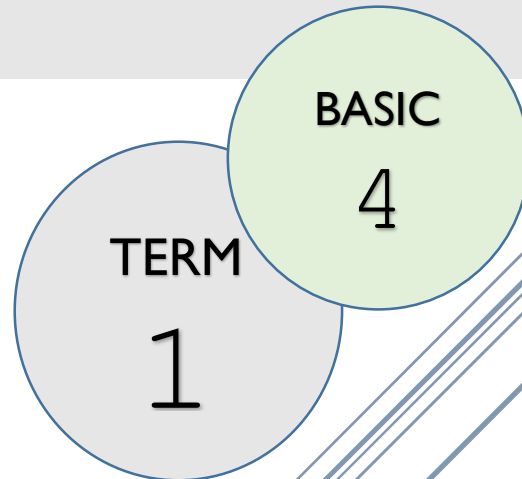


LESSON PLANS FOR PRIMARY SCHOOLS

NEW 2024



FAYOL INC
0547824419

FIRST TERM LESSON PLAN FOR BASIC FOUR (4)

FIRST TERM SCHEME OF LEARNING – ENGLISH LANGUAGE

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|-------|-------------------------------------|--|------------------|--------------|--|
| 1 | Oral Language | Songs | B4.1.1.1 | B4.1.1.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Phonics | B4.2.2.1 | B4.2.2.1.1. | |
| | Grammar | Nouns | B4.3.1.1 | B4.3.1.1.1 | |
| | Writing | Penmanship and Handwriting | B4.4.2.1 | B4.4.2.1.1 | |
| | Writing Conventions & Grammar Usage | Using Punctuation | B4.5.2.1 | B4.5.2.1.1 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 2 | Oral Language | Songs | B4.1.1.1. | B4.1.1.1. 2. | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Word Families and Common Digraphs | B4.2.3.1 | B4.2.3.1.1 | |
| | Grammar | Nouns | B4.3.1.1 | B4.3.1.1.2 | |
| | Writing | Paragraph Development | B4. 4.6.1 | B4. 4.6.1.1. | |
| | Writing Conventions & Grammar Usage | Using Naming words | B4.5.3.1 | B4.5.3.1.1 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 3 | Oral Language | Poems | B4.1.3.1 | B4.1.3.1.1. | Word cards, sentence cards, letter |

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|---|---|---|-----------|--------------|---|
| | Reading | Vocabulary | B4.2.6.1 | B4.2.6.1.1 | cards, handwriting on a manila card and a class library |
| | Grammar | Determiners | B4. 3.2.1 | B4. 3.2.1.1. | |
| | Writing | Writing as a Process | B4.4.9.1 | B4.4.9.1.1 | |
| | Writing Conventions & Grammar Usage | Using Naming words | B4.5.3.1 | B4.5.3.1.1 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 4 | Oral Language | Poems | B4.1.3.1 | B4.1.3.1.2 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Comprehension | B4.2.7.1 | B4.2.7.1.1 | |
| | Grammar | Determiners | B4. 3.2.1 | B4. 3.2.1.2 | |
| | Writing | Writing as a Process | B4.4.9.1 | B4.4.9.1.1 | |
| | Writing Conventions & Grammar Usage | Using Action Words | B4.5.4.1 | B4.5.4.1.1 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 5 | Oral Language | Story Telling | B4.1.4.1 | B4.1.4.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Diphthongs | B4.2.4.1 | B4.2.4.1.1 | |
| | Grammar | Pronouns | B4.3.3.1 | B4.3.3.1.1 | |
| | Writing | Narrative Writing | B4.4.10.1 | B4.4.10.1.1 | |
| | Writing Conventions & Grammar Usage | Using Action Words | B4.5.4.1 | B4.5.4.1.1 | |

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|---|-------------------------------------|--|------------|--------------|--|
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 6 | Oral Language | Presentation | B4.1.10.1 | B4.1.10.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Vocabulary | B4.2.6.1 | B4.2.6.1.2 | |
| | Grammar | Adjectives | B4.3.4.1.1 | B4.3.4.1.1.1 | |
| | Writing | Letter Writing | B4.4.15.1 | B4.4.15.1.1 | |
| | Writing Conventions & Grammar Usage | Using Qualifying Words – Adjectives | B4.5.5.1 | B4.5.5.1.1 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 7 | Oral Language | Story Telling | B4.1.4.1 | B4.1.4.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Comprehension | B4.2.7.1 | B4.2.7.1.2 | |
| | Grammar | Verbs | B4.3.5.1 | B4.3.5.1.1 | |
| | Writing | Narrative Writing | B4.4.10.1 | B4.4.10.1.1 | |
| | Writing Conventions & Grammar Usage | Using Adverbs | B4.5.6.1 | B4.5.6.1.1 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 8 | Oral Language | Presentation | B4.1.10.1 | B4.1.10.1.2 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Blends and Consonant Clusters | B4.2.5.1 | B4.2.5.1.1 | |
| | Grammar | Verbs | B4.3.5.1 | B4.3.5.1.2 | |
| | Writing | Letter Writing | B4.4.15.1 | B4.4.15.1.1 | |

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|----|-------------------------------------|--|-----------|-------------|--|
| | Writing Conventions & Grammar Usage | Using Simple Prepositions | B4.5.7.1 | B4.5.7.1.1 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 9 | Oral Language | Dramatization and Role Play | B4.1.5.1 | B4.1.5.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Vocabulary | B4.2.6.2 | B4.2.6.2.1 | |
| | Grammar | Verbs | B4.3.5.1 | B4.3.5.1.3 | |
| | Writing | Creative/Free Writing | B4.4.12.1 | B4.4.12.1.1 | |
| | Writing Conventions & Grammar Usage | Using Conjunctions | B4.5.8.1 | B4.5.8.1.1 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 10 | Oral Language | Presentation | B4.1.10.1 | B4.1.10.1.3 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Silent Reading | B4.2.8.1 | B4.2.8.1.1 | |
| | Grammar | Conjunctions | B4.3.8.1 | B4.3.8.1.1 | |
| | Writing | Argumentative/Persuasive Writing | B4.4.13.1 | B4.4.13.1.1 | |
| | Writing Conventions & Grammar Usage | Using Simple, Compound and Complex Sentences | B4.5.9.1 | B4.5.9.1.1 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 11 | Oral Language | Dramatization and Role Play | B4.1.5.2 | B4.1.5.2.1 | Word cards, sentence cards, letter |

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|----------------------|---|---|------------|--------------|---|
| | Reading | Comprehension | B4.2.7.1 | B4.2.7.1.3 | cards, handwriting on a manila card and a class library |
| | Grammar | Conjunctions | B4.3.8.1 | B4.3.8.1.1 | |
| | Writing | Informative Writing | B4.4.14.1 | B4.4.14.1.1 | |
| | Writing Conventions & Grammar Usage | Using Simple, Compound and Complex Sentences | B4.5.9.1 | B4.5.9.1.2 | |
| | Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | |
| 12 | Oral Language | Presentation | B4.1.10.2 | B4.1.10.2.1. | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| | Reading | Fluency | B4.2.9.1 | B4.2.9.1.1 | |
| | Grammar | Modals | B4.3.9.1 | B4.3.9.1.1 | |
| | Writing | Informative Writing | B4.4.14.2 | B4.4.14.2.1. | |
| | Writing Conventions & Grammar Usage | Spelling | B4.5.10.1 | B4.5.10.1.1 | |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 | | |

FIRST TERM SCHEME – MATHEMATICS

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|-------|--------|--|------------------|--|--|
| 1 | Number | Counting, Representation & Cardinality | B4. 1.1.1 | B4. 1.1.1.1-2 | Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks |
| 2 | Number | Counting, Representation & Cardinality | B4. 1.1.1 | B4. 1.1.1.3-4 | |
| 3 | Number | Counting, Representation & Cardinality | B4. 1.1.1 | B4. 1.1.1.5-6 | |
| 4 | Number | Counting, Representation & Cardinality | B4.1.1.2 | B4.1.1.2.1-2 | Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks |
| 5 | Number | Counting, Representation & Cardinality | B4.1.1.3 | B4.1.1.3.1-2 | |
| 6 | Number | Counting, Representation & Cardinality | B4. 1.1.3 | B4. 1.1.3.3-4 | |
| 7 | Number | Number Operations | B4.1.2.1 | B4.1.2.1.1-2 | Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks |
| 8 | Number | Number Operations | B4.1.2.2/3/4 | B4.1.2.2.2 B4. 1.2.3.1 B4. 1.2.4.1 | |
| 9 | Number | Number Operations | B4.1.2.5/6 | B4.1.2.5.1 B4.1.2.6.1 | |
| 10 | Number | Fractions | B4.1.3.1 | B4.1.3.1.1-2 | Paper strips, cut out cards |
| 11 | Number | Fractions | B4.1.3.1 | B4.1.3.1.3-4 | |
| 12 | Number | Fractions | B4.1.3.2 | B4.1.3.2.1-2 | |

FIRST TERM SCHEME – SCIENCE

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|--------------|---------------------|----------------------------|-------------------------|-------------------|--|
| 1 | Diversity of matter | Living & Non Living Things | B4.1.1.1 | B4.1.1.1.1 | Pictures of living and non-living things in the environment |
| 2 | Diversity of matter | Living & Non Living Things | B4.1.1.1 | B4.1.1.1.2 | |
| 3 | Diversity of matter | Living & Non Living Things | B4.1.1.1 | B4.1.1.1.3 | Pictures of living and non-living things in the environment |
| 4 | Diversity of matter | Living & Non Living Things | B4.1.1.1 | B4.1.1.1.4 | |
| 5 | Diversity of matter | Materials | B4.1.2.1 | B4.1.2.1.1 | Metals, woods plastics, soil stones, paper pencil, crayons balloons, water sand, salt ,sugar |
| 6 | Diversity of matter | Materials | B4.1.2.1 | B4.1.2.1.2 | |
| 7 | Cycles | Earth Science | B4.2.1.1 | B4.2.1.1.1 | Torch candle matchstick lantern paper pencil pictures of well river stream water |
| 8 | Cycles | Earth Science | B4.2.1.1 | B4.2.1.1.2 | |
| 9 | Cycles | Earth Science | B4.2.1.1 | B4.2.1.1.3 | |
| 10 | Cycles | Earth Science | B4.2.1.1 | B4.2.1.1.4 | |
| 11 | Cycles | Life Cycle Of Organism | B4.2.2.1 | B4.2.2.1.1 | Plants seeds hand lens paper pencil fruits |
| 12 | Cycles | Life Cycle Of Organism | B4.2.2.1 | B4.2.2.1.2 | |

FIRST TERM SCHEME – OUR WORLD OUR PEOPLE

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|-------|---------------|-------------------------------|------------------|------------|--|
| 1 | All about us | Nature Of God | B4.1.1.1 | B4.1.1.1.1 | Map of Ghana, atlas, Pictures, Charts, Video Clips |
| 2 | All about us | Nature Of God | B4.1.1.1 | B4.1.1.1.2 | |
| 3 | All about us | Myself | B4.1.2.1 | B4.1.2.1.1 | Map of Ghana, atlas, Pictures, Charts, Video Clips |
| 4 | All about us | Myself | B4.1.2.1 | B4.1.2.1.2 | |
| 5 | All about us | My Family | B4.1.3.1 | B4.1.3.1.1 | Pictures, Charts, Video Clips |
| 6 | All about us | My Family | B4.1.3.1 | B4.1.3.1.2 | |
| 7 | All about us | Home And School | B4.1.4.1 | B4.1.4.1.1 | Pictures, Charts, Video Clips |
| 8 | All about us | Home And School | B4.1.4.1 | B4.1.4.1.2 | |
| 9 | All around us | The Environment & The Weather | B4.2.1.1 | B4.2.1.1.1 | Pictures, Charts, Video Clips |
| 10 | All around us | The Environment & The Weather | B4.2.1.1 | B4.2.1.1.2 | |
| 11 | All around us | Plants And Animals | B4.2.2.1 | B4.2.2.1.1 | Pictures, Charts, Video Clips |
| 12 | All around us | Plants And Animals | B4.2.2.1 | B4.2.2.1.2 | |

FIRST TERM SCHEME – RELIGIOUS & MORAL EDUCATION

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|--------------|-------------------------------|--------------------|-------------------------|-------------------|--|
| 1 | God's creation and attributes | God the Creator | B4.1.1.1 | B4.1.1.1.1 | Wall charts, wall words, posters, video clip, etc. |
| 2 | God's creation and attributes | God the Creator | B4.1.1.1 | B4.1.1.1.2 | |
| 3 | God's creation and attributes | God the Creator | B4.1.1.1 | B4.1.1.1.3 | |
| 4 | God's creation and attributes | God the Creator | B4.1.1.1 | B4.1.1.1.4 | |
| 5 | God's creation and attributes | The Environment | B4.1.2.1 | B4.1.2.1.1 | Wall charts, wall words, posters, video clip, etc. |
| 6 | God's creation and attributes | The Environment | B4.1.2.1 | B4.1.2.1.2 | |
| 7 | God's creation and attributes | The Environment | B4.1.2.1 | B4.1.2.1.3 | |
| 8 | God's creation and attributes | The Environment | B4.1.2.1 | B4.1.2.1.4 | |
| 9 | Religious Practices | Religious Worship | B4.2.1.1 | B4.2.1.1.1 | Wall charts, wall words, posters, video clip, etc. |
| 10 | Religious Practices | Religious Worship | B4.2.1.1 | B4.2.1.1.2 | |
| 11 | Religious Practices | Religious Worship | B4.2.1.1 | B4.2.1.1.3 | |
| 12 | Religious Practices | Religious Worship | B4.2.1.1 | B4.2.1.1.4 | |

FIRST TERM SCHEME – HISTORY

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|-------|------------------|----------------------------|------------------|------------|---|
| 1 | My country Ghana | Why & how we study History | B4.2.1.1 | B4.2.1.1.1 | A map of Ghana showing major historical locations/ Resource person |
| 2 | My country Ghana | Why & how we study History | B4.2.1.1 | B4.2.1.1.1 | |
| 3 | My country Ghana | Why & how we study History | B4.2.1.1 | B4.2.1.1.1 | |
| 4 | My country Ghana | Why & how we study History | B4.2.1.1 | B4.2.1.1.1 | Pictures of some outstanding entrepreneurs in Ghana |
| 5 | My country Ghana | The People of Ghana | B4.2.1.1 | B4.2.1.1.1 | |
| 6 | My country Ghana | The People of Ghana | B4.2.1.1 | B4.2.1.1.1 | |
| 7 | My country Ghana | The People of Ghana | B4.2.2.1 | B4.2.2.1.1 | Wall charts, wall words, posters, video clip, etc. |
| 8 | My country Ghana | The People of Ghana | B4.2.2.1 | B4.2.2.1.1 | |
| 9 | My country Ghana | Major Historical Location | B4.2.2.1 | B4.2.2.1.1 | |
| 10 | My country Ghana | Major Historical Location | B4.2.2.1 | B4.2.2.1.1 | Wall charts, wall words, posters, video clip, etc. |
| 11 | My country Ghana | Major Historical Location | B4.2.2.1 | B4.2.2.1.1 | |
| 12 | My country Ghana | Major Historical Location | B4.2.2.1 | B4.2.2.1.1 | |

FIRST TERM SCHEME – CREATIVE ARTS

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|--------------|-------------------------------------|--|-------------------------|--------------------------|---|
| 1 | Visual Arts | Thinking and Exploring Ideas (Visual Arts) | CSE 1 | B4. 1.1.1.1 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| 2 | Performing Arts | Thinking and Exploring Ideas (Performing Arts) | CSE 1 | B4. 2.1.1.1 | |
| 3 | Visual Arts | Planning, Making and Composing (Visual Arts) | CSE 2&3 | B4 1.2.2.1 B4 1.2.3.1 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| 4 | Performing Arts | Planning, Making and Composing (Performing Arts) | CSE 2&3 | B4 2.2.2.1 B4 2.2.3.1 | |
| 5 | Visual Arts | Displaying and Sharing (Visual Arts) | CSE 4&5 | B4 1.3.4.1 B4 1.3.5.1 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| 6 | Performing Arts | Displaying and Sharing (Performing Arts) | CSE 4&5 | B4 2.3.4.1 B4 2.3.5.1 | |
| 7 | Visual Arts | Appreciating and Appraising (Visual Arts) | CSE 6&7 | B4 1.4.6.1 B4 1.4.7.1 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| 8 | Performing Arts | Appreciating and Appraising (Performing Arts) | CSE 6&7 | B4 2.4.6.1 B4 2.4.7.1 | |
| 9 | Visual Arts & Performing Arts | Thinking and Exploring Ideas School based project (Visual Arts & performing Arts) | CSE 1 | B4. 1.1.1 B4 2.1.1 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |

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| 10 | Visual Arts & Performing Arts | Planning, Making and Composing School based project (Visual Arts & Performing | CSE 2&3 | | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| 11 | Visual Arts & Performing Arts | Displaying and Sharing School based project (Visual Arts & Performing Arts) | CSE 4&5 | | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| 12 | Visual Arts & Performing Arts | Appreciating and Appraising School based project (Visual Arts & Performing Arts) | CSE 6&7 | | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |

FIRST TERM SCHEME – GHANAIAN LANGUAGE

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|-------|--------------------------------------|---|------------------|----------------|--|
| 1 | Oral Reading | Songs | B4.1.1.1 | B4.1.1.1.1. | Word cards, sentence cards, letter cards |
| 2 | Oral Reading | Poems | B4.1.2.1 | B4.1.2.1.1 | |
| 3 | Oral Reading | Story telling | B4.1.4.1 | B4.1.4.1.1 | |
| 4 | Reading | Phonics: letter and sound knowledge | B4.2.4.1 | B4.2.4.1.1-4 | Word cards, sentence cards, letter cards |
| 5 | Reading | Vocabulary: sight and content vocabulary | B4.2.5.1.1 | B4.2.5.1.1.1-3 | |
| 6 | Writing | Penmanship/Handwriting | B4.3.1.1 | B4.3.1.1.1-4 | Word cards, sentence cards, letter cards |
| 7 | Composition Writing | Narrative Writing | B4.4.1.1 | B4.4.1.1.1-3 | |
| 8 | Composition Writing | Creative/ Free Writing | B4.4.2.1 | B4.4.2.1.1-2 | |
| 9 | Writing Convention And Grammar Usage | Integrating grammar in written language (capitalization) | B4.5.1.1 | B4.5.1.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| 10 | Writing Convention And Grammar Usage | Integrating grammar in written language (punctuation) | B4.5.2.1 | B4.5.2.1.1-3 | |
| 11 | Writing Convention And Grammar Usage | Integrating Grammar In Written Language (Use Of Action Words) | B4.5.3.1 | B4.5.3.1.1-3 | |
| 12 | Extensive Reading | Building the love and culture of reading in learners | B4.6.1.1 | B4.6.1.1.1-2 | Word cards, sentence cards, letter cards, class library |

