTS, POEMS,	READING TEXTS, POEMS,
		NARRATIVES AND SHORT	NARRATIVE, AND SHORT
		STORIES	STORIES AND RESPOND TO
			THEM

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PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	ENDURANCE
2	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	FLEXIBILITY
3	MANIPULATIVE SKILLS	RHYTHMIC SKILLS	BODY COMPOSITION
4	MANIPULATIVE SKILLS	SPACE AWARENESS	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	DYNAMICS	FITNESS PROGRAMME,
6	MANIPULATIVE SKILLS	RELATIONS	HEALTHY DIET
7	MANIPULATIVE SKILLS	BODY MANAGEMENT	SAFETY AND INJURIES
8	MANIPULATIVE SKILLS	STRATEGIES	SAFETY AND INJURIES,
9	MANIPULATIVE SKILLS	BODY MANAGEMENT	SELF-RESPONSIBILITY
10	MANIPULATIVE SKILLS	STRATEGIES	SOCIAL INTERACTION
11	MANIPULATIVE SKILLS	AEROBIC	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	STRENGTH	CRITICAL THINKING

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Termly Scheme of Learning (SOL) for B4 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Comprehension	B4.2.7.2.	B4.2.7.2.2	Word cards
	Grammar Usage At Word	Verbs	B4.3.5.1	B4.3.5.1.6.	sentence cards, class library
	Writing	Argumentative /Persuasive Writing	B4.4.13.2.	B4.4.13.2.2	
	Using Writing Conventions	Conjunctions	B4.5.8.1.1.	B4.5.8.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.1	B4.6.1.1.1.	
2	Oral Language	Giving and Following Commands	B4.1.9.1.	B4.1.9.1.2.	Word cards sentence cards,
	Reading	Comprehension	B4.2.7.2.	B4.2.7.2.3.	class library
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.7	
	Writing	Argumentative/ Persuasive Writing	B4.4.13.2	B4.4.13.2.3	
	Using Writing Conventions	Conjunctions	B4.5.8.1	B4.5.8.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1	B4.6.1.1.1.	
3	Oral Language	Presentation	B4.1.10.1	B4.1.10.1.1	Word cards
			B4.1.10.1.	B4.1.10.1.2.	sentence cards,
	Reading	Comprehension	B4.2.7.3.	B4.2.7.3.1	class library
	Grammar Usage At Word	Adverbs	B4.3.6.1	B4.3.6.1.1.	,
	Writing	Argumentative/ Persuasive Writing	B4.4.13.2	B4.4.13.2.4	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1	B4.5.9.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1	B4.6.1.1.1.	
4	Oral Language	Presentation	B4.1.10.2.	B4.1.10.2.1	Word cards
			B4.1.10.2.	B4.1.10.2.2	sentence cards,
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.1.	class library
	Grammar Usage At Word	Adverbs	B4.3.6.1.	B4.3.6.1.2	
	Writing	Argumentative/ Persuasive Writing	B4.4.13.2.	B4.4.13.2.4	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1	B4.5.9.1.1.	

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	Extensive	Building The Love And Culture	B6.6.1.1	B4.6.1.1.1.	
	Reading	Of Reading			
5	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.1	Word cards
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.2.	sentence cards,
	Grammar Usage	Idiomatic Expressions	B4.3.7.1.	B4.3.7.1.1	class library
	At Word	-			
	Writing	Expository/Informative	B4.4.14.1	B4.4.14.1.1.	_
		Writing			
	Using Writing	Using Simple, Compound and	B4.5.9.1	B4.5.9.1.2.	
	Conventions	Complex Sentences			
	Extensive	Building The Love And Culture	B6.6.1.1	B4.6.1.1.1.	_
	Reading	Of Reading			
6	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.2	Word cards
	Reading	Silent Reading	B4.2.8.1	B4.2.8.1.3.	sentence cards,
	Grammar Usage	Conjunctions	B4.3.8.1.	B4.3.8.1.1	class library
	At Word				
	Writing	Expository/Informative	B4.4.14.1	B4.4.14.1.1.	-
	_	Writing			
	Using Writing	Using Simple, Compound and	B4.5.9.1	B4.5.9.1.2.	_
	Conventions	Complex Sentences			
	Extensive	Building The Love And Culture	B6.6.1.1.1.	B6.6.1.1.1.	-
	Reading	Of Reading	Y		
7	Oral Language	Presentation	B4.1.10.3	B4.1.10.3.3.	Word cards
	Reading	Fluency	B4.2.9.1.	B4.2.9.1.1	sentence cards,
	Grammar Usage	Modals	B4.3.9.1	B4.3.9.1.1.	class library
	At Word				
	Writing	Expository/Informative	B4.4.14.2.	B4.4.14.2.1.	_
		Writing			
	Using Writing	Spelling	B4.5.10.1.	B4.5.10.1.1.	
	Conventions				
	Extensive	Building The Love And Culture	B6.6.1.1.1	B4.6.1.1.1.	
	Reading	Of Reading			
8	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.4	Word cards
	Reading	Fluency	B4.2.9.1.	B4.2.9.1.2	sentence cards,
	Grammar Usage	Prepositions	B4.3.10.1	B4.3.10.1.1	class library
	At Word				
	Writing	Expository/Informative	B4.4.14.2	B4.4.14.2.1.	
		Writing			
	Using Writing	Spelling	B4.5.10.1	B4.5.10.1.1.	
	Conventions				
	Extensive	Building The Love And Culture	B6.6.1.1.	B4.6.1.1.1.	
	Reading	Of Reading			
1	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	Word cards
	Grammar Usage	Nouns	B5.3.1.1.	B5.3.1.1.1	sentence cards,
	At Word				class library
	Writing	Penmanship and Handwriting	B5.4.2.1	B5.4.2.1.1.	1

	Using Writing Conventions	Using Capitalisation	B5.5.1.1	B5.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1	B5.6.1.1.1.	-
	Oral Language	Songs Poems	B5.1.1.1. B5.1.3.1.	B5.1.1.1.1 B5.1.3.1.1	-
	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	Word cards
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.1	sentence cards, class library
	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.1	
3	Using Writing Conventions	Using Capitalisation	B5.5.1.1	B5.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1	B5.6.1.1.1.	
	Oral Language	STORY TELLING	B5.1.4.1	B5.1.4.1.1.	
	Reading	Word Families	B5.2.3.1.	B5.2.3.1.1	Word cards
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.2	sentence cards, class library
	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	
4	Using Writing Conventions	Using Punctuation	B5.5.2.1	B5.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1	B5.6.1.1.1.	
	Oral Language	Dramatization and Role Play	B5.1.5.1	B5.1.5.1.1.	
	Reading	Diphthongs	B5.2.4.1.	B5.2.4.1.1	Word cards
	Grammar Usage At Word	Determiners	B5.3.2.1.	B5.3.2.1.1	sentence cards, class library
	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.2	
1	Using Writing Conventions	Using Punctuation	B5.5.2.1.	B5.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.	B5.6.1.1.1.	1
	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	

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Termly Scheme of Learning (SOL) for B4 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
4	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		STANDARD	Term 2	
1	Visual Arts	Thinking and Exploring Ideas	B4. 1.1.1.	B4. 1.1.1.5	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing Arts	Thinking and Exploring Ideas	B4. 2.1.1.	B4. 2.1.1.5	-do-
3	Visual Arts	Planning, Making and Composing	B4 1.2.2.	B4 1.2.2.3	-do-
4	Performing Arts	Planning, Making and Composing	B4 2.2.2.	B4 2.2.2.3.	-do-
5	Visual Arts	Displaying and Sharing	B4 1.3.4.	B4 1.3.4.3	-do-
6	Performing Arts	Displaying and Sharing	B4 2.3.4.	B4 2.3.4.3	-do-
7	Visual Arts	Appreciating and Appraising	B4 1.4.6.	B4 1.4.6.3	-do-
8	Performing Arts	Appreciating and Appraising	B4 2.4.6.	B4 2.4.6.3	-do-
1	Visual arts	Thinking and exploring (Visual Arts)	B5 1.1.1.	B5 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B5 2.1.1.	B5 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B5 1.2.2.	B5 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B5.2.2.2.	B5.2.2.2.1	-do-

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Termly Scheme of Learning (SOL) for B4 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Algebra	Unknowns, Expressions	B4.2.2.2.	B4.2.2.2.5	Counters, bundle
		and Equations	B4.2.2.2.	B4.2.2.2.6	and loose straws, Paper strips, Cut
					out cards
2	GEOMETRY AND	2D and 3D Shapes	B4.2.2.2.	B4.2.2.2.7	Counters, bundle
	MEASUREMENT		B4.3.1.1.	B4.3.1.1.1	and loose straws,
			B4.3.1.1.	B4.3.1.1.2	Paper strips, Cut
					out cards
3	GEOMETRY AND	Position /	B4.3.2.1.	B4.3.2.1.1	Counters, bundle
	MEASUREMENT	Transformation	B4.3.3.1.	B4.3.3.1.1	and loose straws,
					Paper strips, Cut
					out cards
4	GEOMETRY AND	Measurement-	B4.3.3.1.	B4.3.3.1.2	Counters, bundle
	MEASUREMENT	(Perimeter and Area)	B4.3.3.1.	B4.3.3.1.3	and loose straws,
			B4.3.3.1.	B4.3.3.1.4	Paper strips, Cut
					out cards
5	GEOMETRY AND	Measurement-	B4.3.3.2.	B4.3.3.2.1	Counters, bundle
	MEASUREMENT	(Perimeter and Area)	B4.3.3.2.	B4.3.3.2.2	and loose straws,
			B4.3.3.2.	B4.3.3.2.3	Paper strips, Cut
					out cards
6	GEOMETRY AND	Measurement-	B4.3.3.2.	B4.3.3.2.4	Counters, bundle
	MEASUREMENT	(Perimeter and Area)	B4.3.3.2.	B4.3.3.2.5	and loose straws,
			B4.3.3.3.	B4.3.3.3.1	Paper strips, Cut
					out cards
7	GEOMETRY AND		B4.3.3.3.	B4.3.3.3.2	Counters, bundle
	MEASUREMENT	Measurement -Time	B4.3.3.3.	B4.3.3.3.3	and loose straws,
					Paper strips, Cut
					out cards
8	Data	Data Collection,	B4.4.1.1	B4.4.1.1.1	Counters, bundle
		Organization,	B4.4.1.1.	B4.4.1.1.2	and loose straws,
		Presentation,			Paper strips, Cut
		Interpretation and			out cards
		Analysis			
1	Number	Counting,	B5.1.1.1.	B5.1.1.1.1	Counters, bundle
		Representation &	B5.1.1.1.	B5.1.1.1.2	and loose straws,
		Cardinality			Paper strips, Cut
	_				out cards
2	Number	Counting,	B5.1.1.1.	B5.1.1.1.3	Counters, bundle
		Representation &	B5.1.1.1.	B5.1.1.1.4	and loose straws,
		Cardinality			Paper strips, Cut
					out cards

3	Number	Counting,	B5.1.1.1.	B5.1.1.1.5	Counters, bundle
		Representation &	B5.1.1.1.	B5.1.1.1.6	and loose straws,
		Cardinality			Paper strips, Cut
					out cards
4	Number	Counting,	B5.1.1.2.	B5.1.1.2.1	Counters, bundle
		Representation &	B5.1.1.2.	B5.1.1.2.2	and loose straws,
		Cardinality			Paper strips, Cut
					out cards

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Termly Scheme of Learning (SOL) for B4 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	Locomotor, Manipulative And Rhythmic Skills	B4.3.5.3.	B4.3.5.3.2:	Balls
2	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.1.4.:	B4.4.1.4.1:	Pictures and Videos
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.1.4.:	B4.4.1.4.2:	Drums, Clappers, Video and Pictures Video and Pictures
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.2.4.	B4.4.2.4.1	
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.3.4.	B4.4.3.4.1	Pictures and Video
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.4.	B4.4.4.1	Pictures and Video
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.5.5.4.	B4.5.5.4.1	Pictures and Video
8	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF-RESPONSIBILITY, SOCIAL INTERACTION, GROUP DYNAMICS AND CRITICAL THINKING	B4.5.1.5.	B4.5.1.5.1	Pictures and Video
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B5.1.1.1.	B5.1.1.1.1	Balls, Videos and Picture,
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B5.1.1.1.	B5.1.1.1.2	Drums, Speakers

3	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.1	Balls, Videos and Picture,
4	MOTOR SKILL AND	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.2	Drums, Speakers
	MOVEMENT				
	PATTERNS				

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Termly Scheme of Learning (SOL) for B4 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	The Family and	Roles and Relationships	B4.4.1.1.	B4.4.1.1.2:	wall charts, wall
	Community				words, posters,
					video clip, etc
2	The Family and	Roles and Relationships	B4.4.1.1.:	B4.4.1.1.2:	wall charts, wall
	Community				words, posters,
					video clip, etc
3	The Family and	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	wall charts, wall
	Community				words, posters,
					video clip, etc
4	The Family and	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	wall charts, wall
	Community				words, posters,
					video clip, etc
5	The Family,	Authority and	B4.5.1.1.:	B4.5.1.1.1:	wall charts, wall
	Authority and	Obedience			words, posters,
	Obedience				video clip, etc
6	The Family,	Authority and	B4.5.1.1.	B4.5.1.1.1:	wall charts, wall
	Authority and	Obedience	\mathcal{O}		words, posters,
	Obedience)		video clip, etc
7	The Family,	Roles, Relationships in	B4.5.2.1.	B4.5.2.1.1	wall charts, wall
	Authority and	the Family and			words, posters,
	Obedience	Character Formation			video clip, etc
8	The Family,	Roles, Relationships in	B4.5.2.1.	B4.5.2.1.1	wall charts, wall
	Authority and	the Family and			words, posters,
	Obedience	Character Formation			video clip, etc
1	His Creation and	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall
	Attributes				words, posters,
					video clip, etc
2	His Creation and	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall
	Attributes				words, posters,
					video clip, etc
3	His Creation and	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall
	Attributes				words, posters,
					video clip, etc
4	His Creation and	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall
	Attributes				words, posters,
					video clip, etc

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Termly Scheme of Learning (SOL) for B4 Term 3 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	INTRODUCTION TO COMPUTING	DATA, SOURCES AND USAGE	B4.1.3.2	B4.1.3.2.3.	Laptops, Images of clipboard, styles, fonts, paragraph
2	INTRODUCTION TO COMPUTING	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B4.1.4.1	B4.1.4.1.1.	Laptops,
3	INTRODUCTION TO COMPUTING	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B4.1.4.1	B4.1.4.1.2.	Laptops,
4	INTRODUCTION TO COMPUTING	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B4.1.4.1.	B4.1.4.1.3	Laptops,
5	INTRODUCTION TO COMPUTING	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B4.1.4.1	B4.1.4.1.4.	Laptops,
6	PRESENTATION	INTRODUCTION TO MS- POWERPOINT (TABS AND RIBBONS OF MS- POWERPOINT)	B4.2.1.1	B4.2.1.1.1.	Laptops,
7	PRESENTATION	INTRODUCTION TO MS- POWERPOINT (TABS AND RIBBONS OF MS- POWERPOINT)	B4.2.1.1.	B4.2.1.1.1.2	Laptops, smart phones
8	WORD PROCESSING	INTRODUCTION TO MS- POWERPOINT (TABS AND RIBBONS OF MS- POWERPOINT)	B4.3.1.1	B4.3.1.1.1.	Laptops, smart phones
1	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B5.1.1.1. B5.1.1.1.	B5.1.1.1.1 B5.1.1.1.2	Laptops, Images of clipboard,
2	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B5.1.1.1. B5.1.1.1. B5.1.1.1.	B5.1.1.1.1 B5.1.2.1.2 B5.1.2.1.3	Laptops,
3	Introduction to computing	Data, sources and usage	B5.1.3.1 B5.1.3.1. B5.1.3.1. B5.1.3.1.	B5.1.3.1.1. B5.1.3.1.2 B5.1.3.1.3 B5.1.3.1.4	Laptops,

4	Introduction to	Technology in the	B5.1.4.1.	B5.1.4.1.1	Laptops,
	computing	community (communication)	B5.1.4.1.	B5.1.4.1.2	

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Termly Scheme of Learning (SOL) for B4 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.2.	B4.4.2.2.1	Plants and animals in the environment, plastics,
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B4.4.3.1.	B4.4.3.1.1	stones, pictures videos paper,
3	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B4. 5.1.1.	B4. 5.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos
4	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B4. 5.1.1.	B4. 5.1.1.2	paper
5	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1.	B4.5.2.1.1	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1.	B4.5.2.1.2.	Plants and animals in the environment, plastics,
7	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1.	B4.5.2.1.2.	stones, pictures videos paper
8	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
1	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B5.1.1.1.	B5.1.1.1.1	
2	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B5.1.1.1.	B5.1.1.1.1	
3	DIVERSITY OF MATTER	MATERIALS	B5.1.2.1.	B5.1.2.1.1	Plants and animals in the environment, plastics,
4	DIVERSITY OF MATTER	EARTH SCIENCE	B5.2.1.1.	B5.2.1.1.1	stones, pictures videos paper

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Termly Scheme of Learning (SOL) for B4 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	OUR NATION	Being a Citizen	B4.4.1.1.	B4.4.1.1.1	Pictures, Charts,
	GHANA				Video Clip
2	OUR NATION	Being a Citizen	B4.4.1.2.	B4.4.1.2.1	Pictures, Charts,
	GHANA				Video Clip
3	OUR NATION	Being a Citizen	B4.4.1.3	B4.4.1.3.1.	Pictures, Charts,
	GHANA				Video Clip
4	OUR NATION	Authority and Power			Pictures, Charts,
	GHANA	·	B4.4.2.1.	B4.4.2.1.1	Video Clip
5	OUR NATION	Responsible use of	B4.4.3.1.	B4.4.3.1.1	Pictures, Charts,
	GHANA	Resources			Video Clip
6	OUR NATION	Farming in Ghana	B4.4.4.1	B4.4.4.1.1.	Pictures, Charts,
	GHANA				Video Clip
7	MY GLOBAL	Our Neighbouring	B4.5.1.1.	B4.5.1.1.1	Pictures, Charts,
	COMMUNITY	Countries			Video Clip
8	MY GLOBAL	Our Neighbouring	B4.5.1.2.	B4.5.1.2.1.	Pictures, Charts,
	COMMUNITY	Countries			Video Clip
1	ALL ABOUT US	Nature of God	B5.1.1.1.	B5.1.1.1.1.	Pictures, Charts,
)-		Video Clip
2	ALL ABOUT US	Nature of God	B5.1.1.1	B5.1.1.1.1.	Pictures, Charts,
					Video Clip
3	ALL ABOUT US	Myself	B5.1.2.1	B5.1.2.1.1.	Pictures, Charts,
					Video Clip
4	ALL ABOUT US	My Family and the	B5.1.3.1	B5.1.3.1.1.	Pictures, Charts,
		Community			Video Clip

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Termly Scheme of Learning (SOL) for B4 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
2	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
3	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
4	Independent Ghana	The Republics	B4.6.1.1	B4.6.1.1.1.	A map of Ghana, Posters, documentary
5	Independent Ghana	The Republics	B4.6.1.1.	B4.6.1.1.1.	A map of Ghana, Posters, documentary
6	Independent Ghana	The Republics	B4.6.1.1	B4.6.1.1.1.	A map of Ghana, Posters, documentary
7	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
8	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
1	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of Ghana,

					Posters,
					documentary
2	My Country Ghana	The People Of	B5.2.1.1.	B5.2.1.1.1	A map of
		Ghana			Ghana,
					Posters,
					documentary
3	My Country Ghana	The People Of	B5.2.1.1.	B5.2.1.1.1	A map of
		Ghana			Ghana,
					Posters,
					documentary
4	My Country Ghana	The People Of	B5.2.1.1.	B5.2.1.1.2	A map of
		Ghana			Ghana,
				O_{λ}	Posters,
					documentary

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Scheme of Learning for B4 Term 3 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/Instructions	B4.1.9.1. B4.1.10.1. B4.1.11.1.	B4.1.9.1.2 B4.1.10.1.1 B4.1.11.1.1	Drums, drum sticks, recorded audios,
2.	Oral Language	Presentation	B4.1.11.1. B4.1.11.1.	B4.1.11.1.2 B4.1.11. 1.3	Manila cards, recorded audio visuals
3.	Reading	Fluency	B4.2.7.1. B4.2.8.1. B4.2.8.1.	B4.2.7.1.3 B4.2.8.1.1 B4.2.8.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Summarising	B4.2.9.1. B4. 2.9.1.	B4.2.9.1.1 B4. 2.9.1. 2	Manila cards, markers, recorded audio- visual
5.	Writing	Penmanship /Handwriting	B4.3.1.1.	B4.3.1.1.4	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Literary Writing	B4.4.7.1. B4.4.7.1. B4.4.8.1.	B4.4.7.1.2 B4.4.7.1.3 B4.4.8.1.1	Manila Cards, Class reader
7.	Composition Writing	Letter Writing	B4.4.8.1. B4.4.8.1.	B4.4.8.1.2 B4.4.8.1.3	Manila Cards, Markers
8.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of simple and compound sentences)	B4.5.6.1. B4.5.6.1. B4.5.6.1.	B4.5.6.1.1 B4.5.6.1.2 B4.5.6.1.3	Word cards, Manila card Markers Word cards Manila card Markers

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	Oral Language	SONGS	B5.1.1.1.	B5.1.1.1.1:	Word cards, Manila card
	0.101	Poems	B5.1.3.1.	B5.1.3.1.1	Markers Word
		roems	B5.1.3.1.	B5.1.3.1.2	Cards, Manila card,
2.	Oral	Listening and Story Telling	B5.1.4.1.	B5.1.4.1.1	Word cards, Manila
	Language		B5.1.4.1.	B5.1.4.1.2	card
		Dramatisation and Role			Markers Word
		Play	B5.1.5.1.	B5.1.5.1.1	Warkers Word
			B5.1.5.1.	B5.1.5.1.2	Cards, Manila card,
3.	Reading	Phonics: Letter Sound	B5.2.4.1.	B5.2.4.1.1	Reading materials
•		Knowledge	B5.2.4.1.	B5.2.4.1.2	
		Kilowicuge	B5.2.4.1.	B5.2.4.1.3	
4.	Reading	Phonics: Letter Sound	B5.2.4.1.	B5.2.4.1.4	Manila Cards,
		Knowledge			Markers
		vocabulary (Sight and content vocabulary)	B5.2.5.1.	B5.2.5.1.1	

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TERM THREE BASIC FOUR WEEK 1

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NANA FIIFI ACQUAH			L	ESSON PLAN	
SUBJECT: ENGLISH LANGUA	AGE	CLASS	6: FIVE		
Week Ending:			Class size:		
Day:			oate :		
Period :		L	esson :	100/	
Strand :		Sub-strand	: //		
A. Reading		A. Com	prehension		
B. Grammar Usage A	t Word	B. Verl	os		
C. Writing		C. Argı	umentative / Pei	rsuasive Writing	
D. Using Writing Con	ventions		junctions		
E. Extensive Reading		E. Buil	ding The Love Ai	nd Culture Of Read	gnik
Indicator (code)	B4.2.7.2.2	B4.3.5.1.6	B4.4.13.2.2	B4.5.8.1.1.	B4.6.1.1.1.
Content standard (code)	B4.2.7.2.	B4.3.5.1.	B4.4.13.2.	B4.5.8.1	B4.6.1.1.
Performance Indicator	A. Learners		connections	between a tex	xt and personal
	B. Learners the prese C. Learners between D. Learners similar id	ent s can use wor claim(s) and can identify a leas - contras	rds, phrases, and reasons and use conjunc ting ideas - exp	d clauses to clarify tions — and, but, or ress alternatives	ate past events to y the relationships or, nor – to link: -
	E. Learners	can read a vai	riety of age- and	l level appropriate	books and present

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

a-two-paragraph summary of each book read

Keywords	

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Guide learners with questions e.g. applicative questions to connect the reading text with background knowledge. Encourage learners to come up with their personal opinions and viewpoints. Assessment: let learners make connections between a text and personal experiences/real life	What have we learnt today? Ask learners to summarize the main points in the lesson				
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Use the simple present form of verbs to relate past events to the present Assessment: let learners use the simple present form of verbs to relate past events to the present in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson				
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms. You may read out model argumentative essays to guide learners as they listen carefully to identify useful phrases, clauses and expressions. Assessment: let learners use words, phrases, and clauses to clarify the relationships between claim(s) and reasons in sentences 	What have we learnt today? Ask learners to summarize the main points in the lesson				
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g. i. Musa and Kuma are good friends. ii. Kwame is hard working but Abena is lazy.	What have we learnt today? Ask learners to summarize the main points in the lesson				

Guide learners in groups to join sentences using	
coordinating conjunctions on a tonic of A visit to	
coordinating conjunctions on a topic. e. g. A visit to	
an interesting tourist site.	
Assessment: let learners use conjunctions in sentences	
	ve learners to tell
learners to Guide learners to choose and read independently books wha	at they read to the
choose and of their choice during the library period. who	iole class
read books • Learners think-pair-share their stories with peers.	
during the • Ask each learner to write a-two-paragraph summary	
library of the book read.	
period • Invite individuals to present their work to the class for	
feedback	
Assessment: Ask each learner to write a-two-paragraph	
summary of the book read.	
Tuesday Engage B.READING What	nat have we learnt
learners to • Guide learners with questions e.g. applicative today	day?
sing songs questions to connect the reading text with background	
	k learners to
	mmarize the main
	ints in the lesson
opinions and viewpoints.	
Assessment: let learners make connections between a	
text and personal experiences/real life	

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LESSON PLAN

SUBJECT: Mathematics CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	re:	
Period:			Les	son:	~	
Strand : Algebra Sub-strar		nd : (Jnknowns, Expressions a	nd Equations		
Indicator (co	ode)	B4.2.2.2.5	B4.2.2.2.6) '	
Content star	ndard (code)	B4.2.2.2.	B4.2.2.2.	ナ		
Performance Indicator		with sym • Lear invo repr	an equation, bolically ners can represolving a "partpalesent the unknown	and ent a rt-wl	I solve the problem of and solve a given addition noie" or comparison con	n, represent the problem concretely, pictorially or n or subtraction problem ntext, using a symbol to
	tencies: Crea Critical Thinkir			ınica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L.R. (s) Counters						
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Ma (new learning)	nin ng including ass	essn	nent)	Phase 3: Plenary / Reflections

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Tuesday	Sing songs	Provide students with linking cubes to model situations.	Review the lesson with
	like:	Pose the problem: Kobby has 13 red marbles and 22	Learners
		blue marbles. How many more blue marbles than red	
	l'm	marbles does Kobby have? Observe how students solve	
	counting	the problem	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Provide students with linking cubes to model situations.	Review the lesson with
У	like:	Pose the problem: Kobby has 13 red marbles and 22	Learners
		blue marbles. How many more blue marbles than red	
	l'm	marbles does Kobby have? Observe how students solve	
	counting	the problem	
	one, what		
	is	Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Ask students to represent and solve these problems:	Review the lesson with
	like:	(i) Eunice is Anita's older sister. The difference between	Learners
	l'm	their ages is 21 years. Anita is 37 How old is Eunice?	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Friday	Sing songs	Ask students to represent and solve these problems:	Review the lesson with
	like:	(ii) Ms. Akoto allowed 7 students to go to the	Learners
		washroom. There were 15 students left in the room.	
	l'm	How many students are in the class?	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
	1 - One is		
	one		
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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:			
Day:				Dat	ate:		
Period :				Les	son :		
Strand : FOR	CES AND ENE	RGY	Sub-strand : ELECTRICITY AND ELECTRO		LECTRICITY AND ELECTR	ONICS	
Indicator (co		B4.4.2.2.1					
	ndard (code)						
Performance	Indicator	Learners can iden	tify the ba	sic c	omponents of electronic	circuits	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and	
Leadership C	ritical Thinkir	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curr	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections	
	(preparing	19,					
	the brain						
	for						
	learning)						
Thursday	Engage	B4.4.2.1.1 Identify	y the uses	of el	ectricity	What have we learnt	
	learners to	school uniforms.			they use to iron their	today?	
	sing songs						
	and recite				nstrate uses of	Ask learners to	
	familiar				oowering TVs, mobile	summarize the	
	rhymes	phones, cooking,	heating wa	ater,	etc.)	important points of the	
		• Learners draw t	hings in th	e ho	me and at school that	lesson	
		use electricity.					