FIRST TERM SCHEME OF LEARNING – PHYSICAL EDUCATION

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|-------|-----------------------------------|---------------------|------------------|-------------|---------------------|
| 1 | Motor Skill And Movement Patterns | Locomotive Skills | B4.1.1.1 | B4.1.1.1.1: | Pictures and Videos |
| 2 | Motor Skill And Movement Patterns | Locomotive Skills | B4.1.2.1 | B4.1.2.1.2 | Pictures and Videos |
| 3 | Motor Skill And Movement Patterns | Manipulative Skills | B4.1.3.1 | B4.1.3.1.3 | Pictures and Videos |
| 4 | Motor Skill And Movement Patterns | Manipulative Skills | B4.1.4.1 | B4.1.4.1.4 | Pictures and Videos |
| 5 | Motor Skill And Movement Patterns | Rhythmic Skills | B4.1.5.1 | B4.1.5.1.5 | Pictures and Videos |
| 6 | Motor Skill And Movement Patterns | Rhythmic Skills | B4.1.6.1 | B4.1.6.1.6 | Pictures and Videos |
| 7 | Movement Concepts, | Space Awareness | B4.2.1.2 | B4.2.1.2.1 | Pictures and Videos |
| 8 | Physical Fitness | Aerobic Capacity | B4.3.1.3 | B4.3.1.3.1 | Pictures and Videos |
| 9 | Physical Fitness | Strength | B4.3.2.3 | B4.3.2.3.2 | Pictures and Videos |
| 10 | Physical Fitness Concepts | Fitness | B4.4.1.4 | B4.4.1.4.1 | Pictures and Videos |
| 11 | Physical Fitness Concepts | Healthy Diet | B4.4.1.4 | B4.4.1.4.2 | Pictures and Videos |
| 12 | Values And Psycho-Social Concepts | Self-Responsibility | B4.5.1.5 | B4.5.1.5.1 | Pictures and Videos |

FIRST TERM SCHEME – COMPUTING

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|-------|---------------------------|--------------------------------------|------------------|------------|---|
| 1 | Introduction To Computing | Generation of computers | B4.1.1.1 | B4.1.1.1.1 | Mouse, keyboard monitor, system unit and its components |
| 2 | Introduction To Computing | Generation of computers | B4.1.1.1 | B4.1.1.1.1 | |
| 3 | Introduction To Computing | Generation of computers | B4.1.1.1 | B4.1.1.1.2 | Mouse, keyboard monitor, system unit and its components |
| 4 | Introduction To Computing | Generation of computers | B4.1.1.1 | B4.1.1.1.3 | |
| 5 | Introduction To Computing | Generation of computers | B4.1.1.1 | B4.1.1.1.4 | Mouse, keyboard monitor, system unit and its components |
| 6 | Introduction To Computing | Generation of computers | B4.1.1.1 | B4.1.1.1.5 | |
| 7 | Introduction To Computing | Introduction to MS Windows Interface | B4.1.2.1 | B4.1.2.1.1 | Projected examples of personalized desktop background |
| 8 | Introduction To Computing | Introduction to MS Windows Interface | B4.1.2.1 | B4.1.2.1.2 | |
| 9 | Introduction To Computing | Introduction to MS Windows Interface | B4.1.2.1 | B4.1.2.1.3 | Projected examples of personalized desktop background |
| 10 | Introduction To Computing | Introduction to MS Windows Interface | B4.1.2.1 | B4.1.2.1.4 | |
| 11 | Introduction To Computing | Introduction to MS Windows Interface | B4.1.2.1 | B4.1.2.1.5 | Projected examples of personalized desktop background |
| 12 | Introduction To Computing | Introduction to MS Windows Interface | B4.1.2.1 | B4.1.2.1.6 | |

SCHEME OF LEARNING- WEEK I

BASIC FOUR

Name of School.....

| Week Ending: | DAY: MONDAY | Subject: English Language |
|--|--|--|
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Songs |
| Content Standard: B4.1.1.1: Demonstrate understanding of variety of songs | | Indicator: B4.1.1.1 sing songs with appropriate stress, rhythm and actions |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can sing songs with appropriate stress, rhythm and actions | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 2 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | |
| PHASE 2: MAIN | <p>Group learns in groups of three or four according to their background.</p> <p>Each group present and sing their own choice of song to the whole class</p> <p>Make it a little competition to make the class interesting</p> <p>Play or teach learners a new song.</p> <p>Learners sing the new song in groups with appropriate stress, rhythm and actions</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

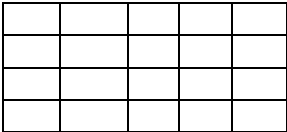


| Week Ending: | | DAY: Tuesday | Subject: English Language |
|---|---|---|---|
| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | | Sub Strand: Phonics |
| Content Standard: B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | | Indicator: B4.2.2.1.1 match sounds to their corresponding letter patterns | Lesson: 1 of 1 |
| Performance Indicator: Learners can match sounds to their corresponding letter patterns | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 17 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | | |
| PHASE 2: MAIN | <p>Display word cards on the teachers table.</p> <p>Make letter sounds to learners as you pick them in turns.</p> <p>Assessment: play the game of "Back to the board" with learners. A learner sits in front of the class with his/her back to the board.</p> <p>Teacher writes a letter on the board for the other learners to make its sound.</p> <p>The learner then goes through the word cards to fish out the particular letter.</p> <p>Divide the class into two to make it competitive.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: WEDNESDAY | Subject: English Language | |
| Duration: 60mins | | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Nouns | |
| Content Standard: B4.3.1.1: Apply knowledge of different types of nouns in communication | | Indicator: B4.3.1.1.1 identify and use nouns to identify people, animals, events and objects | Lesson: 1 of 2 |
| Performance Indicator: Learners can identify and use nouns to identify people, animals, events and objects | | Core Competencies: Communication and Collaboration, Personal | |
| New words | Playing, sweeping, weeding, cooking, etc | | |
| References: English Language Curriculum Pg. 33 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Have learners read simple sentences on the sentence cards having names of people, animals, events and objects.</p> <p>Put learners in groups to identify the names of people ,animals, events and objects as nouns</p> <p>Learners to form their own sentence with names of people, animals, places and objects and underline these nouns in the sentence</p> <p>Have learners to note that common nouns start with small letters.</p> | Word cards, paper, letter cards, | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

| Week Ending: | | DAY: THURSDAY | Subject: English Language |
|---|---|---|----------------------------------|
| Duration: 60mins | | Strand: Composition Writing | |
| Class: B4 | Class Size: | | Sub Strand: Penmanship |
| Content Standard: B4.4.2.1: Copy and rewrite sentences correctly | | Indicator: B4.4.2.1.1 write clearly using joined letters of consistent size | Lesson: 1 of 2 |
| Performance Indicator: Learners can write clearly using joined letters of consistent size | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 47 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Have learners to write letters in flick e.g. a, t, r, d, f, s.</p> <p>Learners join pairs of letters e.g. at, or, on, etc.</p> <p>Have learners join letters of a word. e.g. Kettle, can, catch, etc.</p> <p>Learners copy sentences and passages</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | | DAY: FRIDAY | Subject: English Language |
| Duration: 60mins | | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | Class Size: | | Sub Strand: Using Punctuation |
| Content Standard: B4.5.2.1: Show understanding of how punctuations are used appropriately in writing | | Indicator: B4.5.2.1.1 use the "comma" appropriately in sentence | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can use the "comma" appropriately in sentence Learners can read a variety of age- and level appropriate books. | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 58 | | | |
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| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Engage learners to play the “Tapping Out” Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> | | |
| PHASE 2: MAIN | <p>Provide learners with sample texts for them to identify the target punctuation marks. E.g. Yes, please. No, thank you. Kofi, can you help me?</p> <p>Give them practice in using the punctuation marks. They may copy and punctuate unpunctuated sentences and short paragraphs.</p> <p>Have them write sentences to demonstrate understanding of the use of the comma before and after "Yes" and "No" in sentences; - after addressing a person.</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p><u>Assessment</u> Learners write a-two-paragraph summary of the book read.</p> | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Counting, Representation & Cardinality | |
| Content Standard: B4.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000. | | Indicator: B4.1.1.1-2 Learners can model number quantities, place values for multi-digit using graph sheets | Lesson: 1 OF 1 |
| Performance Indicator: Learners can model number quantities, place values for multi-digit using graph sheets | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | | Counters, bundle and loose straws base ten cut square | |
| References: Mathematics Curriculum Pg. 2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| Monday | Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number. | Have learners to model numbers quantities up to 100000 using graph sheets or multi base materials. For instance, with multi base block. a cube=100unit, a rod=1000, a flat=10000, and a block=100000. Learners model 32300 with the appropriate materials. | What have we learnt today? Modeling number quantities using graph sheet. Learners to model number quantities written on the board. |
| Tuesday | Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to learners to draw what they see on the chart. Review the previous lesson through examples | Ask learners to model the number 12500 shading graph sheet square.  Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note:  A cube=100unit  A rod=1000 Etc. Have learners practice more examples. Give learners teacher made token currency notes on different colored paper and ask them to model or pick given amounts up to GHC10000. | Review lesson with learners. Have learner model number quantities for multi digit using multi base materials |
| Wed | Review the previous lesson by; | Read out number figures and have learner to write number in | What have we learnt today? |

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| | <p>Bring real Ghana cedi currency of different denominations to class. Put them in a box in front of the class. Call out an amount for learners to model it. Do it in groups to create competition.</p> | <p>figures and in words up to 100000.</p> <p>Assessment: Play the place value number wheel game:</p> <p>Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame.</p> <p>Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000).</p> | <p>Have learners summarize the important points of the lesson.</p> <p>Engage pupils in a think pair share activity to .</p> <p>*write number in figures and in words up to 100000</p> |
| Thursday | <p>Play clap that number (up to 10). Have learner count in unison as they clap the number.</p> <p>Play show me game;</p> <p>Write a number on the board and let learners show number with bundles of 10s and 1s.</p> | <p>Ask learners to write given number on the expanded form of the number: 14031 = 10000+4000+30+1</p> <p>Have learner practice more examples</p> | <p>What have we learnt today?</p> <p>We have learnt how to write number in the expanded form.</p> |
| Friday | <p>Review previous lesson by solving examples.</p> | <p>Display a number chart or number line with multiples of 500 between 10000 and 50000 and lead learners to identify numbers in different positions around a given number.</p> | <p>Review the lesson with learners.</p> <p>Have pupils practice more examples.</p> |

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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Diversity of matter | |
| Class: B4 | Class Size: | Sub Strand: Living & Non Living Things | |
| Content Standard: B4.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them` | | Indicator: B4.1.1.1.1 classify animals into insects, birds , mammals and reptiles | Lesson: I OF I |
| Performance Indicator: Learners can classify animals into insects, birds , mammals and reptiles | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | | Pictures of living and non-living things in the environment | |
| References: Science Curriculum Pg. 2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Have learners watch a documentary on the life processes of some plants and animals | <p>Learners embark on a walk to observe and record names of different kinds of animals in their community or show videos and pictures of different kinds of animals.</p> <p>Learners talk about the different animals based on their limbs, body covering, height, shape, size, where they live, how they move, what they eat. Etc.</p> <p>Provide flashcards of many different animals to learners in groups.</p> | <p>What have we learnt today?</p> <p>classify animals into insects, birds , mammals and reptiles</p> <p>Have learners to summarize the important points of the lesson</p> <p>Have learners to talk about their observations to class</p> |
| | <p>Engage learners in the odd one out game</p> <p>The student will look at; for example four pictures or four different. Three of which have something in common and one is the odd one. The learner is to pick the odd one out. This game could be done in groups to bring competition</p> | <p>Assist learners to sort the pictures into insects, birds, mammals and reptiles and produce animal classification cards or tables.</p> <p>Learners display and do presentations on their group work</p> <p>Learners to give reasons for their classifications.</p> <p>Ask Learners to identify things which are common to all the different kinds of animals.</p> <p>Assist learners to mould different kinds of animals using suitable materials (such as papers, tack, clay, cardboard etc.).</p> | <p>What have we learnt today?</p> <p>classify animals into insects, birds , mammals and reptiles</p> <p>Have learners to summarize the important points of the lesson</p> <p>Give learners task to draw some insects, birds and color them</p> |

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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: Nature Of God | |
| Content Standard: B4.1.1.1. Demonstrate understanding of the Nature of God as the Creator of human beings | | Indicator: B4.1.1.1.1 explain how special each individual is | Lesson: I OF I |
| Performance Indicator: • Learners can explain how special each individual is | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips | |
| References: OWOP Curriculum Pg. 2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Have learners to describe him or herself to class and hence introduce the lesson. | <p>In groups, learners discuss how each person is created as unique and different from one another: some are short, tall, dull, intelligent, fair in complexion, black in complexion, etc.</p> <p>Learners demonstrate the uniqueness of each individual e.g. My name is Esi, I am black and beautiful, there is no one like me, I'm special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.</p> | <p>What have we learnt today? How different we from each other. Learners to summarize the important points of the lesson.</p> |
| | <p>Have students write on a sheet of paper the following</p> <p>Three things that makes look different from each other</p> | <p>Use pictures/video clips to demonstrate the effects of destroying our bodies.</p> <p>Put learners into groups according to: height, color, mass, intelligence, etc.</p> <p>Learners write how different they are from one another.</p> <p>Learners in groups discuss how they can use their God-given unique qualities: Serve God and human beings, protect and preserve the environment, live together in harmony, contribute to development.</p> | <p>Asks the learners the following questions to review their understanding of the lesson</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Have learners read the key words written on the board 3. What did you find difficult in the lesson? |

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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: God's creation and attributes | |
| Class: B4 | Class Size: | Sub Strand: God the Creator | |
| Content Standard: B4.1.1.1. Explore the nature of God as the Creator | | Indicator: B1.1.1.1.2 mention the names of some of the things god created | Lesson: I OF I |
| Performance Indicator: <ul style="list-style-type: none"> Learners can mention the names of some of the things god created | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc. | |
| References: RME Curriculum Pg. | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | <p>Have learners to watch video on creation.</p> <p>Ask learners to mention parts of the video that interest them</p> <p>Learners sing songs on creation</p> | <p>Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains.</p> <p>Let learners draw, color and model some of the things God created.</p> <p>Help learners to role play, recite rhymes and sing songs about some of the things God created.</p> | <p>Engage pupils in a think pair share activity to</p> <p>Name some of the things god created</p> <p>Uses of some of the creation</p> |

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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: Why & how we study History | |
| Content Standard: B4.1.1.1. Show understanding of the importance of studying history | | Indicator: B4.1.1.1.1 explain the importance of studying the history of Ghana | Lesson: I OF I |
| Performance Indicator: Learners can explain the importance of studying the history of Ghana | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | | A map of Ghana showing major historical locations/ Resource person | |
| References: History Curriculum Pg. 21 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | <p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p> | <p>Engage learners to discuss how history promote our identity as Ghanaians</p> <p>Engage learners to discuss how history promote the survival of the ethnic groups.</p> <p>Engage learners to discuss how history promote national integration</p> <p>Engage learners to discuss how history promote national pride and patriotism?</p> | <p>What have we learnt today? The importance of studying history</p> <p>Have learners to talk in groups about</p> <p><i>i. How does history promote our identity as Ghanaians?</i></p> <p><i>ii. How does history promote the survival of the ethnic groups?</i></p> <p><i>iii. How does history promote national integration?</i></p> <p><i>iv. How does history promote national pride and patriotism</i></p> |
| | <p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p> | <p>Engage learners to discuss how history defines our identity as Ghanaians</p> <p>Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation.</p> <p>Role play how history can promote national pride, patriotism and integration</p> | <p>What have we learnt today?</p> <p>How history promote national pride, patriotism and integration</p> <p>Have learners to summarize the important points in the lesson</p> |

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| Week Ending: | DAY: | Subject: Creative Arts | |
| Duration: 60mins per lesson | | Strand: Performing Arts | |
| Class: B4 | Class Size: | Sub Strand: Thinking and Exploring Ideas | |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4 2.1.1.1. Study the performing artworks created by some Ghanaian performing artists | Lesson: 1 OF 1 |
| Performance Indicator: Learners can study the performing artworks created by some Ghanaian performing artists | | Core Competencies: Decision Making Creativity, Innovation Communication | |
| Teaching/ Learning Resources | | Photos, videos, art paper, colors and traditional art tools | |
| References: Creative Arts Curriculum Pg. 30 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners are to study the performing artworks composed or performed by some Ghanaian performing artists E.g. Agya Koo Nimoh,</p> <p>Let learners gather information from library studies, newspapers, surfing the internet, etc.</p> <p>Learners to examine some performing artworks and sharing ideas about the compositions and performances studied on how those artworks reflect the history and culture of the people of Ghana;</p> | <p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Guide learners to identify and discuss the themes/topics of the compositions and performances that reflect the history and culture of the people of Ghana;</p> <p>Have learners to role-play the art performance of Agya Koo Nimoh or any other popular Ghanaian artist.</p> | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p> |

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Oral Reading | |
| Class: B4 | Class Size: | Sub Strand: Songs | |
| Content Standard: B4.1.1.1: Exhibit knowledge of traditional and occupational songs by recognizing their types and their related songs. | | Indicator: B4.1.1.1.1. Sing and discuss songs connected to traditional occupations and their importance. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can sing and discuss songs connected to traditional occupations and their importance. | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 5 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins! | Let learners sing a familiar traditional song. Show learners a video of a traditional song being performed. Discuss the lyrics of the song with learners. Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). After watching a video on a performed traditional occupation, allow the learners to discuss some importance of traditional occupation songs. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |
| | Engage learners to play the “What letter am I writing” game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written | Let learners sing a familiar traditional song. Discuss the lyrics of the song with learners. Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). Show learners a video of a traditional song being performed. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |
| | Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group | Let learners sing a familiar traditional song. Discuss the lyrics of the song with learners. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |

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| | <p>comes up in front to pick and act the word. The group to get the highest score wins!</p> | <p>Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time).</p> <p>Show learners a video of a traditional song being performed.</p> | |
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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Motor Skill And Movement Patterns | |
| Class: B4 | Class Size: | Sub Strand: Locomotive Skills | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.1.1.1.1: Demonstrate the difference between slow and fast, heavy and light, hard and soft while moving. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can demonstrate the difference between slow and fast, heavy and light, hard and soft while moving. | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | | Pictures and Videos | |
| References: PE Curriculum Pg. 44 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Have learners to jog and run within a demarcated area to warm up their bodies. Show pictures of the skill to be learnt. | Learners demonstrate slow and fast movements. Learners move in a demarcated area using varied locomotor skills (walk, jog and run). Learners walk or run for peers to determine slow or fast movement. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Generation of computers | |
| Content Standard: B4.1.1.1: Identify parts of a computer and technology tools | | Indicator: B4.1.1.1.1. Identify parts of a computer and technology tools | Lesson: 1 OF 1 |
| Performance Indicator: Learners can Identify parts of a computer and technology tools | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | Images of clipboard, styles, fonts, paragraph | | |
| References: Computing Curriculum Pg. 2 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | <p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p> | <p>Bring items such as memory(i.e. memory cards, memory sticks),hard disk drive, CD-ROM etc. or pictures of these items to class and ask the learners to label selected items or computer parts in their note books.</p> <p>List functions on the board and ask students to identify which tool will match the function.</p> <p>Show video depicting the output devices of a computer.</p> | <p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p> |