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	Project: Electricity Generation Learners, in groups,	
	generate electricity from fruit cells (orange, lime,	
	tomatoes, potatoes and apple) and fuel cells, e.g.	
	water.	
	Core	
	Assessment: let learners identify the basic components	
	of electronic circuits	

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LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				Class size:		
Day:				Dat	e :	
Period :			Les	son:		
Strand: The	Family and C	ommunity	Sub-stran	d : F	oles and Relationships	
Indicator (co	ode)	B4.4.1.1.2				
Content star	ndard (code)	B4.4.1.1.				
Performance	e Indicator	Learners can iden	tify deeds t	that	attract rewards	
Core Competencies: Crea Leadership Critical Thinkin Keywords				nica	tion and Collaboration Pe	ersonal Development and
					-CX,	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to discuss deeds, attitudes and actions towards others and things in the environment. • Ask learners to write down good deeds: - helping one another - obedience to the constitution of Ghana, parents, teachers, school authorities, elders and rulers, etc. • Guide learners to know that refusal to do good deeds attract punishment. • Put learners in groups to write down actions that are rewarded and those that are punished and present to class for discussion Assessment: let learners identify deeds that attract			What have we learnt today? Ask learners to summarize the main points in the lesson	
		rewards				

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SUBJECT: Creative Arts CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson :		
Strand : Visu	al Arts		Sub-stran	d : Thinking and Exploring Id	eas	
					•	
Indicator (co	de)	B4. 1.1.1.5		. 10		
Content star	ndard (code)	B4. 1.1.1.				
Performance	e Indicator	Learners can dev	elop ideas	by studying the artworks	of some Ghanaian visual	
		artists that reflect	topical iss	ues in Ghana		
-		•		nication and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	ving.			
Keywords				-		
•						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Learners are to:			What have we learnt	
	learners to			visual artists that exhibit	today?	
	sing songs	-		onal concern (e.g. road		
	and recite		_	pollution, climate change,	Ask learners to	
	familiar	migration of yout	•	lasted as to a decrease.	summarize the main	
	rhymes			lected artworks express	points in the lesson	
		issues of national	concern			
		Assessment: let le	earners wri	te guidelines for studying		
		the artworks of so	ome Ghana	ian visual artists		

Engage	Learners are to: discuss the artworks by their type,	What have we learnt
learners to	topic/theme, materials used, style of artist, etc	today?
sing songs		
and recite	Assessment: let learners write guidelines for studying	Ask learners to
familiar	the artworks of some Ghanaian visual artists	summarize the main
rhymes		points in the lesson

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	· LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending:				Class size:		
Day:				Date :		
Period :				Les	son :	
Strand : WO	RD PROCESSI	NG	Sub-strand	d : II	NTRODUCTION TO MS-V	VINDOWS INTERFACE
Indicator (co	ode)	B4.1.3.2.3.				
Content star	ndard (code)	B4.1.3.2.				
Performance	e Indicator	Learners can draw	or sketch	maį	os of the area to be surv	eyed
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords					172	
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	Engage	Bring diagrams or	pictures of	fare	ea(s) surveyed.	What have we learnt
Wednesday	learners to sing songs and recite familiar rhymes	Guide learners to surveyed by them Assessment: Let learners to surveyed	earners dra		f an area to be r sketch maps of the	Ask learners to summarize the main points in the lesson

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LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	ıg:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : OU	R NATION GH	ANA	Sub-strar	nd : Being a Citizen	V
Indicator (c	ode)	B4.4.1.1.1.	<u> </u>	10	
Content sta	ndard (code)	B4.4.1.1.			
Performanc	e Indicator	Learners can show	w good ma	inners in the home, school an	d community
		tivity and Innovations and Problem So		inication and Collaboration Pe	ersonal Development and
Keywords)-0	
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricu	ulum Page	e	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essment)	Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes				What have we learnt today? Ask learners to summarize the main points in the lesson

- 1 -		
	Assessment: let learners identify good manners in the home, school and community	
Engage	Learners talk about the importance of good manners: It	What have we learnt
learners to	ensures law and order in society. It helps everyone	today?
sing songs	develop good moral life. It encourages hardworking. It	
and recite	encourages people to be patriotic etc.	Ask learners to
familiar		summarize the main
rhymes	Learners think-pair-share to write essays on good	points in the lesson
	deeds:	
	Why should I be courteous?	
	Assessment: let learners write essays on good deeds:	
	Signature:	Date :
	learners to sing songs and recite familiar rhymes	Engage Learners talk about the importance of good manners: It learners to sing songs and recite familiar rhymes Learners think-pair-share to write essays on good deeds: • Why should I be courteous? Assessment: let learners write essays on good deeds:

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LESSON PLAN

SUBJECT: History CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : Cold	nisation and	Developments	Sub-stran	nd: Establishing Colonial Rule	in Ghana
under Colon	ial Rule in Gh	ana		,00	
Indicator (co	de)	B4.4.1.2.1		cV	
Content star	ndard (code)	B4.4.1.2.		CO.	
Performance	e Indicator	Learners can des	cribe how	the different areas: The Colo	ny, Asante, The Northern
		Territories and Th	ne British N	Nandated Togoland became o	ne territory known as the
Gold Coast			•		
-		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures	,		
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage learners to	Define the term of	colonialism		What have we learnt today?
	sing songs	Role play on the	role of Ge	orge Ekem Ferguson in the	
	and recite	acquisition of The	Northern	Territories.	Ask learners to
	familiar				summarize the main
	rhymes			rrate the role of George sition of The Northern	points in the lesson

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	What is						
	colonisatio						
	n?						
	'':						
Thursday	Engage	Role play on the role of George Ekem Ferguson in the	What have we learnt				
	learners to	acquisition of The Northern Territories	today?				
	sing songs						
		A Comment	0.1.1				
	and recite	Assessment: let learners narrate the role of George	Ask learners to				
	familiar	Ekem Ferguson in the acquisition of The Northern	summarize the main				
	rhymes	Territories.	points in the lesson				
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 LESSON PLAN
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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son:	
Strand: PHY	SICAL FITNES	S :	Sub-stran	d : E	BODY COMPOSITION	
Indicator (co	ode)	B4.3.5.3.2				
Content star	ndard (code)	B4.3.5.3.				
Performance	e Indicator	Learners can iden	ntify body	typ	es such as endomorph	(big body), mesomorph
		(medium body) an	d ectomo	rph	(slim Body)	
_				nica	tion and Collaboration P	ersonal Development and
	Critical Thinkir	ng and Problem Solv	ving.			
Keywords					. 100	
T. L .R. (s)		Cones				
Ref:	PE curriculu				- 60 .	
		480				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essn	nent)	Plenary / Reflections
	(preparing		-C	1		
	the brain					
	for					
	learning)					
Friday	Learners	Learners identify tl	he three b	ody	types as endomorph,	What have we learnt
	jog round a	mesomorph and e	ctomorph			today?
	demarcate					
	d area in	19,				Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					
	ce and to					
	prevent					
	injuries					

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:				Class size:	
Day:			Dat	e:		
Period :				Les	son:	~
Strand : Ora	l Language		Sub-stran	nd : 0	Giving and Following Com	mands/ Instructions
Indicator (co	ode)	B4.1.9.1.2 B4.1	10.1.1		B4.1.11.1.1	
Content star	ndard (code)	B4.1.9.1. B4.1	.10.1.		B4.1.11.1.	
The learned directions		er should re	ecog	nise and use polar quest nise landmarks in your a ne time by hour, half hou	rea and use them to give	
-		tivity and Innovations and Problem So		ınica	tion and Collaboration Pe	ersonal Development and
Keywords			>			
T. L .R. (s)		Manila cards, ma	rkers, reco	rded	audios visual	
Ref:		Ye,				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asso	essm	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes		olar questi upervise the	ion fo	or the other to answer estioning so that you	What have we learnt today?

IVAIVATIIITACC	 		
		• Use question and answer strategy, to get information	Review the lesson with
		from one of the learners on the use of polar question	learners
		markers.	
		 Let them recognise polar questions in your question. 	
		• Lead learners to recognise how to use polar question	
		markers correctly	
		,	
		Assessment: let learners use polar question markers	
		correctly.	
	Engage	Revise the lesson on the environment with learners.	What have we learnt
	leaners to		today?
	sing songs	• Show learners map of Ghana with the landmarks very	today:
	and recite	visible.	
	familiar	Discuss the map with learners telling them what a	
	rhymes	landmark is and how to recognise the landmarks. • Let	Dandani klasilasa (SI
	,	the learners mention some of the popular landmarks	Review the lesson with
		they see on the map.	learners
		 Let learners recognise landmarks in their locality. 	
		 Let learners mention some of the popular landmarks 	
		they know ones again.	
		• Use the landmarks to give directions.	
		• Let learners use landmarks on the school compound	
		to give directions to specific places in the school.	
		 Let learners use landmarks to give directions to key 	
		places in the locality	
		Assessment: let learners mention landmarks in their	
		area and use them to give directions	
	Engage	Revise the lesson on telling the time with learners.	What have we learnt
	leaners to	Show a wall clock to learners.	today?
	sing songs	Discuss the various parts of the clock with learners	
	and recite	(i.e. numbers, hour hand, minute hand and the second	Review the lesson with
	familiar	hand).	learners
	rhymes	Use the clock to teach the time by hour. Place the	icarricis
	•	hour and minutes hand properly on the numbers and	
		call learners to tell the time by hour.	
		Use the clock to tell the time by hour, half an hour	
		and in minutes.	
		 Let learners tell time by hour, half hour, and minutes. Lead learners to know when to write the time with 	
		"am" and "pm" (am for morning and pm for afternoon	
		till eleven in the night). E.g. The time is 6 o'clock. The	
		time is 7:30am. The time is 7:12pm.	
	<u> </u>	· · · · · · · · · · · · · · · · · · ·	

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		Assessment: let learners say the time by hour, half hour	
		and minutes	

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TERM THREE BASIC FOUR WEEK 2

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LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Clas	s size:		
Day:			Date :			
Period :			Lesson :	SCHIC		
Strand :		Sub-stran				
A. Oral Language		A. Giv	ving and I	Following Com	mands	
B. Reading			mprehen	sion		
C. Grammar Usage A	t Word	C. Ve	rbs			
D. Writing		D. Ar	gumenta	tive/Persuasive	e Writing	
E. Using Writing Conv	ventions	E. Co	njunctior	ns		
F. Extensive Reading	UR'	F. Bu	ilding The	e Love And Cul	ture Of Readii	ng
Indicator (code)	B4.1.9.1.2. B4.2	2.7.2.3. B ²	4.3.5.1.7	B4.4.13.2.3	B4.5.8.1.1.	B4.6.1.1.1.
Content standard (code)	B4.1.9.1. B4.2	2.7.2. B	4.3.5.1.	B4.4.13.2.	B4.5.8.1.	B4.6.1.1.
Performance Indicator	A. Learners	an make ar	nd respor	nd to polite red	quests for help	from peers
	B. Learners	can demo	onstrate	awareness of	f the structui	re of texts (e.g.
	introducti	on, body, c	onclusior	n)		
	C. Learners	can use th	e impera	tive form of t	he verb to gi	ve commands or
	orders, m	ake suggest	tions			
	D. Learners	an establis	h and ma	intain a forma	l style	
	E. Learners	can identify	and use	conjunctions	– and, but, or	, nor – to link: -
	similar ide	eas - contra	asting ide	as - express al	ternatives	
	F. Learners	an read a v	ariety of	age- and level	appropriate b	ooks and present
	a-two-par	agraph sum	nmary of	each book rea	d	

-	tencies: Crea	tivity and Innovation Communication and Collaboration Peng and Problem Solving.	ersonal Development and
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a class
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGUAGE Model making a request to learners. Have learners work in groups to write three tasks they plan to do and need help with, e.g. do homework, carry the table, etc Learners then go around the class making requests to find classmates who are free to help them with their three tasks, e.g. "Can you please help me do my homework this afternoon?". If a learner is free, they accept the request. But if s/he is not free, they decline the request. Assessment: let learners make and respond to polite requests for help from peers 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Guide learners to identify the parts of a text e.g. Introduction, Body and Conclusion. • They should summarise each part and after that, make a full summary of the text. Assessment: let learners identify the parts of a text	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Use situations to demonstrate commands. Provide situations for learners to give and respond to commands in parts or groups. 	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners use the imperative form of the verb to give commands or orders	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Using models, discuss the basic structure of an argumentative piece: – Introduction; – Reasons for the stand taken; – Conclusion. Have groups present full compositions using this structure for class discussions. Assessment: let learners write a compositions using the basic structure of an argumentative piece: 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 E.WRITING CONVENTION Guide them to edit each other's work by exchanging with other groups. Let learners talk about the differences in their stories. Assessment: let learners use conjunctions in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	 E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary of the book read. Invite individuals to present their work to the class for feedback Assessment: Ask each learner to write a-two-paragraph	Have learners to tell what they read to the whole class

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 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Dat	te:	
Period :			Lesson:		
Strand : GEC	METRY AND	MEASUREMENT Sub-strain	nd : 2	2D and 3D Shapes	
Indicator (co	ode)	B4.2.2.2.7 B4.3.1.1.1 B4	.3.1.:	1.2	
Content star	ndard (code)	B4.2.2.2. B4.3.1.1. B4	3.1.1	l.	
Learners can complete			ete d fy th	•	
Core Compe	tencies: Crea	tivity and Innovation Commu	ınica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.			
Keywords	-				
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections

NANA FIIFI ACC	`	Provide an equation such as	Paviau the lessen with
Monday	Sing songs	Trovide air equation such as	Review the lesson with
	like:	$ 14 + \Box = 21 \text{ or } 25 - \Box = 18.$	Learners
	l'm	Ask students to create a matching story problem and	
	counting	solve it. Observe to what extent students are able to:	
	one, what	-create a story to match the equation;	
	is one		
	1 - One is	- explain the meaning of the unknown variable; and	
	one alone,	- solve the problem in one or more way	
	alone it		
	shall be.	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners graph sheets to copy the incomplete 2D	Review the lesson with
	like:	shape and it complete to make a symmetrical picture	Learners
	l'm		
	counting	www.r.com	
	one, what		
	is one		
		Assessment: have learners to practice with more	
		examples	
Wednesday		Give learners photocopied worksheets with several	Review the lesson with
	like:	incomplete 2D shapes to complete with marked line of	Learners
		symmetry to complete the drawing	
	l'm		
	counting		
	one, what		
	is one		
	1 - One is	Assessment: have learners to practice with more	
	one alone,	examples	
Thursday	Sing songs	Give learners photocopied worksheets with	Review the lesson with
	like:	symmetrical and non-symmetrical objects to sort and	Learners
		explain why they are symmetrical or not showing the	
	l'm	lines of symmetry	
	counting		
	one, what		
	is one	(5) (M)	
	1 - One is	le sel e	
	one	E	

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		Give learners photocopied worksheets with	
		symmetrical and non-symmetrical 2D shapes to cut out	
		and sort, and explain why they are symmetrical or not	
		showing the lines of symmetry	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Give learners cut-out 2D fold shapes to investigate the	Review the lesson with
	like:	number of lines of symmetry	Learners
	l'm	Give learners 2-D shapes to copy and draw their lines of	
	counting	symmetry	
	one, what is one 1 - One is one alone, alone it	A B C D E	
		Assessment: have learners to practice with more	
		examples	

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 LESSON PLAN

SUBJECT: CLASS: FIVE

Week Ending	g:				Class size:		
Day:			Dat	e :			
Period :				Les	son :		
Strand : FOR	CES AND ENE	RGY	Sub-strar	nd : E	LECTRICITY AND ELECTR	ONICS	
Indicator (co	de)	B4.4.3.1.1					
Content star	ndard (code)	B4.4.3.1.					
Performance	Indicator	Learners can dem	nonstrate (unde	rstanding of elastic and	compressional forces and	
		their everyday ap	plications				
-		tivity and Innovationg and Problem Sol		ınica	tion and Collaboration P	ersonal Development and	
Keywords			10) -			
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essm	nent)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	Learners bring catapults, rubb bicycle pumps to class. • Guide learners to demonstratorces, e.g. by kicking a ball in pushing a table, crumpling a paramoving toy. • Engage learners in activities and compression forces using class.			e different effects of fferent directions, ce of paper or stopping demonstrate elastic	What have we learnt today? Ask learners to summarize the important points of the lesson	

INAINA FIIFI AC	QUAII		
		Assessment: let learners explain elastic and compressional forces	
Thursday	Engage learners to sing songs and recite	Learners to mention how elastic and compressional forces are applied in everyday life. Assessment: let learners mention how elastic and	What have we learnt today? Ask learners to
	familiar rhymes	compressional forces are applied in everyday life.	summarize the important points of the lesson
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etted by :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Date : Period : Lesson : Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES Sub-strand : FITNESS PROGRAMME AND STRATEGIES B4.4.1.4.1: Content standard (code) B4.4.1.4. Performance Indicator Learners can identify the heart rate intensity (target heartrate range) that is necessary to increase aerobic capacity Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Cones Ref: Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment) Plenary / Reflections Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Learners walk, power walk, walk-lead the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical activity.	Week Ending:	Class siz			2:				
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES B4.4.1.4.1:	Day:				Date :				
Indicator (code) B4.4.1.4.1: Content standard (code) B4.4.1.4.	Period :			Lesson:					
Indicator (code) Content standard (code) B4.4.1.4. Performance Indicator Learners can identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) PE curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries B4.4.1.4. Learners can identify the heart rate intensity (target heart-rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical	Strand: PHYSICAL I	FITNESS CONC	EPTS, PRINCI	PLES	Sub-stra	nd : FITNE	SS PROGE	RAMME	
Content standard (code) Performance Indicator Learners can identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) PE curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries PHASE 1: Starter (preparing the brain files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections What have we learnt today? Use answers to summarise the lesson.	AND STRATEGIES								
Content standard (code) Performance Indicator Learners can identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) PE curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries PHASE 1: Starter (preparing the brain files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections What have we learnt today? Use answers to summarise the lesson.									
Learners can identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords	Indicator (code)			B4.4.1.4	.1:				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Ref: PE curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Page Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections What have we learnt today? Use answers to summarise the lesson.	Content standard (code)		B4.4.1.4	•				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Ref: PE curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections What have we learnt today? Use answers to summarise the lesson.	Performance Indica	ator		Learners	can ider	ntify the	heart rate	intensity (target heart-	
Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Per curriculum Page DAY Phase 1: Starter (new learning including assessment) Phase 2: Main (new learning including assessment) Plenary / Reflections Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Learners walk, power walk, walk- yog, jog at their own pace keeping the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical Use answers to summarise the lesson.				rate rang	ge) that is	necessary	y to increa	se aerobic capacity	
Keywords T. L.R. (s) Ref: PE curriculum Page Phase 1: Starter (new learning including assessment) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections What have we learnt today? Use answers to summarise the lesson.	-	•			nication an	d Collabo	ration Per	rsonal Development and	
T. L.R. (s) Ref: PE curriculum Page Phase 1: Starter (new learning including assessment) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Phase 2: Main (new learning including assessment) Plenary / Reflections Plenary / Reflections What have we learnt today? the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical	Leadership Critical	Thinking and I	Problem Solvi	ng.		CO.			
T. L.R. (s) Ref: PE curriculum Page Phase 1: Starter (new learning including assessment) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Phase 2: Main (new learning including assessment) Plenary / Reflections Plenary / Reflections What have we learnt today? the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical	Voyavords								
Ref: PE curriculum Page Phase 1: Starter (preparing the brain for learning) Priday Priday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Phase 2: Main (new learning including assessment) Plenary / Reflections Plenary / Reflections What have we learnt today? the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical	Reywords				10				
Ref: PE curriculum Page Phase 1: Starter (preparing the brain for learning) Priday Priday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Phase 2: Main (new learning including assessment) Plenary / Reflections Plenary / Reflections What have we learnt today? the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical	T I D (c)			Conos					
DAY Phase 1: Starter (preparing the brain for learning) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Phase 2: Main (new learning including assessment) Plenary / Reflections Plenary / Reflections What have we learnt today? What have we learnt today? Use answers to summarise the lesson.			DE curriculu						
Starter (preparing the brain for learning) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Starter (new learning including assessment) Learners walk, power walk, walk-jog, jog at their own pace keeping today? What have we learnt today? Use answers to summarise the lesson.	nei.		PL Culticului	III Fage					
Starter (preparing the brain for learning) Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Starter (new learning including assessment) Learners walk, power walk, walk-jog, jog at their own pace keeping today? What have we learnt today? Use answers to summarise the lesson.	ΠΔΥ	Phase 1:		Phase 2: Main Phase 3:					
(preparing the brain for learning) Earners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries (preparing the brain assessment) Learners walk, power walk, walk- jog, jog at their own pace keeping today? What have we learnt today? Use answers to summarise the lesson.				V					
Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries for learning) Learners walk, power walk, walk-jog, jog at their own pace keeping today? the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical			ne brain	, , , , , , , , , , , , , , , , , , , ,				rienary / nemections	
Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries Learners walk, power walk, walk-jog, jog at their own pace keeping today? the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical What have we learnt today? Use answers to summarise the lesson.					•				
while singing and clapping to warm-up the body for maximal performance and to prevent injuries while singing and the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical	Friday		round a	Learners walk, power walk, walk-			walk-	What have we learnt	
clapping to warm-up the body for maximal performance and to prevent injuries and strength training in this moderate to vigorous physical endurance level (70-75%) at least three times a week. Incorporate aummarise the lesson.	-	demarcated	area in files					today?	
body for maximal performance and to prevent injuries and strength training in this moderate to vigorous physical summarise the lesson.	while singing and		gand						
performance and to aerobic dance and circuit training and strength training in this moderate to vigorous physical	clapping to warm-up the		varm-up the	endurance level (70-75%) at least			t least	Use answers to	
prevent injuries and strength training in this moderate to vigorous physical	body for maximal						summarise the lesson.		
moderate to vigorous physical	performance and to		aerobic dance and circuit training						
		prevent injur	ries	and strength training in this					
activity.				moderat	e to vigor	ous physi	cal		
				activity.					

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Vetted by :	Signature:	Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:				Class size:		
Day:				Date :			
Period :				Les	son :		
Strand : The	Family and C	ommunity !	Sub-stran	d : F	toles and Relationships		
Indicator (co	ode)	B4.4.1.1.2					
Content star	ndard (code)	B4.4.1.1.					
Performance	e Indicator	Learners can ident	ify deeds t	that	attract rewards	V	
Leadership (tivity and Innovation		nica	tion and Collaboration Pe	ersonal Development and	
Keywords					7		
T. L .R. (s)		Pictures	Pictures				
Ref:	RME curricu	ılum Page	<u> </u>				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	talk about good de Samaritan (Luke-10 Thousand-a little b 14:16-21), - Righte Quran 11:11) and -	eds and d 0:25-37), - oy offered ous Deeds - Tradition	Iram - The d his s (Su nal fo	e sacred scriptures that atise them: - The Good e Feeding of the Five s loaf of bread (Mathew arah Hud, The Holy blktales and proverbs.	What have we learnt today? Ask learners to summarize the main points in the lesson	

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : Perf	rand : Performing Arts Sub-strain			id : ⊺	hinking and Exploring Id	eas
Indicator (co	de)	B4. 2.1.1.5			100	
Content star	ndard (code)	B4. 2.1.1.				
Performance	Indicator				(20)	
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords)-		
T. L .R. (s)		Pictures				
Ref:	Creative Art	rts curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
DAY	Starter		uding acc	occw	van+l	Plenary / Reflections
	(preparing	(new learning incl	uuilig assi	essii	ient)	Plendry / Nemections
	the brain					
	for					
	learning)					
	Engage	Learners are to:				What have we learnt
	learners to	select composit	ions and p	erfo	rmances of some	today?
	sing songs	Ghanaian perform	ning artists	tha	t reflect topical issues	
	and recite	of national concer	n (e.g. roa	ad sa	fety, plastic waste,	Ask learners to
	familiar	water pollution, cl	limate cha	nge,	migration of youth);	summarize the main
	rhymes	discuss the com	positions a	and p	performances to share	points in the lesson
		ideas on how the	selected a	rtwo	orks express topical	
		issues of national	concern ir	n Gha	ana; 🏿	

	Assessment: let learners write guidelines for studying the artworks of some Ghanaian performing artists	
Engage learners to sing songs	Learners are to: assess the artworks by comparing the types, topic/theme, materials used, style of artist, etc.	What have we learnt today?
and recite familiar rhymes	Assessment: let learners write guidelines for studying the artworks of some Ghanaian performing artists	Ask learners to summarize the main points in the lesson

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SUBJECT: COMPUTING CLASS: FIVE

Week Ending:					Class size:	
Day:				Date :		
Period :				Les	son:	
Strand: WO	RD PROCESSI	NG S	Sub-stran	d : T	ECHNOLOGY IN THE COM	MMUNITY
		((COMMUN	VIC/	ATION)	
Indicator (co	de)	B4.1.4.1.1.				
Content star	dard (code)	B4.1.4.1.				
Performance	Indicator	Learners can descr	ibe how d	ligit	al systems are used and o	could be used at home, in
		school and the loca	al commur	nity		
Core Compe	tencies: Crea	tivity and Innovatior	n Commur	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	ritical Thinkir	ng and Problem Solv	ring.		C	
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
	, ,	3)-		
DAY	Phase 1:	Phase 2: Main	NU			Phase 3:
	Starter	(new learning including assessment		essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage				escribe how digital	What have we learnt
	learners to			•	nes, megaphones etc.)	today?
Wednesday	sing songs	are used and could be used at home, in school and the				
	and recite	local community	Ask learners to			
	familiar					summarize the main
	rhymes					points in the lesson
		Assessment:				
				-	I systems are used at	
		home, in school an	id the loca	ıl co	mmunity	

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 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : OUR NATION GHANA Sub-stran			Sub-strar	nd : Being a Citizen	
Indicator (co	ode)	B4.4.1.2.1.		. 10	
Content star	ndard (code)	B4.4.1.2.			
Performance	e Indicator	Learners can iden	tify the ch	aracteristics of a responsible	citizen
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	ving.		
Keywords				7	
T. L .R. (s) Pictures					
Ref:	Our World (Dur People curricu	ılum Page	9	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections
	(preparing	19,			
	the brain	/			
	for				
	learning)			.	and a l
Tuesday	Engage	Discuss with learners the types of citizens e.g. i. Active		What have we learnt	
	learners to	citizen An active citizen is an individual who contributes		today?	
	sing songs	to the well-being of his or her community.			
	and recite	ii Danai ya aikina a	A		Ask learners to
	familiar		•	citizen is an individual who	summarize the main
	rhymes		ite to the v	well-being of his or her	points in the lesson
		community.			
		Learners through	think-pair	-share to talk about the	
		characteristics of	a responsi	ble citizen, e.g.	

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		i. obey rules and regulations	
		ii. diligence	
		iii. patriotism	
		iv. honesty	
		v. respect	
		vi. hard work	
		vii. commitment	
		viii. listening/tolerance to other view points	
		Assessment: let learners identify the characteristics of a responsible citizen	
Thursday	Engage	Learners, in groups, identify the characteristics of a	What have we learnt
	learners to	good citizen.	today?
	sing songs	Case study Teacher uses case study approach to raise a	
	and recite	variety of issues, e.g. A pupil finds money in the	Ask learners to
	familiar	classroom and keeps it instead of finding the owner.	summarize the main
	rhymes	Pupils to react and state their views on this issue.	points in the lesson
		Assessment: let learners identify the characteristics of a good citizen.	
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velled by	orginature	Date

 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:			Class size:		
Day:				Date:	
Period :				Loccon	
Periou:				Lesson:	
Strand : Cold	nisation and	Developments	Sub-strar	nd: Establishing Colonial Rule	in Ghana
under Colon	ial Rule in Gh	ana	na		
Indicator (co	ode)	B4.4.1.2.1			
	ndard (code)	B4.4.1.2.		<u> </u>	
Performance	e Indicator			the different areas: The Colo	• •
			ne British N	Mandated Togoland became o	ne territory known as the
		Gold Coast			
-		tivity and Innovations of and Problem So		inication and Collaboration Pe	ersonal Development and
LeaderShip C	JILICAI IIIIIIKII	ig and Problem 30	ivilig.		
Keywords					
T. L .R. (s)		Pictures	·		
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Illustrate how the	Asante ar	nd the Northern Territories	What have we learnt
	learners to	became protecto	rates with	the aid of a map	today?
	sing songs				
	and recite			scribe how the different	Ask learners to
	familiar		•	nd The Northern Territories	summarize the main
	rhymes	Decame one terri	tory Know	n as the Gold Coast	points in the lesson

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	How		
	different		
	was a		
	protectora		
	te from a		
	colony?		
Thursday	Engage	Locate the areas classified as British Togoland on a map.	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners identify the areas classified as	
	and recite	British Togoland on a map.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Day: Date:				
Period : Lesson :				
Strand : Oral Language Sub-strand : Presentation				
Indicator (code) B4.1.11.1.2 B4.1.11. 1.3				
Content standard (code) B4.1.11.1. B4.1.11. 1.				
• The learner should say the names of the week in sequence				
·	The learner should say the names of the months in sequence			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Communication Person	nent and			
Leadership Critical Thinking and Problem Solving.				
Keywords				
Reywords				
T. L.R. (s) Manila cards, markers, recorded audios visual				
Ref: Ghanaian Language curriculum				
DAY Phase 1: Phase 2: Main Phase 3:				
Starter (new learning including assessment) Plenary / Reflection	tions			
(preparing the brain				
for				
learning)				
Engage • Let learners say the letters of the alphabet. What have we	earnt			
leaners to • Create a game with the names of the days in a week. today?				
sing songs • Play the game with learners in the classroom.				
and recite • Let learners mention the names of the week in				
familiar sequence and use the names of the days of the week to				
rhymes form simple sentences.	***			
rhymes form simple sentences. • Write the names of the days of the week on the board Review the less	on with			

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	• Let learners say the names of the days of the week in turns. E.g. Sunday, Monday, Tuesday etc.	
	Assessment: let learners say the names of the week in sequence	
Engage leaners to sing songs and recite familiar rhymes	1	What have we learnt today? Review the lesson with learners
	Assessment: let learners say the names of the months in sequence	
Engage leaners to sing songs and recite familiar rhymes	7-0	What have we learnt today? Review the lesson with learners
	Assessment: let learners say the names of the months in sequence	

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	LESSON PLAN
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SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:				Class size:			
Day:			Date	e :			
			_				
Period :			Less	on:			
					~0/	,	
Strand :		Sub-strar	nd :				
A. Oral Language		A. Pr	resen	tation			
B. Reading		B. Co	ompr	ehension			
C. Grammar Usage A	t Word	C. Ad	dverb	S			
D. Writing D. A			rgum	entative/Pers	uasive Writin	ng	
E. Using Writing Conventions E. U			sing S	imple, Compo	ound and Cor	mplex Sente	ences
F. Extensive Reading							
			テ				
Indicator (code)	(B4.1.10.1.1 B4.1	L.10.1.2) B ²	4.2.7.	3.1 B4.3.6.1.	1 B4.4.13.2.4	4 B4.5.9.1.1	B4.6.1.1.1
Content standard (code)	(B4.1.10.1. B4.1	L.10.1.) B4	4.2.7.	3. B4.3.6.1.	B4.4.13.2.	B4.5.9.1.	B4.6.1.1.1
Performance Indicator	A. Learners	can demor	nstrat	e awareness	of the featur	es of spoke	n language.
	Demonstr	rate aware	ness	of the differ	ences betwe	en spoken	and written
	forms of I	anguage e.	.g. sin	nple and com	plex sentenc	e structures	
B. Learners can determ			nine t	he contextual	meaning of	words and p	hrases
	C. Learners	can use ad	lverb	of time and	place approp	riately	
	D. Learners of presented	-	e a c	oncluding sta	tement that	follows from	n argument
E. Learners can identif			y subj	ects and verb	s in simple s	sentences	
	F. Learners o	can read a v	variet	y of age- and	level approp	riate books	and present
	a-two-par	agraph sur	mmaı	y of each boo	k read		
Core Competencies: Crea	tivity and Innovati	on Commu	ınicat	ion and Colla	boration Pers	sonal Develo	opment and
Leadership Critical Thinkin	ng and Problem So	lving.					
Keywords							
T D /->	Marilan I.		. 1. 12		L de la		
T. L .R. (s)	Word cards, sent library.	ence cards	s, lette	er cards, hand	iwriting on a	maniia card	and a class

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses: A. How are you? B. Fine. Assessment: let learners mention the differences between spoken and written forms of language	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Phrases have their meaning different from the individual words. Guide learners to make the right meaning using the text to get the contextual meaning Assessment: let learners determine the contextual meaning of words and phrases	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Revise adverbs by having learners identify them in sentences. Present adverbs of place in context. Provide practice in identifying and using adverbs. For practice use questions and answers, and illustrations. Drill learners to practise the appropriate use of adverbs of place. e.g. i. Where is the cat? The cat is here. ii. Where is Kojo? Kojo is outside. Examples of adverbs of place are: here, there, outside, inside, etc. Assessment: let learners use adverbs of place to form correct sentences 	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	D.WRITING Assessment: let learners • Have learners listen to a debate on a familiar topic. • Learners in groups discuss the debate.	What have we learnt today?

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	familiar	Teach the features of a debate.	Ask learners to
	rhymes	Guide learners to select a debatable topic. Divide the	summarize the main
		class into two to go through the writing process to	points in the lesson
		prepare to debate the topic	
		Assessment: let learners provide a concluding	
		statement that follows from argument presented	
Friday	Engage	E.WRITING CONVENTION	What have we learnt
	learners to	Give learners an extract from a comprehension	today?
	sing songs	passage.	
	and recite	Guide them to identify the simple sentences. Let	Ask learners to
	familiar	them identify subjects and verbs in each sentence.	summarize the main
	rhymes	Let learners write an event they have participated in.	points in the lesson
	,		
		Assessment: let learners identify subjects and verbs in	
		simple sentences	
Eriday	Guide	E.EXTENSIVE READING	Have learners to tell
Friday			
	learners to	Guide learners to choose and read independently books	what they read to the
	choose and	of their choice during the library period.	whole class
	read books	Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback	
		Assessment: Ask each learner to write a-two-paragraph	
		summary of the book read.	
		Summary of the book read.	
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LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:				Class size:	
Day:]	Dat	e:	
Period :				Lace	son :	
Periou .				Les	SCHOOL	
Strand : GEC	METRY AND	MEASUREMENT	Sub-strand	d : P	osition / Transformation	
Indicator (co	ode)	B4.3.2.1.1	B4.3.3.1.	.1		
Content star	ndard (code)	B4.3.2.1.	B4.3.3.1.	3.1.		
cardinal points north			oints north,	he position and motion of objects in space using the th, south, east and west ate perimeter using referents for centimetre or metre		
-		tivity and Innovations of and Problem Sol		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
Starter (new learning including ass		luding asses	ssm	ent)	Plenary / Reflections	
	(preparing					
	the brain for					
	learning)					
Monday		Dut pupils in sony	oniont grou	ınc i	a give each group with	Review the lesson with
Monday	Sing songs like:	a worksheet on g	_	•	a give each group with	Learners
	IINC.	_	-		elled and other not etc.	Leattiets
		coordinates, som	e with axes	iabi	בווכט מווט טנוופו ווטנ פננ.	

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	l'm	Pupils discuss their worksheets in their groups, then	
	counting	with whole class, describing coordinates, axes and	
	one, what	pointing out errors on graphs if any	
	is one		
	1 - One is	Pupils describe the position and motion of objects: e.g.	
	one alone,	The point P is to the west of point T but to the north of	
	alone it	the A	
	shall be.	4	
	2 - Two	P + T	
	pair, two	-4 O 4 x	
	pair come	4 4 5	
	pair let us		
	pair	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask learners to locate the coordinates (i.e. ordered	Review the lesson with
Tuesday	like:	pairs of the location) of the Points; e.g. B is (2,3) and T	Learners
	like.	is (2,2)	Learners
	ľm	15 (2,2)	
		Pé aT	
	counting	-4 0 4 x	
	one, what	A + B	
	is one		
		Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs	Using pupils' referents for centimetre or metre	Review the lesson with
	like:	estimate and calculate perimeter of any object in the	Learners
		classroom (e.g. exercise book, floor tiles, math set, etc.)	
	ľm	then measure with a ruler of tape and calculate the	
	counting	actual perimeter and compare the answers	
	one, what	Torino (Carlos Carlos C	
	is one		
	1 - One is		
	one alone,		
	alone it	Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Using pupils' referents for centimetre or metre	Review the lesson with
	like:	estimate and calculate perimeter of any object in the	Learners
		classroom (e.g. exercise book, floor tiles, math set, etc.)	
	l'm	then measure with a ruler of tape and calculate the	
	counting	actual perimeter and compare the answers	

NAIVA TIII TAC	one, what is one 1 - One is one alone, alone it	Assessment: have learners to practice with more	
	shall be.	examples	
Friday	Sing songs	Using pupils' referents for centimetre or metre	Review the lesson with
	like:	estimate and calculate perimeter of any object in the	Learners
		classroom (e.g. exercise book, floor tiles, math set, etc.)	
	l'm	then measure with a ruler of tape and calculate the	
	counting one, what is one	actual perimeter and compare the answers	~
	1 - One is one alone,		
	alone it	Assessment: have learners to practice with more	
		examples	

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 LESSON PLAN
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SUBJECT: SCIENCE CLASS: FIVE

Week Ending	g:				Class size:		
Day:				Dat	e :		
Period :				Les	son :		
Strand : HUMANS AND THE Sub-strant ENVIRONMENT			nd : PERSONAL HYGIENE AND SANITATION				
Indicator (code) B4. 5.1.1.1							
Content standard (code) B4. 5.1.1.							
Performance Indicator Learners can know how to care for one's self and the environment				rironment			
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and	
Keywords			100				
T. L .R. (s)		Pictures					
Ref:	Science curr	iculum Page	,				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essm	nent)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	 Learners brainstorm in groups and share ideas with the whole class on what they do to maintain personal hygiene. 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.). Brainstorm with learners on what will happen if the do not take good care of their bodies. 		to maintain personal lashcards (ideas may ning the teeth, cutting towels, sweeping their what will happen if they	What have we learnt today? Ask learners to summarize the important points of the lesson		

QUAIT	Assessment: let learners mention how to maintain personal hygiene	
Engage learners to sing songs and recite familiar rhymes	Learners are assigned to investigate materials that can be used to enhance personal hygiene (to brush the teeth, clean the armpit or bath). Assessment: let learners mention materials that can be used to enhance personal hygiene	What have we learnt today? Ask learners to summarize the important points of the lesson
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	learners to sing songs and recite familiar rhymes	Engage Learners are assigned to investigate materials that can be used to enhance personal hygiene (to brush the teeth, clean the armpit or bath). Assessment: let learners mention materials that can be

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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:					Class	size:
Day:				D	ate:	
Period :				Lesson:		
Strand: PHYSICAL FIT	NESS CONCEPTS	, PRINCIPLES AN	D St	ub-str	and : FITN	IESS PROGRAMME
STRATEGIES						
Indicator (code)			B4.4.1.4			
Content standard (co			B4.4.1.4			
Performance Indicato	or					how prolong physical activity
						llowing movement to occur for
			'		s of time.	
-	•		unication	and C	Collaborati	ion Personal Development and
Leadership Critical Th	inking and Probl	em Solving.		<i>y</i> .		
Keywords						
			$\langle \mathcal{O} \rangle$			
T. L .R. (s)			Cones			
Ref:		PE curriculum	Page			
DAY	Phase 1:		Phase 2	_		Phase 3:
	Starter		(new lea	_		Plenary / Reflections
	(preparing the l	brain	includin	ng ass	essment)	
	for learning)					144
Friday	Learners jog ro				uss how	What have we learnt today?
	demarcated are		prolong	-		
	singing and clap		like jogg		vaiking,	Use answers to summarise
	up the body for		etc. imp			the lesson.
	performance ar	ia to prevent	endurar	nce.		
	injuries					

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:			[Dat	9:	
Period :			L	Less	on:	
Strand : The	Family and C	ommunity Su	b-strand	1 : R	oles and Relationships	
Indicator (co	-	B4 4.1.1.3:				
Content star	ndard (code)	B4 4.1.1.				
Performance	e Indicator	Learners can give rea	asons for	rev	varding good deeds.	~
-		reativity and Innovation Communication and Collaboration Personal Develonking and Problem Solving.				
Keywords					1720	
T. L .R. (s)		Pictures		1		
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main	()			Phase 3:
27.11	Starter	(new learning includi	ing asses	ssm	ent)	Plenary / Reflections
	(preparing	,			,	
	the brain					
	for					
	learning)					
Friday	Engage	Lead learners to reca	all good d	dee	ls.	What have we learnt
	learners to	 Let learners mention 	on types	of r	ewards: handshakes,	today?
	sing songs	hugs, praises, certific	cates, pri	zes	gifts, etc.	
	and recite	 Guide learners to d 	liscuss th	ne ir	nportance of good	Ask learners to
	familiar	deeds: -to ensure law	w and ord	der	in society -to help	summarize the main
	rhymes	everyone to develop	good mo	oral	life -to encourage	points in the lesson
		hardworking, etc.				
		Assessment: let learn	ners give	e rea	asons for rewarding	
		good deeds	_		-	

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Visu	ıal Arts		Sub-strar	nd: Planning, Making and Cor	nposing
Indicator (co	ode)	B4 1.2.2.3			
Content star	ndard (code)	B4 1.2.2.			
Performance	e Indicator	Learners can exp	eriment w	ith available visual arts medi	a and methods to create
		artworks based o	n own vie	ws, knowledge and understa	nding of topical issues in
		Ghana			
-				nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	ving.		
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
	Engage	Revolore the loca	l surround	lings to select available	What have we learnt
	learners to	·		good for making artworks;	today?
	sing songs			h available materials and	today.
	and recite	· ·		making methods and skills	Ask learners to
	familiar		-	er mâché (paper pulp) etc.	summarize the main
	rhymes			straw, yarn, paper etc. for	points in the lesson
	•		-	r making mobiles and	-
				assembling; - brushes and	
		paint for painting	; - spatula	and scooping tools for	

	modelling; - needle for sewing/stitching; 2 discuss and	
	share their experiences through discussion and peer	
	assessment; 🛭 use available materials in the	
	environment to make own visual artworks that	
	represent the artworks studied;	
	Assessment: let learners create artworks based on own	
	views, knowledge and understanding of topical issues in	
	Ghana	
Engage	Learners are to:	What have we learnt
learners to	discuss and compare their artworks to the visual	today?
sing songs	artworks studied	
and recite		Ask learners to
familiar	Assessment: let learners create artworks based on own	summarize the main
rhymes	views, knowledge and understanding of topical issues in	points in the lesson
	Ghana	

		Ghana					
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	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Da	te:	
Period :			Le	sson :	
Strand: WO	RD PROCESSI	NG Sub-s	strand :	TECHNOLOGY IN THE COM	MMUNITY
		(COM	1MUNIC	ATION)	
Indicator (co	ode)	B4.1.4.1.2.			
Content star	ndard (code)	B4.1.4.1.			
Performance	e Indicator	Learners can identify a	nd list o	common examples of ene	rgy-efficient gadgets and
		techniques used in hom	nes, in s	chools and in the local co	ommunities e.g. using the
		appropriate energy-effi	icient ga	ndgets - energy saving bu	lbs, choosing the right
		appliances, cleaning you	ur stove	often (soot removal), red	ucing overall cooking time
		etc.			
=			nmunic	ation and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.			
Keywords				X	
			· ()-		
T. L .R. (s)		Laptop			
Ref:	Computing	curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessi	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	Bring pictures of energy		-	What have we learnt
11/2 dia 22 day .	learners to	class e.g. energy saving cooking stoves, toilet wa	_	- :	today?
Wednesday	sing songs	energy-saving shower h			
	and recite	learners to discuss in gr			Ask learners to
	familiar		ples of	energy-efficient devices	summarize the main
	rhymes	and techniques.			points in the lesson
		Assessment:			
		Let learners identify an	d list co	mmon evamples of	
		energy-efficient gadgets		minon examples of	
		energy-enicient gaugets	ა		

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LESSON PLAN
 LESSON PLAIN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	ıg:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : OU	R NATION GH	ANA	Sub-strar	nd : Being a Citizen	V
Indicator (c	ode)	B4.4.1.3.1		10	
Content sta	ndard (code)	B4.4.1.3.			
Performanc	e Indicator	Learners can beco	ome comm	nitted to duties and responsi	oilities
-		tivity and Innovations and Problem So		inication and Collaboration P	ersonal Development and
Keywords)-	
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curric	ulum Page	e	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners explain commitment: A promise, agreement, or understanding you make to/with someone or something. • Learners mention the ways by which they are expected to show commitment. • For example: • Show commitment to God such as praying everyday and reading scriptures, helping others showing charity. • Show commitment to the family duties such as keeping room clean and taking care of pets.		What have we learnt today? Ask learners to summarize the main points in the lesson	

		Showing commitment to school work by doing	
		homework, keeping the classroom neat, and coming to	
		school everyday.	
		Assessment: let learners mention the ways by which they are expected to show commitment.	
Thursday	Engage	Learners role play scenarios or engage in other	What have we learnt
	learners to	activities that show the benefits for showing	today?
	sing songs	commitment.	
	and recite	We show respect to God, teachers, parents and	Ask learners to
	familiar	leaders.	summarize the main
	rhymes	We develop positive self-identity.	points in the lesson
		We develop good relationships etc	
		Assessment: let learners mention the benefits for showing commitment	

showing commitment		
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LESSON PLAN
 LESSON PLAIN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:				С	lass size:		
Day:				Date	:		
Period :				Lesso	n :		
Strand : Colonisat		•	Sub-strar	nd : Est	tablishing C	Colonial Rul	e in Ghana
under Colonial Ru	le in Ghar	na					
Indicator (code)		B4.4.1.2.1					
Content standard	(code)	B4.4.1.2.					
Performance Indi	cator	Learners can cor	mpare the	map o	f the Gold (Coast in 195	55 and the map of Ghana
		today		. 6			
-		vity and Innovation and Problem Solv		nication	n and Collal	ooration Pe	rsonal Development and
Keywords			Bo				
T. L .R. (s)		Pictures					
Ref: Histo	ory curric	ulum Page					
DAY Phas	e 1:	Phase 2: Main					Phase 3:
Start	er	(new learning ind	cluding ass	sessme	ent)		Plenary / Reflections
''	paring						
the k							
	earning)						
Tuesday Enga	_	Compare the ma	-				What have we learnt
	ners to	map of Ghana to	day. Discu	iss you	r observatio	ons	today?
	songs recite						Ask learners to
fami							summarize the main
rhyn		Assessment: let learners compare the map of the gold Coast in 1955 and the map of Ghana today for			points in the lesson		
How	did	differences					
	ite and						
	Northern						

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	Territories		
	become		
	protectorates		
	of the		
	British?		
	How did		
	Britain		
	acquire the		
	mandated		
	territories?		
Thursday	Engage	Compare the map of the Gold Coast in 1955 and the	
	learners to	map of Ghana today. Discuss your observations	
	sing songs		
	and recite	Assessment: let learners compare the map of the Gold	
	familiar	Coast in 1955 and the map of Ghana today for	
	rhymes	differences	
		(O)	
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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:				Class size:	
Day :				Dat	e:	
Period :				Les	son :	
						V
Strand : Rea	ding		Sub-strand	d : F	luency	
Indicator (co	de)	B4.2.7.1.3	B4.2.8.1.	1	B4.2.8.1.2	
Content star	ndard (code)	B4.2.7.1.	B4.2.8.1.		B4.2.8.1.	
Performance	e Indicator	• Th	ne learner sl	hou	ld answer questions on a	passage
					d read short passages ob	<u> </u>
0				$\overline{}$	d read about 125 to 150	•
-		tivity and innovations		าเcล	tion and Collaboration Po	ersonal Development and
Leadership C	artical milikii	ig and Problem 30	iving.			
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, recor	ded	audios visual	
Ref:	Manila card	s, markers, record	ed audios vi	isua	l	
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
	Engage	Let learners rea	ad the pass	200	again in turns	What have we learnt
	leaners to		•	_	based on the passage	today?
	sing songs	read for the othe	•			coudy.
	and recite	• Ask questions for				
	familiar	7 SK questions K	o. icarricis	u		
	rhymes	Assessment: let le	earners ans	wer	questions on a passage	Review the lesson with
						learners

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	Engage	 Give learners short passages to read in silently. 	What have we learnt
	leaners to	Call learners to read the passage in turns (correct	today?
	sing songs	learners where necessary).	
	and recite	As they read, let them observe the punctuations in	
	familiar	the passage.	
	rhymes		Review the lesson with
		Assessment: let learners read short passages observing	learners
		punctuations	
	Engage	Give learners a passage to read (the passage should	What have we learnt
	leaners to	be about 125 to 150 words to be read in a minute.)	today?
	sing songs	Group learners and let them play a reading game at	
	and recite	120 words or more per minute	Review the lesson with
	familiar		learners
	rhymes	Assessment: let learners read about 125 to 150 words	
		per minute	
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	•	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:	Class size:
Day:	Date :
Period :	Lesson:
Teriou .	Lesson .
Strand :	Sub-strand :
A. Oral Language	A. Presentation
B. Reading	B. Silent Reading
C. Grammar Usage A	t Word C. Adverbs
D. Writing	D. Argumentative/Persuasive Writing
E. Using Writing Con	ventions E. Using Simple, Compound and Complex Sentences
F. Extensive Reading	F. Building The Love And Culture Of Reading
Indicator (code)	(B4.1.10.1.3 B4.1.10.2.1) B4.2.8.1.1 B4.3.6.1.2 B4.4.13.2.4 B4.5.9.1.1 B4.6.1.1.1
Content standard (code)	(B4.1.10.1. B4.1.10.2.) B4.2.8.1. B4.3.6.1. B4.4.13.2. B4.5.9.1. B4.6.1.1.1
Performance Indicator	A. Learners can demonstrate awareness of how meaning is conveyed through
	appropriate pace, stress, tone – through stories read aloud. Speak clearly
	and fluently, using the appropriate voice qualities (pace, tone etc.)
	B. Learners can read silently and reasonably for meaning from level
	appropriate texts
	C. Learners can use adverbs of time to modify verbs
	D. Learners can provide a concluding statement that follows from argument
	presented
	E. Learners can identify subjects and verbs in simple sentences
	F. Learners can read a variety of age- and level appropriate books and present
	a-two-paragraph summary of each book read

Leadership	Critical Thinki	ng and Problem Solving.	
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a class
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGUAGE Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation. Read the same story or text aloud with poor pace, stress and intonation. Put learners into groups to analyse the types of reading and identify which one conveys meaning and why. Have learners practise reading the story with good pace, stress and intonation. Model a speech: choose a familiar topic and make a short speech on it. Guide learners to discuss the speech. Have learners practise in groups to select topics and make short speeches on them. Encourage them to speak clearly and fluently using the appropriate voice qualities. Assessment: let learners speak clearly and fluently, using the appropriate voice qualities 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Learners read silently making reference to pictures, illustrations, etc. to make meaning of texts. Encourage learners to do independent work. Note: You may guide learners with questions to do this.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners make reference to pictures, illustrations, etc. to make meaning of texts	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Present adverbs of place in context. Examples of adverb of time are yesterday, today, tomorrow, etc Assessment: let learners use adverbs of time to modify verbs	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Guide learners to select a debatable topic. Divide the class into two to go through the writing process to prepare to debate the topic. Assessment: let learners provide a concluding statement that follows from argument presented	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Let learners write an event they have participated in. • Learners edit their work to demonstrate their knowledge of subject and predicate Assessment: let learners identify subjects and verbs in simple sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	 E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary of the book read. Invite individuals to present their work to the class for feedback 	Have learners to tell what they read to the whole class
		Assessment: Ask each learner to write a-two-paragraph summary of the book read.	

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SUBJECT: Mathematics CLASS: FIVE

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :			l	Lesson:		
Strand : GEOMETRY AND MEASUREMENT Sub-stran			Sub-strand	l : N	leasurement- (Perimete	r and Area)
Indicator (co	or (code) B4.3.3.1.2 B4.3.3.1.4					
Content standard (code) B4.3.3.1. B4.3.3.1. B4.3.3.1.						
in cm and m. Learners can develor square and rectangle Learners can constru			m. can develop d rectangle can construc	an at di	nd apply a formula for c	gular and irregular shapes letermining perimeter of iven perimeter (cm, m) to perimeter.
=		tivity and Innovations and Problem So		icat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L.R. (s) Counters						
Ref:	Mathematic	cs curriculum Pag	е			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssm	ent)	Phase 3: Plenary / Reflections

Monday	Sing songs	Ask pupils to use a ruler to measure all the sides of a	Review the lesson with
ivioliuay	like:	regular shape and sum up the result to obtain the	Learners
	III.C.	perimeter	Learners
	l'm	perimeter	
		_ 5 cm	
	counting	D ☐ ☐ ☐ C	
	one, what		
	is one	3 cm 3 cm	
	1 - One is.	Δ □ □ □ □ B	
	2 - pair let	5 cm	
	us pair	P =	
		16cm	
		Find the Perimeter 5cm	/
		3cm length=5cm width=3cm	
		5cm	
		P = 5cm + 3cm + 5cm + 3cm = (16cm)	
		Formula: P = 2l + 2w	
		P = 2(5cm) + 2(3cm)	
		P = 10cm + 6cm	
		Pupils to explore the area of irregular cut-out shapes	
		using graph sheets. Pupils to trace the shape on	
		the graph sheet and count out the unit squares	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Given an irregular shape with its sizes, ask pupils to sum	Review the lesson with
	like:	up the sizes to obtain the perimeter	Learners
		12 cm	
	l'm	3 cm	
	counting	9 cm (Ocm	Α
	one, what	bem	
	is one	2 000	
	1 - One is		
	one alone,		
	alone it		
	shall be.		
	1		

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		Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm	Use cut out shapes to demonstrate how to determine the perimeter of 2-D shapes. Ask pupils to measure the sides of the cut out shape and add the results to obtain the perimeter	Review the lesson with Learners
	counting	5 cm	
	one, what is one	5 cm 5 cm	
	1 - One is one alone, alone it	5 cm	/
	shall be. 2 - Two	Given a rectangular cut out shape, ask pupils to measure the sides of the shape and determine the	
	pair, two pair come pair let us	perimeter of the shape A Cm B	
	pair	2 cm D 4 cm	
		Therefore the perimeter of the triangle given is AB +	
Thursday	Sing congs	AD + BC + CD. Thus 4cm + 2cm + 4cm + 2cm = 12cm	Review the lesson with
Tiluisuay	Sing songs like:	Given a perimeter of say 36cm, pupils to draw about three different rectangular shapes for the same	Learners
		perimeter. Combinations may include (6cm, 6cm, 12cm,	
	l'm	12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm,	
	counting	etc	
	one, what	X	
		Assessment: have learners to practice with more examples	
Friday	Sing songs like:	Given a perimeter of say 36cm, pupils to draw about three different rectangular shapes for the same perimeter. Combinations may include (6cm, 6cm, 12cm,	Review the lesson with Learners
	l'm	12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm,	
	counting one, what	etc	
	is one	Assessment: have learners to practice with more examples	

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SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:		
Day:				Dat	e :	
Period :				Les	son :	
Strand: HUMANS AND THE Sub-s ENVIRONMENT			Sub-stran	strand : PERSONAL HYGIENE AND SANITATION		
Indicator (co	ode)	B4. 5.1.1.2				
Content star	ndard (code)	B4. 5.1.1.				
Performance	e Indicator	Learners can de management	escribe wa	iys	of sustaining the envi	ronment through waste
Core Competencies: Creativity and Innovation Communication and Collaboration P Leadership Critical Thinking and Problem Solving.			ersonal Development and			
Keywords			B			
T. L .R. (s)		Pictures				
Ref:	Science curi	iculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	Main rning including assessment)		Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	the environment, • Engage learners waste they produ paper, rubber, bo • Write learners'	nnment, including so learners in groups y produce in the ho ober, bottles, etc. earners' ideas on the mon what will hap		nention the types of and at school, e.g.	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners mention what will happen if the wastes they produce are not separated.	
Thursday	F	Designations on which will be a constitute and the second	NA/hat have welled and
Thursday	Engage	Brainstorm on what will happen if the wastes they	What have we learnt
	learners to	produce are not separated.	today?
	sing songs	Evaluate learners by asking them to perform	
	and recite	individual tasks, e.g. by writing down four practical	Ask learners to
	familiar	ways of sustaining the environment.	summarize the
	rhymes		important points of the
		Project: Design Litterbins to hold different forms of	lesson
		waste. Learners make or mould litterbins and other	
		equipment from suitable materials for holding different	
		types of waste.	~
		Assessment: let learners write down four practical	
		ways of sustaining the environment.	

		ways of sustaining	the environment.			
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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:						Class size	e:	
Day:			Date :					
Period :		Lesson:						
Strand: PHYSICAL	FITNESS CONC	EPTS, PRINCI	PLES	Sub-stra	nd: HEAL	THY DIET		
AND STRATEGIES								
Indicator (code)			B4.4.2.4.1					
Content standard ((code)		B4.4.2.4.					
Performance Indicate	ator		Learners	can exp	lain how	the inte	ensity and duration of	
			exercise,	as well	as nutriti	onal choi	ices, affect energy use	
			during p	hysical act	ivity.			
_	•			ication an	d Collabo	ration Per	sonal Development and	
Leadership Critical	Thinking and I	Problem Solvi	ng.					
Keywords				100				
T. L .R. (s)			Cones					
Ref: PE curriculu			m Page					
			Y					
DAY	Phase 1:		Phase 2:				Phase 3:	
	Starter		(new lea	rning inclu	iding asse	essment)	Plenary / Reflections	
(preparing the brain		ne brain						
	for learning)							
Friday	Learners jog			discuss th		•	What have we learnt	
	demarcated			intensity			today?	
	while singing			s. The high		• •		
	'' 0	varm-up the		ter should			Use answers to	
body for maximal		, , ,				summarise the lesson.		
	performance			itrients fas		•		
prevent injuries		ries	more nutrient intake at the end of					
			the activ	ity to mair	ntain equi	librium		

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:					Class size:		
Day:				Date :			
Period:				Lesson:			
Strand : The	Family and C	ommunity S	ub-strand	d : R	oles and Relationships		
Indicator (co	-	B4 4.1.1.3:					
	ndard (code)						
Performance	e Indicator	Learners can give re	easons for	r rev	varding good deeds.	V	
-		tivity and Innovation ng and Problem Solvii		nica	ion and Collaboration Pe	ersonal Development and	
Keywords		1,50					
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
				<u>) - </u>		<u></u>	
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning includ	ding asse	ssm	ent)	Plenary / Reflections	
	(preparing						
	the brain for						
	learning)						
Friday	Engage	Let learners, in pairs	s or group	os. v	vrite essays on good	What have we learnt	
,	learners to	deeds:		,		today?	
	sing songs	- Why I will always do good				,	
	and recite	- The rewards of being good				Ask learners to	
	familiar	Every good turn deserves another.			summarize the main		
	rhymes	, 5				points in the lesson	
		Assessment: let lear	rners give	rea	sons for rewarding		
		good deeds					

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 LESSON PLAN

SUBJECT: Creative Arts CLASS: FIVE

Week Ending	g:	Class size:			
Day:				Date :	
Period :				Lesson:	
		1			
Strand : Performing Arts Sub-strar			Sub-stran	id: Planning, Making and Cor	nposing
Indicator (co	ide)	B4 2.2.2.3.		.09	
Content star		B4 2.2.2.			
Performance		Learners can exp	eriment w	ith available performing arts	media and techniques to
		create performing	g artworks	based on own views, knowle	dge and understanding of
		topical issues in G	ihana		
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Po	ersonal Development and
Leadership C	ritical Thinkir	ng and Problem Sol	ving.		
Keywords			-()		
Reywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
	Engage	Learners are to: 17	l evnlore th	ne local environment to	What have we learnt
	learners to		•	, sounds, rhythms,	today?
	sing songs			at are suitable for	toddy.
	and recite	-		music, dance, drama,	Ask learners to
	familiar	poems, etc.; 🛭 exp	_		summarize the main
	rhymes	• • • • • • • • • • • • • • • • • • •		ment patterns, etc. to	points in the lesson
	•	ŕ	•	ositions of the Ghanaian	•
		•	•	opical issues of national	
		concern in Ghana	such as ro	ad safety, plastic waste,	

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	water pollution, low rainfall due to climate change,	
	migration of youth, slums in cities	
	Assessment: let learners create performing artworks	
	based on own views, knowledge and understanding of	
	topical issues in Ghana	
Engage	Learners are to:	What have we learnt
learners to	discuss and share their experiences for peer review.	today?
sing songs		
and recite		Ask learners to
familiar	Assessment: let learners create performing artworks	summarize the main
rhymes	based on own views, knowledge and understanding of	points in the lesson
,	topical issues in Ghana	

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SUBJECT: COMPUTING CLASS: FIVE

Week Ending	<u></u>				Class size:	
			Dat			
	Day: Date: Period: Lesson:					
Period :	DD DDOCECCI	N.C.	C la al			48 41 INUTY
					ECHNOLOGY IN THE CON	VIMIUNITY
			(COMMUI	NICA	ATION)	
Indicator (co		B4.1.4.1.3.				
Content star						
Performance	e Indicator					rdware and software) and
					ised for different purpos	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving.						ersonal Development and
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
) -		
DAY	Phase 1:	Phase 2: Main	7			Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Guide learners to o	discuss in a	grou	ps of three to five, the	What have we learnt
	learners to	range of digital sys	tems and	thei	r peripheral devices.	today?
Wednesday	sing songs	How they can be used for different purposes in the				
	and recite	community. Let lea	arners pre	sent	their findings to the	Ask learners to
	familiar	class				summarize the main
	rhymes					points in the lesson
		Assessment:				
		Let learners descril	be how a	rang	e of digital systems	
		(hardware and soft	tware) and	d the	eir peripheral devices	
		can be used for dif	ferent pui	rpos	es in the community.	