SCHEME OF LEARNING- WEEK 2

BASIC FOUR

Name of School.....

| Week Ending: | DAY: MONDAY | Subject: English Language |
|---|---|---|
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Songs |
| Content Standard: B4.1.1.1: Demonstrate understanding of variety of songs | | Indicator: B4.1.1.1. 2 identify and discuss values in songs |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can identify and discuss values in songs | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 2 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | |
| PHASE 2: MAIN | Select suitable songs for listening, singing/recitation from learners' background. e.g. - National Anthem - National Pledge - Ten Galloping Horses Came Through the Town After they have listened to the songs and also sang them, lead them to identify and discuss the values in the songs | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

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| Week Ending: | | DAY: Tuesday | Subject: English Language | |
| Duration: 60mins | | | Strand: Reading | |
| Class: B4 | | Class Size: | | Sub Strand: Word Families and Common Digraphs |
| Content Standard: B4.2.3.1: Identify rhyming/ending words and common digraphs | | Indicator: B4.2.3.1.1 use common rhyming/ending words to decode words | | Lesson: 1 of 1 |
| Performance Indicator: Learners can use common rhyming/ending words to decode words | | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum For Primary Schools Pg. 19 | | | | |
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| Phase/Duration | Learners Activities | | | Resources |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | | | |
| PHASE 2: MAIN | <p>Let learners know that just as we have family names (surnames), there are words that have the same ending that belong to the family of rhyming words.</p> <p>Through brainstorming have learners come up with words that belong to a particular rhyming family.</p> <p>Have children identify these rhyming words as they read.</p> <p>Have learners hunt for these words and build a portfolio on them. e.g. -at = cat – bat – hat -all = call – fall – wall - it = sit – pit – hit -ot = tot – pot – cot</p> | | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | | |

| Week Ending: | DAY: WEDNESDAY | Subject: English Language | |
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| Duration: 60mins | | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Nouns | |
| Content Standard: B4.3.1.1: Apply knowledge of different types of nouns in communication | | Indicator: B4.3.1.1.2 identify and use: proper nouns | Lesson: 1 of 2 |
| Performance Indicator: Learners can identify and use: proper nouns | | Core Competencies: Communication and Collaboration, Personal | |
| New words | Playing, sweeping, weeding, cooking, etc | | |
| References: English Language Curriculum Pg. 33 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Let learners read simple sentences having names of cities and countries from the board.</p> <p>Put learners into groups to identify the names of cities and countries on a globe or map.</p> <p>Learners form sentences with names of other cities and countries.</p> <p>Have learners identify proper nouns from paragraphs/passages.</p> <p>Introduce common nouns in context.</p> <p>Have learners read simple sentences containing common nouns on the board.</p> | Word cards, paper, letter cards, | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | | DAY: THURSDAY | Subject: English Language |
| Duration: 60mins | | Strand: Composition Writing | |
| Class: B4 | Class Size: | | Sub Strand: Paragraph Development |
| Content Standard: B4.4.6.1: Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contexts | | Indicator: B4. 4.6.1.1 choose appropriate ways and modes of writing for a variety of purposes | Lesson: 1 of 2 |
| Performance Indicator: Learners can choose appropriate ways and modes of writing for a variety of purposes | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 48 | | | |
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| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Select sample essay types/texts showing a variety of modes of writing from learners' readers and/teacher's resource.</p> <p>e.g. i. Expository Writing – how something works. ii. Narrative – how something happened. iii. Description – how something/someone appears. iv. Argument – how an opinion can be stated and supported.</p> | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | | DAY: FRIDAY | Subject: English Language | |
| Duration: 60mins | | | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | | Class Size: | Sub Strand: Using Naming words | |
| Content Standard: B4.5.3.1: Apply knowledge of different types of nouns in communication | | Indicator: B4.5.3.1.1 identify and use nouns in sentences to identify people, animals, events and objects | | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can identify and use nouns in sentences to identify people, animals, events and objects Learners can read a variety of age- and level appropriate books. | | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg.59 | | | | |
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| Phase/Duration | Learners Activities | | | Resources |
| PHASE 1: STARTER | Engage learners to play the “Tapping Out” Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending. | | | |
| PHASE 2: MAIN | Have learners read simple sentences with names of people, animals, events and objects on the board. Put learners in groups to identify the names of people, animals, events and objects as nouns. Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences. Have them note that common nouns start with small letters. Have learners identify common nouns from paragraphs/passages. Engage learners in the “popcorn reading” game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. <u>Assessment</u> Learners write a two-paragraph summary of the book read. | | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | | | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Counting, Representation & Cardinality | |
| Content Standard: B4.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000. | | Indicator: B4.1.1.3-4 Compare and order whole numbers up to 10,000 and represent comparisons using the symbols "<", "=", ">" | Lesson: 1 OF 1 |
| Performance Indicator: Learners compare and order whole numbers up to 10,000 and represent comparisons using the symbols "<", "=", ">" | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | | Counters, bundle and loose straws base ten cut square | |
| References: Mathematics Curriculum Pg. 5 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| Monday | <p>Paste a chart of base block on the board for learners to observe.</p> <p>Hand out sheet of papers to learners to draw what they see on the chart.</p> <p>Review the previous lesson through examples</p> | <p>Guide learners to revise counting of natural numbers up to 10,000.</p> <p>Display and paste a number chart in multiples of 500 between 10,000 and 100,000</p> <p>Lead learners to identify numbers in different positions around a given number.</p> <p>Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> |
| Tuesday | <p>Paste a chart of base block on the board for learners to observe.</p> <p>Hand out sheet of papers to learners to draw what they see on the chart.</p> <p>Review the previous lesson through examples</p> | <p>Guide learners to revise counting of natural numbers up to 100,000.</p> <p>Display and paste a number chart in multiples of 500 between 10,000 and 100,000</p> <p>Lead learners to identify numbers in different positions around a given number.</p> <p>Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> |
| Wed | <p>Play show me a number game with learners (up to 10), with fingers.</p> | <p>Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400.</p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> |

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| | <p>Teacher mentions the number from (1 to 10).</p> <p>Learners then show their fingers up to show the number.</p> | <p>Learners use words such as: “equal to” “greater than” “less than” and later use symbols such as “<”, “=”, “>” to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. $1200 = 1200$; $27345 > 26355$,</p> | <p>Give remedial learning to those who special help.</p> |
| Thursday | <p>Paste a chart of base block on the board for learners to observe.</p> <p>Hand out sheet of papers to learners to draw what they see on the chart.</p> <p>Review the previous lesson through examples</p> | <p>Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400.</p> <p>Learners use words such as: “equal to” “greater than” “less than” and later use symbols such as “<”, “=”, “>” to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. $1200 = 1200$; $27345 > 26355$,</p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> |
| Friday | <p>Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10).</p> <p>Learners then show their fingers up to show the number.</p> | <p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873,</p> <p>Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance, 21345 and 21534;</p> <ul style="list-style-type: none"> ➤ 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc. | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> |

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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Diversity of matter | |
| Class: B4 | Class Size: | Sub Strand: Living & Non Living Things | |
| Content Standard: B4.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them | | Indicator: B4.1.1.2 Know life processes of animals | Lesson: 1 OF 1 |
| Performance Indicator: Learners can know life processes of animals | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | | Pictures of living and non-living things in the environment | |
| References: Science Curriculum Pg.2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners observe videos and pictures depicting movement and nutrition in animals.</p> <p>Learners describe how various animals (insects, birds, reptiles and mammals) move and feed.</p> <p>Learners role-play or pantomime movement and nutrition of animals.</p> <p>In groups, learners discuss the importance of and movement nutrition to animals.</p> | <p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners observe videos and pictures depicting reproduction in animals.</p> <p>Learners describe how various animals reproduce.</p> <p>In groups, learners discuss the importance of reproduction to animals.</p> | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p> |

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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: Nature Of God | |
| Content Standard: B4.1.1.1. Demonstrate understanding of the Nature of God as the Creator of human beings | | Indicator: B4.1.1.1.1 explain how special each individual is | Lesson: I OF I |
| Performance Indicator: Learners can explain how special each individual is | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips | |
| References: OWOP Curriculum Pg. 2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>In groups, learners discuss how each person is created as unique and different from one another: some are short, tall, dull, intelligent, fair in complexion, black in complexion, etc.</p> <p>Learners demonstrate the uniqueness of each individual e.g. My name is Esi, I am black and beautiful, there is no one like me, I'm special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.</p> | <p>What have we learnt today?</p> <p>How different we from each other.</p> <p>Learners to summarize the important points of the lesson.</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Use pictures/video clips to demonstrate the effects of destroying our bodies.</p> <p>Put learners into groups according to: height, color, mass, intelligence, etc.</p> <p>Learners write how different they are from one another.</p> <p>Learners in groups discuss how they can use their God-given unique qualities: Serve God and human beings, protect and preserve the environment, live together in harmony, contribute to development.</p> | <p>Asks the learners the following questions to review their understanding of the lesson</p> <p>What have we learnt today?</p> <p>Have learners read the key words written on the board</p> <p>What did you find difficult in the lesson?</p> |

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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: God's creation and attributes | |
| Class: B4 | Class Size: | Sub Strand: God the Creator | |
| Content Standard: B4.1.1.1. Explore the nature of God as the Creator | | Indicator: B1.1.1.1.2 mention the names of some of the things god created | Lesson: I OF I |
| Performance Indicator: Learners can mention the names of some of the things god created | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| References: RME Curriculum Pg. | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Have learners to watch video on creation.</p> <p>Ask learners to mention parts of the video that interest them</p> <p>Learners sing songs on creation</p> | <p>Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains.</p> <p>Let learners draw, color and model some of the things God created.</p> <p>Help learners to role play, recite rhymes and sing songs about some of the things God created.</p> | <p>Engage pupils in a think pair share activity to</p> <p>Name some of the things god created</p> <p>Uses of some of the creation</p> |

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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: Why & how we study History | |
| Content Standard: B4.1.1.1. Show understanding of the importance of studying history | | Indicator: B4.1.1.1.1 explain the importance of studying the history of Ghana | Lesson: I OF I |
| Performance Indicator: • Learners can explain the importance of studying the history of Ghana | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | A map of Ghana showing major historical locations/ Resource person | | |
| References: History Curriculum Pg. 21 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p> | <p>Engage learners to discuss how history promote our identity as Ghanaians</p> <p>Engage learners to discuss how history promote the survival of the ethnic groups.</p> <p>Engage learners to discuss how history promote national integration</p> <p>Engage learners to discuss how history promote national pride and patriotism?</p> | <p>What have we learnt today? The importance of studying history</p> <p>Have learners to talk in groups about</p> <p><i>i. How does history promote our identity as Ghanaians?</i></p> <p><i>ii. How does history promote the survival of the ethnic groups?</i></p> <p><i>iii. How does history promote national integration?</i></p> <p><i>iv. How does history promote national pride and patriotism</i></p> |
| | <p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p> | <p>Engage learners to discuss how history defines our identity as Ghanaians</p> <p>Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation.</p> <p>Role play how history can promote national pride, patriotism and integration</p> | <p>What have we learnt today?</p> <p>How history promote national pride, patriotism and integration</p> <p>Have learners to summarize the important points in the lesson</p> |

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| Week Ending: | DAY: | Subject: Creative Arts | |
| Duration: 60mins per lesson | | Strand: Performing Arts | |
| Class: B4 | Class Size: | Sub Strand: Thinking and Exploring Ideas | |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4 2.1.1.1. Study the performing artworks created by some Ghanaian performing artists | Lesson: I OF I |
| Performance Indicator: • Learners can study the performing artworks created by some Ghanaian performing artists | | Core Competencies: Decision Making Creativity, Innovation Communication | |
| Teaching/ Learning Resources | | Photos, videos, art paper, colors and traditional art tools | |
| References: Creative Arts Curriculum Pg. 30 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners are to study the performing artworks composed or performed by some Ghanaian performing artists E.g. Agya Koo Nimoh,</p> <p>Let learners gather information from library studies, newspapers, surfing the internet, etc.</p> <p>Learners to examine some performing artworks and sharing ideas about the compositions and performances studied on how those artworks reflect the history and culture of the people of Ghana;</p> | <p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Guide learners to identify and discuss the themes/topics of the compositions and performances that reflect the history and culture of the people of Ghana;</p> <p>Have learners to role-play the art performance of Agya Koo Nimoh or any other popular Ghanaian artist.</p> | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p> |

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Oral Reading | |
| Class: B4 | Class Size: | Sub Strand: Poems | |
| Content Standard: B4.1.2.1: Demonstrate knowledge and understanding of selected poems by discussing them. | | Indicator: B4.1.2.1.1. Explore the poems of about five lines correctly and discuss the moral lessons in the poem. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can explore the poems of about five lines correctly and discuss the moral lessons in the poem. | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 5 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Split learners into 2 teams.</p> <p>Taking turns, learners from each team come up and chose a vocabulary word.</p> <p>Learners to draw something on the board while only their tries to guess the word</p> | <p>Let learners sing a popular traditional song.</p> <p>Explore a poem to learners.</p> <p>Let them listen and take note of keywords words in the poem.</p> <p>Ask learners to mention the words they heard.</p> <p>Write the words on the board.</p> | <p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</p> |
| | <p>Have learners share what is going on in their lives.</p> <p>You and your learners can talk about plans for the weekend.</p> | <p>Lead learners to say the words aloud.</p> <p>Let learners say the words and use them to form their own sentences.</p> <p>Let learners explore the poem correctly.</p> <p>Put learners in groups.</p> <p>Let them discuss the moral lessons in the poems in groups and tell the class.</p> | <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p> |
| | <p>Split your class into small groups of 4.</p> <p>Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group.</p> <p>Call the groups in turns to discuss what the letters in the acronym stands for</p> | <p>Let learners sing a popular traditional song.</p> <p>Let learners explore the poem correctly themselves.</p> <p>Put learners in groups.</p> <p>Let them discuss the moral lessons in the poems in groups and tell the class.</p> | <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p> |

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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Motor Skill And Movement Patterns | |
| Class: B4 | Class Size: | Sub Strand: Locomotive Skills | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.1.2.1.2: Enter, jump, and leave a long swinging rope | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can enter, jump, and leave a long swinging rope | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | | Pictures and Videos | |
| References: PE Curriculum Pg. 44 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Have learners to jog and run within a demarcated area to warm up their bodies.</p> <p>Show pictures of the skill to be learnt.</p> | <p>Bring a skipping rope for learners to identify and tell its uses and importance.</p> <p>Demonstrate to learners how to skip the rope continuously for least 30 times.</p> <p>Call learners at random to skip the rope for at least 30 times.</p> <p>Learners skip a number of times at their own pace landing on the balls of their feet.</p> <p>Engage learners to enter, jump, and leave a long swinging rope continuously over a rope a number of times in turns.</p> | <p>Have learners to reflect on what they have learnt through questions and answers.</p> <p>End lesson with a cool down.</p> |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Generation of computers | |
| Content Standard: B4.1.1.1: Identify parts of a computer and technology tools | | Indicator: B4.1.1.1. Identify parts of a computer and technology tools | Lesson: 1 OF 1 |
| Performance Indicator: Learners can Identify parts of a computer and technology tools | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | Images of clipboard, styles, fonts, paragraph | | |
| References: Computing Curriculum Pg. 2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p> | <p>Bring items such as memory(i.e. memory cards, memory sticks),hard disk drive, CD-ROM etc. or pictures of these items to class and ask the learners to label selected items or computer parts in their note books.</p> <p>List functions on the board and ask students to identify which tool will match the function.</p> <p>Show video depicting the output devices of a computer.</p> | <p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p> |

SCHEME OF LEARNING- WEEK 3

BASIC FOUR

Name of School.....

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| Week Ending: | DAY: MONDAY | Subject: English Language |
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Poems |
| Content Standard: B4.1.3.1: Appreciate poems and other pieces of literary materials | Indicator: B4.1.3.1.1 identify and discuss values in songs | Lesson: 1 of 1 |
| Performance Indicator: Learners can identify and discuss values in songs | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 3 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson | |
| PHASE 2: MAIN | Perform a short poem as learners listen and observe. Teach the key words in the poem in context. Have them read it in small groups, pairs and individually. Emphasize correct stress and rhythm | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

| Week Ending: | | DAY: Tuesday | Subject: English Language |
|---|---|--|---|
| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | | Sub Strand: Vocabulary |
| Content Standard: B4.2.6.1: Understand word meanings and usages | | Indicator: B4.2.6.1.1. use common rhyming/ending words to decode words | Lesson: 1 of 1 |
| Performance Indicator: Learners can use common rhyming/ending words to decode words | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 23 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | | |
| PHASE 2: MAIN | <p>Using examples, have learners see the difference between content and function words</p> <p>Provide a substitution table of content words and function words for learners to construct sentences from. <i>Help learners to sort out the different content words and function words in groups.</i></p> <p>Assist learners to understand that these words combine into sentences to help us make proper meaning of them.</p> <p>Let learners make sentences using function and content words.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: WEDNESDAY | Subject: English Language | |
| Duration: 60mins | | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Determiners | |
| Content Standard: B4.3.2.1: Apply knowledge of different types of determiners in communication | | Indicator: B4.3.2.1.1. identify and use: proper nouns | Lesson: 1 of 2 |
| Performance Indicator: Learners can identify and use: proper nouns | | Core Competencies: Communication and Collaboration, Personal | |
| New words | Playing, sweeping, weeding, cooking, etc | | |
| References: English Language Curriculum Pg. 42 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Have learners read sentences containing articles.</p> <p>– <i>Indefinite articles: e.g. I bought <u>an</u> orange. <u>a</u> car, <u>a</u> sheep, a tree, an apple, an orange, <u>an</u> egg, etc.</i></p> <p>– <i>Definite article: I put <u>the</u> book on the table.</i></p> <p>Use several examples to explain the use of the definite and indefinite articles.</p> <p>Nouns such as music, soup, soap, do not require any determiners. Thus show further that it is possible to say: i. <i>I love music.</i> ii. <i>I enjoy soup.</i></p> <p>Put learners into small groups to form sentences with a, an, the.</p> | Word cards, paper, letter cards, | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