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 LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:	Class size:			Class size:	
Day:				Dat	e:	
Period :				Les	son :	
Strand : OUR NATION GHANA Sub-strand : Authority and Pow			Authority and Power	~		
Indicator (co	de)	B4.4.2.1.1.				
Content star	ndard (code)	B4.4.2.1.				
Performance	Indicator	Learners can show	v respect a	and c	bedience to those in aut	hority
		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L.R. (s) Pictures						
Ref:	Our World (Our People curricu	ilum Page	è		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify people (can use films and pictures) with authority and power in the community: parents, e.g. Home: parents, grandparents uncles, aunties School: headteacher, teachers, prefects Community: chiefs, pastors, Imams, Assembly members, police State: President, Speaker of Parliament, Members of Parliament.		community: parents, its uncles, aunties prefects Community: y members, police	What have we learnt today? Ask learners to summarize the main points in the lesson	

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		Learners talk about why they should respect and obey	
		people in authority: e.g. to promote unity, peace and	
		harmony, to avoid punishment.	
		namony, to avoid panisiment.	
		Assessment: let learners identify people with authority	
		and power in the community	
		and power in the community	
Thursday	Engage	In groups, learners talk and write about why they	What have we learnt
,	learners to	should obey authority.	today?
			Ask learners to
	sing songs	Learners present their work for class discussion	
	and recite		summarize the main
	familiar	Assessment: let learners write about why they should	points in the lesson
	rhymes	obey authority	
		ANA FILLINGS	

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 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
i cilou .				LC350II .	
Strand: Inde	ependent Gha	na	Sub-strar	nd : The Republics	
Indicator (co	ndicator (code) B4.6.1.1.1.				
Content star	ndard (code)	B4.6.1.1.			
Performance	e Indicator	•		Shana up to June 1960, thou	•
			_	dom (UK) as Head of State	of the Ghana and made
		limitations on Gh	ana's inde _l	pendence.	
=				nication and Collaboration Pe	ersonal Development and
Leadership C	ritical Ininkir	ng and Problem So	iving.		
Keywords			7		
-					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Define the term,	Republic.		What have we learnt
	learners to				today?
	sing songs	Discuss the limita	ations on G	Shana's independence up to	,
	and recite	June 1960.			Ask learners to
	familiar				summarize the main
	rhymes	Assessment: let le	earners exp	olain the limitations on	points in the lesson
		Ghana's independ	dence up t	o June 1960.	
	What is a				
	Republic?				

	Who was		
	the leader		
	of Ghana's		
	first		
	Republic?		
Thursday	Engage	Discuss the limitations on Ghana's independence up to	What have we learnt
	learners to	June 1960	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners explain the limitations on	summarize the main
	rhymes	Ghana's independence up to June 1960.	points in the lesson
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LESSON PLAN
 LESSON I LAN

SUBJECT: Ghanaian Language curriculum CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Chronid - Doo	alia a		Code atmos		V
Strand : Rea	aing		Sub-strar	nd : Summarising	
Indicator (co	ode)	B4.2.9.1.1	B4. 2.9.	1. 2	
Content star	ndard (code)	B4.2.9.1.	B4. 2.9.	1.	
Performance	e Indicator	• The learn	er should :	select topic sentences in para	graphs.
		• The learn	er should	give titles to passages	
Leadership C		tivity and Innovations and Problem So		unication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	ım		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essment)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Let learners real book. Lead learners to be passage they have Let learners corr 	od a number of discuss we recognise see read.	conal occupational song. For of paragraphs from a What a topic sentence is. Some topic sentences in the In the reading of the passage entences in each paragraph	What have we learnt today? Review the lesson with learners

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		 Let learners compare their topic sentences in their groups. Let learners compare their final group works to those of other groups. Discuss their findings with them. Assessment: let learners select topic sentences in paragraphs.	
	Engage leaners to sing songs and recite familiar rhymes	 Read a passage to learners. Discuss the passage with learners and let them come out with suggested titles. Discuss their suggested titles with them and select one. Give learners a different printed passage for them to read. Lead learners to give a title to the passage they have read. Assessment: let learners should give titles to passages	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 Read a passage to learners. Discuss the passage with learners and let them come out with suggested titles. Discuss their suggested titles with them and select one. Give learners a different printed passage for them to read. Lead learners to give a title to the passage they have read. Assessment: let learners should give titles to passages	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC FOUR WEEK 5

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Content standard (code) (B4.1.10.2. B4.1.10.3.) B4.2.8.1. B4.3.7.1. B4.4.14.1. B4.5.9.1. B4.6.1.1.

Performance Indicator A. Learners can read aloud clearly, at a good pace and with expression. Identify the purpose and audience of a speech and set goals in the context of assigned topics (e.g. about familiar persons) B. Learners can find meaning of words as used in context

C. Learners can use idiomatic expressions appropriately in communication

D. Learners can write words giving information about family

E. Learners can construct simple sentences correctly

F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

Keywords	

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a class
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE Provide varied texts and guide learners to read them clearly at a good pace and with good expression. The texts can be in the form of poems/rhyme, etc. Using a model speech which must be provided by the teacher, guide learners to identify: i. the purpose of the speech; ii. the audience; iii. the goals set in the context of assigned topics Note: The speech can be about self, familiar persons, objects and experience Assessment: let learners read aloud clearly, at a good pace and with expression.	What have we learnt today?
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Guide pupils to learn new words through the procedure below: - Write key words on the board, one at a time. - Have learners attempt to pronounce the word. - Model the pronunciation for learners to repeat. - From the passage, ask learners to write the sentence in which the new word is and read it out. - Use Think-Pair-Share strategy to have learners find meaning in context. - Have them think of other words that can replace these words. – Ask pupils to use the words in sentences. Note: You can vary the procedure in teaching new words.	What have we learnt today?

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		Assessment: let learners find meaning of words as used in context	
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Present examples of idiomatic expressions in context. Discuss each with learners to bring out it's meaning. Have learners use the expressions they have learnt in sentences guided with further examples. Put learners into groups to determine the meaning of given idiomatic expressions in context. 	What have we learnt today?
		Assessment: let learners use idiomatic expressions appropriately in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Guide learners with a model to talk about themselves. This is a whole class discussion with individual learners saying things about themselves. Let learners write about themselves. In pairs learners edit each other's work and identify words and sentences that give information about the partner which they did not know previously. Assessment: let learners write words giving information about family 	What have we learnt today?
Friday	Engage learners to sing songs and recite familiar rhymes	 E.WRITING CONVENTION Learners construct simple sentences. Write some of the sentences on the board to guide the discussions on subjects and verbs. Show a large poster of people doing various activities. Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate Assessment: let learners construct simple sentences correctly 	What have we learnt today?
Friday	Guide learners to choose and read books during the	 E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary of the book read. 	Have learners to tell what they read to the whole class

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	library	• Invite individuals to present their work to the cla	ss for
	period	feedback	
	periou	leeuback	
		Assessment: Ask each learner to write a-two-parag	granh
			5. 45
		summary of the book read.	
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LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Endin	g:				Class size:	
Day : Period :				Dat	son :	
			SCHOOL			
Strand : GEOMETRY AND MEASUREMENT Sub-str		Sub-stran	nd : N	Measurement- (Perimete	r and Area)	
Indicator (code)		B4.3.3.2.1 B4.3.3.2.2 B4.3.3.2.3				
Content star	ndard (code)	B4.3.3.2. B4	B4.3.3.2. B4.3.3.2.			
Performance	e Indicator	• Learners o	can recogni	ise tl	hat area is measured in se	quare units
		 Learners can select and justify referents for the units cm2 or m2 				
		 Learners can estimate area by using referents for cm2 or m2 				
Core Compe	tencies: Crea	tivity and Innovation Communication and Collaboration Personal Development and				
Leadership (Critical Thinkin	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					

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Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it	Pupils to explore the area of their exercise books. i.e. ask pupils to cut 1cm by 1cm square sheets and tack them on the back of their exercise books until it is covered entirely. Then, count the number of the sheets to obtain the area E.g. 2. Pupils to explore the area of graph sheet. Ask pupils to calculate the area of one of the squares on the graph sheet. Then, count the number of squares on the graph sheet to obtain the area of the entire sheet Assessment: have learners to practice with more	Review the lesson with Learners
		examples	
Tuesday	Sing songs	Using floor tiles, ask pupils to measure the area of one	Review the lesson with
,	like:	of the tiles, then multiply it by the number of tiles to	Learners
		obtain the area of the entire room	
	l'm		
	counting	Note: Help pupils to come out with the understanding	
	one, what	that the area of a figure is the number of squares	
	is one	required to cover it completely	
	1 - One is.	Assessment: have learners to practice with more examples	
Wednesday	Sing songs	Let pupils explore the area of smaller objects say their	Review the lesson with
	like: I'm counting	exercise books. Then explore the area of larger objects say the entire classroom and compare the results for the two activities. Ask pupils to tell which unit (cm2 or m2) they will use	Learners
	one, what	for which activity and why?	
	is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs	Let pupils estimate the area of items in the classroom.	Review the lesson with
	like:	Then measure the actual area and compare with their estimates	Learners
		1	

	ľm	E.g. 2 Pupils to measure the area of say their exercise	
	counting	books. With that as a reference point, ask them to	
	one, what	estimate the area of the teacher's table	
	is one		
	1		
		Assessment: have learners to practice with more examples	
Friday	Sing songs	Let pupils estimate the area of items in the classroom.	Review the lesson with
	like:	Then measure the actual area and compare with their	Learners
		estimates	
	l'm		
	counting	E.g. 2 Pupils to measure the area of say their exercise	
	one, what	books. With that as a reference point, ask them to	
	is one	estimate the area of the teacher's table	
	1 - One is		
		Assessment: have learners to practice with more examples	

	examples		
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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:			
Day:				Dat	Date :		
Period :				Les	son:		
		Ţ					
	MANS AND TH	łΕ	Sub-stran	id : [DISEASES	/	
ENVIRONMENT							
Indicator (co	ode)	B4.5.2.1.1					
Content star	ndard (code)	B4.5.2.1.			CO.		
Performance	e Indicator	Learners can iden	Learners can identify causes, symptoms and prevention of measles				
-		•	ivity and Innovation Communication and Collaboration Personal Development and				
Leadership C	Critical Thinkir	ng and Problem Sol	ving.				
Keywords			70				
T. L .R. (s)	T	Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
Monday	learning)	Loarnors watch ni	ctures vid	loos	or charts on causes,	What have we learnt	
ivioriday	Engage learners to	•	•		easles, or invite a health	today?	
		personnel or Scho			•	touayr	
	sing songs and recite	•			•	Ask learners to	
		(SHEP) coordinate	or to give a	Laik	On measies.	summarize the	
	familiar	Assessment let le	arners ide	ntif	causes and symptoms		
	rhymes	of measles	arriers ide	iiiiiy	causes and symptoms	important points of the	
						lesson	

Thursday	Гисто		
	Engage	In pairs, learners answer the following questions based	What have we learnt
	learners to	on the pictures and videos: (1) What causes measles?	today?
	sing songs	(2) What are the symptoms of measles? (3) What	
	and recite	should be done if someone is exposed to measles? (4)	Ask learners to
	familiar	What are the ways of preventing the spread of	summarize the
	rhymes	measles?	important points of the
			lesson
		Project: Learners develop concept maps to show the	
		causes, symptoms and prevention of measles. Learners	
		develop posters to talk about how they can prevent	
		measles.	
		Assessment: let learners identify the prevention of	
		measles	
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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Endi	ing:				Class size:		
Day:				Date :			
Period :				Les	Lesson:		
Strand: Ph	HYSICAL FITNES	S CONCEPTS,	Sub-strai	nd : S	AFETY AND INJURIES		
PRINCIPLES	PRINCIPLES AND STRATEGIES						
Indicator (code) B4.4.3.4.1:							
Content st	andard (code)	B4.4.3.4.					
Performan	ce Indicator	Learners can id	entify mu	scles	being strengthened du	ring the performance of	
		particular physica	al activities	5			
		itivity and Innovations and Problem So		unica	tion and Collaboration Pe	ersonal Development and	
Keywords					CC,		
T. L .R. (s)		Cones					
Ref:	PE curriculu	ım Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	Plenary / Reflections				
	(preparing						
	the brain						
	for						
Fuida.	learning)	Push ups strengthen the bicep muscles and muscles of			What have we leavet		
Friday	Learners			•		What have we learnt	
	jog round a demarcate		_		ne triceps muscles. Stepings and the quadriceps	today?	
	d area in		Use answers to				
	files while	(muscles of the thigh).				summarise the lesson.	
	singing and					Summarise the resson.	
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						
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LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:					Class size:		
Day:				Date :			
Period:				Lesson:			
Strand : The Family, Authority and Sub				d : A	authority and Obedience		
Obedience							
Indicator (co	ode)	B4.5.1.1.1:					
Content star	ndard (code)	B4.5.1.1.					
Performance	e Indicator	Learners can expla	ain authori	ty a	thome, school and in the	e community.	
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections		
Friday	Engage learners to sing songs and recite familiar rhymes	Through questions and answers, let learners explain authority. • With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities. • Guide learners to identify those in authority at home, school and in their community: parents, headteachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.			What have we learnt today? Ask learners to summarize the main points in the lesson		
		school.	аттегэ схр	null	additionly at notific and		

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 LESSON PLAN

SUBJECT: Creative Arts CLASS: FIVE

Week Ending	g:				Class size:		
Day :			1	Dat	e:		
Period :			l	Less	son :		
Strand : Visu	ial Arts	:	Sub-strand : Displaying and Sharing				
Indicator (co	ode)	B4 1.3.4.3					
<u>-</u>	ndard (code)	B4 1.3.4.					
Performance	e Indicator	•			of own artworks to shand understanding of to	nare creative experiences pical issues in Ghana	
Core Competencies: Crea Leadership Critical Thinkin			tivity and Innovation Communication and Collaboration Personal Development and				
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asses	ssm	ent)	Phase 3: Plenary / Reflections	
	Engage learners to sing songs and recite familiar rhymes	or visit an exhibition circuit, district or recultural education discuss the need artworks. I develoof fixing a date, - sele brainstorm to ag	egional cul- unit of the for display p a roadma ecting a ven ree on a th	oref Itura Gh Ving ap f nue, nem ic ir	al festival of the ana Education Service). portfolio of own visual or the exhibition by: inviting an audience; e for the exhibition; ? e for the exhibition; ? e vitations (e.g. letters,	What have we learnt today? Ask learners to summarize the main points in the lesson	

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		Facebook, announcements, posters, jingles) to target	
		audience, for example parents, PTA/SMC members,	
		stakeholders, colleague learners;. 2 select works for the	
		exhibition by considering (e.g. creativity and originality,	
		finishing and decoration, relevance of the works to the	
		theme, social and cultural importance); 2 decide on	
		mode of display (e.g. hanging, draping, spreading);	
		Assessment: let learners write a plan for an exhibition	
		of own artworks	
	Engage	Learners are to:	What have we learnt
	learners to	plan the layout of the exhibition hall, prepare labels for	today?
	sing songs	the works (e.g. title, name of artist, date); 🛽 clean and	
	and recite	prepare the hall and its environment and make it ready	Ask learners to
	familiar	for the exhibition; 2 plan for post exhibition activities	summarize the main
	rhymes	such as cleaning, appreciation, evaluation, reporting,	points in the lesson
		etc	
		Assessment: let learners write a plan for an exhibition	
		of own artworks	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending:					Class size:		
Day:				Date:			
Period :				Les	son:		
Strand: WO	NG S	Sub-stran	d : T	ECHNOLOGY IN THE CO	MMUNITY		
		((COMMUI	NICA	TION)		
Indicator (co	de)	B4.1.4.1.4					
Content star	ndard (code)	B4.1.4.1.					
Performance	e Indicator	Learners can ide	ntify tech	nnol	ogical changes in the	community (e.g. Using	
		automated irrigation	on for farr	ming	, eco-friendly pesticides	and manure, etc.)	
Core Compe	tencies: Crea	tivity and Innovatior	n Commu	nica	ion and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solv	ring.		CK		
Keywords					77,3		
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
	compating	carriediam rage)-			
DAY	Phase 1:	Phase 2: Main	7			Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections	
	(preparing				·	-	
	the brain						
	for						
	learning)						
	Engage	Guide learners to e	explore te	chno	ological changes in the	What have we learnt	
	learners to	community or in th	ne world.	Let l	earners find examples	today?	
Wednesday	sing songs	of technological ch	anges in t	he c	ommunity or world		
	and recite	around them. They	should b	e en	couraged to present	Ask learners to	
	familiar	their findings to the	e class.			summarize the main	
	rhymes					points in the lesson	
		Assessment:					
		Let learners identi	fy techno	logi	al changes in the		
		community					

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LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand: OUF	R NATION GH	ANA	Sub-stran	nd : Responsible use of Resou	rces	
					Y	
Indicator (co	ode)	B4.4.3.1.1.				
Content star	ndard (code)	B4.4.3.1.				
Performance	e Indicator	Learners can iden	tify ways t	o use water responsibly		
-		tivity and Innovations and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords			. ()-		
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curricu	ulum Page	2		
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing	19,				
	the brain					
	for					
	learning)					
Tuesday	Engage			ers discuss ways to use	What have we learnt	
	learners to	-	_	the tap after fetching	today?	
	sing songs	water, do not use	treated w	rater for watering plants	A 1 1	
	and recite			d	Ask learners to	
	familiar	•	•	d play games on how to use	summarize the main	
	rhymes	water responsibly	/		points in the lesson	
		Assessment: let le responsibly	earners ide	entify ways to use water		

Thursday	Engage	Learners draw people using water responsibly	What have we learnt
	learners to		today?
	sing songs	Learners form clubs to serve as ambassadors for	
	and recite	responsible use of water	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners identify ways to use water responsibly	points in the lesson
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SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Inde	ependent Gha	ana	Sub-strar	nd : The Republics	~
Indicator (co	de)	B4.6.1.1.1.		10	
Content star	ndard (code)	B4.6.1.1.			
Performance	e Indicator	Learners can exp	lain that G	Ghana up to June 1960, thou	gh independent, had the
			_	dom (UK) as Head of State	of the Ghana and made
		limitations on Gh	•		
=		tivity and Innovations and Problem So		inication and Collaboration Pe	ersonal Development and
LeaderShip C	JILICAI IIIIIIKII	ig and Problem 30	ivilig.)-	
Keywords			NU		
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
					Γ
DAY	Phase 1:	Phase 2: Main		- >	Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Discuss the limita	tions on G	hana's independence up to	What have we learnt
	learners to	June 1960			today?
	sing songs				
	and recite				Ask learners to
	familiar			plain the limitations on	summarize the main
	rhymes	Ghana's independ	dence up to	o June 1960	points in the lesson
	Who was				
	the leader				

	of Ghana's		
	first		
	Republic?		
Thursday	Engage	Discuss the limitations on Ghana's independence up to	What have we learnt
	learners to	June 1960	today?
	sing songs		
	and recite	Assessment: let learners explain the limitations on	Ask learners to
	familiar	Ghana's independence up to June 1960	summarize the main
	rhymes		points in the lesson

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 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
						~
Strand : Wri	ting		Sub-stran	d : F	Penmanship /Handwriting	5
Indicator (co	ode)	B4.3.1.1.4			CO,	
Content star	ndard (code)	B4.3.1.1.			. 7)	
Performance	e Indicator	The learner	er should w	vrite	simple sentences	
=		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, mar	kers, recor	rded	audios visual	
Ref:	Ghanaian La	anguage curriculur	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Let each group board.	on their ov write one of ences they nent or a q	wn a of th hav	s you monitor. neir sentences on the ve written with them to	What have we learnt today? Review the lesson with learners

Engage leaners to sing songs and recite familiar rhymes	 Let each group write one of their sentences on the board. Discuss the sentences they have written with them to see if it is a statement or a question. 	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	simple series on their own as you morned.	What have we learnt today? Review the lesson with learners
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TERM THREE BASIC FOUR WEEK 6

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LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending	g:			Clas	s size:		
Day:			Date :				
Period :				Lesson:			
						O_{λ}	
Strand:			Sub-strai	nd :			
A. Oral L	_anguage		A. P	resentatio	n		
B. Readi	ing		B. Si	lent Read	ing		
C. Gram	mar Usage A	t Word	C. C	onjunction	ns		
D. Writii	ng		D. E	xpository/	Informative V	Vriting	
E. Using	Writing Con	ventions	E. U	Ising Simple, Compound and Complex Sentences			
F. Extensive Reading F. Bu				uilding The Love And Culture Of Reading			
				<i></i>			
Indicator (co		B4.1.10.3.2	B4.2.8.1.3 B				B4.6.1.1.1.
Content stan		B4.1.10.3.		4.3.8.1.	B4.4.14.1.	B4.5.9.1.	B4.6.1.1.
Performance	Indicator			on prior k	nowledge to i	identify the s	ubject matter of a
		speecl			طغ مم لمممعا م		لم.
			ers can answe	•			d, but, or, nor - to
				-	-		oress alternatives
			ers can write v		_	-	
			ers can constru	_	_		3033.
						-	books and present
a-two-paragraph sur							·
Core Compe	tencies: Crea	tivity and Inno	vation Commu	unication a	and Collabora	tion Personal	Development and
Leadership C	ritical Thinkir	ng and Problem	Solving.				
Keywords							
T. L .R. (s)		·	entence cards	s, letter ca	rds, handwrit	ing on a mani	la card and a class
		library.					
Ref:	English Lang	guage curriculum Page					

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
Monuay	learners to sing songs and recite familiar rhymes	Draw on prior knowledge to identify the subject matter of a speech Assessment: let learners draw on prior knowledge to identify the subject matter of a speech	today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Precede questions with silent reading of the text. • In asking questions, follow the steps below: - Pose the question Give learners time to reflect. - Call a learner to answer the question. • Learners give accurate and specific answers to questions. (You could do it orally sometimes). They may read out portions of the text where the answers are found. • Ask different types of levels of questions . Assessment: let learners answer questions based on the passage read	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Introduce the conjunctions one at a time in context. Elicit examples of sentences with conjunctions from learners. Put on cards simple sentences. e.g. i. Esi is tall. Ama is short. ii. Esi is tall but Ama is short. Use Combination Drill for learners to practise the use of conjunctions. e.g. i. Learner A: I bought a pen ii. Learner B: I bought a pen and a notebook. iii. Learner C: I will eat fufu Learner D: I will eat fufu or kenkey. Assessment: let learners use simple conjunctions in 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use simple conjunctions in sentences	

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Thursday	Engage learners to sing songs and recite	D.WRITING In groups learners research about their school and write a short history about it	What have we learnt today?
	familiar rhymes	Assessment: let learners write words giving information about their school	Let learners watch TV news at home and write their own news from the pictures they see
Friday	Engage learners to sing songs and recite familiar rhymes	 E.WRITING CONVENTION Show a large poster of people doing various activities. Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate. The groups edit and publish the work. Each member keeps a copy. Assessment: let learners construct simple sentences correctly	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback Assessment: Ask each learner to write a-two-paragraph summary of the book read.	Have learners to tell what they read to the whole class

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LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:					Class size:	
Day:					te:	
Period :				Les	son:	
Strand : GEC	METRY AND	MEASUREMENT			Measurement- (Perimete	r and Area)
1	.1\	D42224 D	Measure			
Indicator (co				B4.3.3.3.1		
	ndard (code)					
		rectangl • Learner order to area. • Learner	e and squar s can constr o demonstra	e uct o ate t ne tii	different rectangles for a good hat many different rectains	r determining area of a given area (cm2 or m2) in ngles may have the same s in analogue and digital
		tivity and Innovang and Problem S		ınica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pa	ige			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning in	ncluding ass	essn	nent)	Phase 3: Plenary / Reflections

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	for		
	learning)		
Monday	Sing songs	Give pupils a standard graph sheet with 1 cm squares	Review the lesson with
	like:	and ask them to draw a square of given length on the	Learners
		graph sheet. The area can be measured by counting the	
	ľm	number of square units. So, we can count the number	
	counting	of unit units to find the area. In the diagram the area is	
	one, what	16cm2 since there are 36 squares in the shape	
	-	1 Tocinz since there are 30 squares in the shape	
	is one		
	1 - One is one. pair let us pair		/
		Ask pupils to count the number of cubic squares on the	
		vertical section of the shape and multiply it by the	
		number on the horizontal section	
		Ask pupils to compare their answer with the first	
		strategy and draw their own conclusions. The area of a	
		square can be given as L × L and that of a rectangle is L	
		× B.	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Given an area of say 24cm2, pupils should draw about	Review the lesson with
	like:	three different rectangles for the same area.	Learners
		Combinations may include (6cm × 4cm; 8cm × 3cm;	
	l'm	12cm × 2cm, etc.)	
		22011 11 2011, Cto.,	
	counting	A	
	one, what	Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs	Given an area of say 24cm2, pupils should draw about	Review the lesson with
		three different rectangles for the same area.	Learners
	like:	times different restangles for the same area.	Learners
	like:	Combinations may include (6cm × 4cm; 8cm × 3cm;	Learners

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	l'm		
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Thursday	Sing songs	Use analogue clocks to tell time by keeping the hour	Review the lesson with
	like:	hand on 12 and making jumps of 15(quarter past),	Learners
		30(half past), 45(quarter to), and 60 (12 o'clock)	
	l'm		
	counting		
	one, what	11 12 1 2 10 12 12	
	is one	f9 →3 f9 √3 f9 √3	
	1 - One is	\\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
	one alone,		
	alone it		
	shall be.	Use analogue clocks to tell time by keeping the hour	
	Silali be.	hand on any number say 3 and move the minutes hand	
		to various numbers for different time (3:12, 3:25, 3:38,	
		3:50, etc	
		Use analogue clocks to tell time by keeping the	
		minutes hand on 12 and moving the hour hand to tell	
		time at the hour mark	
		time at the hour mark	
		$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	
		Pupils should draw/sketch the face of the clock to tell	
		time given	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Pupils to explore the relationship in the units of time	Review the lesson with
Tilday	like:	(i.e. 60 seconds = 1 minute; 60 minutes = 1hour)	Learners
	iii.c.	E.g. 6 Use digital watches to tell time. Pupils to observe	Learners
	l'm		
		the face of the digital watches and tell the time	
	counting		

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one, what is one

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Assessment: have learners to practice with more examples

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:					Class size:			
Day:				Date :				
Period :				Less	son:			
	MANS AND TH	lE	Sub-stran	d : D	DISEASES	V		
ENVIRONME	INT				.00			
Indicator (co	ode)	B4.5.2.1.2.						
Content star	ndard (code)	B4.5.2.1.			(0)			
Performance	e Indicator	Learners can den				causes, symptoms and		
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nica	tion and Collaboration P	ersonal Development and		
-		ng and Problem Solv)-) `	•		
Keywords								
T. L .R. (s)		Pictures						
Ref:	Science curi	iculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
Monday	Engage	Learners watch pic				What have we learnt		
	learners to			of food borne diseases. today?				
	sing songs • Invite a health personnel,							
	and recite	-			ugs Authority (FDA) to	Ask learners to		
	familiar	give a talk on food	-borne dis	sease	es.	summarize the		
	rhymes					important points of the		
		Assessment: let lea borne diseases	arners ide	dentify the causes of food-		lesson		

NANATIITACC			
Thursday	Engage	In pairs, let learners respond to the following questions:	What have we learnt
	learners to	(1). What causes food-borne diseases?	today?
	sing songs	(2). What are the symptoms of food-borne diseases?	
	and recite	(3). What should be done if someone contracts a food-	Ask learners to
	familiar	borne disease?	summarize the
	rhymes		important points of the
		Assessment: let learners identify the symptoms of food-	lesson
		borne diseases	

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				Class size:					
Day:				Date :					
Period :				Lesson:					
Strand: PHYSICAL FITNESS CONCEPTS, Sub-stra			Sub-stran	d : 9	AFETY AND INJURIES				
PRINCIPLES A	AND STRATEG	GIES							
Indicator (co	de)	B4.4.4.4.1							
Content stan	ndard (code)	B4.4.4.4.							
Performance	Indicator	Learners can classi	ify PE equi	pm	ent under safe and unsaf	e.			
		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration P	ersonal Development and			
Keywords					cCK				
T. L .R. (s)		Cones			. \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \				
Ref:	PE curriculu	m Page							
DAY	Phase 1:	Phase 2: Main				Phase 3:			
	Starter	(new learning including assessment)			Plenary / Reflections				
	(preparing								
	the brain for								
	learning)								
Friday	Learners	Assemble a variety	of sports	901	ipment, both old and	What have we learnt			
Titudy	jog round a		-	-	into safe and unsafe.	today?			
	demarcate	new for learners to	o classify th	11011	i into sare and ansare.	today:			
	d area in	10,				Use answers to			
	files while					summarise the lesson.			
	singing and								
	clapping to								
	warm-up								
	the body								
	for								
	maximal								
	performan								
	ce and to								
	prevent								
	injuries								

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				Class size:				
Day:				Date :				
Period :				Les	son :			
Strand : The	Strand : The Family, Authority and Sub-strai				authority and Obedience			
Obedience								
Indicator (co	ode)	B4.5.1.1.1:						
Content star	ndard (code)	B4.5.1.1.						
Performance	e Indicator	Learners can expla	in author	ity a	t home, school and in th	e community.		
Coro Compo	topology Cross	tivity and Innovatio	n Commu	nico	tion and Callabaration D	arcanal Davalanment and		
		ng and Problem Solv		nica	tion and Conaboration P	ersonal Development and		
Leadership	areicar iriiirikii	ig and i robiem son	, ₀ ,					
Keywords								
T. L .R. (s)		Pictures						
Ref:	RME curricu	ılum Page)-				
DAY	Phase 1:	Phase 2: Main	/>			Phase 3:		
	Starter	(new learning incl	uding asso	essm	ient)	Plenary / Reflections		
	(preparing the brain							
	the brain for							
	learning)							
Friday	Engage	Let learners drama	atice or ro	ام ما	ay authority at home	What have we learnt		
Tiluay	learners to	school and in the		, , ,				
	sing songs		communic	. у		today:		
	and recite					Ask learners to		
	familiar	Assessment: let le	arners exr	olain	authority in the	summarize the main		
	rhymes	community.				points in the lesson		
	,							