| Week Ending: | | DAY: THURSDAY | Subject: English Language |
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| Duration: 60mins | | Strand: Composition Writing | |
| Class: B4 | Class Size: | | Sub Strand: Writing as a Process |
| Content Standard: B4. 4.9.1: Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing | | Indicator: B4.4.9.1.1 choose appropriate ways and modes of writing for a variety of purposes | Lesson: 1 of 2 |
| Performance Indicator: Learners can choose appropriate ways and modes of writing for a variety of purposes | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 50 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Take learners through the writing process:</p> <p>Prewriting stage <i>Put learners in groups of four</i> <i>Each member suggests a topic. Each group discusses it's topics and selects one.</i> <i>Each team presents their topic to the class and writes it on the board.</i></p> <p>Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece.</p> <p>Invite groups to present their work and have the whole class give feedback.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | | DAY: FRIDAY | Subject: English Language |
| Duration: 60mins | | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | Class Size: | | Sub Strand: Using Naming words |
| Content Standard: B4.5.3.1: Apply knowledge of different types of nouns in communication | | Indicator: B4.5.3.1.1 identify and use nouns in sentences to identify people, animals, events and objects | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can identify and use nouns in sentences to identify people, animals, events and objects Learners can read a variety of age- and level appropriate books. | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 59 | | | |
| | | | |
| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Engage learners to play the “Tapping Out” Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> | | |
| PHASE 2: MAIN | <p>Have learners read simple sentences with names of people, animals, events and objects on the board.</p> <p>Put learners in groups to identify the names of people, animals, events and objects as nouns.</p> <p>Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences.</p> <p>Have them note that common nouns start with small letters.</p> <p>Have learners identify common nouns from paragraphs/passages</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p><u>Assessment</u> Learners write a-two-paragraph summary of the book read.</p> | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Counting, Representation & Cardinality | |
| Content Standard: B4.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000. | | Indicator: B4. 1.1.1.5 Round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens | Lesson: 1 OF 1 |
| Performance Indicator: Learners can round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | | Counters, bundle and loose straws base ten cut square | |
| References: Mathematics Curriculum Pg. 6 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION | | | | | | | | | | | | | | | | |
|-------------------------|--|---|---|----------|------------|-----------|--------------------|-------|-------|-------|------------------------|-------|-------|-------|-------------------------|-------|-------|-------|---|
| Monday | Engage pupils in the memory game. Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words | <p>Guide learners to round off numbers to the nearest 1000, 100 and 10.</p> <p><i>For instance;</i> <i>9500 is approximately 10,000 and 9100 as approximately 9,000</i></p> <p>Let learners practice with more examples.</p> <p>Learners round up and round down to estimate sums and differences E.g. The table below may bring the meaning of these two concepts clearer</p> <table border="1" data-bbox="695 1222 1101 1339"> <tr> <td>14765</td> <td>Round up</td> <td>Round down</td> <td>Round off</td> </tr> <tr> <td>to the nearest ten</td> <td>14970</td> <td>14760</td> <td>14970</td> </tr> <tr> <td>to the nearest hundred</td> <td>14800</td> <td>14700</td> <td>14800</td> </tr> <tr> <td>to the nearest thousand</td> <td>15000</td> <td>14000</td> <td>15000</td> </tr> </table> | 14765 | Round up | Round down | Round off | to the nearest ten | 14970 | 14760 | 14970 | to the nearest hundred | 14800 | 14700 | 14800 | to the nearest thousand | 15000 | 14000 | 15000 | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> |
| 14765 | Round up | Round down | Round off | | | | | | | | | | | | | | | | |
| to the nearest ten | 14970 | 14760 | 14970 | | | | | | | | | | | | | | | | |
| to the nearest hundred | 14800 | 14700 | 14800 | | | | | | | | | | | | | | | | |
| to the nearest thousand | 15000 | 14000 | 15000 | | | | | | | | | | | | | | | | |
| Tuesday | Engage pupils to sing the song "we can count" We class four We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well | <p>Guide learners to round off numbers to the nearest 1000, 100 and 10.</p> <p><i>For instance;</i> <i>9500 is approximately 10,000 and 9100 as approximately 9,000</i></p> <p>Let learners practice with more examples.</p> <p>Learners round up and round down to estimate sums and differences E.g. The table below may bring the meaning of these two concepts clearer</p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> | | | | | | | | | | | | | | | | |

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|-------------------------|---|---|---|----------|------------|-----------|--------------------|-------|-------|-------|------------------------|-------|-------|-------|-------------------------|-------|-------|-------|---|
| <p>Wednesday</p> | <p>Engage pupils to sing the song “my head, my shoulders, my knees, my toes”</p> <p>Have learners to understand that they touch their head shoulders, knees and toes in descending order and rise up in ascending order. Hence introduce the lesson</p> | <p>Guide learners to round off numbers to the nearest 1000, 100 and 10.</p> <p><i>For instance;</i> <i>9500 is approximately 10,000 and 9100 as approximately 9,000</i></p> <p>Let learners practice with more examples.</p> <p>Learners round up and round down to estimate sums and differences E.g. The table below may bring the meaning of these two concepts clearer</p> <table border="1" data-bbox="695 646 1101 762"> <tr> <td>14765</td> <td>Round up</td> <td>Round down</td> <td>Round off</td> </tr> <tr> <td>to the nearest ten</td> <td>14970</td> <td>14760</td> <td>14970</td> </tr> <tr> <td>to the nearest hundred</td> <td>14800</td> <td>14700</td> <td>14800</td> </tr> <tr> <td>to the nearest thousand</td> <td>15000</td> <td>14000</td> <td>15000</td> </tr> </table> | 14765 | Round up | Round down | Round off | to the nearest ten | 14970 | 14760 | 14970 | to the nearest hundred | 14800 | 14700 | 14800 | to the nearest thousand | 15000 | 14000 | 15000 | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> |
| 14765 | Round up | Round down | Round off | | | | | | | | | | | | | | | | |
| to the nearest ten | 14970 | 14760 | 14970 | | | | | | | | | | | | | | | | |
| to the nearest hundred | 14800 | 14700 | 14800 | | | | | | | | | | | | | | | | |
| to the nearest thousand | 15000 | 14000 | 15000 | | | | | | | | | | | | | | | | |
| <p>Thursday</p> | <p>Engage pupils in the memory game. Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words</p> | <p>Learners work together to round up and round down to estimate sums and differences.</p> <p><i>For instance. as approximately 400 because is approximately while is approximately , therefore 200+200</i></p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> | | | | | | | | | | | | | | | | |
| <p>Friday</p> | <p>Engage pupils to sing the song “we can count” We class four We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well</p> | <p>Learners work together to round up and round down to estimate sums and differences.</p> <p><i>For instance. as approximately 400 because is approximately while is approximately , therefore 200+200</i></p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> | | | | | | | | | | | | | | | | |

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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Diversity of matter | |
| Class: B4 | Class Size: | Sub Strand: Living & Non Living Things | |
| Content Standard: B4.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them | | Indicator: B4.1.1.2.2 Describe the physical appearance of different types of plants | Lesson: I OF I |
| Performance Indicator: Learners can know life processes of animals | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | | Pictures of living and non-living things in the environment | |
| References: Science Curriculum Pg.2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work! | Take learners out to observe different types of plants. Paste a chart showing pictures of different types of plants (<i>trees, shrubs, climbing, creeping</i>). Learners describe the physical features of different types of plants -in terms of their structure and size. | Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help. |
| | Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns! | Let learners bring samples of plants to class. They explore the physical characteristics of the plants in groups. Guide learners to draw some of the plants in their books. Learners create a plant album of different types of plants. (<i>shrubs, trees, climbing and creeping plants</i>). | Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson. |

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| Week Ending: | DAY: | Subject: OWOP |
| Duration: 60mins per lesson | | Strand: All about us |
| Class: B4 | Class Size: | Sub Strand: Myself |
| Content Standard: B4.1.2.1. Demonstrate understanding of self-awareness and living peacefully with others | | Indicator: B4.1.2.1.1. Identify one's strengths and weaknesses and how to promote interpersonal relations |
| Performance Indicator: Learners can identify one's strengths and weaknesses and how to promote interpersonal relations | | Lesson: 1 OF 1 |
| Core Competencies: Communication and Collaboration Critical Thinking | | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips |
| References: OWOP Curriculum Pg. 3 | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work! | Learners talk about their abilities and weaknesses, <i>e.g. of strengths: friendliness, kindness, confidence:</i> <i>e.g. of weaknesses: selfishness, shyness, timidity, lack of confidence.</i> Let learners talk about ways of initiating good interpersonal relationships, e.g. greetings, respect, tolerance, caring, showing appreciation, etc. | Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help. |
| | Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns! | Engage learners to talk about ways of improving their abilities and overcoming their weaknesses <i>e.g. education, constant practice, training, counseling.</i> Learners use their assertive skills to express their feelings about what disturbs/hurts them <i>e.g. being polite to people, being respectful, being firm.</i> | Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson. |

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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: God's creation and attributes | |
| Class: B4 | Class Size: | Sub Strand: The Environment | |
| Content Standard: B4 1.1.2. Appreciate the uniqueness of humankind and other creatures | | Indicator: B4.1.1.2.1: Identify the uniqueness of humankind from other creatures. | Lesson: I OF I |
| Performance Indicator: • Learners can identify the uniqueness of humankind from other creatures. | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| References: RME Curriculum Pg. 24 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</p> | <p>Have learners in groups identify how different humankind is from other creatures of God: e.g. - <i>human beings versus animals</i> - <i>human beings versus plants</i></p> <p>Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak, knowing what is good and evil, etc.</p> <p>Let each group present its list for peer-review and class discussion.</p> <p>Let learners draw an animal and a human being and draw the comparison between the two.</p> <p>Let learners write down the characteristics of humankind that are different from animals.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending: | DAY: | Subject: History |
| Duration: 60mins per lesson | | Strand: My country Ghana |
| Class: B4 | Class Size: | Sub Strand: Why & how we study History |
| Content Standard: B4.1.1.1. Show understanding of the importance of studying history | Indicator: B4.1.1.1.1 explain the importance of studying the history of Ghana | Lesson: I OF I |
| Performance Indicator: Learners can explain the importance of studying the history of Ghana | | Core Competencies: critical thinkers and digital literates |
| Teaching/ Learning Resources | A map of Ghana showing major historical locations/ Resource person | |
| References: History Curriculum Pg. 21 | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p> | <p>Engage learners to discuss how history promote our identity as Ghanaians</p> <p>Engage learners to discuss how history promote the survival of the ethnic groups.</p> <p>Engage learners to discuss how history promote national integration</p> <p>Engage learners to discuss how history promote national pride and patriotism?</p> | <p>What have we learnt today? The importance of studying history</p> <p>Have learners to talk in groups about</p> <p><i>i. How does history promote our identity as Ghanaians?</i></p> <p><i>ii. How does history promote the survival of the ethnic groups?</i></p> <p><i>iii. How does history promote national integration?</i></p> <p><i>iv. How does history promote national pride and patriotism</i></p> |
| | <p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p> | <p>Engage learners to discuss how history defines our identity as Ghanaians</p> <p>Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation.</p> <p>Role play how history can promote national pride, patriotism and integration</p> | <p>What have we learnt today?</p> <p>How history promote national pride, patriotism and integration</p> <p>Have learners to summarize the important points in the lesson</p> |

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| Week Ending: | DAY: | Subject: Creative Arts | |
| Duration: 60mins per lesson | | Strand: Visual Arts | |
| Class: B4 | Class Size: | Sub Strand: Planning, Making and Composing | |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4 I.2.2.1/ B4 I.2.3.1 Experiment with available visual arts media and methods to create artwork | Lesson: 1 OF 1 |
| Performance Indicator: Learners can experiment with available visual arts media and methods to create artwork | | Core Competencies: Decision Making Creativity, Innovation Communication | |
| Teaching/ Learning Resources | | Photos, videos, art paper, colors and traditional art tools | |
| References: Creative Arts Curriculum Pg. 30 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|--|---|--|
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Engage learners to explore the local environment to select available materials and tools that are suitable for making visual artworks.</p> <p>Practice the use of various visual arts media (e.g. model with clay, weave with straw and paper, make prints with fingers and leaves)</p> <p>Assemble their test results and share their experiences through open discussion.</p> <p>Use available materials in the environment to make their own artworks based on ideas gathered from the visual artworks studied.</p> <p>Discuss and compare their artworks to the visual artworks studied.</p> | <p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Let learners select ideas from the history and culture of the people to come out with own designs</p> <p>Guide them to select and use available materials and tools and apply appropriate skills and techniques to make artworks based on their own designs. For example: - modelling with clay, plasticine, papier mâché (paper pulp) etc. to create a ceremonial pot, image of an ancestor etc.</p> <p>Discuss and share their experiences through jury.</p> | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p> |

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Oral Reading | |
| Class: B4 | Class Size: | Sub Strand: Story telling | |
| Content Standard: B4.1.4.1: Demonstrate knowledge on the structure and features of folktales. | | Indicator: B4.1.4.1.1. Retell a folktale of about three scenes | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can retell a folktale of about three scenes | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 6 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|---|---|
| | <p>Have learners share what is going on in their lives.</p> <p>You and your learners can talk about plans for the weekend.</p> | <p>Let learners sing a popular song.</p> <p>Play a video of someone telling a folktale. Encourage learners to take note of whatever they see and hear.</p> <p>Teach learners what a folktale is.</p> <p>Call learners individually to retell what they saw and heard in the video.</p> <p>Put learners into groups and ask them to compose a folktale on any topic of their choice.</p> <p>Let learners present their folktales to the class.</p> | <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p> |
| | <p>Split your class into small groups of 4.</p> <p>Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group.</p> <p>Call the groups in turns to discuss what the letters in the acronym stands for</p> | <p>Let learners sing a popular song.</p> <p>Tell them a folktale and encourage learners to take note of whatever they hear.</p> <p>Call learners individually to retell what they heard in the tale.</p> <p>Put learners into groups and ask them to compose a folktale on any topic of their choice.</p> <p>Let learners present their folktales to the class.</p> | <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p> |

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| | <p>Discuss what is trending and invite learners to share their opinions on them.</p> | <p>Tell learners a folktale.</p> <p>Discuss the beginning and end of the folktale with learners. E.g. Beginning or opening, middle or body and end or conclusion.</p> <p>Let learners discuss the features of the folktale. E.g. <i>-People, animals, spirits, trees, river, mountains, etc.</i></p> <p><i>-It has a moral lesson and is very interesting. It is usually a comedy or tragedy.</i></p> | <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p> |
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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Motor Skill And Movement Patterns | |
| Class: B4 | Class Size: | Sub Strand: Manipulative Skills | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.1.3.1.3: Roll ball with a stick to a target. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can roll ball with a stick to a target. | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | Balls and sticks | | |
| References: PE Curriculum Pg. 44 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Take learners through 5 minutes jogging to warm the body up | Learner rolls a ball with their sticks to a distance after general and specific warm-up. Learner practice ball rolling in varied patterns such as straight rolling, curve rolling, etc. Learners to practice individually and in groups how to roll a ball with stick. | Help those who finds it difficult and help them Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Generation of computers | |
| Content Standard: B4.1.1.1: Identify parts of a computer and technology tools | | Indicator: B4.1.1.2. Describe the types of input devices of a computer and their uses | Lesson: I OF I |
| Performance Indicator: • Learners can describe the types of input devices of a computer and their uses | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | | Mouse, keyboard monitor, system unit and its components | |
| References: Computing Curriculum Pg. 2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|---|--|
| | <p>Have learners write on a sheet of paper</p> <p>-List any five common parts of the computer</p> <p>-learners to mention more technological tools and hence introduce the lesson</p> | <p>Explain to learners that input devices are the computer hardware device that are used to feed the computer with data. <i>E.g. joystick, light pen, mouse, pointing stick etc.</i></p> <p>Bring input devices to class. Guide learners to explore the types of input devices and their uses.</p> <p>Let learners match the various input devices with their uses.</p> <p>Demonstrate the use of some of the input devices to learners.</p> <p>Engage learners to play the "input devices ball game" with learners</p> | <p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p> |

SCHEME OF LEARNING- WEEK 4

BASIC FOUR

Name of School.....

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| Week Ending: | DAY: MONDAY | Subject: English Language |
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Poems |
| Content Standard: B4.1.3.1: Appreciate poems and other pieces of literary materials | Indicator: B4.1.3.1.2. identify and discuss values in poems | Lesson: 1 of 1 |
| Performance Indicator: Learners can identify and discuss values in poems | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 3 | | |
| Phase/Duration | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | |
| PHASE 2: MAIN | Have learners recite the poem learnt. Put them in groups to discuss the values in the poem. Have groups share their views with the whole class. Engage learners in recitation for mastery | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

| Week Ending: | | DAY: Tuesday | Subject: English Language |
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| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | | Sub Strand: Comprehension |
| Content Standard: B4.2.7.1: Process and comprehend level appropriate texts | | Indicator: B4.2.7.1.1 construct meaning from texts read | Lesson: 1 of 1 |
| Performance Indicator: Learners can construct meaning from texts read | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 27 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | | |
| PHASE 2: MAIN | Select level-appropriate texts for learners. Take learners through Before Reading activities such as picture walk, prediction and Before Reading questions etc. to elicit their prior knowledge. Have learners use their previous knowledge, contextual clues and While Reading questions to make meaning from the text as they read. Provide After Reading questions to help learners make meaning from the text read. | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: WEDNESDAY | Subject: English Language | |
| Duration: 60mins | | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Determiners | |
| Content Standard: B4.3.2.1: Apply knowledge of different types of determiners in communication | | Indicator: B4.3.2.1.2 identify and use quantifiers to show quantities | Lesson: 1 of 2 |
| Performance Indicator: Learners can identify and use quantifiers to show quantities | | Core Competencies: Communication and Collaboration, Personal | |
| New words | Playing, sweeping, weeding, cooking, etc | | |
| References: English Language Curriculum Pg. 36 | | | |
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| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Have learners read sentences with quantifiers from the board. e. g. some, few/little, one, two, No, all /every etc. Put some pictures on the wall.</p> <p>Use more examples to show that these quantifiers are used with non-countable nouns: few, little, etc. e. g. little water, little bread, few books, etc.</p> <p>Have learners write sentences using quantifiers e.g. many books, a piece of chalk and identify them from given sentences/texts</p> | | Word cards, paper, letter cards, |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

| Week Ending: | | DAY: THURSDAY | Subject: English Language |
|---|---|--|---|
| Duration: 60mins | | Strand: Composition Writing | |
| Class: B4 | Class Size: | | Sub Strand: Writing as a Process |
| Content Standard: B4. 4.9.1: Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing | | Indicator: B4. 4.9.1.1 select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing | Lesson: 1 of 2 |
| Performance Indicator: Learners can select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 50 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Take learners through the writing process:</p> <p>Prewriting stage <i>Put learners in groups of four</i> <i>Each member suggests a topic. Each group discusses it's topics and selects one.</i> <i>Each team presents their topic to the class and writes it on the board.</i></p> <p>Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece.</p> <p>Invite groups to present their work and have the whole class give feedback.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | | DAY: FRIDAY | Subject: English Language |
| Duration: 60mins | | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | Class Size: | | Sub Strand: Using Actions words |
| Content Standard: B4.5.4.1: Demonstrate understanding of verbs in everyday language | | Indicator: B4.5.4.1.1 use the singular and plural subjects and the verb forms that go with them | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can use the singular and plural subjects and the verb forms that go with them. Learners can read a variety of age- and level appropriate books. | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 62 | | | |
| | | | |
| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Engage learners to play the “Tapping Out” Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> | | |
| PHASE 2: MAIN | <p>Revise the simple present form of verbs and their use to agree with the subject they follow.</p> <p>Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. Learners read their friendly letters in pairs.</p> <p>Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. e.g. we eats – we eat.</p> <p>Have learners do peer editing to identify and correct errors</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p><u>Assessment</u> Learners write a-two-paragraph summary of the book read.</p> | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Counting, Representation & Cardinality | |
| Content Standard: B4.1.1.2. Demonstrate understanding of Roman numerals up XXX (30) | | Indicator: B4.1.1.1.6. /B4.1.1.2.1 Learners can develop an understanding of Roman Numeral system up XXX (i.e. 30) | Lesson: 1 OF 1 |
| Performance Indicator: Learners can develop an understanding of Roman Numeral system up XXX (i.e. 30) | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | | Counters, bundle and loose straws base ten cut square | |
| References: Mathematics Curriculum Pg. 7 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|--|--|---|
| Monday | Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well. | Put learners into convenient groups. A learner mentions a number and another skip count in 50s or 100s to include the fifth count. For instance. Learner 1: Shout out “240” Learner 2: 290, 340, 390, 440, 490, etc. Learner 3; Shout out “1285” skip counting down in 100s Learner 4; 1185, 1085, 985, 885, 785....etc. | What have we learnt today? We have learnt how to skip counting by 50s and 100s Let learners solve several examples in their workbooks. |
| Tuesday | Ask everyone to imagine two birds. One named “prrr” and the other named “Pukutu”. If you call out ‘prrr’, the students need to stand on their toes and move their elbows out sideways. When you call out ‘pukutu’ the students have to stay still and may not move. If a student moves, he is disqualified. | Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error Eg1: 50,100,150,200,280,300 Eg2: 100,200,300,400,450,560,600 e.g3: 50,60,150,160,250,300,400,420 | Can someone tell me what we have learnt today? We have learnt how to skip counting by 50s and 100s Let learners solve several examples in their workbooks |

| <p>Wednesday</p> | <p>Learners must count in reverse numbers in a range continuously without breaking. For example from (20 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!</p> | <p>Display Roman numeral charts (1-30) arranged in sequential order and lead learners to identify the numerals.</p> <table border="1" data-bbox="672 201 1078 573"> <thead> <tr> <th>Number</th> <th>Roman Numeral</th> <th>Calculation</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>not defined</td> <td></td> </tr> <tr> <td>1</td> <td>I</td> <td>1</td> </tr> <tr> <td>2</td> <td>II</td> <td>1+1</td> </tr> <tr> <td>3</td> <td>III</td> <td>1+1+1</td> </tr> <tr> <td>4</td> <td>IV</td> <td>5-1</td> </tr> <tr> <td>5</td> <td>V</td> <td>5</td> </tr> <tr> <td>6</td> <td>VI</td> <td>5+1</td> </tr> <tr> <td>7</td> <td>VII</td> <td>5+1+1</td> </tr> <tr> <td>8</td> <td>VIII</td> <td>5+1+1+1</td> </tr> <tr> <td>9</td> <td>IX</td> <td>10-1</td> </tr> <tr> <td>10</td> <td>X</td> <td>10</td> </tr> <tr> <td>11</td> <td>XI</td> <td>10+1</td> </tr> <tr> <td>12</td> <td>XII</td> <td>10+1+1</td> </tr> </tbody> </table> | Number | Roman Numeral | Calculation | 0 | not defined | | 1 | I | 1 | 2 | II | 1+1 | 3 | III | 1+1+1 | 4 | IV | 5-1 | 5 | V | 5 | 6 | VI | 5+1 | 7 | VII | 5+1+1 | 8 | VIII | 5+1+1+1 | 9 | IX | 10-1 | 10 | X | 10 | 11 | XI | 10+1 | 12 | XII | 10+1+1 | <p>Can someone tell me what we have learnt today?</p> <p>We have learnt how to identify Roman numerals</p> <p>Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|--|---|---|---------------|-------------|--------|-------------|---------|---|----|---------|---------|---------|----------|---|-----|----------|----------|----------|-----------|---|----|---------|---------|---------|----------|---|-----|--------|--------|--------|---------|---|----|---------|---------|---------|----------|----|-----|----------|----------|----------|-----------|---|------|-----------|-----------|-----------|------------|---|----|---------|---------|---------|----------|----|---|--------|------|--------|---------|----|----|---------|-------|---------|----------|----|-----|----------|--------|----------|-----------|----|------|-----------|---------|-----------|------------|----|-----|----------|--------|----------|-----------|---|
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| 2 | II | 1+1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | III | 1+1+1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | IV | 5-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | V | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | VI | 5+1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | VII | 5+1+1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | VIII | 5+1+1+1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | IX | 10-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 11 | XI | 10+1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | XII | 10+1+1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Thursday</p> | <p>Learners must count in reverse numbers in a range continuously without breaking. For example from (40 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!</p> | <p>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,</p> <p>Call out a numeral and have learners point at it from the chart.</p> <p>ROMAN NUMERALS CHART 1 TO 100</p> <table border="1" data-bbox="672 898 1078 1171"> <tbody> <tr><td>1</td><td>I</td><td>21 XXI</td><td>41 XLI</td><td>61 LXI</td><td>81 LXXI</td></tr> <tr><td>2</td><td>II</td><td>22 XXII</td><td>42 XLII</td><td>62 LXII</td><td>82 LXXII</td></tr> <tr><td>3</td><td>III</td><td>23 XXIII</td><td>43 XLIII</td><td>63 LXIII</td><td>83 LXXIII</td></tr> <tr><td>4</td><td>IV</td><td>24 XXIV</td><td>44 XLIV</td><td>64 LXIV</td><td>84 LXXIV</td></tr> <tr><td>5</td><td>V</td><td>25 XXV</td><td>45 XLV</td><td>65 LXV</td><td>85 LXXV</td></tr> <tr><td>6</td><td>VI</td><td>26 XXVI</td><td>46 XLVI</td><td>66 LXVI</td><td>86 LXXVI</td></tr> <tr><td>7</td><td>VII</td><td>27 XXVII</td><td>47 XLVII</td><td>67 LXVII</td><td>87 LXXVII</td></tr> <tr><td>8</td><td>VIII</td><td>28 XXVIII</td><td>48 XLVIII</td><td>68 LXVIII</td><td>88 LXXVIII</td></tr> <tr><td>9</td><td>IX</td><td>29 XXIX</td><td>49 XLIX</td><td>69 LXIX</td><td>89 LXXIX</td></tr> <tr><td>10</td><td>X</td><td>30 XXX</td><td>50 L</td><td>70 LXX</td><td>90 LXXX</td></tr> <tr><td>11</td><td>XI</td><td>31 XXXI</td><td>51 LI</td><td>71 LXXI</td><td>91 LXXXI</td></tr> <tr><td>12</td><td>XII</td><td>32 XXXII</td><td>52 LII</td><td>72 LXXII</td><td>92 LXXXII</td></tr> <tr><td>13</td><td>XIII</td><td>33 XXXIII</td><td>53 LIII</td><td>73 LXXIII</td><td>93 LXXXIII</td></tr> <tr><td>14</td><td>XIV</td><td>34 XXXIV</td><td>54 LIV</td><td>74 LXXIV</td><td>94 LXXXIV</td></tr> </tbody> </table> <p>Assessment: Call out a numeral and have learners point at it from the chart.</p> | 1 | I | 21 XXI | 41 XLI | 61 LXI | 81 LXXI | 2 | II | 22 XXII | 42 XLII | 62 LXII | 82 LXXII | 3 | III | 23 XXIII | 43 XLIII | 63 LXIII | 83 LXXIII | 4 | IV | 24 XXIV | 44 XLIV | 64 LXIV | 84 LXXIV | 5 | V | 25 XXV | 45 XLV | 65 LXV | 85 LXXV | 6 | VI | 26 XXVI | 46 XLVI | 66 LXVI | 86 LXXVI | 7 | VII | 27 XXVII | 47 XLVII | 67 LXVII | 87 LXXVII | 8 | VIII | 28 XXVIII | 48 XLVIII | 68 LXVIII | 88 LXXVIII | 9 | IX | 29 XXIX | 49 XLIX | 69 LXIX | 89 LXXIX | 10 | X | 30 XXX | 50 L | 70 LXX | 90 LXXX | 11 | XI | 31 XXXI | 51 LI | 71 LXXI | 91 LXXXI | 12 | XII | 32 XXXII | 52 LII | 72 LXXII | 92 LXXXII | 13 | XIII | 33 XXXIII | 53 LIII | 73 LXXIII | 93 LXXXIII | 14 | XIV | 34 XXXIV | 54 LIV | 74 LXXIV | 94 LXXXIV | <p>Can someone tell me what we have learnt today?</p> <p>We have learnt how to identify Roman numerals</p> <p>Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks</p> |
| 1 | I | 21 XXI | 41 XLI | 61 LXI | 81 LXXI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | II | 22 XXII | 42 XLII | 62 LXII | 82 LXXII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | III | 23 XXIII | 43 XLIII | 63 LXIII | 83 LXXIII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | IV | 24 XXIV | 44 XLIV | 64 LXIV | 84 LXXIV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | V | 25 XXV | 45 XLV | 65 LXV | 85 LXXV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | VI | 26 XXVI | 46 XLVI | 66 LXVI | 86 LXXVI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | VII | 27 XXVII | 47 XLVII | 67 LXVII | 87 LXXVII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | VIII | 28 XXVIII | 48 XLVIII | 68 LXVIII | 88 LXXVIII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | IX | 29 XXIX | 49 XLIX | 69 LXIX | 89 LXXIX | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | X | 30 XXX | 50 L | 70 LXX | 90 LXXX | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | XI | 31 XXXI | 51 LI | 71 LXXI | 91 LXXXI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | XII | 32 XXXII | 52 LII | 72 LXXII | 92 LXXXII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | XIII | 33 XXXIII | 53 LIII | 73 LXXIII | 93 LXXXIII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | XIV | 34 XXXIV | 54 LIV | 74 LXXIV | 94 LXXXIV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Friday</p> | <p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: 888+88+8+8+8</p> | <p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5; X= 10, XV= 15.</p> <p>Assessment: Mention some numerals randomly and have learners point at it on the chart</p> | <p>Review the lesson by giving learners more examples to solve.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|--------------------|---|--------------------------|
| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Diversity of matter | |
| Class: B4 | Class Size: | Sub Strand: Living & Non Living Things | |
| Content Standard: B4.1.1.2 Understand the differences between living things and things which have never been alive | | Indicator: B4.1.1.2.2 Describe the physical appearance of different types of plants | Lesson: I OF I |
| Performance Indicator: Learners can describe the physical appearance of different types of plants | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | | Pictures of living and non-living things in the environment | |
| References: Science Curriculum Pg.2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|--|--|
| | <p>Teacher introduces the lesson to learners.</p> <p>Learners are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p> | <p>Take learners out to observe different types of plants. Pictures and videos can also be used.</p> <p>Learners describe the physical features of different types of plants (in terms of their structure and size).</p> <p>Learners create a plant album of different types of plants. (shrubs, trees, climbing and creeping plants).</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |
| | <p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p> <p>The group who explains well wins</p> | <p>Take learners out to observe different types of plants. Pictures and videos can also be used.</p> <p>Learners describe the physical features of different types of plants (in terms of their structure and size).</p> <p>Learners create a plant album of different types of plants. (shrubs, trees, climbing and creeping plants).</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |

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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: Myself | |
| Content Standard: B4.1.2.1. Demonstrate understanding of self-awareness and living peacefully with others | | Indicator: B4.1.2.1. 2. Mention reasons to live in harmony with one another as a responsible citizen | Lesson: 1 OF 1 |
| Performance Indicator: Learners can mention reasons to live in harmony with one another as a responsible citizen | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips | |
| References: OWOP Curriculum Pg. 3 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|--|--|---|
| | Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group. | Learners mention ways of living in harmony with one another, e. g. to promote peace and unity, law and order, growth and development, etc. In a think-pair-share session, learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc. | Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help. |
| | Have learners to sing songs and recite rhymes related to the lesson | Learners mention ways of living in harmony with one another, e. g. to promote peace and unity, law and order, growth and development, etc. In a think-pair-share session, learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc. | Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson. |

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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: God's creation and attributes | |
| Class: B4 | Class Size: | Sub Strand: The Environment | |
| Content Standard: B4 1.1.2. Appreciate the uniqueness of humankind and other creatures | | Indicator: B4.1.1.2.1: Identify the uniqueness of humankind from other creatures. | Lesson: I OF I |
| Performance Indicator: Learners can identify the uniqueness of humankind from other creatures. | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc. | |
| References: RME Curriculum Pg. | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|---|---|
| | <p>Tell learners stories about creation.</p> <p>Teacher paste a chart on the board showing pictures of human beings, animals and plants.</p> <p>Learners to observe and talk about the pictures.</p> <p>Have learners to talk about how different they are from other creatures</p> | <p>Have learners to form groups to identify how different humankind is from other creatures of God:</p> <ul style="list-style-type: none"> -human beings versus animals - human beings versus plants <p>Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak, knowing what is good and evil, etc.</p> <p>Let each group present its list for peer-review and class discussion.</p> <p>Assessment: Let learners draw an animal and a human being and draw the comparison between the two.</p> <p>Let learners write down the characteristics of humankind that are different from animals</p> | <p>What have we learnt today?</p> <p>Uniqueness of human kind.</p> <p>Have learners to summarize the main points of the lesson.</p> |

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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: Why & how we study History | |
| Content Standard: B4.1.1.1. Show understanding of the importance of studying history | | Indicator: B4.1.1.1.I explain the importance of studying the history of Ghana | Lesson: I OF I |
| Performance Indicator: Learners can explain the importance of studying the history of Ghana | | Core Competencies: Critical thinkers and digital literates | |
| Teaching/ Learning Resources | | A map of Ghana showing major historical locations/ Resource person | |
| References: History Curriculum Pg. 21 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p> | <p>Engage learners to discuss how history promote our identity as Ghanaians</p> <p>Engage learners to discuss how history promote the survival of the ethnic groups.</p> <p>Engage learners to discuss how history promote national integration</p> <p>Engage learners to discuss how history promote national pride and patriotism?</p> | <p>What have we learnt today? The importance of studying history</p> <p>Have learners to talk in groups about</p> <p><i>i. How does history promote our identity as Ghanaians?</i></p> <p><i>ii. How does history promote the survival of the ethnic groups?</i></p> <p><i>iii. How does history promote national integration?</i></p> <p><i>iv. How does history promote national pride and patriotism</i></p> |
| | <p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p> | <p>Engage learners to discuss how history defines our identity as Ghanaians</p> <p>Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation.</p> <p>Role play how history can promote national pride, patriotism and integration</p> | <p>What have we learnt today?</p> <p>How history promote national pride, patriotism and integration</p> <p>Have learners to summarize the important points in the lesson</p> |

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| Week Ending: | DAY: | Subject: Creative Arts |
| Duration: 60mins per lesson | | Strand: Performing Arts |
| Class: B4 | Class Size: | Sub Strand: Planning, Making and Composing |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | Indicator: B4 2.2.2.1./B4 2.2.3.1 Experiment and create own artworks using available performing arts media. | Lesson: I OF I |
| Performance Indicator: Learners can experiment and create own artworks using available performing arts media. | | Core Competencies: Decision Making Creativity, Innovation Communication |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools | |
| References: Creative Arts Curriculum Pg. 30 | | |

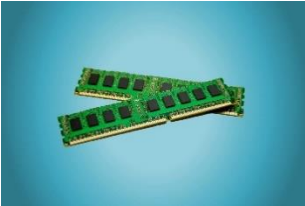

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Paste a chart on the board showing pictures of different plants.</p> <p>Have learners to observe the pictures for some time.</p> <p>Learners to identify the names of plants in the picture.</p> | <p>Engage learners to explore the surroundings to select available instruments, sounds, etc. that are suitable for composing and performing music, dance, drama, poetry, etc.</p> <p>Let learners experiment with available instruments, sounds, rhythms, movement patterns, etc. to perform some of the compositions of the Ghanaian performing artists.</p> <p>For example, sing patriotic songs composed by Ephraim Amu</p> <p>Discuss and share their experiences through peer review</p> | <p>Have learners to summarize the important points of the lesson</p> <p>Project: Learners create a plant album of different types of plants. (Shrubs, trees, climbing and creeping plants).</p> |
| | <p>Paste a chart on the board showing pictures of different animals.</p> <p>Have learners to observe the pictures for some time.</p> <p>Learners to identify the names of animals in the picture.</p> | <p>Learners are to talk about ideas from the history and culture of the people and come out with own music, dance, drama, poem, etc.</p> <p>Engage learners to select and use available performing arts elements, instruments, to compose and perform own music, dance, drama, poetry, etc.</p> <p>Discuss and share their experiences through jury and peer review</p> | <p>What have we learnt today?</p> <p>Physical features of mammals, reptiles, insects and amphibians</p> <p>Have learners to summarize the important points of the lesson using the 'the pupil as teacher method'</p> <p>Project: Learners create a plant album of different types of plants. (Shrubs, trees, climbing and creeping plants).</p> |

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Reading | |
| Class: B4 | Class Size: | Sub Strand: Letter and Sound knowledge | |
| Content Standard: B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words. | | Indicator: B4.2.4.1.1-3 Read and recognize sounds and diagraphs in sentences. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can read and recognize sounds and diagraphs in sentences. | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 11 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Learners sing songs related to the lesson | <p>Let learners say the letters of the alphabet as a group and then individually.</p> <p>Write a number of words on the board.</p> <p>Lead learners to say the words as a group and then individually.</p> <p>Let learners use the knowledge they have on letters and sounds and sorting to group words with the same initial sounds together in a group.</p> <p>Let learners show their works to another group.</p> | <p>Review the lesson with learners</p> <p>Have learners talk about what they have learnt.</p> |
| | <p>Review learners RPK as they sing the new song learnt.</p> <p>Have learners to summarize the notes they took after watching they folktale</p> | <p>Let learners say the letters of the alphabet as a group and individually.</p> <p>Write a number of sentences on the board.</p> <p>Lead learners to read the sentences as a group and individually.</p> <p>Lead learners to recognize the diagraphs in the sentences.</p> <p>Let learners read the diagraphs in the words that are in sentences.</p> | <p>Review the lesson with learners</p> <p>Have learners talk about what they have learnt.</p> |