 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:				Class size:	
Day:			Date:			
Period :				Les	son:	
Strand : Perf	forming Arts	!	Sub-stran	i d : [Displaying and Sharing	V
Indicator (co	ode)	B4 2.3.4.3			100	
Content star	ndard (code)	B4 2.3.4.				
Performance	e Indicator	Learners can pla	n a perf	form	ance of own composi	tions to share creative
		experiences based	on own io	deas	, knowledge and underst	anding of topical issues in
		Ghana				
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ring.)-		
Keywords			7			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Learners:				What have we learnt
	learners to			-	formances (preferably	today?
	sing songs			_	onal cultural festival of	
	and recite	the cultural educat				Ask learners to
	familiar	, and the second	t current	topi	cal issues of national	summarize the main
	rhymes	concern in Ghana.				points in the lesson
					ng compositions of own	
		music, dance, dran	na, poetry	/, etc	<u>. </u>	

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		② develop a roadmap for the performances by: - fixing	
		a date, - selecting a venue, - inviting an audience;	
		② brainstorm to agree on a theme for the performance;	
		letters, postcards, WhatsApp, E-mail, Twitter,	
		Instagram, Facebook, announcements, posters, jingles)	
		to target audience, for example parents, PTA/SMC	
		members, stakeholders, colleague learners;	
		originality, lyrics, movement patterns, dynamics and	
		relevance of the message to the theme, social and	
		cultural importance;	
		decide on mode and arrangement of performances	/
		(e.g. monologue/solo/group, costumes, props).;	
		Assessment: let learners write a plan for performance	
		of own compositions	
	Engage	Learners are to:	What have we learnt
	learners to	getting ready: plan the sequence of events, stage/site	today?
	sing songs	plan, identifying the positions of all facilities (e.g. PA	•
	and recite	system, lightings, performance zone, entry, exit,	Ask learners to
	familiar	changing and makeup rooms/corner), characters,	summarize the main
	rhymes	directors, stage managers, audience, health and	points in the lesson
		security; personnel, 2 clean and prepare the venue and its environment and make it ready for the performance;	•
		plan for post-performance activities such as cleaning,	
		appreciation, evaluation, reporting, etc.	
		Assessment: let learners write a plan for performance	
		of own compositions	

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SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:			Class size:	
Day: Date:					
Period :			Le	sson:	
Strand : PRE	SENTATION	Sub	o-strand :	INTRODUCTION TO MS-P	OWERPOINT (TABS AND
RIBBONS			BONS OF	MS-POWERPOINT)	
Indicator (code) B4.2.1.1.1.					
Content star	ndard (code)	B4.2.1.1.			
Performance	e Indicator	Learners can demonst	trate the	use of clipboard, slides, for	nts, paragraph and editing
		in the ribbons under t	the home	ribbons section	
=		tivity and Innovation Cong and Problem Solving		ation and Collaboration Po	ersonal Development and
Keywords				H	
T. L .R. (s)		Laptop			
Ref:	Computing	urriculum Page			
DAY	Phase 1:	Phase 2: Main	U		Phase 3:
	Starter	(new learning including	ng assess	ment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
	Engage	Demonstrate the use	of clipbo	ard, slides, fonts,	What have we learnt
	learners to	paragraph and editing	g in the ri	obons under the home	today?
Wednesday	sing songs	ribbons section			
	and recite				Ask learners to
	familiar	Assessment: Let learn		•	summarize the main
	rhymes			iting in the ribbons under	points in the lesson
		the home ribbons sec	tion		

	Vetted by	/:	Signature:	Date :
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LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:		Class size:			
Day :				Dat	e :	
Period :				Les	son :	
Strand : OUF	R NATION GH	ANA	Sub-stran	id : F	arming in Ghana	~
Indicator (co	ode)	B4.4.4.1.1.				
Content star	ndard (code)	B4.4.4.1.				
Performance	e Indicator	Learners can prep	are nurser	ry be	ds nurse seeds, transpla	nt seedlings and maintain
		small gardens				
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Sol	ving.			
Vormondo					<u> </u>	
Keywords			60			
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	ılum Page	9		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Learners talk abou	ut the imp	orta	nce of gardening.	What have we learnt
·	learners to					today?
	sing songs	Learners undertal	ke visits to	veg	etable gardens of farms	
	and recite	or look at pictures	of vegeta	ble a	and fruit farms and talk	Ask learners to
	familiar	about different ve	egetables f	arm	ers in Ghana grow.	summarize the main
	rhymes					points in the lesson
		Assessment: let le gardening	arners me	ntio	n the importance of	

INAINATIIITAC	20/111		
Thursday	Engage	Learners undertake practical activities in the home or	What have we learnt
	learners to	school that will teach them how to prepare healthy soil	today?
	sing songs	for nursing seeds and prepare seedbeds, how to nurse	
	and recite	and transplant seedlings, and how to care for small	Ask learners to
	familiar	gardens of eggs, pepper, onion, cabbage, lettuce, okro,	summarize the main
	rhymes	etc.	points in the lesson
		Note: learners use the opportunity to learn good	
		agricultural practices such as: Using the right tools in	
		preparing nursery beds/bags.	
		Filling nursery beds/boxes/poly bags with fertile soil in	
		preparation for nursing seeds.	/
		Nursing the seeds in the soil at the required depth and	
		water them.	
		Assessment: let learners describe how to prepare	
		nursery beds nurse seeds, transplant seedlings and maintain small gardens	
		CO	
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 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:				Class size:		
Day:				Dat	e:	
Period :				Les	son :	
Strand: Inde	ependent Gha	ina	Sub-strand : The Republics			V
Indicator (co	ode)	B4.6.1.1.1.				
Content star	ndard (code)	B4.6.1.1.				
Performance Indicator		•	nited Kingo	dom	(UK) as Head of State	gh independent, had the of the Ghana and made
Leadership (tivity and Innovatio ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	essm	nent)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	June 1960	arners ex	plair	n's independence up to n the limitations on ne 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

INAINA FIIFI ACI		T	1
Thursday	Engage	Use the internet identify the positions controlled by	What have we learnt
	learners to	British officials up to June 1960	today?
	sing songs		
	and recite	Assessment: let learners identify the positions	Ask learners to
	familiar	controlled by British officials up to June 1960	summarize the main
	rhymes	on a map	points in the lesson
	What were		
	the		
	limitations		
	to Ghana's		
	independe		
	nce until		Y
	1960?		
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LESSON PLAN

SUBJECT: Ghanaian Language CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Date :		
Period :			Lesson:	~	
Strand : Com	nposition Wri	ting	Sub-strar	nd : Literary Writing	
Indicator (co	de)	B4.4.7.1.2	B4.4.7.1.3	B4.4.8.1.1.	
Content star	ndard (code)	B4.4.7.1.	B4.4.7.1.	B4.4.8.1.	
• The le compo		 The learned composition 	er should c	compose short poems using corrected short plays and stories liscuss the process in writing	using controlled
Core Competencies: Creative Leadership Critical Thinking		•		inication and Collaboration Pe	ersonal Development and
Keywords			>		
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	on the board. • Let learners exp	d compositological compositions of the parties of the parties compositely arrives compositely arrives of the compositely arrives of the compositely arrives ar	me they know. ion to write a short poem oem with gestures. pose short poems using	What have we learnt today?

		Review the lesson with
	Assessment: let learners compose short poems using controlled composition	learners
Engage leaners to sing songs and recite familiar	 Let learners sing a familiar traditional song they know. Use a controlled composition to create a short story or play with learners. Put them in pairs and let them create short plays and stories using controlled composition. 	What have we learnt today?
rhymes	Communication Assessment: let learners create short plays and stories using controlled composition	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Let learners say the letters of the alphabet. Discuss with learners what an informal letter is. Discuss with learners the process of writing a good informal letter. Let them comprehend the process in writing good informal letters. Discuss features of informal letters. 	What have we learnt today? Review the lesson with learners
	Assessment: let learners identify the process in writing good informal letters.	

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TERM THREE BASIC FOUR WEEK 7

MANA FIIFI ACOUNTY SCHOOL

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:	Class size:
Day:	Date:
Period :	Lesson:
Strand :	Sub-strand :
A. Oral Language	A. Presentation
B. Reading	B. Fluency
C. Grammar Usage A	t Word C. Modals
D. Writing	D. Expository/Informative Writing
E. Using Writing Con	ventions E. Spelling
F. Extensive Reading	F. Building The Love And Culture Of Reading
Indicator (code)	B4.1.10.3.3 B4.2.9.1.1 B4.3.9.1.1. B4.4.14.2.1 B4.5.10.1.1 B4.6.1.1.1.
Content standard (code)	B4.1.10.3. B4.2.9.1. B4.3.9.1. B4.4.14.2. B4.5.10.1. B4.6.1.1.
Performance Indicator	A. Learners can gather and select facts and ideas from one or multiple print
	and/ or non-print sources, appropriate to the purpose, audience, contex
	and culture
	B. Learners can read grade- level texts at good pace, with accuracy and
	expression
	C. Learners can use modals to express a variety of meanings
	D. Learners can write picture events about personal experiences and make
	radio/TV presentations
	E. Learners can use invented spelling to increase fluency and free writing
	F. Learners can read a variety of age- and level appropriate books and presen
	a-two-paragraph summary of each book read

Leadership C	Critical Thinkin	ng and Problem Solving.			
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	learning) Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGUAGE Guide learners to select interesting topics they want to talk about. Put them into groups and have each group choose a topic. Guide learners to gather ideas from their readers and/or online resources. Assessment: let learners select facts and ideas from one or multiple print and/ or non-print sources	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Take learners through pre-reading, while-reading and after-reading activities. In cases where text books are not available, teacher should use carefully selected grade-level appropriate texts. As learners listen and follow in their books, read a paragraph or two aloud at a good pace, with accuracy and expression. Have individuals take turns to practise reading aloud at a good pace, with accuracy and expression Assessment: let learners read grade- level texts at good pace, with accuracy and expression 	What have we learnt today? Ask learners to summarize the main points in the lesson		
Wednesday	Engage learners to sing songs and recite	C.GRAMMAR Introduce the modals one at a time. Have learners read sentences containing modals. Learners use modals to form sentences and choose the right modals to fill the gaps.	What have we learnt today?		

	familiar	Use drills to give practice.	Ask learners to
	rhymes	Note: Modals come before the main verbs in sentences	summarize the main points in the lesson
		Assessment: let learners use modals to form sentences	
Thursday	Engage learners to sing songs	D.WRITING Put learners into groups. Let them brainstorm and write activities of the day.	What have we learnt today?
	and recite familiar rhymes	 Let each group choose an interesting event and write the news to broadcast to the class. Let each group choose one person to present the news. 	Ask learners to summarize the main points in the lesson
		Assessment: let learners write an interesting event	/
Friday	Engage learners to	E.WRITING CONVENTION Let learners spell given words with invented spellings.	What have we learnt today?
	sing songs and recite	Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is	Ask learners to
	familiar	regarded as the Spelling Champion for the work.	summarize the main points in the lesson
	,	Assessment: let learners use invented spelling to increase fluency and free writing	
Friday	Guide learners to choose and read books during the library period	 E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary of the book read. Invite individuals to present their work to the class for feedback Assessment: Ask each learner to write a-two-paragraph summary of the book read. 	Have learners to tell what they read to the whole class

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 LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:					Class size:	
Day:				Dat	e :	
Period :				Lesson:		
Strand : GEC	METRY AND	MEASUREMENT	Sub-stranc	d : N	Measurement -Time	
Indicator (code) B4.3.3.3.2			3.3.3.3)	
Content standard (code) B4.3.3.3. B4.3.3.3.		.3.3.	_			
Performance Indicator		 Learners can use clock to measure time to complete simple events minutes and seconds Learners can state dates of events and record calendar dates in a variety formats 				
Core Competencies: Creat		tivity and Innovatio	n Commun	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solv	ing.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	ssm	nent)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm	Use the analogue clock to record the time it takes to say walk from the classroom to the canteen/head teacher's office/library, etc. and back. (mostly minutes)	Review the lesson with Learners
	counting	E.g. 2 Use the digital watch to record say the time it	
	one, what	takes to walk from the teacher's table to the cupboard.	
	is one	(mostly seconds)	
	1 - One is	(mostly seconds)	
	one alone,		
	alone it		
	shall be.	WESSM	
	2 - Two		
	pair,	According to boyo loornors to practice with more	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs	Ask pupils to tell the time it takes to complete activities	Review the lesson with
	like:	like bathing, brushing teeth, ironing a shirt, cooking	Learners
	l'm	rice, etc	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Wednesday	Sing songs	Record dates in different formats	Review the lesson with
	like:	i. Tuesday, 28th August 2018	Learners
		ii. 28th August, 2018	
	l'm	iii. 28-Aug-18 iv. 28/08/2018	
	counting	v. 28.08.18	
	one, what	V. 20.00.10	
	is one	Assessment: have learners to practice with more	
	1 - One is	examples	
	one		
Thursday	Sing songs	Ask pupils to write the dates for the following events	Review the lesson with
	like:	from a calendar;	Learners
		i. Independence Day of Ghana	
	l'm	ii. Republic Day	
	counting	iii. Founders' Day	
	one, what	iv. Farmers' Day	
	is one	v. Workers' Day	
	1 - One is		
	one alone,	Assessment: have learners to practice with more	
		examples	

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	alone it			
	shall be.			
Friday	Sing songs	Ask pupils in grou	ps to state their dates of birth and put	Review the lesson with
,	like:	this in a table. Gui	de pupils to draw a time line (or time	Learners
		line-graph) for the	eir birthdays (see Figure below)	
	ľm	Table 1 Birthday	s of pupils in Ami's group	
	counting	Name	Date of birth	
	one, what	Ami	20 th February 2007	
		Esi	14 th November 2006	
	is one	Mary	30 th May 2006	
	1 - One is	Mina	10 th January 2006	
	one alone,	Sena	5 th August 2006	
	alone it			
	shall be.			
	2 - Two	Mina	y Sena Esi Ami	
	pair, two	<u> </u>		
	pair	J F M A M	J J A S O N D J F	
		2006	2007	
	1			

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:		Class size:					
Day:				Dat	e:			
Period :				Les	son:			
	MANS AND TH	1E	Sub-stran	id : [DISEASES			
ENVIRONME	ENT				.00			
Indicator (co	ode)	B4.5.2.1.2.						
Content star	ndard (code)	B4.5.2.1.			CO,			
Performance	e Indicator	Learners can de prevention of food			_	causes, symptoms and		
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nica	tion and Collaboration Pe	ersonal Development and		
-		ng and Problem Sol)-		·		
Keywords			7					
T. L .R. (s)		Pictures						
Ref:	Science curi	riculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections		
	(preparing the brain							
	for							
	learning)							
Monday	Engage	In pairs, learners g	give examp	oles	of food-borne diseases	What have we learnt		
·	learners to	in their localities,	i.e. cholera	a, dia	arrhoea, typhoid fever,	today?		
	sing songs	etc.						
	and recite	• Learners predict	what will	hap	pen when someone	Ask learners to		
	familiar	contracts a food-b	orne disea	ase.		summarize the		
	rhymes					important points of the		
		Assessment: let le food-borne diseas		ntify	the prevention of	lesson		

Thursday	Engage	Evaluate learners by asking them to prepare posters on	What have we learnt
	learners to	the prevention and control of food-borne	today?
	sing songs		
	and recite	Assessment: let learners prepare posters on the	
	familiar	prevention and control of food-borne	
	rhymes		

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NAMA FIIFI ACOUNTH SCHOOL

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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:		
Day:				Dat	e :		
Period :				Les	son :		
Strand: PHY	SICAL FITNES	S CONCEPTS, S	ub-stran	d : S	UBSTANCES/DRUGS		
PRINCIPLES A	AND STRATEG	GIES					
Indicator (co	ode)	B4.5.5.4.1:					
Content star	ndard (code)	B4.5.5.4.					
Performance	e Indicator	Learners can identif	fy the eff	ects	of drugs use for physica	l activities	
Coro Compo	toncios: Croa	tivity and Innovation	Commu	nica	tion and Collaboration P	ersonal Development and	
-		ng and Problem Solvir		ilica	tion and Conapolation P	ersonar Development and	
		.8	6.				
Keywords							
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning include	ding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
Friday	learning)	Loarnors discuss the	o short to	, r.ma	and lang tarm officies	What have we learnt	
Friday	Learners jog round a				and long-term effects sical and psychological.	today?	
	demarcate	J		. ,	emselves in drugs. Let	today:	
	d area in				like sleepless nights,	Use answers to	
	files while	loss of appetite, blo				summarise the lesson.	
	singing and	panic, seizures, rash	•	uic,	body temperature,	Sammarise the resson.	
	clapping to	pa					
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						

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		prevent		
		injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				Class size:			
Day:				Date :			
Period:				Les	Lesson:		
Strand: The	Family, Author	ority and	Sub-stran	d : F	oles, Relations	ships in the	Family and Character
Obedience			Formatio	า			
Indicator (co	ode)	B4.5.2.1.1:					
Content star	ndard (code)	B4.5.2.1.					
Performance	e Indicator	Learners can discu	iss the imp	orta	ince of being a	committe	d member of the family.
		tivity and Innovationg and Problem Solv		nica	tion and Collab	oration Pe	ersonal Development and
Keywords					(3)		
T. L .R. (s)		Pictures					
Ref:	RME curricu	lum Page					
DAY	Phase 1:	Phase 2: Main)-			Phase 3:
	Starter	(new learning inclu	uding ass	essn	ent)		Plenary / Reflections
	(preparing						
	the brain						
	for						
	learning)						
Friday	Engage	Assist learners to	•		•		What have we learnt
	learners to	• Let learners men		IVIOL	rs that show th	nat a	today?
	sing songs	person is committe					Addisonate
	and recite	• Ask learners to d			•		Ask learners to
	familiar	A person who: - ta	•		•		summarize the main
	rhymes	obedient to elders of the family, - respects other family				points in the lesson	
		members, - accepts responsibility (performing assigned					
		duties),					
		takes initiatives,helps needy relat	tivos oto				
		- Helps Heedy Felat	lives, etc.				
		Assessment: let le	arners me	ntio	n importance o	of being a	
		committed member			•		

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LESSON PLAN
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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:				Class size:			
Day:			Dat	e:				
Period :				Loc	con :			
Periou :				res	son :			
Strand : Visu	al Arts		Sub-strand: Appreciating and Appraising					
Indicator (co	de)	B4 1.4.6.3						
Content star	ndard (code)	B4 1.4.6.						
Performance	e Indicator	Learners can deve	elop guide	lines	for appraising and appr	reciating own and others'		
		visual artworks th	at reflect t	topic	al issues in Ghana			
•		•		ınica	tion and Collaboration Po	ersonal Development and		
Leadership C	Critical Thinkir	ng and Problem Sol	ving.					
Keywords)-				
,								
T. L .R. (s)		Pictures						
Ref:	Creative Art	s curriculum						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections		
	(preparing the brain							
	for							
	learning)							
	Engage	Learners are to: 2	discuss ar	nd ac	cept a guide for	What have we learnt		
	learners to				and/or others' visual	today?		
	sing songs	artworks based or	n the guide	eline	s suggested below; 🛚			
	and recite	identify the correc	ct vocabul	ary t	o use for appreciating	Ask learners to		
	familiar	and appraising art	works; 🛚 a	agree	e on what to use the	summarize the main		
	rhymes	appraisal report fo	or and hov	w to	share it	points in the lesson		
		Assessment: let le	arners wr	ite g	uidelines for appraising			
		and appreciating of	own and o	ther	s' visual artworks			

Engage	Learners are to:	What have we learnt
learners to	agree on the approach/method (manual/digital) to use	today?
sing songs	in recording/documenting the appraisal process; ☐ fix a	
and recite	day/date for the appreciation/appraisal/jury	Ask learners to
familiar		summarize the main
rhymes	Assessment: let learners write guidelines for appraising	points in the lesson
	and appreciating own and others' visual artworks	

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SUBJECT: COMPUTING CLASS: FIVE

Week Ending:					Class size:		
Day:			I	Date :			
Period :			ı	Less	on:		
Strand: PRE	SENTATION	Sul	b-strand	11 : k	NTRODUCTION TO MS-PO	OWERPOINT (TABS AND	
		RIE	BBONS C	OF N	1S-POWERPOINT)		
Indicator (co	de)	B4.2.1.1.2					
Content star	ndard (code)	B4.2.1.1.					
Performance	Indicator	Learners can show a	3-slide	pres	entation using clipboard	d, slides, fonts, paragraph	
		and editing of the rib	bons stu	udie	d.		
-		tivity and Innovation C ng and Problem Solving		nicat	ion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page	urriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning includi	ing asses	ssm	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
	Engage	Guide learners to pre	epare an	d pr	esent a prepared	What have we learnt	
	learners to	project or exercise us	sing clipb	boaı	d, slides, fonts,	today?	
Wednesday sing songs paragraph and editing of the			g of the	ribb	ons studied their work		
	and recite	in MS-PowerPoint to	the clas	S		Ask learners to	
	familiar					summarize the main	
	rhymes	Assessment:				points in the lesson	
		Let learners show a 3	3-slide p	rese	entation		

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LESSON PLAN
 LL33011 L/ (IV

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:			
Day:				Date :			
Period :				Lesson:			
Strand : MY	GLOBAL COM	1MUNITY	Sub-strand : Our Neighbouring Countries				
Indicator (co	ndo)	B4.5.1.1.1.					
-	ndard (code)						
Performance			ribe cultui	ral exchanges between Ghana	a and her neighbours		
		tivity and Innovations of and Problem Sol		inication and Collaboration Pe	ersonal Development and		
Leadership C	LITTICAL ITIIITKII	ig and Problem 30	wing.				
Keywords							
T. L .R. (s)	1	Pictures					
Ref:	Our World (Our People curricu	ulum Page	9			
	DI 4						
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing	(new learning incl	luding ass	essment)	Plenary / Reflections		
	the brain						
	for						
	learning)						
Tuesday	Engage	Describe cultural	exchanges	between Ghana and her	What have we learnt		
	learners to	neighbours			today?		
	sing songs						
	and recite			escribe cultural exchanges	Ask learners to		
	familiar	between Ghana a	na ner nei	gnbours	summarize the main		
	rhymes				points in the lesson		
Thursday	Engago	Loarnors in areses	c dosorib -	common factivals and attach	Mhat have we leavet		
Thursday	Engage			common festivals and other	What have we learnt		
	learners to	cultural activities	petween (Ghana and her neighbours	today?		
	sing songs						

and recite	e.g. Christmas, Eid-ul- Adha Food: gari, cassava, yam	Ask learners to
familiar	Dressing: kaba and slit, smock	summarize the main
rhymes		points in the lesson
	Assessment: let learners describe cultural exchanges	
	between Ghana and her neighbours	

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SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Inde	pendent Gha	nna	Sub-strar	nd: The Republics	
	perident ene			The hepasites	Y
Indicator (co	de)	B4.6.1.1.1.2		(0)	
Content star	ndard (code)	B4.6.1.1.1			
Performance	Indicator	Learners can stat	e the date	es and names of the leaders	s of the four Republics of
		Ghana since 1960).		
				inication and Collaboration P	ersonal Development and
Leadership C	critical Thinkir	ng and Problem Sol	lving.		
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)	-155			
Tuesday	Engage	Differentiate betv	ween 'Pres	ident' and 'Head of State'.	What have we learnt
	learners to				today?
	sing songs				
	and recite	 Assessment: let le	earners dif	ferentiate between	Ask learners to
	familiar	'President' and 'H			summarize the main
	rhymes				points in the lesson
	How many				
	Republics				
	do we				

Nana fiifi ac	QUAH		
	have in		
	Ghana		
	since		
	NANA FIIFI AC	Ghana	have in Ghana

	have in		
	Ghana		
	since		
	1960?		
Thursday	Engage	Match the names of the leaders of the four Republics to	What have we learnt
•	learners to	the period in which they ruled	today?
	sing songs	, , , , , , , , , , , , , , , , , , , ,	
	and recite		Ask learners to
	familiar	Assessment: let learners state the dates and names of	summarize the main
	rhymes	the leaders of the four Republics of Ghana since 1960	points in the lesson
	illyllies	the leaders of the four Republics of Gharla since 1900	points in the lesson
	ho was the		
	leader of		
	the third		
	republic?		
			_
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LESSON PLAN

SUBJECT: Ghanaian Language CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
					~
Strand : Com	nposition Wri	ting	Sub-strar	nd : Letter Writing	
Indicator (co	de)	B4.4.8.1.2	B4.4.8.1.3	CO.	
Content star	ndard (code)	B4.4.8.1.	B4.4.8.1.		
Performance	e Indicator	• The learn	er should	write informal letters using co	ontrolled composition
		• The learne	er should v	vrite good informal letters	
Leadership C		tivity and Innovations and Problem So		unication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	orded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	learners to discusLet learners rea individually.	ss it. Ind the lette Ton the bo	n the board and lead er as a group and then ard as a guide let learners	What have we learnt today? Review the lesson with learners

NAINA I III I ACC	Q07111		
		Assessment: let learners write informal letters using controlled composition	
	Engage leaners to sing songs and recite familiar	 Let learners say the letters of the alphabet. Give learners a topic and let them write an informal letter on the topic in groups. Let the groups present their essays to the class. 	What have we learnt today?
	rhymes	Let learners write an informal letter on their own	Review the lesson with learners
		Assessment: let learners write good informal letters	
	Engage leaners to sing songs and recite familiar	 Let learners say the letters of the alphabet. Give learners a topic and let them write an informal letter on the topic in groups. Let the groups present their essays to the class. Let learners write an informal letter on their own 	What have we learnt today? Review the lesson with learners
	rhymes	Assessment: let learners write good informal letters	
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TERM THREE BASIC FOUR WEEK 8

MANAFIIFI ACQUARTS CHOOL

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: Class size:				
Day: Date:				
Period : Lesson :				
Lesson:				
Strand : Sub-strand :				
A. Oral Language A. Presentation				
B. Reading B. Fluency				
C. Grammar Usage At Word C. Prepositions				
D. Writing D. Expository/Informative Writing				
E. Using Writing Conventions E. Spelling				
F. Extensive Reading F. Building The Love And Culture Of Reading				
Indicator (code) B4.1.10.3.4 B4.2.9.1.2. B4.3.10.1.1 B4.4.14.2.1 B4.5.10.1.1 B4	4.6.1.1.1.			
, ,				
, ,	4.6.1.1.			
Performance Indicator A. Learners can support ideas and points with visual resourc meaning appropriate to purpose and context	les to convey			
B. Learners can use recognition strategies to confirm understan	nding of lovel			
appropriate texts	numg of level-			
C. Learners can use prepositions to convey a variety of meaning	ac.			
	_			
	 D. Learners can write picture events about personal experiences and make radio/TV presentations 			
E. Learners can use invented spelling to increase fluency and fre	ee writing			
F. Learners can read a variety of age- and level appropriate book	SC WITCHIS			
Facces accident a valiety in ave- accident all ill in its in its	ks and present			

Core Compe	-	tivity and Innovation Communication and Collaboration Pe	ersonal Development and				
-		ng and Problem Solving.	·				
Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a class				
1. L .N. (5)		library.	a maima caru anu a ciass				
Ref:	English Language curriculum Page						
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter (preparing the brain	(new learning including assessment)	Plenary / Reflections				
	for						
	learning)						
Monday	Engage	A. ORAL LANGUAGE	What have we learnt				
	learners to	Have groups of learners draw pictures to support their	today?				
	sing songs	ideas or points of view on given topics.	A al. I a a ma a ma d a				
	and recite		Ask learners to				
	familiar	Assessment: let learners	summarize the main				
	rhymes	support ideas and points with visual resources to	points in the lesson				
T	F	convey meaning appropriate to purpose and context	Miles I les es estates de				
Tuesday	Engage learners to	B.READING As learners read the grade-level texts, attention should	What have we learnt today?				
	sing songs	be given to the words, sentences and paragraphs. Use	today:				
	and recite	re-reading, vocabulary and right intonation to self-	Ask learners to				
	familiar	correct.	summarize the main				
	rhymes		points in the lesson				
		Assessment: let learners use recognition strategies to					
		confirm understanding of level-appropriate texts					
Wednesday	Engage	C.GRAMMAR	What have we learnt				
	learners to	Have learners describe the positions of classroom	today?				
	sing songs	objects using such sentences as: i. The clock is on the	A ala la a un a un tra				
	and recite familiar	wall. ii. The cupboard is in the corner. iii. The waste paper basket is under the table.	Ask learners to summarize the main				
	rhymes	paper basket is under the table.	points in the lesson				
	•	Briefly explain the functions of prepositions.					
		Introduce a Question and Answer drill to give learners					
		practice. Learner A: Where is your pen? Learner B: It is on the table.					
		Write some of learners' answers on the chalkboard					
		and guide them to identify the prepositions.					