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| | <p>Learners sing songs related to the lesson</p> | <p>Revise the lesson on syllables with learners.</p> <p>Write two syllable words on the board and help learners to read them.</p> <p>Put learners into groups and ask them to form as many words as they can by blending two-syllable words and mention their words to the class.</p> | <p>Review the lesson with learners</p> <p>Have learners talk about what they have learnt.</p> |
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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Motor Skill And Movement Patterns | |
| Class: B4 | Class Size: | Sub Strand: Manipulative Skills | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.1.4.1.4 Perform an inverted balance (tripod) by evenly distributing weight on body parts | Lesson: 1 OF 1 |
| Performance Indicator: Learners can perform an inverted balance (tripod) by evenly distributing weight on body parts | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | | Balls and sticks | |
| References: PE Curriculum Pg. 44 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Take learners through 5 minutes jogging to warm the body up | Demonstrate how to perform an inverted balance by evenly distributing weight on body parts. Learners perform headstand with hands supporting. Learners with difficulty are supported by peers. | learners to practice individually and in groups how to perform tripod Take learners through cool down to end the lesson |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Generation of computers | |
| Content Standard: B4.1.1.1: Identify parts of a computer and technology tools | | Indicator: B4.1.1.1.3. Differentiate between RAM and ROM | Lesson: I OF I |
| Performance Indicator: Learners can differentiate between RAM and ROM | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | | Pictures of computer memory, hard disk etc. set of computers | |
| References: Computing Curriculum Pg. 2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|--|---|
| | <p>Bring a RAM or ROM to class or a picture of RAM and ROM to class</p> <p>Pass them around and get students to guess what they are</p> <p>Assist learners to identify the devices provided</p> | <p>Open up a computer cabinet (computer tower)</p> <p>Have learners come closer or use a projector to display the internal parts of a system unit</p> <p>Point to the RAM (Random Access Memory) and have learners to know that RAM is a hardware element of a computer where programs, operating system and data that's currently being used is stored so that the processor can be retrieved it quickly</p> <p>Point to the ROM (Read only memory) and have learners to know that ROM is a type of memory where data has been prerecorded and contains the programming that helps the computer boot up</p> <p>Guide learners to differentiate between ROM and RAM</p>  <p>Guide learners to type different phrases using any Word Processing Application.</p>  <p>Assessment: Engage learners in a Think Pair Share Activity to: state two difference between a RAM and ROM</p> | <p>What have we learnt today?</p> <p>Difference between RAM and ROM</p> <p>State its functions. Independent Activity/Homework</p> <p>Draw the system unit and color it.</p> |

SCHEME OF LEARNING- WEEK 5

BASIC FOUR

Name of School.....

| Week Ending: | DAY: MONDAY | Subject: English Language |
|--|--|--|
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Story Telling |
| Content Standard: B4.1.4.1: Respond to stories | | Indicator: B4.1.4.1.1 retell stories sequentially, including key details |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can retell stories sequentially, including key details | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 4 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | |
| PHASE 2: MAIN | <p>Tell a suitable story to the class e.g. "The Hawk and the Hen".</p> <p>Have learners identify the parts of the story as beginning part, middle part and ending part.</p> <p>Through questioning, have learners discuss the various parts of the story i.e. beginning, middle and ending, as in the table below</p> <p>Put learners into groups to discuss the central message of the story.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

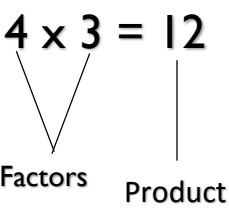
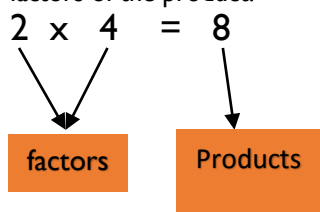
| Week Ending: | | DAY: Tuesday | Subject: English Language |
|--|---|--|---|
| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | | Sub Strand: Diphthongs |
| Content Standard: B4.2.4.1: Identify and use diphthongs to decode words | | Indicator: B4.2.4.1.1 use closing diphthongs to make meaningful sentences. | Lesson: 1 of 1 |
| Performance Indicator: Learners can use closing diphthongs to make meaningful sentences. | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 20 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | | |
| PHASE 2: MAIN | Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you. Learners come up with examples of words that have the diphthongs. Have learners identify these diphthongs as they read the words. E.g. ei - take oi - boy ai- why, try Learners form their own sentences using words having diphthongs | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

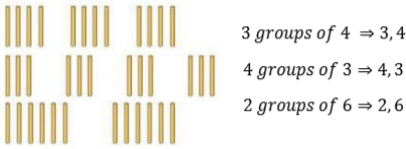
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| Week Ending: | DAY: WEDNESDAY | Subject: English Language | |
| Duration: 60mins | | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Pronouns | |
| Content Standard: B4. 3.2.1: Apply knowledge of different types of determiners in communication | | Indicator: B4.3.3.1.1 identify and use different types of pronouns | Lesson: 1 of 2 |
| Performance Indicator: Learners can identify and use different types of pronouns | | Core Competencies: Communication and Collaboration, Personal | |
| New words | Playing, sweeping, weeding, cooking, etc | | |
| References: English Language Curriculum Pg. 38 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Write sentences with personal pronouns. e. g. You are late.</p> <p>Provide learners with a variety of practice activities.</p> <p>ii. Interrogative pronouns – Who, What, Where, etc.</p> <p>Introduce interrogative pronouns with several examples in context.</p> <p>Provide a passage and have learners identify interrogative pronouns.</p> <p>Let learners use interrogative pronouns in sentences.</p> | Word cards, paper, letter cards, | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: THURSDAY | Subject: English Language |
| Duration: 60mins | Strand: Composition Writing | |
| Class: B4 | Class Size: | Sub Strand: Narrative Writing |
| Content Standard: B4.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world | Indicator: B4.4.10.1.1 write about real or imagined experiences | Lesson: 1 of 2 |
| Performance Indicator: Learners can write about real or imagined experiences | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 53 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | |
| PHASE 2: MAIN | <p>Guide learners to narrate an event they participated in E.g. my first day at the national theatre.</p> <p>Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view.</p> <p>Learners edit their work first in their groups, then across groups. Let learners then publish their stories on the class notice board so each group can read another's story.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

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| Week Ending: | | DAY: FRIDAY | Subject: English Language | |
| Duration: 60mins | | | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | | Class Size: | Sub Strand: Using Action Words | |
| Content Standard: B4.5.4.1: Demonstrate understanding of verbs in everyday language | | Indicator: B4.5.4.1.1 use the singular and plural subjects and the verb forms that go with them | | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can use the singular and plural subjects and the verb forms that go with them. Learners can read a variety of age- and level appropriate books. | | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 62 | | | | |
| | | | | |
| Phase/Duration | Learners Activities | | | Resources |
| PHASE 1: STARTER | Engage learners to play the “Tapping Out” Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending. | | | |
| PHASE 2: MAIN | Revise the simple present form of verbs and their use to agree with the subject they follow. Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. Learners read their friendly letters in pairs. Have learners do peer editing to identify and correct errors. e.g. we eats – we eat Engage learners in the “popcorn reading” game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. <u>Assessment</u> Learners write a two-paragraph summary of the book read. | | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Counting, Representation & Cardinality | |
| Content Standard: B4.1.1.3 Demonstrate an understanding of factors, multiples and squared numbers | | Indicator: B4.1.1.3.1 Determine set of factors of a given numbers up to 50 | Lesson: I OF I |
| Performance Indicator: Learners can determine set of factors of a given numbers up to 50 | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | Counters, bundle and loose straws base ten cut square, patterns made from Manila | | |
| References: Mathematics Curriculum Pg. 9 | | | |


| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION | | | | | | | | | | | | | | | | | | | | | | | | |
|---------|---|--|---|---------|---------|----|--|----|--|----|--|----|--|----|--|----|--|----|--|----|--|----|--|----|--|----|--|
| Monday | Engage learners in the 'double up game' Call out a number between 1 and 6. Example 3. Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. | Have learners recite some multiplication facts up to 12 Explain to learners what factors of numbers means. Factors represent the numbers that we can multiply to get a bigger number called the product or multiple. $4 \times 3 = 12$  <p style="text-align: center;">Factors Product</p> Since $12 = 4 \times 3$, we can say 4 and 3 are factors of 12; and 12 is a multiple of 3 or a multiple of 4. Guide learners to break given multiples into factors and pairs of factors of given numbers. | Ask learners to tell you what they have learnt Give learners individual or home task. Copy and complete the table <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Numbers</th> <th>factors</th> </tr> </thead> <tbody> <tr><td>10</td><td></td></tr> <tr><td>11</td><td></td></tr> <tr><td>12</td><td></td></tr> <tr><td>13</td><td></td></tr> <tr><td>14</td><td></td></tr> <tr><td>15</td><td></td></tr> <tr><td>16</td><td></td></tr> <tr><td>17</td><td></td></tr> <tr><td>18</td><td></td></tr> <tr><td>19</td><td></td></tr> <tr><td>20</td><td></td></tr> </tbody> </table> | Numbers | factors | 10 | | 11 | | 12 | | 13 | | 14 | | 15 | | 16 | | 17 | | 18 | | 19 | | 20 | |
| Numbers | factors | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tuesday | Engage learners to sing I'm counting one, what is one <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God | Use different activities to explain what factors mean to learners. Example: multiplying two whole numbers gives a product. The numbers that we multiply are the factors of the product. $2 \times 4 = 8$  <p style="text-align: center;">factors Products</p> | Ask learners to tell you what they have learnt Give learners individual or home task. List the factors for the following numbers <ul style="list-style-type: none"> a) 4 b) 5 c) 6 d) 7 e) 8 f) 9 g) 12 | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | <p>For instance: $3 \times 5 = 15$ therefore, 3 and 5 are the factors of 15.</p> <p>Have learners to again understand that factors divides a number completely without leaving any reminder.</p> | <p>h) 14 i) 15 j) 16</p> | | | | | | | | | | | | | | | | |
| Wednesday | <p>Engage leaners to sing We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well</p> | <p>Engage learners to make formation of sets of equal object from a given quantity.</p> <p>For example with 12 straws Learners make groupings such as:</p>  <p>3 groups of 4 $\Rightarrow 3, 4$ 4 groups of 3 $\Rightarrow 4, 3$ 2 groups of 6 $\Rightarrow 2, 6$</p> <p>Learners to list all the combinations as factors of 12. {3 4} {4 3} {2 6}</p> <p>Learners to progress at their own pace by solving for examples.</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task.</p> <p>List the factors for the following numbers</p> <p>k) 4 l) 5 m) 6 n) 7 o) 8 p) 9</p> | | | | | | | | | | | | | | | | |
| Thursday | <p>Have leaners to solve for the missing numbers in the empty cells</p> <table border="1" data-bbox="339 1020 652 1150"> <tr> <td>+</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>1</td> <td>2</td> <td></td> <td>4</td> </tr> <tr> <td>2</td> <td></td> <td>4</td> <td></td> </tr> <tr> <td>3</td> <td>4</td> <td></td> <td></td> </tr> </table> | + | 1 | 2 | 3 | 1 | 2 | | 4 | 2 | | 4 | | 3 | 4 | | | <p>Learners pair grouping and the number of equal objects for each formation as factors;</p> <p>4 groups of 3 straws (4, 3) 6 groups of 2 straws (6, 2) 1 group of 12 straws (1, 12)</p> <p>3 groups of 4 straws (3, 4) 2 groups of 6 straws (2, 6) 12 groups of 1 straw (12, 1)</p> <p>Learners collect from the pairs and form a set as the factors of the given number. For example the set of factors of 12 = {1,2,3,4,6,12}</p> | <p>Review lesson with leaners by giving them task to solve in their workbooks.</p> |
| + | 1 | 2 | 3 | | | | | | | | | | | | | | | | |
| 1 | 2 | | 4 | | | | | | | | | | | | | | | | |
| 2 | | 4 | | | | | | | | | | | | | | | | | |
| 3 | 4 | | | | | | | | | | | | | | | | | | |

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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Diversity of matter | |
| Class: B4 | Class Size: | Sub Strand: Materials | |
| Content Standard: B4.1.2.2 Understand mixtures, their types, formation, uses and ways of separating them into their components | | Indicator: B4.1.2.2.1 Identify a liquid-liquid mixture and describe how to separate its components | Lesson: 1 OF 1 |
| Performance Indicator: Learners can describe the physical appearance of different types of plants | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | Metals, woods plastics, soil stones, paper pencil, crayons | | |
| References: Science Curriculum Pg.4 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | <p>Have learners to write answers for the following questions on sheet of papers.</p> <p>What is force? How is force described? What forces do you observe in everyday life?</p> | <p>Display different types of liquids for learners to observe, <i>e. g. water, kerosene, cooking oil, milk, soft drinks, etc.</i></p> <p>Task learners to identify the liquids provided.</p> <p>In groups, learners mix liquids of the same kind, different kinds and then observe and record their findings, <i>e.g., vinegar and water, palm oil and water, etc.</i></p> <p>Engage learners in discussion to describe the different types of liquid-liquid mixtures.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| | <p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p> | <p>Engage learners in an experiment to separate a mixture of immiscible liquids.</p> <p>Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water.</p> <p>Guide learners to choose the right laboratory tools for this activity. <i>E.g. separating funnel or an improvised version of it.</i></p> <p>Caution learners to not bring liquids that are flammable or poisonous to class for this lesson</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: My Family | |
| Content Standard: B4.1.3.1. Demonstrate understanding of family relationships | | Indicator: B4.1.3.1.1. Explain and appreciate the importance of being a committed member of the family | Lesson: I OF I |
| Performance Indicator: <ul style="list-style-type: none"> Learners can explain and appreciate the importance of being a committed member of the family | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips | |
| References: OWOP Curriculum Pg. 4 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Tell learners a brief story about Ghana. Let learners sing some patriot songs they are familiar with. | Learners talk about family members <i>e.g. mother, father, siblings, uncles, aunties, grandparents.</i> Learners talk about behaviors expected of committed members of the family <i>e.g. taking part in family activities, obedience to elders of the family, respect for family members, accepting responsibility, taking initiatives, helping needy relatives.</i> | Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task |
| | Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson | Learners talk about the importance of being a committed family member <i>e.g. to promote unity, to gain respect, to be considered a trustworthy person.</i> Learners draw and color a family member <i>e.g. father, mother.</i> | Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task |

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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: God's creation and attributes | |
| Class: B4 | Class Size: | Sub Strand: The Environment | |
| Content Standard: B4. 1.2.1. Explain the effects of human activities on the environment | | Indicator: B4.1.2.1.1 Discuss the effects of human activities on the environment. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can discuss the effects of human activities on the environment. | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| References: RME Curriculum Pg. 25 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Guide learners to talk about the human activities in the environment.</p> <p>Show pictures on human activities that destroy the environment: <i>illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</i></p>  <p>Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p> |



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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: The People of Ghana | |
| Content Standard: B4.2.1.1. Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom | | Indicator: B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion. | Lesson: I OF I |
| Performance Indicator: <ul style="list-style-type: none"> Learners can describe how one major Kingdom was formed and the reasons behind its expansion. | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | | Pictures of some outstanding entrepreneurs in Ghana | |
| References: History Curriculum Pg. 22 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | <p>Tell learners a brief story about Ghana.</p> <p>Let learners sing some patriot songs they are familiar with.</p> | <p>Using the map of Ghana, guide them to locate the Gonja Kingdom.</p> <p>Engage learners to discuss about the history of the Gonja Kingdom. <i>The Gonja kingdom was originally divided into sections overseen by male siblings of Sumaila Ndewura Jakpa. By 1675, the Gonja established a paramount chief called the Yagbongwura to control the kingdom.</i></p> <p>Learners to Identify the reasons for the rise, expansion and decline of the Gonja Kingdom.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Using the map of Ghana, guide learners to locate the Mole-Dagbani Kingdom.</p> <p>Engage learners to discuss about the history of the Mole-Dagbani Kingdom. <i>Ya-Na is the king of the Dagbon traditional kingdom. The court and administrative capital of this kingdom are at Yedi. The seat of the king of Dagbon known as king of absolute power is a collection of cow and lion skin</i></p> <p>Learners to Identify the reasons for the rise, expansion and decline of the Mole-Dagbani Kingdom.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending: | DAY: | Subject: Creative Arts | |
| Duration: 60mins per lesson | | Strand: Visual Arts | |
| Class: B4 | Class Size: | Sub Strand: Displaying and Sharing | |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4 I.3.4.1 /B4 I.3.5.1 Plan an exhibition of own artworks of the history and culture of the people of Ghana | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can plan an exhibition of own artworks of the history and culture of the people of Ghana | | Core Competencies: Decision Making Creativity, Innovation Communication | |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools | | |
| References: Creative Arts Curriculum Pg. 30 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Learners are to watch a short video on an exhibition or visit an exhibition center, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service. | <p>Have learners to discuss the need for displaying portfolio of own visual artworks;</p> <p>Develop a roadmap for the exhibition by: - fixing a date; - selecting a venue; - inviting an audience;</p> <p>Brainstorm to agree on a theme for the exhibition.</p> <p>Send manual and/or electronic invitations. E.g. letters, postcards, WhatsApp, etc.</p> | <p>What have we learnt today?</p> <p>Planning and Displaying of own artworks.</p> <p>Have learners to say rhymes in relation to the lesson</p> |
| | Have Learners to watch a short video on an exhibition or visit an exhibition center or gallery | <p>Select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance;</p> <p>decide on mode of display (e.g. hanging, draping, spreading);</p> <p>clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>Plan for post-exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</p> | <p>What have we learnt today?</p> <p>Planning and Displaying of own artworks.</p> <p>Have learners to say rhymes in relation to the lesson</p> |

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Reading | |
| Class: B4 | Class Size: | Sub Strand: Vocabulary: sight and content vocabulary | |
| Content Standard: B4.2.5.1: Show an understanding of, recognize and read about things in their environment | | Indicator: B4.2.5.1.1-3 Read aloud with correct pronunciation and tone. | Lesson: I OF I |
| Performance Indicator: <ul style="list-style-type: none"> Learners can read aloud with correct pronunciation and tone. | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 12 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins! | Sing a song with learners. Read aloud a passage. Read the passage again while learners read after you. Let learners read aloud the passage with correct pronunciation and tone (correct them where necessary). | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |
| | Engage learners to play the "What letter am I writing" game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written | Read aloud the passage again. Mention some words and write them on the board. Lead learners to find the meaning of the words in context. Let learners find the meanings of more unfamiliar words in context. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |
| | Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins! | Read a passage aloud. Write the figurative expressions in the passage on the board. Lead learners through discussions to find the meanings of the figurative expressions. Let learners find the meanings of more figurative expressions | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |

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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Motor Skill And Movement Patterns | |
| Class: B4 | Class Size: | Sub Strand: Rhythmic skills | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B 4. 1.5.1.5 Balance while moving and manipulating objects on a ground-level balance beam. | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can balance while moving and manipulating objects on a ground-level balance beam. | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | Videos and pictures | | |
| References: PE Curriculum Pg. 44 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Learners go through general and specific warm-ups. | <p>After a warm-up, learners pick rubber balls available hold with their two hands and raise them at a stationery position.</p> <p>Let them lift the balls over their head and begin to walk while maintaining a balance.</p> | <p>Learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p> |

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| Week Ending: | DAY: | Subject: Computing |
| Duration: 60mins | | Strand: Introduction To Computing |
| Class: B4 | Class Size: | Sub Strand: Generation of computers |
| Content Standard: B4.1.1.1: Identify parts of a computer and technology tools | | Indicator: B4.1.1.1.4. Type short phrases. |
| Performance Indicator: • Learners can type short phrases. | | Lesson: I OF I |
| Core Competencies: Creativity and innovation. 2. Communication and collaboration. | | |
| Teaching/ Learning Resources | Mouse, keyboard monitor, system unit and its components | |
| References: Computing Curriculum Pg. 2 | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|--|---|--|
| | <p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p> | <p>Revise with learners on the fingers used in typing and the characters they type.</p> <p>That is the;</p> <ul style="list-style-type: none"> ➤ <i>Thumb finger</i> ➤ <i>Little finger</i> ➤ <i>Ring finger</i> ➤ <i>Index finger</i> ➤ <i>Middle finger</i>   <p>Guide learners to type different phrases using any Word Processing Application.</p> | <p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p> |

SCHEME OF LEARNING- WEEK 6

BASIC FOUR

Name of School.....

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|--|---|---|
| Week Ending: | DAY: MONDAY | Subject: English Language |
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Presentation |
| Content Standard: B4.1.10.1: Show knowledge of spoken grammar and register | | Indicator: B4.1.10.1.1 demonstrate awareness of the features of spoken language |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can demonstrate awareness of the features of spoken language | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 14 | | |
| Phase/Duration | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | |
| PHASE 2: MAIN | Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses: A. How are you? B. Fine. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

| Week Ending: | | DAY: Tuesday | Subject: English Language |
|---|---|---|---|
| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | | Sub Strand: Vocabulary |
| Content Standard: B4.2.6.1: Understand word meanings and usages | | Indicator: B4.2.6.1.2 use the different terms in spoken and written expressions | Lesson: 1 of 1 |
| Performance Indicator: Learners can use the different terms in spoken and written expressions | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 23 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | | |
| PHASE 2: MAIN | Introduce the terms one at a time with several examples. <i>compound word, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verbs.</i> Elicit examples from learners. Learners identify examples from different sources, e.g. their readers, story books, newspapers (Junior Graphic) and use them in sentences of their own | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

| Week Ending: | DAY: WEDNESDAY | Subject: English Language | |
|--|---|--|--------------------------|
| Duration: 60mins | | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Adjectives | |
| Content Standard: B4.3.4.1: Apply the knowledge of adjectives in communication | | Indicator: B4.3.4.1.1.1 use adjectives to make comparison | Lesson: 1 of 2 |
| Performance Indicator: Learners can use adjectives to make comparison | | Core Competencies: Communication and Collaboration, Personal | |
| New words | Playing, sweeping, weeding, cooking, etc | | |
| References: English Language Curriculum Pg. 39 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own.</p> <p>Introduce regular adjective forms: - Regular adjectives form their imperative by adding 'er' e.g. small–smaller, big–bigger, etc.</p> <p>Assist learners with examples to use comparative adjectives appropriately. e.g. i. Ama is taller than Kwesi. ii. This ruler is longer than that one.</p> <p>Learners form sentences with the comparative forms of adjectives</p> | Word cards, paper, letter cards, | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

| Week Ending: | DAY: THURSDAY | Subject: English Language | |
|---|--|--|--------------------------|
| Duration: 60mins | | Strand: Composition Writing | |
| Class: B4 | Class Size: | Sub Strand: Letter Writing | |
| Content Standard: B4.4.14.1: Write informative essays | | Indicator: B4.4.14.1.1 write words giving information about family | Lesson: 1 of 2 |
| Performance Indicator: Learners can write words giving information about family | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 57 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Guide learners with a model to talk about themselves. This is a whole class discussion with individual learners saying things about themselves.</p> <p>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.</p> <p>In groups learners research about their school and write a short history about it.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: FRIDAY | Subject: English Language | |
| Duration: 60mins | | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | Class Size: | Sub Strand: Using Adjectives | |
| Content Standard: B4.5.5.1: Demonstrate understanding of adjectives in speech and in writing | | Indicator: B4.5.5.1.1 use adjectives to make comparisons | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can use adjectives to make comparisons. Learners can read a variety of age- and level appropriate books. | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 63 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Engage learners to play the “Tapping Out” Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> | | |
| PHASE 2: MAIN | <p>Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. <i>Ama is fast but Kofi is slow.</i></p> <p>Have learners identify adjectives in a given passage.</p> <p>Let learners write sentences using comparative and superlative forms of adjectives</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p><u>Assessment</u> Learners write a two-paragraph summary of the book read.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Counting, Representation & Cardinality | |
| Content Standard: B4.1.1.3 Demonstrate an understanding of factors, multiples and squared numbers | | Indicator: B4. 1.1.3.3-4 determine the lowest common multiple (LCM) of at least any two given numbers up to 100. | Lesson: I OF I |
| Performance Indicator: Learners can determine the lowest common multiple (LCM) of at least any two given numbers up to 100. | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | Counters, bundle and loose straws base ten cut square, patterns made from Manila | | |
| References: Mathematics Curriculum Pg. 12 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| Monday | Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well. | Guide learners to identify and list the set multiples of given numbers using skip counting E.g. <i>The set of multiples 5 and 10.</i> $5 = \{ 5, 10, 15, \dots, 100 \}$ $10 = \{ 10, 20, 30, \dots, 100 \}$ Guide learners to list the set of common multiples of any two or more given numbers between 0 and 100. e.g. <i>find the common multiples of 2 and 3.</i> $2 = \{ 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 \}$ $3 = \{ 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 \}$ <i>The common numbers are</i> $= \{ 6, 12, 18 \}$ Assessment: Engage learners to solve several examples. | Ask learners to tell you what they have learnt Give learners individual or home task. List the multiples for the following numbers q) 4 r) 5 s) 6 t) 7 u) 8 v) 9 w) 12 x) 14 y) 15 z) 16 |
| Tuesday | Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson. | Introduce the vocabulary terms to learners. That is least common multiples (LCM). Revise with learners on multiples of numbers. Guide learners select the least of the common multiple of given numbers, and identify the least common multiple (LCM). E.g. <i>find the LCM of 5 and 10.</i> $5 = \{ 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 \}$ $10 = \{ 10, 20, 30, 40, 50 \}$ Common numbers = $\{ 10 \}$ | Ask learners to tell you what they have learnt Give learners individual or home task. Find the LCM for i. 2 and 3 ii. 4 and 7 iii. 10 and 15 iv. 20 and 5 |

| | | Assessment: Engage learners to solve several examples. | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Wednesday | <p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p> | <p>Have learners recite some multiplication facts up to 12</p> <p>Explain to learners what factors of numbers means.</p> <p>Factors represent the numbers that we can multiply to get a bigger number called the product or multiple.</p> $ \begin{array}{c} 4 \times 3 = 12 \\ \swarrow \quad \searrow \quad \\ \text{Factors} \quad \text{Product} \end{array} $ <p>Since $12 = 4 \times 3$, we can say 4 and 3 are factors of 12; and 12 is a multiple of 3 or a multiple of 4.</p> <p>Guide learners to break given multiples into factors and pairs of factors of given numbers.</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task.</p> <p>Copy and complete the table</p> <table border="1"> <thead> <tr> <th>Numbers</th> <th>factors</th> </tr> </thead> <tbody> <tr><td>10</td><td></td></tr> <tr><td>11</td><td></td></tr> <tr><td>12</td><td></td></tr> <tr><td>13</td><td></td></tr> <tr><td>14</td><td></td></tr> <tr><td>15</td><td></td></tr> <tr><td>16</td><td></td></tr> <tr><td>17</td><td></td></tr> <tr><td>18</td><td></td></tr> <tr><td>19</td><td></td></tr> <tr><td>20</td><td></td></tr> </tbody> </table> | Numbers | factors | 10 | | 11 | | 12 | | 13 | | 14 | | 15 | | 16 | | 17 | | 18 | | 19 | | 20 | |
| Numbers | factors | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thursday | <p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: $888+88+8+8+8$</p> | <p>Guide learners to Investigate with even and odd numbers.</p> <p>Engage learners to play the sharing game to demonstrate even and odd numbers.</p> <p>First, give two oranges to two learners to share equally. With this, learners get one each. Let learners record the number 2 down in their books,</p> <p>Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be reminder of one. Let learners record the number 3 down in their books.</p> <p>Continue with several examples for learners to list the numbers that are divisible by 2 and those which are not. <i>Example: {2,4,6,8,10,12,14,16...}</i></p> <p>Guide learners to Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is a multiple of 2? a multiple of 3? a multiple of 4? and a multiple of 5? (This is also known as the divisibility test).</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task.</p> <p>List the even numbers between 1 and 50</p> <p>List all the odd numbers between 10 and 100</p> | | | | | | | | | | | | | | | | | | | | | | | | |


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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Diversity of matter | |
| Class: B4 | Class Size: | Sub Strand: Materials | |
| Content Standard: B4.1.2.2 Understand mixtures, their types, formation, uses and ways of separating them into their components | | Indicator: B4.1.2.2.1 Identify a liquid-liquid mixture and describe how to separate its components | Lesson: 1 OF 1 |
| Performance Indicator: Learners can describe the physical appearance of different types of plants | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | Metals, woods plastics, soil stones, paper pencil, crayons | | |
| References: Science Curriculum Pg.4 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Have learners to write answers for the following questions on sheet of papers.</p> <p>What is force? How is force described? What forces do you observe in everyday life?</p> | <p>Display different types of liquids for learners to observe, e. g. <i>water, kerosene, cooking oil, milk, soft drinks, etc.</i></p> <p>Task learners to identify the liquids provided.</p> <p>In groups, learners mix liquids of the same kind, different kinds and then observe and record their findings, e.g., vinegar and water, palm oil and water, etc.</p> <p>Engage learners in discussion to describe the different types of liquid-liquid mixtures.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| | <p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p> | <p>Engage learners in an experiment to separate a mixture of immiscible liquids.</p> <p>Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water.</p> <p>Guide learners to choose the right laboratory tools for this activity. E.g. separating funnel or an improvised version of it.</p> <p>Caution learners to not bring liquids that are flammable or poisonous to class for this lesson</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: My Family | |
| Content Standard: B4.1.3.1. Demonstrate understanding of family relationships | | Indicator: B4.1.3.1.1. Explain and appreciate the importance of being a committed member of the family | Lesson: I OF I |
| Performance Indicator: <ul style="list-style-type: none"> Learners can explain and appreciate the importance of being a committed member of the family | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | Pictures, Charts, Video Clips | | |
| References: OWOP Curriculum Pg. 4 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p> | <p>Learners mention ways of living in harmony with one another, Avoid yelling or shouting at others.</p> <p><i>i. Be generous and caring to others.</i> <i>ii. Spend quality time with family</i> <i>iii. Hang out with friends on regular basis</i> <i>iv. Connect with your neighbors</i> <i>Participate in community events.</i></p> <p>In groups, let learners discuss the importance of living in harmony. <i>e. g. to promote peace and unity, law and order, growth and development, etc.</i></p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p> |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>In a think-pair-share session, learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.</p> <p>Learners to role play scenes that promote harmonious living at home, school, community</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: God's creation and attributes | |
| Class: B4 | Class Size: | Sub Strand: The Environment | |
| Content Standard: | | Indicator: B4.1.2.1.1 Discuss the effects of human activities on the environment. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can discuss the effects of human activities on the environment. | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| References: RME Curriculum Pg. 25 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Guide learners to talk about the human activities in the environment.</p> <p>Show pictures on human activities that destroy the environment: <i>illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</i></p>  <p>Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: The People of Ghana | |
| Content Standard: B4.2.1.1. Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom | | Indicator: B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can describe how one major Kingdom was formed and the reasons behind its expansion. | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | | Pictures of some outstanding entrepreneurs in Ghana | |
| References: History Curriculum Pg. 22 | | | |



| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|--|---|---|
| | <p>Tell learners a brief story about Ghana.</p> <p>Let learners sing some patriot songs they are familiar with.</p> | <p>Using the map of Ghana, guide learners to locate the Forest Belt States. E.g. Denkyira Kingdom</p> <p>Engage learners to discuss about the history of the Denkyira Kingdom. <i>The Denkyira was a powerful nation of the Akan people that existed before the 1620s, in what is now modern-day Ghana. Like all Akans, they originated from Bono state. Before 1620, Denkyira was called Agona. The ruler of the Denkyira was called Denkyirahene and the capital was Jukwa. The first Denkyirahene was called Mumunumfi.</i></p> <p>Learners to Identify the reasons for the rise, expansion and decline of the Denkyira Kingdom.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Using the map of Ghana, guide learners to locate the Forest Belt States. E.g. Akwamu Kingdom</p> <p>Engage learners to discuss about the history of the Mole-Dagbani Kingdom. <i>The Akwamus migrated from Adanse to settle at the Twifo- Heman forest at the later part of the 16th century. This group of Akans belonged to the Aduana family and are blood brothers of Asumenny, Dormaa and Kumawu. The modern city of Asaamankese was originally founded and occupied by the Akwamus. Nana Ansa Sasraku was the King of the Akwamu</i></p> <p>Learners to Identify the reasons for the rise, expansion and decline of the Akwamu Kingdom.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending: | DAY: | Subject: Creative Arts | |
| Duration: 60mins per lesson | | Strand: Performing Arts | |
| Class: B4 | Class Size: | Sub Strand: Displaying and Sharing | |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4 2.3.4.1 /B4 2.3.5.1 Plan a performance of compositions to share creative experiences | Lesson: I OF I |
| Performance Indicator: • Learners can plan a performance of compositions to share creative experiences | | Core Competencies: Decision Making Creativity, Innovation Communication | |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools | | |
| References: Creative Arts Curriculum Pg. 30 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson | Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people. Let learners talk about the pictures and tell the class the part of the pictures that interest them most. Learners to perform parts of the video in groups. Discuss the need for performing compositions of own music, dance, drama, poetry, etc. | Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task |
| | Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson | Guide learners to plan a display of portfolio of own music, dance or drama Have learners talk about how they felt performing their own compositions. Learners to talk about <i>i. what they learnt from the performance of other groups.</i> <i>ii.what other things they would want to do to improve upon their compositions.</i> | Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task |

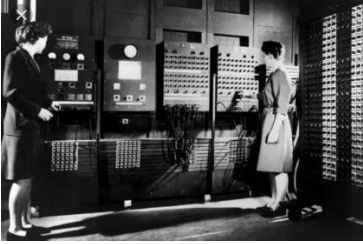

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Writing | |
| Class: B4 | Class Size: | Sub Strand: Penmanship/Handwriting | |
| Content Standard: B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly. | | Indicator: B4.3.1.1.1-3 Recognize the use of full stops, commas and question mark | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can recognize the use of full stops, commas and question mark | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| References: Ghanaian Language Curriculum Pg. 16 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Let learners sing a song they know. Engage learners in the “Lucky Dip game” Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep | Write a number of sentences on a cardboard. Use full stops at the end of each sentence you write. Lead learners to read the sentences as a group and in turns. Tell them that the full stop is used at the end of a complete sentence. Write more sentences on the board without full stops and ask learners to use the full stop to punctuate them. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |
| | Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound | Draw some items on a cardboard. Call learners to mention the names of the items you have drawn on the board and write the names down horizontally. Use commas to separate the items you have written. Let learners recognize that a comma is used to separate a list of items in a row. Let learners make list of items in sentences using commas. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |
| | Write nine key words used in the previous lesson, in boxes on the board. Challenge students to make a | Revise command and response with learners. | Use questions to review their understanding of the lesson |

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| | <p>(historically accurate) sentence of at least three lines or a short paragraph using them all</p> | <p>Write some questions on a cardboard. Lead learners to read the questions. Use question marks at the end of each of the questions.</p> <p>Let learners recognize that question marks are used at the end of a question.</p> <p>Write more questions on the board and call learners to come out to punctuate them using the question mark.</p> | <p>Ask learners to summarize what they have learnt</p> |
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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Motor Skill And Movement Patterns | |
| Class: B4 | Class Size: | Sub Strand: Rhythmic skills | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.1.6.1.6: strike a bounce ball with the hands and feet. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can strike a bounce ball with the hands and feet. | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | Videos and pictures | | |
| References: PE Curriculum Pg. 66 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|--|---|
| | Take learners through general and specific warm ups | <p>In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances.</p>  <p>Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently tossed ball with feet, using a side orientation.</p>  | <p>Have learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p> |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Generation of computers | |
| Content Standard: B4.1.1.1: Identify parts of a computer and technology tools | | Indicator: B4.1.1.5. Summarize the first generation of computers | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can summarize the first generation of computers | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | Mouse, keyboard monitor, system unit and its components | | |
| References: Computing Curriculum Pg. 2 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|--|--|
| | <p>Take some extreme close-up pictures of first generation of computers.</p> <p>Pass them around and get the students to guess what they are and hence introduce the lesson for the day</p> | <p>Guide learners to discuss about the first generation of computers.</p> <p>e.g. ENIAC- <i>It was the first programmable electronic, general purpose digital computer. It was able to solve a large class of numerical problems through reprogramming.</i></p>  <p>EDVAC- <i>It was one of the earliest electronic computers. It was rather binary rather than decimal and was designed to be a stored program computer.</i></p>  <p>Let learners discuss other generation of computers which include; UNIVAC, IBM-701 etc</p> | <p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p> |

SCHEME OF LEARNING- WEEK 7

BASIC FOUR

Name of School.....

| Week Ending: | DAY: MONDAY | Subject: English Language |
|--|--|--|
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Story Telling |
| Content Standard: B4.1.4.1: Respond to stories | | Indicator: B4.1.4.1.1 retell stories sequentially, including key details |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can retell stories sequentially, including key details | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 4 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | |
| PHASE 2: MAIN | <p>Tell a suitable story to the class e.g. "The Hawk and the Hen".</p> <p>Have learners identify the parts of the story as beginning part, middle part and ending part.</p> <p>Through questioning, have learners discuss the various parts of the story i.e. beginning, middle and ending, as in the table below</p> <p>Put learners into groups to discuss the central message of the story.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

| Week Ending: | DAY: Tuesday | Subject: English Language | |
|--|---|--|--------------------------|
| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | Sub Strand: Comprehension | |
| Content Standard: B4.2.7.1: Process and comprehend level appropriate texts | | Indicator: B4.2.7.1.2 note and recall main ideas in a sequence | Lesson: 1 of 1 |
| Performance Indicator: Learners can note and recall main ideas in a sequence | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum For Primary Schools Pg. 27 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | | |
| PHASE 2: MAIN | Using the SQ3R strategy, learners recall main ideas. Learners: S – Survey the text– (learners skim, by going through the chapter, noting heading/sub-heading and other understanding features. Q – Question – Generate questions about the content of the text. 3R Read – Read for more information. Recite – Retrieve information from meaning. Review – Go over the main ideas in the text using your own words. | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