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		Note: Ensure that the following prepositions are used: - Direction= towards the mountain - Time = at six o'clock - Purpose = for, in order to - Possession= for, to - Comparison= than - Support or opposition = for you, against me Assessment: let learners use prepositions to convey a variety of meanings	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Help learners to organise a radio or TV talk show. Assessment: let learners write picture events about personal experiences and make radio/TV presentations	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 E.WRITING CONVENTION Give learners the meanings of words to identify and spell the words. Learners use the words they have spelt in sentences of their own. Assessment: let learners use invented spelling to increase fluency and free writing	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	 E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback Assessment: Ask each learner to write a-two-paragraph summary of the book read. 	Have learners to tell what they read to the whole class

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LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Lesson:		
Strand : Data	a				Pata Collection, Organization and Analysis	tion, Presentation,
Indicator (co	ode)	B4.4.1.1.1 B4.4	4.1.1.2)	
Content star	ndard (code)	B4.4.1.1. B4.4	4.1.1.	7		
and interpret graphs			ret graphs can use ar	ı ur	derstanding of many-to	correspondence to read one correspondence to
				nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.			
Keywords	4					
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page	9			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding asse	essm	nent)	Phase 3: Plenary / Reflections

Monday	Sing songs	Give learners graphs that use one-to-one	Review the lesson with
	like:	correspondence in displaying data. For example, the	Learners
		graph below shows the favourite fruits of children in a	
	l'm	P4 class. Each coloured box in the graph represents a	
	counting	pupil	
	one, what		
	is one	Favourite Fruits	
	1 - One is	Banana	
	one alone,	Fruits Orange	
	alone it	Pawpaw	
	shall be.	Number of Children	
	2 - Two	Ask the following questions for children to read and	
	pair, two	interpret graphs	
	pair come	i. How many pupils said they like pawpaw?	
	pair let us	ii. What is the most favourite food of the class?	
	pair	How many pupils are in the class? Etc.	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners graphs that use one-to-one	Review the lesson with
	like:	correspondence in displaying data. For example, the	Learners
		graph below shows the favourite fruits of children in a	
	l'm	P4 class. Each coloured box in the graph represents a	
	counting	pupil	
	one, what		
	is one	Favourite Fruits	
	1 - One is	Banana	
	one alone,	Fruits Orange	
	alone it	0 1 2 3 4 5	
	shall be.	Number of Children	
		Ask the following questions for children to read and	
		interpret graphs	
		i. How many pupils said they like pawpaw?	
		ii. What is the most favourite food of the class?	
		How many pupils are in the class? Etc.	
		Assessment: have learners to practice with more	
		examples	

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Wednesday	like: I'm counting	Display a table for school last acaden many objects/cut-construct a graph if represents 2 pu	Review the lesson with Learners			
	one, what is one 1 - One is one alone, alone it shall be. 2 - Two	Illness	Number of pupils visiting hospital with illnesses	Number of objects		
	pair, two pair come pair let us	Diarrhoea	10	5	$O_{O_{i}}$	
	pair	Fever	16	8		
		Toothache	4	2		
		Headache	6			
		Stomach-ache	8			
		Cold	14	•		
		Assessment: have examples	learners to pra	actice with mo	ore	
Thursday	Sing songs	Put a chart with la	belled axes on	the board: pl	aces	Review the lesson with
···a·saay	like:	several card cut-o		•		Learners
	inc.	pupils to go in turi	•			Learners
	l'm	illnesses in the cha				
	counting	outs in the column		_		
	one, what	below			- 1.gu	
	1 - One is	Ask questions for	pupils to read	and interpret	graphs.	
	one alone,	Ask pupils also to	-			
	alone it shall be.	for their friends to	-	2 22224 511 1110	- 0. ~P''	
		Assessment: have examples	learners to pra	actice with mo	ore	

Friday	Sing songs	Give learners tables with data that require the use an	Review the lesson with
	like:	understanding of many-to-one correspondence to construct their graphs	Learners
	ľm		
	counting	Assessment: have learners to practice with more	
	one,	examples	
	pair		

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:					Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : HUMANS AND THE Sub-strate ENVIRONMENT				i d : 0	CLIMATE CHANGE	V
Indicator (co	de)	B4.5.4.1.1				
Content star	ndard (code)	B4.5.4.1.			(7),	
Performance	e Indicator	Learners can expla	ain that bu	ırnin	g is one of the causes of	climate change
-		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords			M			
T. L .R. (s)		Pictures				
Ref:	Science curr	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	essm	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 burning of fossil for Narrate to learn effect it has on hur Learners, in groburning occurs. 	uel and cha ers a story imans, plai oups discus	angion of ants, ants, and ants, and ants, ants	eos or charts showing ng weather patternS. In bush fire and the animals and property. In the happens when e. burning brings out in, etc.	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners explain that burning is one of the causes of climate change	
Thursday	Engage learners to sing songs	Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste.	What have we learnt today?
	and recite	Assessment:	Ask learners to
	familiar	Evaluate learners by asking them to design posters on	summarize the
	rhymes	the effect of burning on climate change.	important points of the
			lesson
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LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son:	
Strand: VAL	UES AND PSY	CHO-SOCIAL	Sub-stran	d : S	ELF-RESPONSIBILITY	
CONCEPTS, F	PRINCIPLES A	ND STRATEGIES				
Indicator (co	ode)	B4.5.1.5.1				
Content star	ndard (code)	B4.5.1.5.				
Performance	e Indicator	Learners can acce	pt respons	ibili	ty for one's own behavio	ur in a group activity.
Core Compe	tencies: Crea	<u> </u> tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and
		ng and Problem Sol				•
		T			-5	
Keywords						
T. L .R. (s)		Cones				
Ref:	DE curriculu)	
Kei:	PE curriculu	iii Page		ナ		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
	(preparing		• 0		,	, ,
	the brain					
	for					
	learning)	191				
Friday	Learners		_		ne activity. Appreciate	What have we learnt
	jog round a	·		_	officials. Learners must	today?
	demarcate	be responsible for	their own	act	ions.	
	d area in					Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					
	ce and to					

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		prevent		
		injuries		
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		LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:				Class size:		
Day:				Dat	e:		
Period :				Les	son:		
Strand: The	Family, Auth	ority and	Sub-stran	d : R	oles, Relationships in the	e Family and Character	
Obedience		ſ	Formation	ı			
Indicator (co	ode)	B4.5.2.1.1:					
Content star	ndard (code)	B4.5.2.1.					
Performance	e Indicator	Learners can discus	ss the imp	orta	nce of being a committe	ed member of the family.	
Coro Compo	tonsias Cros	tivity and Innovation	. Commu	nico	ion and Callabaration D	arcanal Davalanment and	
=		ng and Problem Solv		nica	ion and Collaboration Po	ersonal Development and	
Leadership	zricicar rinirikii	ig and i robicin solv	····6·				
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ulum Page					
DAY	Phase 1:	Phase 2: Main	/>			Phase 3:	
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
Edd.	learning)			•	and a second Checker of	Male at the control of the control	
Friday	Engage	Help learners to dis		ımp	ortance of being a	What have we learnt	
	learners to	committed family r				today?	
	sing songs	- to promote unity	/ ,			Ack loornors to	
	and recite familiar	- to gain respect,	o tructure	- r+ b.	unarcan ata	Ask learners to summarize the main	
		- to be considered			•		
	rhymes	family members	e play or r	1111116	e roles of committed	points in the lesson	
		ranning members					
		Assessment: let les	arners me	ntic	n importance of being		
		a committed mem			,		
		a committed mem	טכו טו נוופ	ıdıl	iii y		

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LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : Perf	orming Arts		Sub-stran	d : Appreciating and Apprais	ing
Indicator (co	de)	B4 2.4.6.3		. (0)	
Content star	ndard (code)	B4 2.4.6.			
Performance	e Indicator	Learners can deve	elop guidel	lines for appraising and appr	eciating own and others'
		performing artwo	rks that re	flect topical issues in Ghana	
-		•		nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	ving.		
Keywords)-	
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	discuss and accep	_	, •	What have we learnt
	learners to	appreciating/appr	_	•	today?
	sing songs	·	-	nces on the guidelines	
	and recite			the correct vocabulary to	Ask learners to
	familiar			oraising music, dance and	summarize the main
	rhymes	_		ise the appraisal report for	points in the lesson
		and how to share	it;		
		Assessment: let le	earners wri	te guidelines for appraising	
		and appreciating	own and o	thers' performing artworks	

Engage	Learners are to:	What have we learnt
learners to	agree on the approach/method (manual/digital) to use	today?
sing songs	in recording/documenting the appraisal process; ② fix a	
and recite	day/date for the appreciation/appraisal/jury	Ask learners to
familiar		summarize the main
rhymes	Assessment: let learners write guidelines for appraising	points in the lesson
	and appreciating own and others' performing artworks	

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	· LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Day : Date : Period : Lesson : Strand : WORD PROCESSING Sub-strand : INTRODUCTION TO MS-WINDOWS INTERF	ACE
	ACE
Strand - WODD DDOCESSING Sub-strand - INTRODUCTION TO MS WINDOWS INTERE	ACE
Straila : MANDA LACCESSING Sub-Straila : INTRODUCTION TO MIS-MINDOMS INTERF	
Indicator (code) B4.3.1.1.1.	
Content standard (code) B4.3.1.1.	
Performance Indicator Learners can demonstrate how to use the clipboard, styles, fonts, paragraph editing	raph and
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developm Leadership Critical Thinking and Problem Solving.	nent and
Keywords	
T. L.R. (s) Laptop	
Ref: Computing curriculum Page	
DAY Phase 1: Phase 2: Main Phase 3:	
Starter (new learning including assessment) Plenary / Reflect	tions
(preparing the brain	
for	
learning)	
Engage Guide learners to use clipboard, styles, fonts, paragraph What have we l	earnt
learners to and editing in the Home Tab of MS –Word. today?	
Wednesday sing songs	
and recite Ask learners to	
familiar Assessment: Let learners mention how to use the summarize the	main
rhymes clipboard, styles, fonts, paragraph and editing points in the les	sson

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·	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : MY	GLOBAL COM	IMUNITY	Sub-stran	d : Our World Our People	curriculum Page
Indicator (co	ode)	B4.5.1.2.1			
Content star	ndard (code)	B4.5.1.2.			
Performance	e Indicator	Learners can expl	ain the use	s of rocks	
Leadership C		tivity and Innovations and Problem So		nication and Collaboration	n Personal Development and
Keywords)-	
T. L.R. (s) Pictures					
Ref:	Our World (Our People curricu	ulum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the explain the uses of rocks e.g. building houses and constructing roads Assessment: let learners explain the uses of rocks		What have we learnt today? Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs	Learners role play some of the uses of rocks		What have we learnt today?	

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and recite	Assessment: let learners explain the uses of rocks	Ask learners to
familiar		summarize the main
rhymes		points in the lesson

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		LESSON PLAN
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SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: Inde	ependent Gha	ana	Sub-strar	nd : The Republics	
					Y
Indicator (co	ode)	B4.6.1.1.1.2		10	
Content star	ndard (code)	B4.6.1.1.1.			
Performance	e Indicator	Learners can stat	te the date	es and names of the leader	s of the four Republics of
		Ghana since 1960).		
				nication and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	lving.		
Keywords)-	
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
			,		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Tuesday	learning)	Differentiate bet	woon 'Dros	ident' and 'Head of State'.	What have we learnt
Tuesuay	Engage learners to	Differentiate bety	ween ries	ident and nead of State.	today?
	sing songs	 Assessment: let le	earners dif	ferentiate between	today:
	and recite	'President' and 'F			Ask learners to
	familiar				summarize the main
	rhymes				points in the lesson
	,				F 5 to to 1000011
	How many				
	Republics				
	do we				

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	have in		
	Ghana		
	since		
	1960?		
Thursday	Engage	Match the names of the leaders of the four Republics to	What have we learnt
	learners to	the period in which they ruled	today?
	sing songs		,
	and recite	Assessment: let learners state the dates and names of	Ask learners to
	familiar	the leaders of the four Republics of Ghana since 1960	summarize the main
	rhymes	·	points in the lesson
	,		F
	ho was the		/
	leader of		
	the third		
	republic?		
	republic.		
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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
					V
Strand : Writ	ting Conventi	ons / Usage	Sub-stran	nd: Integrating Grammar in W	/ritten Language (Use of
			simple an	d compound sentences)	
Indicator (co	ode)	B4.5.6.1.1 B	4.5.6.1.2.	B4.5.6.1.3	
Content star	ndard (code)	B4.5.6.1. B4	4.5.6.1	B4.5.6.1.	
Performance	e Indicator	• Th	ie learner s	hould form compound senter	nces from simple
		sentences			
				hould exhibit knowledge of d	ifferent types of
		•	ons in writi	C	acas with conjunctions
Coro Compo	toncios: Croa			hould form compound senter nication and Collaboration Pe	
-		ng and Problem So		THEALION AND CONADORATION PE	ersonal Development and
Leader Strip C	arcical iriiirikii	ig and i robiem 50	1411.9.		
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	inguage curriculu	ım		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
	Engage	• Let learners for	m simple s	entences.	What have we learnt
leaners to • Let them read the		he sentend	ces as a group.	today?	
	sing songs	• Use simple sen	tences to f	orm compound sentences	
	and recite	on the board.			
	familiar				
	rhymes				

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	In groups, let learners form compound sentences	Review the lesson with
	from simple sentences.	learners
	Let learners present their sentences to the class.	
	Assessment: let learners form compound sentences	
	from simple sentences	
Engage	Let learners form simple sentences and read them to	What have we learnt
leaners to	the class.	today?
sing songs	Discuss conjunctions with learners.	
and recite	Write some conjunctions on the board and lead	
familiar rhymes	learners to say them.	
Tilyines	Use different types of conjunctions to form	Review the lesson with
	sentences.	learners
	Let learners form sentences using the conjunctions.	
	Let learners understand different types of	
	conjunctions in writing.	
	Assessment: let learner's use different types of	
	conjunctions in writing.	
Engage	Use different types of conjunctions to form sentences.	What have we learnt
leaners to	• In pairs, let learners form compound sentences with	today?
sing songs	conjunctions and read their sentences to the class.	
and recite		Review the lesson with
familiar		learners
rhymes	Assessment: let learners form compound sentences	
	with conjunctions	

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TERM ONE BASIC FIVE WEEK 1

WANA FIIFI ACOUNTY SCHOOL

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:				Class size:		
Day:			Dat	e :		
Period :			Les	son :	0	
				, CD.		
Strand :		Sub-stran	d :			
A. Reading		A. Ph		S		
B. Grammar Usage A	At Word	B. No				
C. Writing		C. Pe	nma	nship and Handv	vriting	
D. Using Writing Cor	nventions	D. Us	ing (Capitalisation	_	
E. Extensive Reading	B	E. Bu	ıildin	g the Love and C	ulture of Readii	ng
Indicator (code)	B5.2.2.1.1.	B5.3.1.1.1.		B5.4.2.1.1	B5.5.1.1.1.	B5.6.1.1.1.
Content standard	B5.2.2.1.	B5.3.1.1.		B5.4.2.1.	B5.5.1.1.	B5.6.1.1.
(code)						
Performance Indicator				_	ralisations (e.g.	hard and soft "c"
	G ,		•	ntinuous texts		_
	B. Learners of units.	an Identify	and	use nouns or no	oun phrases to	refer to quantities
		can conv	cont	oncos cloarly in	ioint script m	naintaining legible
	handwritir		SEIIU	ences clearly in	Joint Script II	iaiiitaiiiiig legible
		•	nnrc	priate mechanic	al convention	
				•		books and present
				n summary of each		р
Core Competencies: Crea						Development and
Leadership Critical Thinki	•					·
Keywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a	n manila card and a clas
		library.	
Ref:	English Lan	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 B.READING e.g. "c" as in country and cell "g" as in gain and age Review the hard form of the sound, e.g. "c" as in cut; "g" as in get. Introduce the soft form using lots of examples, e.g. "c" as in centre, cent, circle; "g" as in gent, gin, etc. In groups, encourage learners to come out with words in which the sounds occur. Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read. Assessment: let learners mention words in which the sounds occur. 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING e.g. "c" as in country and cell "g" as in gain and age Review the hard form of the sound, e.g. "c" as in cut; "g" as in get. Introduce the soft form using lots of examples, e.g. "c" as in centre, cent, circle; "g" as in gent, gin, etc. In groups, encourage learners to come out with words in which the sounds occur. Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read. Assessment: let learners mention words in which the 	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing	sounds occur. C.GRAMMAR Revise nouns briefly. Introduce quantities and units in context.	What have we learnt today?

NANA FIIFI AC	1		A ale la a min a ina dia
	songs and recite familiar rhymes	 e.g.: Please, give me a piece of paper. I have a pair of trousers. Have learners identify more examples of these in text and use them in sentences. Learners make up their own noun phrases and use them in sentences. 	Ask learners to summarize the main points in the lesson
		Assessment: let learners use nouns or noun phrases to refer to quantities or units.	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING • Select sentences from texts learners have read and write them on the board, using joint script. e.g. Sentence Worksheet	What have we learnt today? Ask learners to summarize the main points in the lesson
		 Have learners read out the sentence. (in pairs, small groups, large groups) Have learners copy the sentences into their exercise books. Go round to support struggling learners. Assessment: let learners copy sentences clearly in joint script maintaining legible handwriting	
Friday	Engage learners to sing songs and	E.WRITING CONVENTION AND GRAMMAR USAGE Ask individual learners to write a formal letter each on a given topic paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation	What have we learnt today? Ask learners to
	recite familiar rhymes	mark, quotation mark, apostrophe, hyphen etc. Assessment: let learners write a formal letter each on a given topic	summarize the main points in the lesson
Friday	Guide learners to choose and read books during the	 E.EXTENSIVE READING Have learners read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-three paragraph summary of the book read. 	Have learners to tell what they read to the whole class

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	library	Invite individuals to present their work to the class for	
	period	feedback.	
		Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-	
		paragraph summary of each book read	

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WANA FIIFI ACOUNTY SCHOOL

 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:				Class size:		
Day:			D	Pate :		
Period :				Lesson:		
Strand : Nun	nber		Sub-strand	: Counting, Representation	& Cardinality	
Indicator (co	ode)	B5.1.1.1.1	B5.1.1.1.2)		
Content star	ndard (code)	B5.1.1.1.	B5.1.1.1.	1.1.		
Performance Indicator Learners can model numb multi-base block Learners can read and write		d and write n		ords up to 1000,000		
		ng and Problem So		cation and conaboration re	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pago	e			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asses		sment)	Phase 3: Plenary / Reflections	
Monday	Sing songs like:	Ask pupils to model number qusing graph sheets or multi-base with multi-base block, a cube =		se materials. For instance,	Review the lesson with Learners	

NANA FIIFI ACC	ZUAN		
	l'm	10,000; a flat = 100,000 and a block = 1,000,000;	
	counting	learners model 436,000 with the appropriate materials	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask pupils to model the number 137,000 shading graph	Review the lesson with
	like:	sheet square as shown below, where 1cm×1cm square	Learners
		represents 1000 units .	
	ľm		
	counting		
	one, what		
	is one		
	1 - One is		
	one alone,		
	alone it	100,000 10,000 1000	
	shall be.		
		1000 10 000	
		1000 10,000	
		2 2 2	
		B. Stranger	
		Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs		Review the lesson with
	like:	Give learners teacher-make token currency notes [¢10,	Learners
		¢100& ¢500 notes] on different coloured-paper and ask	
	l'm	them to work out how many will be required to model	
	counting	given amounts up to ¢10,000; e.g. ¢23,480	
		Assessment have been been seen to see the	
		Assessment: have learners to practice with more	
		examples	

NANA FIIFI AC	T		
	one, what		
	is one		
Thursday	Sing songs		Review the lesson with
	like:	Play the place value number wheel game: Use the	Learners
		million number wheel to generate 7-digit numbers and	
	l'm	represent the number generated on a place value	
		frame. Throw a number of pebbles (or stones) onto the	
	counting	number wheel, identify the number of pebbles landing	
	one, what	in each place value ring, and state the number	
	is one	generated in the wheel (i.e. 2 landed in the ten-	
	1 - One is	thousands' ring making the number twenty-thousand or	
	one alone,	20,000)	
	1		
	alone it		
	shall be.	Place value chart	
		WHIT TI	
		Million Hundred- Thousands Thousands Thousands Thousands Thousands Thousands Thousands Ones	
		Million Million Hundre Hundre Hundre Hundre Hundre Hundre Hundre Hundre Hundre Ones	
		2 5 2 4 5 1 3	
		Place value number wheel	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs		Review the lesson with
Triday		Ask pupils to write given numbers on the expanded	
	like:	form of the number : 2,524,513=1000,000× 2	Learners
	ľm	+100,000×5+10,000×2+1000×4+100×5+10×1+1×	
	counting	3 = 2,000,000 + 500,000 + 20,000 +	
	_	4,000 + 500 + 10 + 3	
	one, what	4.0	
	is one	£10	
	1 - One is	¢ 100	
	one alone,	K I U U	
	alone it	é 500	
	shall be.	Assessment: have learners to practice with more	
		examples	
	1	-::-::: e::==	

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : DIVERSTY OF MA		TTER	Sub-stran	nd : L	IVING AND NON-LIVING	THINGS
Indicator (code)		B5.1.1.1.1			20	V
Content star	ndard (code)	B5.1.1.1.				
Performance	e Indicator	Learners can kno	w the life	pro	cesses of living things (growth, sensitivity to the
		environment, resp	piration an	ıd ex	cretion)	
-		•		nica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Sol	ving.			
Keywords		Learners can know the life processes of living things (growth, sensitivity to the				
		environment, respiration and excretion)				
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	nent)	Plenary / Reflections
	(preparing	9/L				
	the brain for					
	learning)					
Monday	Engage	Learners go outsid	de the clas	sroo	m to observe and	What have we learnt
Wienday	learners to				ving things and discuss	today?
	sing songs	their observation.	_			Ask learners to
	and recite					summarize the
	familiar	• Learners go on a	a nature w	alk t	o observe sensitivity in	important points of the
	rhymes	the mimosa plant				lesson
	-					
		Assessment: let le	earners des	scrib	e the sensitivity in the	
		mimosa plant who	en touche	d.		

Thursday	Engage	Learners go outside the classroom to observe and	What have we learnt
	learners to	identify various living and non-living things and discuss	today?
	sing songs	their observation.	Ask learners to
	and recite		summarize the
	familiar	• Learners go on a nature walk to observe sensitivity in	important points of the
	rhymes	the mimosa plant when touched.	lesson
		Assessment: let learners describe the sensitivity in the mimosa plant when touched.	

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 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:		
Day:			Date :			
Period :				Lesson:		
Ctuoned . N/V	Country Char		Cub atmos	. The Deeple Of Chang		
Strand : My Country Gha		ld	Sub-strar	nd : The People Of Ghana	Y	
Indicator (code)		B5.2.1.1.1		10		
Content star	ndard (code)	B5.2.1.1.				
Performance	e Indicator	Learners can des	cribe how	our ancestors lived in ancie	nt times (before the 15th	
		century) and com	pare it wit	h how we live today.		
-				inication and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	lving.			
Keywords				-		
-						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
			,			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain	N. Company				
	for					
Tuesday	learning)	Idontify the kinds	of food th	any ata the elether they	What have we learnt	
Tuesday	Engage	wore and how the		ney ate, the clothes they	What have we learnt	
	learners to	wore and now the	ey travelle	u	today?	
	sing songs and recite	Assessment: let le	earners Ide	entify the kinds of food our	Ask learners to	
	familiar			ney wore and how they	summarize the main	
	rhymes	travelled		,	points in the lesson	
Thursday	Engage				What have we learnt	
illuisudy	learners to	Identify the kinds	of food th	ey ate, the clothes they	today?	
	sing songs	wore and how the		•	today:	
	and recite		,			
	3113 1 2011					

10, (10, (11)) 17 (6,	-,	T	
	familiar	Assessment: let learners Identify the kinds of food our	Ask learners to
	rhymes	ancestors ate, the clothes they wore and how they	summarize the main
		travelled	points in the lesson
	How did		
	our		
	ancestors		
	live?		

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WARIEL ROUNTER SCHOOL

LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:			
Day:			Dat	:e:			
Period :			Les	Lesson:			
Character All	A DOLLT LIC	C. Ja		Jahona of Cod			
Strand : ALL ABOUT US		Sub-strand : Nature of God					
Indicator (code)		B5.1.1.1.1.					
Content standard (code)							
Performance Indicator		Learners can explain that human beings are unique compared to other creatures					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an							
Leadership Critical Thinking and Problem Solving.							
Keywords							
Reywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning includin	ng assessn	nent)	Plenary / Reflections		
	(preparing						
	the brain	181					
	for						
	learning)						
Tuesday	Engage	Learners recall and ret		•	What have we learnt		
	learners to	talk about the nature	of God as	the Creator, the all-	today?		
	sing songs	knowing, powerful and	d creator (of all things.			
	and recite				Ask learners to		
	familiar	Assessment: Let learn	ners descri	be the nature of God as	summarize the main		
	rhymes	the Creator			points in the lesson		
Thursday	Engage	Learners look at themselves, pictures of different			What have we learnt		
	learners to	human beings, and an	imals and	reflect on how they are	today?		
	sing songs	different from animals	s and pres	ent their findings to the			
	and recite	class for discussion.					

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INHINE	1 FIIFI	ACUL	иΑП

familiar	Assessment: Let learners describe how they are	Ask learners to
rhymes	different from animals	summarize the main
		points in the lesson

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WANA FIIFI ACOUNTY SCHOOL

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:						Class size	e:
Day:					Date :		
Period :					Lesson:		
Strand : MOTO	OR SKILL AND MOVEN	IENT PATTERN	IS	Sub-stra	nd : LOCON	лотоr :	SKILLS
Indicator (cod	e)		B5.1.1.1	.1			
Content stand	ard (code)		B5.1.1.1				
Performance I	ndicator		Learners	can walk	on straight	lines ed	ges.
Leadership Cri	ncies: Creativity and tical Thinking and Pro		mmunicat	ion and Co	ollaboratio	n Person	al Development ar
Keywords							
T. L .R. (s)			Cones				
Ref:		PE curriculur	n Page				
DAY	Phase 1:		Phase 2:	Main			Phase 3:
	Starter		(new lea	rning inclu	uding asses	ssment)	Plenary / Reflections
	(preparing th						Kenections
Friday	for learning) Learners jog	round a		_	e on the flo		What have we
Friday	for learning) Learners jog demarcated a	round a area in files	learners	to walk or	n. Learners	walk	
Friday	for learning) Learners jog demarcated a while singing	round a area in files and clapping	learners individua	to walk or ally and in	n. Learners a group un	walk ider the	What have we
Friday	for learning) Learners jog demarcated a while singing to warm-up t	round a area in files and clapping	learners individua watch of	to walk or ally and in the teach	n. Learners	walk ider the se	What have we learnt today?
Friday	for learning) Learners jog demarcated a while singing to warm-up t	round a area in files and clapping he body for formance and	learners individua watch of competi	to walk or ally and in the teach tions for le	n. Learners a group un er. Organis	walk ider the se d the	What have we learnt today? Use answers to

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:				
Day:			[Date :				
Period :				Lesson :				
Strand: His	Creation and	Attributes Sub	-strand	l : God the Creator				
Indicator (co	ode)	B5.1.1.1.1:						
Content star	ndard (code)	B5.1.1.1.						
Performance	e Indicator	Learners can explain h	now spe	ecial each individual is.	•			
-		tivity and Innovation Cong ng and Problem Solving		ication and Collaboration Po	ersonal Development and			
Keywords								
T. L .R. (s)		Pictures						
Ref:	RME curricu	lum Page						
DAY	Phase 1:	Phase 2: Main	>		Phase 3:			
	Starter	(new learning includin	ng asses	ssment)	Plenary / Reflections			
	(preparing the brain							
	for learning)	NA.						
Friday	Engage	 Through various acti 	ivities s	uch as working in pairs or	What have we learnt			
	learners to	in groups, let learners	discuss	s how each person is	today?			
	sing songs	unique and different f	from on	e another: some are short,				
	and recite	tall, intelligent, fair in	comple	xion, dark in complexion,	Ask learners to			
	familiar	serious, etc.			summarize the main			
	rhymes	 Lead learners to den individual, using them 		te the uniqueness of each	points in the lesson			
		Assessment: let learne individual is	ers expl	ain how special each				

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LESSON PLAN
 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:				Class size:	
Day: Date:					e :	
Period :				Less	on:	
Strand: INTI	RODUCTION 1	TO COMPUTING Su	ub-stran	d:	Generation of computer	rs and parts of a
		со	omputer	and	other gadgets	
Indicator (co	ode)	B5.1.1.1.1.	B5.1.1	.1.2		
Content star	ndard (code)	B5.1.1.1.	B5.1.1	1.		
Performance	e Indicator	• Learners can	recogni	se ar	nd use output devices	
		Learners can	describ	e the	types of output device	and identify their use
•		tivity and Innovation (ng and Problem Solvin		nicat	ion and Collaboration Pe	ersonal Development and
Keywords	artical minim	g and resident solvin	<u>'6'</u>			
•						
T. L .R. (s) Laptop						
Ref:	Computing	curriculum Page			,	
)		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ling asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)	Crida la a mana da ha ma		4 4 L -		M/leat leave voe leavet
	Engage learners to				y learnt in the previous	What have we learnt
Wednesday	sing songs	classes and ask them to mention computer devices that produce output.				today?
weanesday	and recite		monitor	·/nrc	jector, audio electrical	Ask learners to
	familiar	signals etc.	momitoi	/prc	gector, addio electricar	summarize the main
	rhymes					points in the lesson
	mymes				of output devices and	points in the lesson
				•	m on the board as well	
		as their uses.		-		
		Assessment: Let lear	rners ide	entif	y types of output	
		devices and their use	es		•	

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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Visu	ial Arts		Sub-stran	d : Thinking and Exploring Ide	eas
				\sim	
Indicator (co		B5 1.1.1.1			
	ndard (code)				
Performance	e Indicator		•	sual artworks created by Gh	
			_	and examine how the artwor	rks reflect the history and
		culture of the peo	•		
-		•		nication and Collaboration Pe	ersonal Development and
Leadership C	riticai ininkir	ng and Problem Sol	iving.)-	
Keywords			7		
-					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	•	•	ulpture, textiles, metal arts,	today?
	sing songs		• •	aphy, ceramics created by	
	and recite			artists e.g. El-Anatsui,	Ask learners to
	familiar	-		, Goncalo Mabunda,	summarize the main
	rhymes	•	•	tise, William J. Kentridge,	points in the lesson
		Justine Mahoney	_	-	
				ough library studies, surfing	
		the internet, visit	ing art stud	dios, galleries, museums,	

NANA FIIFI ACQUAH		
	exhibitions etc. watching short videos/documentaries	
	or observing photographs of sample works of the	
	collections of other Ghanaian and African artists. For	
	example, 'Warrior' an installation art by El-Anatsui	
	(2015), and 'Story Maps of no Location', painting by	
	Julie Mehretu;	
	b) talking about the works of the artists in relation to	
	the history and culture of the people of Africa;	
	c) identifying and discussing various items (symbols)	
	found in the works being studied that reflect the history	
	and culture of the people of Africa;	
	Assessment: let learners describe some visual artworks	
	created by Ghanaian and other African visual artists	
	living in Africa and examine how the artworks reflect	
	the history and culture of the people in Africa	
Wednesday		
	d) writing a brief about their choice of artist using the	
	following guidelines:	
	- Name	
	- Country of origin	
	- Training	
	- Type of artworks	
	- Title of some works	
	- Medium of expression.	

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the history and culture of the people in Africa

Assessment: let learners describe some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect

LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:				Class size:		
Day:				Dat	e:		
Period :				Les	son:		
Strand : Ora	l Language		Sub-stran	d:			
			Songs				
			Poems		CO,		
Indicator (co	ode)	B5.1.1.1.1:. B5	5.1.3.1.1		B5.1.3.1.2		
Content star	ndard (code)	B5.1.1.1. B5	5.1.3.1.		B5.1.3.1.		
Performance		 Learners should sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker. Learners should explore a poem of about six to seven lines correctly Learners should recognise the key words in the poem and discuss the theme of the poem. tivity and Innovation Communication and Collaboration Personal Development and 					
		ng and Problem Solving.					
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculu	m				
DAY	Phase 1: Starter	Phase 2: Main (new learning inc	luding asse	essm	nent)	Phase 3: Plenary / Reflections	
	(preparing the brain for learning)						
	Engage leaners to	Show a clip of aAsk learners to child is crying.		_	learners. mother does when a	What have we learnt today?	

NANA FIIFI ACC	ζυλιι		
	sing songs	• Discuss the answers with the learners and talk about	
	and recite	what a lullaby is.	
	familiar	 Play a recorded cradle song or lullaby to the hearing 	
	rhymes	of learners.	Review the lesson with
		• Lead learners to sing cradle songs/lullaby with correct	learners
		rhythm.	
		 Allow individual learners to sing a lullaby. 	
		• Let learners brainstorm the importance of lullaby.	
		Lead them to discuss the importance of cradle songs	
		to the baby.	
		 Write some of the benefits discussed on the board, 	
		and allow learners to copy them into books.	
		E.g. It makes the baby sleep.	
		It makes the baby happy.	
		It enables the baby to play.	
		Assist learners to discuss the importance of cradle	
		songs to the mother and caretaker.	
		E.g. It allows the mother to do her work. It helps the	
		mother to rest etc.	
		Write the outcome from the discussion with the	
		learners.	
		 Let learners role play mother singing a lullaby and 	
		holding a child.	
		notating a critic.	
		Assessment let learners sing gradle songs/lullahywith	
		Assessment: let learners sing cradle songs/lullaby with	
		the correct rhythms and discuss importance of cradle	
	F	songs/lullaby to the baby, mother and caretaker.	M/leat leave voe la evet
	Engage leaners to	Ask a learner to explore a poem and listen to a poem	What have we learnt today?
	sing songs	accompanied by audio.	today:
	and recite	Let the learners perform the gestures that accompany	
	familiar	the poems.	
	rhymes	• Explore a poem for learners to listen.	
	•	 Lead learners to explore poems correctly 	Doviou the less as with
			Review the lesson with
		Assessment: let learners describe a poem of about six to	learners
		seven lines correctly	
	Engage	• Let learners listen to a poem recital.	What have we learnt
	leaners to	• Read a poem and discuss key issues in the poem.	today?
	sing songs	• Let learners explore poems they know.	
	and recite	• Lead learners to recognise the key words in the poem	
		they explore.	
<u> </u>			

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	familiar	Put learners into groups and let the groups discuss	
	rhymes	the key issues and present to the class.	Review the lesson with
		Allow a learner to explore a poem for learners to	learners
		listen.	
		Allow learners to write down what they think about	
		the poem and let them discuss.	
		• In groups, help learners to discuss the theme of the	
		poem.	
		Assessment: let learners identify the key words in the	
		poem and discuss the theme of the poem.	
Vetted by :		Signature:	Date :
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TERM ONE BASIC FIVE WEEK 2

LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:					C	class size:			
Day:					Date	:			
Period :				ı	Lesso	n:			
Strand :			Sub-	strand	d : •				
A. Oral Language				. Sor		, Poems			
B. Reading					honics				
C. Grammar Usage A	t Word		C	. No	uns				
D. Writing			D). Par	ragrap	oh Developr	nent		
E. Using Writing Con	ventions		E	. Usi	ing Ca	pitalisation			
F. Extensive Reading							nd Culture of		
Indicator (code)	-							B5.5.1.1.1.	
Content standard (code)	(B5.1.1			B5.2.2		B5.3.1.1.	B5.4.3.1.	B5.5.1.1.	B5.6.1.1
Performance Indicator				-			_	-	to poems by
		_				_		own opinion	. c. // "
								ns (e.g. hard	and soft "c"
Ť					_	tinuous tex		stivaler Coup	t/non count
				•					t/non-count,
					gular, irregular), plural without plural marker,				
	 D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audiences and contexts and organise facts, ideas and/or point 						•		
	of view in a way appropriate to t						_		•
		features	- 1	11-				,, U-PF	,
			an Fo	llow a	appro	priate mech	anical conve	ention	
	F.	Learners c	an rea	ad a va	ariety	of age- and	l level appro	priate books	and present
		at least a-1	hree-	-parag	graph	summary o	f each book	read	

Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					
Ref:							
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Have learners sing some familiar patriotic songs. Have learners listen to you sing a selected song. Guide learners to sing lines of the song with appropriate stress and rhythm. Let them sing individually and in groups. Using questions discuss the central message of the target song: Who composed this song? What is the song telling us? Invite individuals to explain the central message(s) of the song. Ask learners to recite a poem of their choice with actions. Choose a poem appropriate for the grade level. Recite and act out the poem as learners listen attentively to you and observe. Allow some individual learners to recite as others listen. Lead learners to recite lines of the poem with correct stress, clapping and tapping out the rhythm. Assessment: let learners explain the central messages in songs and poems 	What have we learnt today? Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite	B.READING e.g. "c" as in country and cell "g" as in gain and age	What have we learnt today?				

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	familiar rhymes	 Review the hard form of the sound, e.g. "c" as in cut; "g" as in get. Introduce the soft form using lots of examples, e.g. "c" as in centre, cent, circle; "g" as in gent, gin, etc. In groups, encourage learners to come out with words in which the sounds occur. Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read. Assessment: let learners mention words in which the sounds occur. 	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Proper nouns • Introduce the concept in context. E.g. Christmas is coming. The people of Ga celebrate Homowo In pairs have learners give more examples of festivals and write them as proper nouns.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Count and non-count nouns. Revise the concept of proper nouns and common nouns. (Proper nouns refer to particular nouns such as names of people, places, mountains, etc.) Elicit examples from learners. Briefly discuss what common nouns are giving and eliciting several examples. Use several examples to explain and exemplify count and non-count nouns and provide activities for practice. Assessment: let learners use nouns to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING • Work with learners to select sample texts from a variety of models of writing from learners' readers and teacher's resources e.g. newspapers, magazines etc. You may take learners to the library for this exercise. Examples of modes of writing. i. Process ii. Narration iii. Description iv. Comparison v. Problem solution vi. Classification vii. Argument	What have we learnt today? Ask learners to summarize the main points in the lesson

NAINA FIIFI AC	QUAR		
VANA FIIFI AC	QUAN	 Put learners into small groups and assign each group a mode of writing Have learners study the sample text. Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience 	
		Assessment: let learners choose one of the modes of writing, to write on	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Ask individual learners to write a formal letter each on a given topic paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation mark, apostrophe, hyphen etc.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners write a formal letter each on a given topic	
Friday	Guide learners to choose and read books during the library period	 E.EXTENSIVE READING Have learners read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-three paragraph summary of the book read. Invite individuals to present their work to the class for feedback. Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-	Have learners to tell what they read to the whole class
		paragraph summary of each book read	

LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Lesson:		
Strand : Nun	nber		Sub-stran	d : (Counting, Representation	& Cardinality
Indicator (co	ode)	B5.1.1.1.3		B5	5.1.1.1.4	
Content star	ndard (code)	B5.1.1.1.		B5	5.1.1.1.	
number chart			npare and c	orde	·	ound a given number in a 00,000 and represent the
Core Compe	tencies: Crea	tivity and Innovatio	on Commui	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.			
Keywords						
T. L .R. (s)		Counters				
Ref:						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	essm	nent)	Phase 3: Plenary / Reflections

Monday	Sing songs like: I'm counting one, what is one	Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number	
		10,000 11,500 12,000 13,500 15,000 16,500 20,000 21,500 22,000 23,500 24,000 25,500 30,000 31,500 33,000 34,500 36,000 37,500 40,000 41,500 43,000 44,500 46,000 47,500 50,000 51,500 53,000 54,500 56,000 57,500 60,000 61,500 63,000 64,500 66,000 67,500 Assessment: have learners to practice with more	
Tuesday Sing songs like: I'm counting one, what		examples Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.	
	is one 1 - One is one alone, alone it shall be.	10,000 11,500 12,000 13,500 15,000 16,500 20,000 21,500 22,000 23,500 24,000 25,500 30,000 31,500 33,000 34,500 36,000 37,500 40,000 41,500 43,000 44,500 46,000 47,500 50,000 51,500 53,000 54,500 56,000 57,500 60,000 61,500 63,000 64,500 66,000 67,500	
Wednesday	Sing songs like: I'm counting	Assessment: have learners to practice with more examples Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to	

IVANA I III I AC	1	10,000 taking into consideration the place value of each	
	one, what is one	10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 > 132,635	
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873,	Review the lesson with Learners
	is one	Assessment: have learners to practice with more examples	V
Friday	Sing songs like: I'm counting one, what is one	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 1022345 and 1022534; 1022345 is less than (smaller than) than1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc	Review the lesson with Learners
		Assessment: have learners to practice with more examples	

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:		
Day:			Dat	e:		
Period:				Les	son :	
Strand : DIVE	ERSTY OF MA	TTER	Sub-stran	d : L	IVING AND NON-LIVING	THINGS
Indicator (co	de)	B5.1.1.1.1				
Content star	ndard (code)	B5.1.1.1.				
Performance	Indicator	Learners can kno	w the life	pro	cesses of living things (growth, sensitivity to the
		environment, res	oiration an	d ex	cretion)	
Core Competencies: Crea Leadership Critical Thinkin				nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	essm	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	of different living reptiles, mammal. • Ask learners to if from the video. • Use relevant examples.	things (e.g s, etc.) and identify the amples and xplain sens	;. bir I cor e nai d illu	nment on them. mes of the living things	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners explain excretion as life	
		processes.	
Thursday	Engage	Assist learners to understand growth by observing a	What have we learnt
	learners to	seedling and a mature plant of the same kind.	today?
	sing songs	Let learners breathe in and out to demonstrate	
	and recite	respiration.	Project: Learners plant
	familiar		a seed and observe its
	rhymes	Plants show movement within their parts and animals	growth pattern.
		move from place to place.	
			• Learners to collect
		Assessment: let learners explain respiration as life	and bring a variety of
		processes.	everyday materials
			from the home, school
			and community.
			Examples should
			include cotton wool,
			pieces of cloth, pieces
			of paper, cardboard,
			wood, plastics,
			polythene bags
			(coloured and
			transparent), soil
			samples, marbles
			(rough and smooth)
			chalk, crayon, pen and
			straw for the next
			lesson

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LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:						Class size	e:
Day:					Date :		
Period :					Lesson :		
Strand : My Country Ghana				Sub-stra	nd : The P	eople Of (Ghana
Indicator (cod	le)		B5.2.1.1.	1			
Content stand	dard (code)		B5.2.1.1.			-//	
Performance	Indicator						estors lived in ancient times e it with how we live today.
Core Compete Leadership Cr		-		mmunicat	on and C	ollaboratio	on Personal Development and
Keywords							
T. L .R. (s)			Pictures				
Ref: History cu		rriculum F	Page				
DAY	Phase 1: Starter (preparing for learnin		Phase 2: (new lear	Main rning inclu	ding asse	essment)	Phase 3: Plenary / Reflections
Tuesday Engage learners to sing songs and recite familiar rhymes How did our ancestors live? Compare how our ancestors lived and how we live today?		the cloth travelled 2. Comparancient of Clothes willdings Profession	fy the kind es they wo etc. are life tod days. e.g. F worn, Mod s, Commun ons and Tec ent: let lea life in anci	ay to life ood eater e of trave ication, T chnology.	in n, el, rading,	What have we learnt today? Ask learners to summarize the main points in the lesson	

u u u u u u u u u u u u u u u u u u u					
Thursday	Engage learners to sing songs and recite familiar rhymes	Produce a photo album (Tactile photo album for visually impaired) of family members including learners. Assessment: let learners produce a	What have we learnt today? To Visit ancient sites and museums as next lesson		
		photo album			

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WANA FILLIFICOLINATE SCHOOL

LESSON PLAN
 LESSON PLAIN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son :	
Strand : ALL	ABOUT US		Sub-strand : Nature of God			
Indicator (co	de)	B5.1.1.1.1.				
Content star	ndard (code)	B5.1.1.1.				
Performance	e Indicator	Learners can expl	ain that h	uma	n beings are unique com	pared to other creatures
		tivity and Innovationg and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Keywords)-		
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	lum Page	9		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asso	essm	ient)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	characteristics of I different from oth personality, ability ability to commun exercise judgement and wrong, ability	numan be er creatur to be cre icate and nt and ma to learn.	ings es e ative colla ke ch	.g. having a unique e and think rationally,	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: Let learners make a poster on the characteristics of human beings that make them different from other creatures	
Thursday	Engage	Learners reflect on why God created human beings and	What have we learnt
	learners to	why God made man different from other creatures.	today?
	sing songs	Learners debate on the topic 'animals do not reason'.	
	and recite		Ask learners to
	familiar	Assessment: Let learners write a debate on the topic	summarize the main
	rhymes	'animals do not reason'.	points in the lesson

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 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson :		
Strand · MO	TOR SKILL AND	MOVEMENT S	uh-stran	d:LOCOMOTOR SKILLS		
PATTERNS	TON SKILL AND	, IVIO VEIVIEIVI	ub-strain	u. LOCOMOTON SKILLS		
TATTERNS						
Indicator (co	ode)	B5.1.1.1.2:		~(),	/	
Content star	ndard (code)	B5.1.1.1.		. (0)		
Performance	e Indicator	Learners can skip ar	nd leap c	ontinuously		
Core Compe	tencies: Creati	vity and Innovation (Commun	ication and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinking	g and Problem Solving	g.			
Keywords						
neywords				2		
T. L .R. (s)		Cones				
Ref:	PE curriculum	n Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning include	ding asse	essment)	Plenary / Reflections	
	(preparing					
	the brain	191				
	for learning)					
Friday	Learners jog	Learners bend their	knees, p	ush against the ground to	What have we learnt	
	round a	skip and leap as ma	ny times	as they can at their own	today?	
	demarcated	pace in a demarcate	ed area. I	earners practice the		
	area in files	activities as individu	uals and i	n groups at their own	Use answers to	
	while singing	pace.			summarise the lesson.	
	and clapping	Organise competition	ons for le	arners in groups. End the		
	to warm-up	lesson with cool do	wn activi	ties and use questions to		
	the body for	summarise the lesso	on			
	maximal					
	performance					
	and to					

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prevent injuries		
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WANA FIIFI ACOUNTH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : His	Creation and	Attributes	Sub-strar	nd : (od the Creator	
Indicator (co	ode)	B5.1.1.1:				
Content star	ndard (code)	B5.1.1.1.				V
Performance	e Indicator	Learners can expl	ain how sp	ecia	l each individual is.	
-		tivity and Innovations and Problem So		inica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	lum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	 Put learners into groups according to: height, mass, intelligence, etc. Let learners put in writing how different they from each other. Assessment: let learners write how different the from each other 			v different they are	What have we learnt today? Ask learners to summarize the main points in the lesson

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LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:			(Class size:	
Day :				Date	:	
Period :				Lesso	on :	
Strand : INT	RODUCTION T	O COMPUTING !	Sub-stran	d:IN	TRODUCTION TO MS-W	/INDOWS INTERFACE
Indicator (co	ode)	B5.1.1.1.1.	B5.1.2.1.	.2	B5.1.2.1.3	
Content star	ndard (code)	B5.1.1.1.	B5.1.2.1.		B5.1.2.1.	V
Performance	e Indicator	 Learners ca 	n list the f	featu	res of Windows Interfac	ce
		 Learners ca 	ın persona	alise t	he Desktop Backgroun	d and edit its images (e.g.
		image, icon	s and Tasl	kbar	of the background).	
		 Learners ca 	an recogni	ise h	ow to customise the D	esktop Background using
		Change Bac	kground,	Start	menu and Pin to taskb	ar or start menu.
		tivity and Innovation gand Problem Solv		nicati	on and Collaboration Po	ersonal Development and
Keywords			B			
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ıding asse	essme	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)	Guide learners to li	ist the fee		/i a Start Manu	What have we learnt
	Engage learners to				ox App, Project Spartan	today?
Wednesday	sing songs	•	-		ssues of Windows 10.	touay:
vvcanesaay	and recite	Do this by using lea	•	-		Ask learners to
	familiar	method.	during ques	301011	s, or any other	summarize the main
	rhymes	memou.				points in the lesson
	,	Guide learners to o	reate thei	ir ow	n background picture	Points in the 163011
					. Guide them to use it	
		as background pict		,		

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		Guide learners to identify and use task bar, start menu, etc.	
		Assessment: Let learners create their own background picture using any application	

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	LESSON PLAN
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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endir	ıg:				Class size:	
Day:				Dat	e:	
Period :				Les	son :	
Strand : Per	forming Arts		Sub-stran	d : ⊺	hinking and Exploring Id	eas
Indicator (c	ode)	B5 2.1.1.1			())	
Content sta	ndard (code)	B5 2.1.1.				
Performano		and other African reflect the history	performing	ng a re of	rtists living in Africa and the people of Africa	performances of Ghanaian I discuss how their works
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords			M			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essm	ient)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Keita, Angelique K Dada Masilo, Anto Miriam Makeba, A Ositalkema) by a) gathering inform	er African idjo, Chinu on Robert I asabea Cro mation thr	perf ua A Krue oppe	orming artists (e.g. Salif chebe, Jack Mapanje, ger, Hugh Masekela,	What have we learnt today? Ask learners to summarize the main points in the lesson

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		other social media, as well as visits to recording studios,	
		theatre, festival, cultural performances, concert parties,	
		For example, 'Things fall Apart' by Chinua Achebe, and	
		'Shaka the Zulu' a South African television series was	
		written by Joshua Sinclair and directed by William C.	
		Faure;	
		b) appreciate: discuss the compositions and	
		performances of selected artists and find out how their	
		works reflect the history and culture of Africans;	
		Assessment: let learners describe some compositions	
		and performances of Ghanaian and other African	
		performing artists living in Africa and discuss how their	
		works reflect the history and culture of the people of	
		Africa	
Wednesday	Engage	Learners are to:	What have we learnt
Veanesday	learners to	write a brief about any of the artists of their choice	today?
	sing songs	using the following guidelines:	today.
	and recite	- Name	Ask learners to
	familiar	- Country of origin	summarize the main
	rhymes	- Training	points in the lesson
	,	- Type of compositions and performances	points in the resson
		- Title of some works	
		- Style.	
		Assessment: let learners describe some compositions	
		and performances of Ghanaian and other African	
		performing artists living in Africa and discuss how their	
		works reflect the history and culture of the people of	
		Africa	

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:			
Day:		Date :					
Period :				Lesson :	~O`	~	
Strand : Ora	l Language		Sub-stranc	l:	(())		
			Listening a	nd Story Tellin	g		
			Dramatisat	tion and Role P	Play		
Indicator (co	ode)	B5.1.4.1.1	35.1.4.1.2	B5.1.5.1.1	B5.1.5.	1.3	
Content star	ndard (code)	B5.1.4.1 B	35.1.4.1.	B5.1.5.1.	B5.1.5.	1.	
Core Compe	 Learners should retell a folktale of about five scenes and discuss the moral/values of it. Learners should recognise the characters in the folktales. Learners should narrate a story of about six to seven characters and recognise the characters, setting and stage. Learners should perform a drama of about six to seven characters. Ore Competencies: Creativity and Innovation Communication and Collaboration Personal Development eadership Critical Thinking and Problem Solving.				olktales. ven characters and seven characters.		
Keywords							
T. L .R. (s)		Manila cards, ma	rkers, record	ded audios visu	ıal		
Ref:	Ghanaian La	anguage curriculu	m				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc				Phase 3: Plenary / Reflections	
	Engage leaners to	• Ask learners to there are no elect	•		enings when	What have we learnt today?	

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sing songs and recite	Discuss answers with learners and talk about folktales.	
familiar	Tell a folktale to learners.	
rhymes	Allow learners to retell the folktale.	Review the lesson with
	Allow learners to discuss the structure of, and the	learners
	values/moral lessons in the folktale.	
	 In groups, let learners summarise the structure and 	
	values of folktales and present to the class.	
	, and a second s	
	Let a learner tell a folktale and discuss key issues	
	among themselves.	
	Allow learners to recognise the characters in the	
	folktales.	/
	Let learners write briefly on the characters identified	
	Assessment: let learners retell a folktale of about five	
	scenes and discuss the moral/values of it and identify	
	the characters in the folktales	
Engage	Assist learners to read a story of about three	What have we learnt
leaners to sing songs	harabia iongi	today?
and recite	Discuss some unfamiliar words with learners.	
familiar	Let learner retell the story in groups.	
rhymes	Discuss key considerations in issues in changing a	
mymes	story to a drama.	
	Show a video clip to learners.	Review the lesson with
	Put learners in groups to retell the story.	learners
	Discuss with learners the features of a drama.	
	Show learners the processes involved in changing a	
	story into drama.	
	Assist learners to recognise the characters, setting,	
	costumes and the stage in a drama composed from the	
	story.	
	Assessment: let learners narrate a story of about six to	
	seven characters	
Engage	Revise the features of a drama and the processes or	What have we learnt
leaners to	•	today?
sing songs	Let learners mention some of the key points to be	
and recite	considered in turning a story into a drama.	
familiar	Direct learners to perform a drama piece with the	
rhymes	story line.	
	Story mic.	

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		Review the lesson with
	Assessment: let learners perform a drama of about six	learners
	to seven characters.	

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WANA FIIFI ACOUNTIL SCHOOL

TERM ONE BASIC FIVE WEEK 3

WANNA FIIFI ACOUNTY SCHOOL

_	LESSON PLAN
•	I F S S C IN PLAIN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:				(Class	size:			
Day:				Date	e:				
Period :				Lesso	on :				
							\bigcirc		
						7			
Strand :			Sub-stra	nd :					
A. Oral Language				STORY 1					
B. Reading			B. \	Nord F	amilie	es .			
C. Grammar Usage A	t Word		C. 1	Nouns					
D. Writing D. Paragraph Development									
E. Using Writing Conventions E. Using Punctuation									
F. Extensive Reading F. Building the Love and Culture of Reading									
Indicator (code)	B5.1.4	.1.1 B5.	2.3.1.1	B5.3.1	.1.2.	B5.4.3.1.1	B5.6.1.1.1.	B5.5.2.1.1.	
Content standard (code)			.2.3.1.	B5.3.1		B5.4.3.1.	B5.6.1.1.	B5.5.2.1.	
Performance Indicator	A.	Learners	can demo	onstrate	e und	erstanding c	of lessons in s	tories by ma	aking
		relevant c							
						-	decode words.		
	C.			•			to festivals; Co	•	unt,
	_	_	-		_	· ·	thout plural m		
	D.				=	-	nodes of writin	_	-
						_	nise facts, ide	·	
			a way ap	propria	te to t	the mode of	delivery, using	appropriate	text:
		features							
	E.					: (the comn	na) to write a	in address;	(the
		apostroph	•						
	F.			-			appropriate b	ooks and pre	esent
		at least a-	three-pai	ragraph	sumr	mary of each	book read		

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

Keywords						
T. L .R. (s)	T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on library.					
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE Tell a story using the appropriate procedure or stages. With examples, guide learners to identify the beginning, middle and ending. Invite learners to retell story sequentially. Story Element: What are the key details about this story? Who is the main character? What is the setting? What event(s) happened at the beginning of the story? What event(s) happened at the middle of the story? What event(s) happened at the end of the story? Have learners take turns to comment on the story. Assessment: let learners take turns to comment on the story.	What have we learnt today? Ask learners to summarize the main points in the lesson			

IVAIVATIIITACC	207.11.		T
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Give examples of minimal pairs, e.g. watch, catch In groups let learners come up with more examples Select two paragraphs from the reading passage and let learners identify specific spelling patterns e.g. sh- fish, dish, sash, wash th – both, tooth Drill learners on pronunciation of words. Learners read the words containing minimal pairs, e.g. church, search, perch, fetch. Work together with learners to write simple sentences with the minimal pairs. Learners in pairs identify more words from reading passages and make a list on a chart. Let each pair read the words. Assessment: let learners identify common minimal pairs from reading passages and make a list on a chart	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Singular and Plural (regular, irregular) nouns Introduce singular and plural nouns in context. e.g. I need a table. Can you give me one of these tables? This child looks sick, but those children look healthy. Have learners read the sentences and observe the underlined words. Show pictures of objects/people to help learners to identify regular and irregular nouns e.g. picture of a child, and a picture of children. Guide learners to discover the difference between regular and irregular plural forms: Regular count nouns take s or es to form their plural. e.g. table – tables, chair – chairs Irregular count nouns are nouns that do not take s or es to form their plural. e.g. child – children; ox – oxen; man – men; goose – geese Plural nouns without plural markers Have learners discover the plural nouns without plural marker in context. E.g. The sheep are grazing outside.	What have we learnt today? Ask learners to summarize the main points in the lesson

QUAH	I met a lot of people at the party.	
	Assessment: let learners use nouns to form sentences	
Engage learners to sing songs and recite familiar rhymes	 D.WRITING Put learners into small groups and assign each group a mode of writing Examples of modes of writing. i. Process ii. Narration iii. Description iv. Comparison v. Problem solution vi. Classification vii. Argument Have learners study the sample text. Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience Jumble the paragraphs and have learners in groups rearrange the paragraphs into a coherent piece. Encourage learners to use search engines to search for the different modes of writing they have studied. Discuss the various modes of writing with learners. Have learners read a text to identify the structure of each mode. Assessment: let learners choose one of the modes of writing, to write on 	What have we learnt today? Ask learners to summarize the main points in the lesson
Engage learners to sing songs and recite familiar rhymes	 E.WRITING CONVENTION AND GRAMMAR USAGE Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me? Introduce the use of the comma to write an address, and the apostrophe in contraction in context. Provide sample sentences/texts for learners to identify the target punctuations. Introduce one punctuation at a time e.g. I live at Adu Street, Adukrom. They can't do the work. Have learners practise using the comma to write an address, and the apostrophe in contraction. Give pairs 	What have we learnt today? Ask learners to summarize the main points in the lesson
	Engage learners to sing songs and recite familiar rhymes	Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Examples of modes of writing. i. Process ii. Narration iii. Description iv. Comparison v. Problem solution vii. Argument Have learners study the sample text. Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience Jumble the paragraphs and have learners in groups rearrange the paragraphs into a coherent piece. Encourage learners to use search engines to search for the different modes of writing they have studied. Discuss the various modes of writing with learners. Have learners read a text to identify the structure of each mode. Assessment: let learners choose one of the modes of writing, to write on Engage learners to sing songs and recite familiar rhymes Exwriting CONVENTION AND GRAMMAR USAGE * Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me? * Introduce the use of the comma to write an address, and the apostrophe in contraction in context. Provide sample sentences/texts for learners to identify the target punctuations. Introduce one punctuation at a time e.g. I live at Adu Street, Adukrom. They can't do the work. * Have learners practise using the comma to write an

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		Assessment: Give learners unpunctuated sentences/texts to punctuate.	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	/
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	
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 LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:					Class size:	
Day:				Dat	e:	
Period :			Less	son:		
Strand : Nun	nber		Sub-strand	d : C	Counting, Representation	& Cardinality
Indicator (code) B5.1.1.1.5 B5.1.1.1.6		B5.1.1.1.6				
Content standard (code) B5.1.1.1. B5.1.1.1.		B5.1.1.1.				
nearest ten thousan		n thousands can skip cou	s, tl	nousands, hundreds and	ers up to 100,000 to the tens. in 500s 1000s etc. up to	
=		tivity and Innovationg and Problem Sol		ica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	9			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding asses	ssm	ent)	Phase 3: Plenary / Reflections

MANA FIIFI ACC	Sing songs	Learners round o	ff numhers	to the near	rest 10 000	Г	Review the lesson with
Monday	Sing songs like: Learners round off numbers to the nearest 10,000, 1000 and 100. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000						Learners
	l'm						
	counting						
	one, what	Assessment: have	learners to	o practice w	ith more		
	is one	examples	Tearriers to	practice ii			
Tuesday	Sing songs						Review the lesson with
,	like:	2 Learners round and differences	up and ro	und down t	o estimate su	ıms	Learners
	I'm counting one, what	NB: To round dow two approximated the bigger of the t bring the meaning					
	is one 1 - One is	214765	Round up	Round down	Round off		
	one alone, alone it shall be.	to the nearest ten	214770	214760	214770		
	Silali De.	to the nearest hundred	214800	214700	214800		
		to the nearest thousand	215000	214000	215000		
		Assessment: have examples	learners to	o practice w	ith more		
Wednesday	Sing songs like: I'm counting one, what is one.	Put learners into convenient groups. A learner mention a number and another makes skip count in 500s or 1000s to include the fifth count. For instance. Learner 1: Shout out "15290"skip counting up in 500s Learner 2: 15790, 16290, 17290, 17790, 18290, etc. Learner 3; Shout out "31285"skip counting up in 1000s Learner 4; 32285, 33285, 34285, 35285, 36285etc				Review the lesson with Learners	
		Assessment: have examples	learners to	o practice w	rith more		
Thursday	Sing songs like: I'm	Skip count forward between 1000 and 100s but make an Challenge learners	d 10000 tha error or le	at are multi ave out a ni	ples of 50s ar umber.	nd	Review the lesson with Learners
	counting						

NAMATILIA	CQUAII		
	one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs		Review the lesson with
Titady	like:	Skip count forwards and backwards by 50s and	Learners
		between 1000 and 10000 that are multiples of 50s and	
	ľm	100s but make an error or leave out a number.	
	counting	Challenge learners to identify or correct error.	
	one, what	Assessment: have learners to practice with more	
	is one.	examples	
		Champies	
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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:			Class size:	
Day:		D	ate:	
Period :		Le	esson :	
Strand : DIVERSITY OF M.	ATTER S	Sub-strand	: MATERIALS	<u> </u>
Indicator (code)	B5.1.2.1.1		(0)	
Content standard (code)	B5.1.2.1.			
Performance Indicator	Learners can class	ify everyda	y materials based on th	eir properties (soft, hard,
	rough, smooth, opa	aque, trans _i	parent and bendable)	
Core Competencies: Crea Leadership Critical Thinki			cation and Collaboration F	Personal Development and
Keywords		700		
T. L .R. (s)	Pictures			
Ref: Science cur	riculum Page			
DAY Phase 1:	Phase 2: Main			Phase 3:
Starter	(new learning inclu	ding assess	sment)	Plenary / Reflections
(preparing				
the brain				
for				
learning)		مان ما اماد ما		Mile et le eure une le eure
Monday Engage learners to		_	a variety of everyday ool and community.	What have we learnt today?
sing songs		•	on wool, pieces of cloth,	touay!
and recite	•		ood, plastics, polythene	Ask learners to
familiar		•	nt), soil samples, marbles	summarize the
rhymes	_ ,	•	•	
1,		ı) chalk. cra	von, pen and straw.	I important points of the
			yon, pen and straw. and group the materials	important points of the lesson

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		Demonstrate by assisting learners to group materials	
		into those that we can see through (transparent) and	
		those that we cannot see through (opaque).	
		Learners sort the materials into those that can bend	
		and those that cannot bend.	
		• Learners feel and draw materials that are hard, soft,	
		smooth, etc.	
		Learners are tasked to display their drawings in class	
		for discussion.	
		Assessment: let learners classify everyday materials	
		based on their properties	
Thursday	Engage	• Learners are assisted to know that the properties of a	What have we learnt
	learners to	given material enable it to be used for making certain	today?
	sing songs	products, e.g. clay is used for making pots because it	Ask learners to
	and recite	can be moulded without breaking. Raffia palm is used in	summarize the
	familiar	basketry because it can bend easily.	important points of the
	rhymes	• Learners work in groups to classify different materials	lesson
		based on various similarities and differences.	
		Project: Learners use different materials to create new	
		items such as paper fans, toy cars, toy planes, cooking	
		pans, hats and earthenware pots and bowls and exhibit	
		their work.	
		Assessment: let learners identify properties of a given	
		material enable it to be used for making certain	
		products,	
	_		

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LESSON PLAN
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SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:				Class size:		
Day:			Dat	e:			
Period :				Les	son :		
Strand : My	Country Ghar	na	Sub-stran	ı d : ⊺	he People Of Ghana	V	
Indicator (co	ode)	B5.2.1.1.1			. 10		
Content star	ndard (code)	B5.2.1.1.					
Performance	e Indicator	Learners can desc	ribe how	our	ancestors lived in ancie	nt times (before the 15th	
		century) and comp	oare it wit	h ho	w we live today.		
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Po	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asso	essm	nent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage					What have we learnt	
	learners to	Visit ancient sites	and muse	ums		today?	
	sing songs	Accessment: let le	arners des	scrih	e how our ancestors		
	and recite	lived in ancient tin		SCIID	e now our ancestors		
	familiar	inved in directic circ					
	rhymes						
Thursday	Engage			/: <u></u> .	والماملة الماملة الماملة الماملة الماملة	What have we learnt	
	learners to	life today has char			rnet to highlight how	today?	
	sing songs	ine today nas char	igeu IIUIII	uie	ρασι		

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ľ	VА	ı١	IA	ΗI	ırı	ıA	uu	u	ΙА	н

and recite	Assessment: let learners compare life today to life in	Ask learners to
familiar	ancient days.	summarize the main
rhymes		points in the lesson

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WANA FIIFI ACOUNTH SCHOOL

LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:	Class size:					
Day:			Dat	e :			
Period :			Les	son :			
Strand : ALL ABOUT US Sub-strai				nd : N	Лyself	~	
Indicator (code) B5.1.2.1.1.					(0)		
Content standard (code) B5.1.2.1.							
Performance Indicator Learners can describe changes that or			hat occur during adolesc	ence			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.					ersonal Development and		
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	Our World (Our People curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners brainstorm on the term, Adolescence e.g. Young people are people within the ages 10 -24 and the adolescent falls within this group. Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968). Group learners in their sex groups to discuss the changes that take place in their own sex during			What have we learnt today? Ask learners to summarize the main points in the lesson		
		adolescence and p	resent to	clas	s e.g.		

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		Physical changes in boys e.g. breaking of voice, broadening of the chest, enlargement of testes and penis, growth of armpit, facial and pubic hair, acquisition of excess energy, acne (pimples) may develop on the face, growth in height and weight,	
		Some physical changes in girls	
		e.g. development of breast, broadening of hips, growth	
		of armpit and pubic hair, onset of ovulation and	
		menstruation, acquisition of excess	/
		Assessment: Let learners describe physical changes	
		that occur during adolescence	
Thursday	Engage	Group learners in their sex groups to discuss the	What have we learnt
	learners to	changes that take place in their own sex during	today?
	sing songs	adolescence and present to class e.g.	
	and recite		Ask learners to
	familiar	Some emotional and psychological changes in both	summarize the main
	rhymes	boys and girls e.g. easily irritated (anger), worry/fear,	points in the lesson
		love (strong attachment to the opposite sex), shyness,	
		excitement, happiness/sadness, adventurous	
		Assessment: Let learners describe emotional and	
		psychological changes that occur during adolescence	

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LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Endin	g:					
Day:			Da	e:		
Period :				son :		
Strand : MO PATTERNS	TOR SKILL AND	MOVEMENT Sub-strand: MANIPULATIVE SKILLS				
Indicator (co	ode)	B5.1.2.1.1		20)		
Content star	ndard (code)	B5.1.2.1.				
Performance	e Indicator	Learners can roll ball us	all using a stick through obstacles (arranged cones)			
•		vity and Innovation Com g and Problem Solving.	nmunicat	ion and Collaboration Po	ersonal Development and	
Keywords			0			
T. L.R. (s) Cones						
Ref:	PE curriculum	Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	Phase 3: Plenary / Reflections			
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Arrange ten cones in a Learners roll balls throuthe teacher checks the balls with the stick and correct mastery of skill progress at their own prompetition for learner down activities and use lesson.	ugh in tu ir mover gives co . Learne pace duri rs. End tl	rns. As learners move, nents, control of the rrective feedback for s are allowed to ng practice. Organise ne lesson with cool	What have we learnt today? Use answers to summarise the lesson.	

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prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:			Class size:			
Day:			Date:			
Period :				Les	son :	
Strand : God, His Creation		and Attributes	Sub-strand : God the Creator			
Indicator (co	ode)	B5.1.1.1.2:				
Content star	ndard (code)	B5.1.1.1.				
Performance	e Indicator	Learners can state	e the quali	ties	of God that humankind s	hould demonstrate.
-		ivity and Innovation Communication and Collaboration Personal Development and g and Problem Solving.				
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	lum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	 Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc. Let learners discuss among those qualities of God they should possess to make them God's children Assessment: let learners state the qualities of God that humankind should demonstrate 			What have we learnt today? Ask learners to summarize the main points in the lesson	

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LESSON PLAN
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SUBJECT: COMPUTING CLASS: FIVE

Week Ending:				Class size:			
Day:			Da	Date :			
Period:			Le	Lesson:			
Strand: INTRODUCTION 7		TO COMPUTING	Sub-strand :	DATA, SOUI	RCES AND USA	GE	
Indicator (code)		B5.1.3.1.1. B5.1	.3.1.2 B5	.1.3.1.3	B5.1.3.1.4		
Content star	ndard (code)	B5.1.3.1. B5.1	3.1. B	5.1.3.1.	B5.1.3.1.	-	
Performance Indicator		 Learners can use strategies for identifying data from results of an experiment. Learners can identify primary sources of information e.g. photographs, audio, video recordings, letters etc. Learners can identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc. Learners can demonstrate sending and sharing information e.g. arranging data, sorting and calculations etc. 					
-		tivity and Innovationg and Problem Solv		ation and Co	ollaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Laptop					
Ref: Computing curriculum Page							
DAY	Phase 1: Starter (preparing the brain for learning)	,			Phase 3: Plenary / Reflections		
Wednesday	Engage learners to sing songs and recite	Guide learners to and quantitative) them to convert d without losing its	by asking lead ata from one	ding questio	ns. Task	What have we learnt today?	

familiar	Guide learners to mention or talk about primary	Ask learners to
rhymes	sources of information. Task learners to record data	summarize the main
111,11165	from the primary source and bring them to class for	points in the lesson
	discussion. List items recorded and ask learners to	points in the lesson
	group according to their similarities.	
	Guide learners to mention or talk about where one can	
	receive or send information by asking leading	
	questions. Task learners to record data from the news	
	on the radio and bring to class for discussion. List items	
	recorded and ask learners to group according to their	
	similarities.	
		V
	Task learners to sort data in alphabetical order	
	(increasing and decreasing order) and perform basic	
	calculations such as multiplying, dividing and adding	
	vales of sample data.	
	Learners can also be guided to generate age data from	
	their dates of birth.	
	NB: recall content in B4 and add to it.	

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LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:				Class size:	
Day:				Dat	e:	
Period :				Less	son :	
Strand: Visual arts		9	Sub-strand: Thinking and Exploring Ideas			
Indicator (co	ode)	B5 1.2.2.1				
	ndard (code)	B5 1.2.2.				
Performance Indicator		Learners can experiment with available relevant visual arts media and methods to create own visual artworks that reflect the physical and social environments of some African communities				
-		tivity and Innovatior		nica	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	iding asse	essm	ent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes		s that are ment with ple artwo ments of s methods a apier mâc	good rks t some	d for making artworks illable materials and hat reflect the physical African communities	What have we learnt today? Ask learners to summarize the main points in the lesson

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:				Class size:		
Day:				Dat	e:		
Period :			Lesson:				
Strand : Reading Sub-s			Sub-stran	d : P	honics: Letter Sound Kno	owledge	
Indicator (co	ode)	B5.2.4.1.1	B5.2.4.1.2		B5.2.4.1.3		
Content star	ndard (code)	B5.2.4.1.	B5.2.4.1.		B5.2.4.1.		
Performance Indicator •		Learners sparagraphLearners s	 Learners should read and recognise words with familiar sounds Learners should read and recognise diagraphs in words found in paragraphs. Learners should blend two or more syllables to form words and read them 				
Core Competencies: Creativity and I Leadership Critical Thinking and Pro Keywords		•		nicat	ion and Collaboration Pe	ersonal Development and	
,							
T. L .R. (s)		Manila cards, ma	Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	-				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding asse	essm	ent)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	the alphabet. • Write down sor	me of these nd and lead	sou lear	nds on the board. ners to form words miliar sounds.	What have we learnt today?	

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	 Assist learners to read and recognise word with familiar sounds at word medial. Read to learners some simple poems. In groups, lead learners to read simple poems of about ten lines. Ask learners to note the words in the poems that have similar sounds. Group the words identified and categorise them into words with similar sounds. Assessment: let learners identify words with familiar sounds 	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Let learners mention some words and write them on the board. Group the words into two: those without diagraphs and those with diagraphs. Write out the diagraphs on the board and pronounce them to the hearing of learners. Assist learners to recognise diagraphs in the words in a given paragraph. Call learners to write the diagraphs identified from the words on the board. Group the diagraphs and put learners into groups and ask learners to form more words with the diagraph assigned to each group. 	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	Assessment: let learners identify diagraphs in words found in paragraphs. • Let learners mention some words and write them on the board. • Divide the words into syllables and discuss with learners. • Allow learners to use some of the syllables to form new words. • Let learners say the words to the class and write some on the board • Assist learners to blend two or more syllables to form words and read them. • Let learners use some of the words to form sentences orally.	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Group the words identified and categorise them into words with similar sounds. Assessment: let learners identify words with familiar sounds Let learners mention some words and write them on the board. Group the words into two: those without diagraphs and those with diagraphs. Write out the diagraphs on the board and pronounce them to the hearing of learners. Assist learners to recognise diagraphs in the words in a given paragraph. Call learners to write the diagraphs identified from the words on the board. Group the diagraphs and put learners into groups and ask learners to form more words with the diagraph assigned to each group. Assessment: let learners identify diagraphs in words found in paragraphs. Let learners mention some words and write them on the board. Divide the words into syllables and discuss with learners. Allow learners to use some of the syllables to form new words. Let learners say the words to the class and write some on the board. Assist learners to blend two or more syllables to form words and read them. Let learners use some of the words to form sentences 	Review the lesson will learners What have we learnt today? Review the lesson will

NANA FIIFI ACQUA	Assessment: let learners blend two or more syllables to form words and read them	
Vetted by :	Signature: Date :	

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SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class size:		
Day:		Dat	e:		
Period :		Less	son :		
				6	
Strand :		o-strand :			
A. Oral Language			tization and Ro	le Play	
B. Reading		B. Diphth	J		
C. Grammar Usage A		C. Detern			
D. Writing		_	aph Developme	ent	
E. Using Writing Con		_	Punctuation		
F. Extensive Reading			g the Love and	Culture of Readi	ng
Indicator (code)	B5.1.5.1.1. B5.2.4.1.	.1 B5.3.	2.1.1 B5.4.3.1	.2 B5.5.2.1.1	. B5.6.1.1.1.
Content standard (code)	B5.1.5.1. B5.2.4.1.	B5.3.	2.1. B5.4.3.1	. B5.5.2.1.	B5.6.1.1.
Performance Indicator	A. Learners can u	ise costum	e to dramatise (or role-play part	s/whole of stories
		use closing	diphthongs, e	.g. /a℧/, /e℧/to	make meaningful
	sentences				. , ,
		-			les "a" and "an" to
	•			objects in gener	
		dentify the	main idea and	minor ideas/sup	porting details in a
	paragraph				
	E. Learners can u apostrophe) in	=	· ·	nma) to write an	address; (the
				evel appropriate	books and present
			h summary of ϵ		
Core Competencies: Crea					Development and
Leadership Critical Thinkin	•				
Keywords					
Keyworus					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Lead learners to select a familiar story for dramatisation. Ask questions to review the story. Assign groups to prepare (share roles, select costume and rehearse) and dramatise/role-play the story using improvised lines. Invite groups to perform for the class to critique their performances. Assessment: let learners costume to dramatise or role-play parts/whole of stories 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Revise the activity on minimal pairs words. Let learners pick partners, think-pair-share. Learners use their rhyming words in meaningful sentences. • Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g. /e℧/ - go, no, boat, load etc. /a℧/ - how, fowl etc. Note: Do not write the symbols of the sounds • Learners read and identify the common sound in the words. In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day. Assessment: let learners use closing diphthongs, e.g. /a℧/, /e℧/to make meaningful sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite	C.GRAMMAR • Provide an appropriate text containing abstract, concrete nouns.	What have we learnt today?

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	familiar rhymes	Revise the lesson on nouns. Use the same text to introduce definite, indefinites and zero articles. Guide learners with examples to list the articles in the	Ask learners to summarize the main points in the lesson
		passage.Help learners to form sentences using the articles.	
		Assessment: let learners use indefinite and definite articles "a" and "an" to form sentences	
Thursday	Engage learners to sing songs	D.WRITING • Display a Model Paragraph, e.g. The children of Boti go to great lengths to seek the	What have we learnt today?
	and recite familiar rhymes	power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make bricks to build the walls and desks. They use grass and saplings and make a roof.	Ask learners to summarize the main points in the lesson
		Also, the children of Boti work very hard studying during the school year. Every day they learn something new. Finally, at the end of the year, their minds become fat with knowledge. This is how the children of Boti work hard to seek the power of education and reading.	
		 Have learners read it (or read it to them). Have them do Think-Pair-Share and answer the questions: i. What is this paragraph about? ii. How do you know? 	
		• Guide learners towards the idea that the main idea of the paragraph is revealed in the first sentence. Underline the first sentence of the paragraph and write "Topic Sentence" in the margin next to it.	
		 Guide learners to identify the details of the paragraph and the sentences that contain these details. Repeat the same process for other sentences. Have learners write their own paragraphs (Guide them to select a topic). Move round to support them. 	
		Assessment: let learners identify the main idea and minor ideas/supporting details in a paragraph	
Friday	Engage learners to sing songs and recite	 E.WRITING CONVENTION AND GRAMMAR USAGE Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me? 	What have we learnt today? Ask learners to
	familiar rhymes	Introduce the use of the comma to write an address, and the apostrophe in contraction in context. Provide	summarize the main points in the lesson

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		sample sentences/texts for learners to identify the	
		target punctuations. Introduce one punctuation at a	
		time	
		e.g. I live at Adu Street, Adukrom.	
		They can't do the work.	
		Have learners practise using the comma to write an	
		address, and the apostrophe in contraction. Give pairs	
		of learners unpunctuated sentences/texts to punctuate.	
		Assessment: Give learners unpunctuated	
		sentences/texts to punctuate.	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	
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Vetted by :	 Signature:	Date:

 LESSON PLAN

SUBJECT: Mathematics CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson:	~
Strand : Nun	nber		Sub-strand :	Counting, Representation	& Cardinality
Indicator (co	ode)	B5.1.1.2.1	B5	5.1.1.2.2	
Content star	ndard (code)	B5.1.1.2.	B5	5.1.1.2.	
Performance		Learners c up to 100	an count and (C) and vice ve	ersa	p to C (i.e. 100) hbers to Roman numerals ersonal Development and
-		ng and Problem Sol			ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page	2		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding assessr	ment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	• •	•	1-100) arranged in ers to identify the	Review the lesson with Learners

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	I'm counting one, what is one	numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Have learners match the Roman numerals to the Hindu- Arabic numerals for instance I = 1; V= 5: IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some	Review the lesson with Learners
	I'm counting	numerals randomly and have learners point at it on the chart.	
	one, what is one	Assessment: have learners to practice with more examples	/
Wednesday	Sing songs	Learners read the chart sequentially forwards and	Review the lesson with
Wednesday	like:	backwards, vertically (up and down), zig-zag, diagonally and randomly without pointing to the numbers. Invite	Learners
	I'm counting	2-3 learners to read to the class. Call a Roman numeral and ask learners to write	
	one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.	Review the lesson with Learners
	I'm counting one, what	Assessment: have learners to practice with more examples	
	is one		
Friday	Sing songs like:	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice	Review the lesson with Learners
	l'm	versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.	
	counting one, what is one	Assessment: have learners to practice with more examples	

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SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:	
Day:			Da	nte :	
Period :			Le	sson:	
Strand : CYC	IFS	Suk	h-strand ·	EARTH SCIENCE	
ocidira i e i e			o ottaila .	ET III TO SOLETION	Y
Indicator (co	de)	B5.2.1.1.1		(()	
Content star	ndard (code)	B5.2.1.1.			
Performance	Indicator	Learners can know ho	ow day an	d night are formed	
Core Compe	tencies: Crea	tivity and Innovation C	Communic	ation and Collaboration Pe	ersonal Development and
-		ng and Problem Solving			•
				<u> </u>	
Keywords			CO-		
T. L .R. (s)		Pictures			
Ref:	Sciones cur				
Kei:	Science curi	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includir	ng assess	ment)	Plenary / Reflections
	(preparing	$ \Theta $			
	the brain				
	for				
	learning)				
Monday	Engage			olystyrene (plastic) balls,	What have we learnt
	learners to	football, ice-cream sti			today?
	sing songs	• Learners are assiste		erstand the terms,	A ale la a via a va ta
	and recite	rotation and axis using	_		Ask learners to
	familiar	•		e earth causes day and	summarize the
	rhymes	night, with the aid of	_	ation of doubled winds	important points of the
				ration of day and night,	lesson
		• , , ,		g. globe of the earth, blu	
		tac, and lamp without	t snade ar	ia a dark room.	

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		a la agradua din Alaciu anatuna alauta di atta	
		• Learners, in their groups, demonstrate the formation	
		of day and night using, polystyrene balls, ice-cream	
		stick, torch, pen and globe.	
		Assessment: let learners explain how day and night	
		come about	
Thursday	Engage	Learners explain how day and night come about and	What have we learnt
	learners to	draw diagrams to represent their work.	today?
	sing songs		Ask learners to
	and recite	Assessment: let learners draw diagrams to represent	summarize the
	familiar	how day and night come about.	important points of the
	rhymes		lesson
Vetted by :		Signature:	Date :
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SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:			(Class size:	
Day:	Day:			Date	:	
Period :			1	Less	on :	
Strand · My	Country Ghar	22	Sub strand	d · Th	ne People Of Ghana	
Strana . Ivry	Country Onai	ia	Sub-straine	u . 11	ie reopie oi dilalia	Y
Indicator (co	ode)	B5.2.1.1.2				
Content star	ndard (code)	B5.2.1.1.				
Performance	e Indicator	Learners can desc	ribe some a	ancie	ent towns in Ghana.	
=		tivity and Innovations g and Problem Sol		nicati	on and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asses	essme	ent)	Plenary / Reflections
	(preparing	191				
	the brain					
	for					
	learning)					
Tuesday	Engage			-	laces in Ghana (Begho,	What have we learnt
	learners to		vhenya, Egu	uafo,	Kintampo, Salaga,	today?
	sing songs	Daboya).	±10 000 ±0		d wlasse su a usau af	
	and recite	Ghana.	tnese town	ns an	d places on a map of	Ask learners to
	familiar	Gilalia.				summarize the main
	rhymes	Assessment: let le	arners list s	some	e ancient towns and	points in the lesson
		places in Ghana				
	Which	-				
	were the					
	ancient					

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	towns in		
	Ghana?		
	Where		
	were they		
	located?		
Thursday	Engage	Locate some of these towns and places on a map of	What have we learnt
	learners to	Ghana.	today?
	sing songs		
	and recite	Use the internet to learn about these places and share	Ask learners to
	familiar	in class	summarize the main
	rhymes		points in the lesson
		Assessment: let learners locate some of these towns	
	Which	and places on a map of Ghana	/
	were the		
	ancient		
	towns in		
	Ghana?		
	Where		
	were they		
	located?		
	Who		
	founded		
	them?		
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 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:			
Day:				Date :			
Period :				Lesson :			
Strand : ALL	ABOUT US		Sub-strand	d: My Family and the Comm	unity		
Indicator (co	uda)	B5.1.3.1.1.					
	ndard (code)						
Performance			ain the nec	ed to be a committed member	or of the family		
Periormanic	e illuicatoi	Learners carr expi	ani the nee	ed to be a committed membe	er or the family		
=				nication and Collaboration Pe	ersonal Development and		
Leadership C	Critical Thinkir	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		Pictures	ictures				
Ref:	Our World (Our People curricu	lum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	uding asse	ssment)	Plenary / Reflections		
	(preparing						
	the brain for						
	learning)						
Tuesday	Engage	Learners mention	hehaviour	s and attitudes needed to	What have we learnt		
rucsuay	learners to			per e.g. taking part in	today?		
	sing songs		•	o elders of the family,	today.		
	and recite	•		accepting responsibility	Ask learners to		
	familiar	•		, taking initiatives, helping	summarize the main		
	rhymes		•	it family meetings, respond	points in the lesson		
	,	to family needs, e	-	, 6.,			
		•		to be a committed family			
				ty, to gain respect, to bring			
				, to strengthen the family			

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		support system, to be considered a trustworthy person,	
		etc.	
		Assessment: Let learners explain the need to be a	
		committed member of the family	
Thursday	Engage	Learners role play commitment to the family. The role	What have we learnt
,	learners to	play should have as a climax reward for being	today?
			today:
	sing songs	committed.	
	and recite		
	familiar	Assessment: Let learners explain the need to be a	
	rhymes	committed member of the family	
	THYTHES	committee member of the family	
			V
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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				Class size:	
Day:		Dat	te:		
Period :			Les	son :	
Strand : MO PATTERNS	TOR SKILL AND	MOVEMENT S	Sub-strand :	MANIPULATIVE SKILLS	
Indicator (co	ode)	B5.1.2.1.2			
Content sta	ndard (code)	B5.1.2.1.		10	
Performanc	e Indicator	Learners can perfo	-	mall-group balance stun	ts by distributing weight
-		vity and Innovation g and Problem Solvin		ion and Collaboration Pe	ersonal Development and
Keywords			6	`	
T. L .R. (s)		Cones			
Ref:	PE curriculum	n Page			
DAY	Phase 1: Starter (preparing the brain for learning)			Phase 3: Plenary / Reflections	
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Rise up and move a body weight on toe learners and use tir	es high as po es. Organise me declare w nber of the g n cool down	vinners based on how roup loses a balance. activities and use	What have we learnt today? Use answers to summarise the lesson.

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pre inju	vent ries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	son :	
Strand : Goo	d, His Creation	and Attributes Sub-st	and :	God the Creator	
Indicator (co	ode)	B5.1.1.1.2:			
Content sta	ndard (code)	B5.1.1.1.			
Performanc	e Indicator	Learners can state how th	ey car	n use their God-given unio	que qualities
-		tivity and Innovation Coming and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and
Keywords				OH)	
T. L .R. (s)		Pictures		1	
Ref:	RME curricu	ılum Page)-		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a	ssessr	nent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	 Let learners, in pairs or can use their God-given use Serve God and humankither Protect and preserve the Live together in harmones. Contribute to developmes Let learners present the discussion in class Assessment: let learners and God-given unique qualities. 	nique nd, e envir y, ent, et ir wor	qualities: conment, c. k for appreciation and	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :	Signature:	Date :

SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Dat	e:	
Period :			Les	son :	
Strand: INT	RODUCTION	TO COMPUTING Sub-stra	nd : 1	TECHNOLOGY IN THE COM	MMUNITY
Indicator (co	ode)	B5.1.4.1.1 B5.1.	4.1.2		
Content star	ndard (code)	B5.1.4.1. B5.1	.4.1.		
Performance	e Indicator	Learners can list the	e effe	cts of technology on the	community.
		Learners can explain	ain tl	ne fundamentals of dig	ital system components
		(hardware, softwar	e and	networks).	
		tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and
•	Critical Thinkin	ng and Problem Solving.			
Keywords					
T. L .R. (s)		Laptop		<u> </u>	
Ref:	Computing	curriculum Page	<u> </u>		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
	Engage	Guide learners to investiga	to the	tynes and importance	What have we learnt
	learners to	of compression of docume		c types and importance	today?
Wednesday	sing songs	Positive effects – health ca		lucation.	today.
ŕ	and recite	manufacturing, agriculture	•	,	Ask learners to
	familiar	Negative effects – resource		letion ,pollution, privacy	summarize the main
	rhymes	and security etc.	points in the lesson		
		Guide learners to brainstor	•		
		system components such a			
		networks).			
		Assessment: Let learners	xplai	n the fundamentals of	
		digital system components			

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LESSON PLAN
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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:				Class size:	
Day:			Da	te:	
Period :			Les	sson :	
Strand : Perf	orming Arts	Sul	b-strand :	Planning, Making and Cor	nposing
Indicator (co	de)	B5 2.2.2.1			
Content star	ndard (code)	B5 2.2.2.			
Performance	Indicator	Learners can Experi	ment with	n available relevant per	forming arts media and
		techniques to create	own perfo	rming artworks that refle	ct the history and culture
		of the people of Afric	a	CO,	
Leadership C		tivity and Innovation C ng and Problem Solving		ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ng assessr	nent)	Plenary / Reflections
	(preparing the brain	PL			
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	② explore the local en	nvironmen	t to select available	today?
	sing songs	instruments, equipme	ent, sound	s, melody, rhythms,	
	and recite	movement patterns t	that are go	od for	Ask learners to
	familiar	composing/arranging	g and perfo	rming music, dance,	summarize the main
	rhymes	drama, poems, appel	lations, et	D.;	points in the lesson
		2 experiment with the	e available	instruments,	
		equipment, sounds, r	movement	patterns, melody, etc.	
		to perform some of t	he compos	sitions of the Ghanaian	
		artists studied that re	eflect the h	istory and culture of the	
		people of Africa;			

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		discuss and share their experiences through peer	
		review	
		Assessment: let learners create own performing	
		artworks that reflect the history and culture of the	
		people of Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② explore the local environment to select available	today?
	sing songs	instruments, equipment, sounds, melody, rhythms,	
	and recite	movement patterns that are good for	Ask learners to
	familiar	composing/arranging and performing music, dance,	summarize the main
	rhymes	drama, poems, appellations, etc.;	points in the lesson
		② experiment with the available instruments,	
		equipment, sounds, movement patterns, melody, etc.	
		to perform some of the compositions of the Ghanaian	
		artists studied that reflect the history and culture of the	
		people of Africa;	
		2 discuss and share their experiences through peer	
		review	
		Assessment: let learners create own performing	
		artworks that reflect the history and culture of the	
		people of Africa	
		people of Affica	
etted by :		Signature:	Date :
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		Signature:	

Vetted by :	Signature:	Date :

LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date:		
Period :				Lesson:	~	
Strand: Reading			Sub-stran	nd : Letter Sound Knowledge		
			Vocabula	ry (Sight and content vocabul	ary)	
Indicator (co	ode)	B4.2.4.1.4 B	5.2.5.1.1			
Content standard (code)		B4.2.4.1. B5	5.2.5.1.			
paragrap • Learners		should recognise and say consonant clusters in words found in ns should read paragraphs of passages aloud with correct ation and tone.				
		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite	on the board.	ds on the l	e words and write the words board and bring out the ces.	What have we learnt today?	

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	familiar	Write out the consonant clusters found in the words	
	rhymes	on the board and read them aloud.	Review the lesson with
		• Let learners recognise words that contain consonant	learners
		clusters in a given paragraph.	
		• Let learners use the consonant clusters found to form	
		new words	
		Assessment: let learners say consonant clusters in	
		words found in paragraphs	
	Engage	Write some sentences on flashcards and show them	What have we learnt
	leaners to	to learners.	today?
	sing songs	Ask some of the learners to say the words and then	
	and recite	read the sentences in full.	
	familiar	• In groups, guide learners to read sentences aloud with	
	rhymes	correct pronunciation and tone.	
		Give a paragraph of a passage and allow learners to	Review the lesson with
		read in turns.	learners
		With sentences card and learners in groups, help	
		learners to read paragraphs aloud with correct	
		pronunciation and tone.	
		 Give passages of about three paragraphs, and let 	
		learners read in their groups.	
		Call leaders of the groups to read the whole passage	
		to the class.	
		Assessment: let learners read paragraphs of passages	
		aloud with correct pronunciation and tone.	
	Engage	Write some sentences on flashcards and show them	What have we learnt
	leaners to	to learners.	today?
	sing songs	Ask some of the learners to say the words and then	
	and recite	read the sentences in full.	
	familiar	• In groups, guide learners to read sentences aloud with	
	rhymes	correct pronunciation and tone.	
		Give a paragraph of a passage and allow learners to	Review the lesson with
		read in turns.	learners
		With sentences card and learners in groups, help	
		learners to read paragraphs aloud with correct	
		pronunciation and tone.	
		Give passages of about three paragraphs, and let	
		learners read in their groups.	

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	Call leaders of the groups to read the whole passage to the class.	
	Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone.	

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