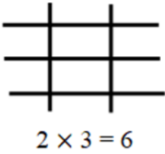
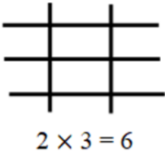
| Week Ending: | DAY: WEDNESDAY | Subject: English Language | |
|---|---|--|--------------------------|
| Duration: 60mins | | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Verbs | |
| Content Standard: B4.3.5.1: Apply the knowledge of verbs in communication | | Indicator: B4.3.5.1.1 use different types of verbs | Lesson: 1 of 2 |
| Performance Indicator: Learners can use different types of verbs | | Core Competencies: Communication and Collaboration, Personal | |
| New words | Playing, sweeping, weeding, cooking, etc | | |
| References: English Language Curriculum Pg. 40 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Have learners revise verbs by reading sentences from the board and identifying the verbs.</p> <p>Have learners write sentences with given verbs.</p> <p>Let learners read sentences with auxiliary verbs. e.g. i. The boy <u>is</u> going to school. ii. The girls <u>are</u> reading.</p> <p>Note: An auxiliary verb is also known as a helping verb e.g. is, are, am, was, and were</p> <p>Assessment: Have learners use auxiliary verbs in sentences and underline them.</p> | Word cards, paper, letter cards, | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: THURSDAY | Subject: English Language | |
| Duration: 60mins | | Strand: Composition Writing | |
| Class: B4 | Class Size: | Sub Strand: Narrative Writing | |
| Content Standard: B4.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world | | Indicator: B4.4.10.1.1 write about real or imagined experiences or events | Lesson: 1 of 2 |
| Performance Indicator: Learners can write about real or imagined experiences or events | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 53 | | | |

| Phase/Duration | Learners Activities | Resources |
|----------------------------|---|--|
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | |
| PHASE 2: MAIN | <p>Guide learners to narrate an event they participated in e.g. my first day at school.</p> <p>Learners tell the story sequentially: beginning, middle and end.</p> <p>Help learners to determine the setting and develop the plot (events in the story).</p> <p>Assessment: Learners are grouped to write their own story based on a chosen experience agreed on by all.</p> <p>Learners to use first and third person pronouns in their write up.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

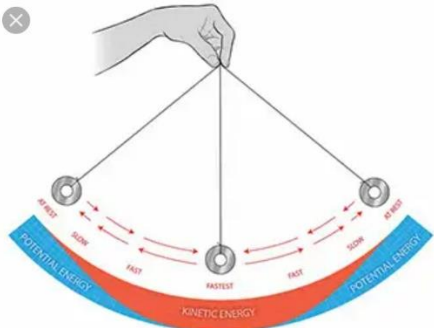
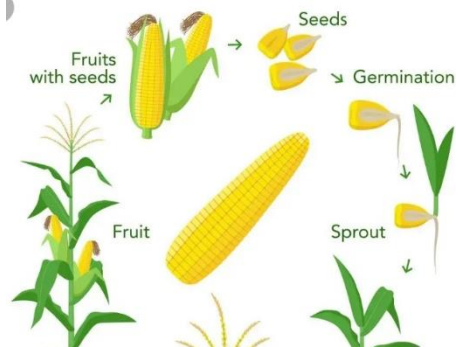
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| Week Ending: | DAY: FRIDAY | Subject: English Language |
| Duration: 60mins | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | Class Size: | Sub Strand: Using Adverbs |
| Content Standard: B4.5.6.1: Understand and use adverbs correctly in speech and in writing | Indicator: B4.5.6.1.1 use adverbs to talk about when and where the action of a verb took place | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can use adverbs to talk about when and where the action of a verb took place. Learners can read a variety of age- and level appropriate books. | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 64 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Engage learners to play the "Tapping Out" Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending. | |
| PHASE 2: MAIN | Guided with examples, let learners narrate events using adverbs to describe the manner and the degree. Introduce drills to provide oral practice. Learners to identify adverbs of manner and degree in passages. Let them write and use the adverbs in simple sentences. Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. <u>Assessment</u> Learners write a two-paragraph summary of the book read. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

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| Week Ending: | DAY: | Subject: Mathematics |
| Duration: 60mins per lesson | | Strand: Number |
| Class: B4 | Class Size: | Sub Strand: Number Operations |
| Content Standard: B4.1.2.1 Recall basic multiplication fact up to 12×12 | | Indicator: B4.1.2.1.1 Determine basic multiplication facts up to 12×12 |
| Performance Indicator: Learners can Determine basic multiplication facts up to 12×12 | | Lesson: I OF I |
| Teaching/ Learning Resources | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas |
| | | Counters, bundle and loose straws base ten cut square, patterns made from Manila |
| References: Mathematics Curriculum Pg. 14 | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|---|---|
| Monday | Let learners recite multiplication facts up to 5 | <p>Guide learners to determine basic multiplication facts.</p> <p>Example: To find $2 \times 3 = ?$</p> <p>Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms).</p> <p>Learners count the number of intersections</p>  <p>$2 \times 3 = 6$</p> <p>Learners find doubles of given numbers</p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> |
| Tuesday | Engage learners to play games and sing familiar rhymes to begin the lesson. | <p>Guide learners to determine basic multiplication facts.</p> <p>Example: To find $2 \times 3 = ?$</p> <p>Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms).</p> <p>Learners count the number of intersections</p>  <p>$2 \times 3 = 6$</p> <p>Learners find squares of given numbers</p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> |

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|-----------|---|---|---|----|----|----|---|---|----|---|----|----|----|----|----|----|---|----|----|----|----|----|----|---|----|----|----|----|----|----|---|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Wednesday | Engage learners to play games and sing familiar rhymes to begin the lesson. | <p>Learners model different multiplication sentences, for example 3×4.</p> <p>Learners mention the number of dots (intersections) for other learners to model fence</p> <p>Alternatively, learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product.</p> <p>Learners skip count in 4, 5, and 8.</p> | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thursday | Engage learners to play games and sing familiar rhymes to begin the lesson. | <p>Draw a 6 by 6 multiplication chart for the numbers 5 to 10 and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards.</p> <table border="1" data-bbox="667 716 971 911"> <tr> <td></td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> <td>35</td> </tr> <tr> <td>6</td> <td>12</td> <td>18</td> <td>24</td> <td>30</td> <td>36</td> <td>42</td> </tr> <tr> <td>7</td> <td>14</td> <td>21</td> <td>28</td> <td>35</td> <td>42</td> <td>49</td> </tr> <tr> <td>8</td> <td>16</td> <td>24</td> <td>32</td> <td>40</td> <td>48</td> <td>56</td> </tr> <tr> <td>9</td> <td>18</td> <td>27</td> <td>36</td> <td>45</td> <td>54</td> <td>63</td> </tr> <tr> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> </tr> </table> <p>Players take turns in throwing a pair of dice and mark (or cover) the product made in a throw with his/her marker (or counter).</p> <p>The winner is the one who obtains three products in a line</p> | | 5 | 6 | 7 | 8 | 9 | 10 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> |
| | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 10 | 15 | 20 | 25 | 30 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 12 | 18 | 24 | 30 | 36 | 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 14 | 21 | 28 | 35 | 42 | 49 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 16 | 24 | 32 | 40 | 48 | 56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 18 | 27 | 36 | 45 | 54 | 63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |


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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Cycles | |
| Class: B4 | Class Size: | Sub Strand: Earth Science | |
| Content Standard: B4.2.1.1 Recognize that some events in our environment occur recurrently | | Indicator: B4.2.1.1.1 Demonstrate understanding of cyclic movements in the environment | Lesson: 1 OF 1 |
| Performance Indicator: Learners can demonstrate understanding of cyclic movements in the environment | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | | Torch candle matchstick lantern paper pencil | |
| References: Science Curriculum Pg.5 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p> | <p>Guide learners to build a pendulum (a ball hanging on a string) and let them observe the swinging motion.</p>  <p>Learners observe the following movements:</p> <ol style="list-style-type: none"> (1) the second hands on an analogue clock (2) merry-go-round (3) a swinging pendulum, (4) movement of their limbs during walking. <p>Assist learners to come out with one thing that is common to all the movements.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p> |
| | <p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p> | <p>Learners investigate the life cycle of a maize plant and report on their findings.</p>  | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p> |

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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: Home And School | |
| Content Standard: B4.1.4.1. Demonstrate understanding of work as a civic responsibility | | Indicator: B4.1.4.1.1. Explain importance of education and work as a responsible citizen | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can explain importance of education and work as a responsible citizen | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips | |
| References: OWOP Curriculum Pg. 5 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends. | <p>Learners in groups talk about the importance of work at home, school and the community.</p> <p>Learners talk about how education is linked to work e.g. <i>i. Education opens avenues to get work to do.</i> <i>ii. Education opens minds to set up work.</i> <i>iii. Education provides skills to manage work.</i></p> <p>Learners identify individuals in their community who have been able to create their own jobs.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p> |
| | Ask learners questions to review their understanding in the previous lesson | <p>Engage learners to discuss how far they want get with their education.</p> <p>Highlight on some career opportunities learners can have in education.</p> <p>Share roles and have learners to role play the various careers</p> <p>Learners compose a song on the importance of education</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p> |

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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: God's creation and attributes | |
| Class: B4 | Class Size: | Sub Strand: The Environment | |
| Content Standard: B4. 1.2.1. Explain the effects of human activities on the environment | | Indicator: B4.1.2.1.1 Discuss the effects of human activities on the environment. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can discuss the effects of human activities on the environment. | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| References: RME Curriculum Pg. 25 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p> <p>Paste pictures on the board for learners to observe about it</p>  | <p>Guide learners to talk about the human activities in the environment.</p> <p>Show pictures and video clips on human activities that destroy the environment: illegal mining, indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</p> <p>Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.</p> | <p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |

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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: The People of Ghana | |
| Content Standard: B4.2.1.1. Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom | | Indicator: B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied. | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can state the factors that led to decline of the Kingdom you have studied. | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc | |
| References: History Curriculum Pg. 22 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Engage learners to play games and sing familiar rhymes to begin the lesson. | <p>Revise with learners on some of the major kingdoms in Ghana.</p> <p>In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Akwamu Kingdom</p> <p><i>The Akwamu empire lasted from 750 AD to 1200 AD and collapsed as a result of political instability, decline of trade and the rise of the Sosso and Mali kingdoms. Also their ancestors left for Kong present day Ivory Coast.</i></p> | <p>Use series of questions and answers to review learners understanding of the lesson</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p> |
| | Engage learners to play games and sing familiar rhymes to begin the lesson. | <p>Revise with learners on some of the major kingdoms in Ghana.</p> <p>In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Denkyira kingdom</p> <p><i>The battle of Feyiase was the decisive battle in the struggle that led to the Ashanti empire replacing Denkyira as the dominant power among the Twi speaking Akan peoples. The Denkyira kingdom started to decline in the year 1701 due to their war with the Ashanti</i></p> | <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p> |

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| Week Ending: | DAY: | Subject: Creative Arts | |
| Duration: 60mins per lesson | | Strand: Visual Arts | |
| Class: B4 | Class Size: | Sub Strand: Appreciating and Appraising | |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4 1.4.6.1 / B4 1.4.7.1 Analyze and appreciate own and others' visual artworks based on the developed guidelines. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can analyze and appreciate own and others' visual artworks based on the developed guidelines. | | Core Competencies: Decision Making Creativity, Innovation Communication | |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools | | |
| References: Creative Arts Curriculum Pg. 30 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson | Appreciating in art is the ability of people to look at a work of art and understand how the work was made. Explain to learners the guidelines and have them agree to it. ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board |
| | Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson | Learners are to display selected works that reflect the history and culture of the people of Ghana. Talk about the works dispassionately using the developed guidelines. Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks. Record the activity and share using a social media platform accepted by the class/group. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board |





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| Week Ending: | DAY: | Subject: Ghanaian Language |
| Duration: 60mins per lesson | | Strand: Composition Writing |
| Class: B4 | Class Size: | Sub Strand: Narrative Writing |
| Content Standard: B4.4.1.1: Show an understanding in using punctuation marks appropriately in writing sentences. | Indicator: B4.4.1.1.1-3 Demonstrate the use of commas, full stops and question marks appropriately in narrative writing. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can demonstrate the use of commas, full stops and question marks appropriately in narrative writing. | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 18 | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Engage learners to play games and sing familiar rhymes to begin the lesson. | Discuss what a narrative writing is with learners. Group learners and ask them to write a short narrative essay. Let the groups read their essays to the class for the class to discuss (<i>the discussion should focus on the parts in the essay that learners think a comma had been used or left out</i>). | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board |
| | Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson. | Write a number of sentences on a cardboard. Use full stops at the end of each sentence you write. Show the cardboard to learners and call them to read the sentences individually. Help learners recognize that full stop is used at the end of a complete sentence. Let them show their sentences to the class and discuss the sentences with the class. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board |
| | Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson. | Give learners a narrative writing that has question marks used in the right way. Let learners read aloud the narrative writing in turns. As they read, let them take note of how question marks have been used. Let them recognize and use the question marks appropriately in narrative writing. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board |

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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Movement Concepts, | |
| Class: B4 | Class Size: | Sub Strand: Space Awareness | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.2.1.2.1: Distinguish between self-space and open space. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can distinguish between self-space and open space. | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | Videos and pictures | | |
| References: PE Curriculum Pg. 48 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Learners identify general space by indicating the total working area. Learners move to indicate the general space; Learners shade general space as a project | Learners explain the difference between self-space and open space through discussion. <i>A personal or self-space is your immediate space you take up within the general space</i> Look for and move to “open space”, thus where others are not Learners also indicate self-space and open space by ticking the spaces provides on a sheet appropriately | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Introduction to MS Windows Interface | |
| Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders. | | Indicator: B4.1.2.1.1. Describe the desktop background and explain its features | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can describe the desktop background and explain its features | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | Projected examples of personalized desktop background | | |
| References: Computing Curriculum Pg. 3 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Get a viral picture, a trending technology on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p> | <p>Guide learners to explore the desktop background and explain its features</p>  <p>wallpaper</p>  <p>icons</p>  <p>Mouse pointer</p>  <p>taskbar</p> <p>Show different desktop background images to learners. Assist them to explain its features.</p> | <p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p> |

SCHEME OF LEARNING - WEEK 8

Name of School.....

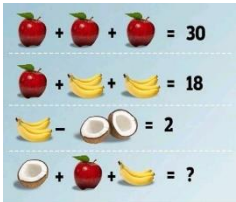
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| Week Ending: | DAY: MONDAY | Subject: English Language |
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Presentation |
| Content Standard: B4.1.10.1: Show knowledge of spoken grammar and register | | Indicator: B4.1.10.1.2 demonstrate awareness of the features of spoken language |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can demonstrate awareness of the features of spoken language | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 14 | | |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | |
| PHASE 2: MAIN | <p>Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures</p> <p>Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</p> <p>Read the same story or text aloud with poor pace, stress and intonation.</p> <p>Put learners into groups to analyze the types of reading and identify which one conveys meaning and why.</p> <p>Have learners practice reading the story with good pace, stress and intonation.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

| Week Ending: | | DAY: Tuesday | Subject: English Language |
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| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | | Sub Strand: Blends and Consonant Clusters |
| Content Standard: B4.2.5.1: Identify and use consonant blends and clusters in reading | | Indicator: B4.2.5.1.1 orally produce single-syllable words | Lesson: 1 of 1 |
| Performance Indicator: Learners can orally produce single-syllable words | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 21 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | | |
| PHASE 2: MAIN | Guide learners to play games like “Tapping Out” to bring out the single-syllable words. Demonstrate blending by sounding out letters separately and blending/bringing them together into syllables and words. e.g. p-l-o-t = plot, b-l-a-c-k = black g-r-o-w = grow Have learners identify words containing particular blends e.g. bl, br, cr, cl, gr, gl | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

| Week Ending: | DAY: WEDNESDAY | Subject: English Language | |
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| Duration: 60mins | | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Verbs | |
| Content Standard: B4.3.5.1: Apply the knowledge of verbs in communication | | Indicator: B4.3.5.1.2 use appropriate subject-verb agreement – singular/plural | Lesson: 1 of 2 |
| Performance Indicator: Learners can use appropriate subject-verb agreement – singular/plural | | Core Competencies: Communication and Collaboration, Personal | |
| New words | Playing, sweeping, weeding, cooking, etc | | |
| References: English Language Curriculum Pg. 40 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Through discussion and examples help learners to realize rules that govern sentence formation:</p> <ul style="list-style-type: none"> - A Singular subject goes with singular verb. e. g. The boy is in the room. - A Plural subject goes with a plural verb. e. g. The girls are happy. - Collective nouns take singular verb. e. g. The team is playing tomorrow. <p>Assessment: Provide sentences for groups to identify the subjects and verbs.</p> <p>Have learners write their own sentences to be presented to the class.</p> | Word cards, paper, letter cards, | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: THURSDAY | Subject: English Language | |
| Duration: 60mins | | Strand: Composition Writing | |
| Class: B4 | Class Size: | Sub Strand: Letter Writing | |
| Content Standard: B4.4.15.1: Write informal letters on given topics | | Indicator: B4.4.15.1.1 write to friends about personal experiences using appropriate letter formats | Lesson: 1 of 2 |
| Performance Indicator: Learners can write to friends about personal experiences using appropriate letter formats | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 58 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Present samples of friendly letters to learners.</p> <p>Let learners read samples in groups and identify important features of friendly letters.</p> <p>Discuss these features with learners.</p> <p>Each group writes a friendly letter (about their personal experiences) showing the important features.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | | DAY: FRIDAY | Subject: English Language | |
| Duration: 60mins | | | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | | Class Size: | Sub Strand: Using Prepositions | |
| Content Standard: B4.5.7.1: Apply the knowledge of prepositions in oral and written communication | | Indicator: B4.5.7.1.1 use prepositions to convey a variety of meanings | | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can use prepositions to convey a variety of meanings. Learners can read a variety of age- and level appropriate books. | | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 64 | | | | |
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| Phase/Duration | Learners Activities | | | Resources |
| PHASE 1: STARTER | <p>Engage learners to play the “Tapping Out” Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> | | | |
| PHASE 2: MAIN | <p>A preposition is a word, which shows the relationship between one object and the other.</p> <p>Write examples of sentences to illustrate this. e.g. i. <i>The book is <u>on</u> the desk</i> ii. <i>Keep this book <u>in</u> your desk.</i> iii. <i>students should put their bags <u>under</u> their desk</i> Have learners identify common prepositions (on, in, near, under) in sentences.</p> <p>Let them use these prepositions in sentences.</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p><u>Assessment</u> Learners write a two-paragraph summary of the book read.</p> | | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | | | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Number Operations | |
| Content Standard: B4.1.2.2 Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts | | Indicator: B4.1.2.2.2 apply mental mathematics strategies for multiplication, | Lesson: 1 OF 1 |
| Performance Indicator: Learners can apply mental mathematics strategies for multiplication, | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | Counters, bundle and loose straws base ten cut square, patterns made from Manila | | |
| References: Mathematics Curriculum Pg. 15 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| Monday | Let learners solve this brain teaser  | Determine the products when one factor is a multiple of 10 and 100 by annexing zero or adding zeros e.g., for 3×200 think of 3×2 and then add two zeros Assessment: Learners to practice with more examples | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. |
| Tuesday | Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well. | Determine the products when one factor is a multiple 1000 by annexing zero or adding zeros e.g., for 3×2000 think of 3×2 and then add three zeros Assessment: Learners to practice with more examples | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. |
| Wednesday | Engage learners to play the Dice game. Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up the two numbers that shows up. | Apply halving and doubling when determining a given product e.g., 32×5 is the same as 16×10 Assessment: Learners to practice with more examples | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. |
| Thursday | Give out number cards (from 1-20) to learners at random. Learners are to identify numbers based on tally marks, frames, dice, fingers etc. | Apply the distributive property to determine a given product involving multiplying factors that are close to multiples of 10 | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson |


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| | <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p> | <p>e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$</p> <p>Assessment: Learners to practice with more examples</p> | <p>Give learners individual or home task.</p> |
| Friday | <p>Have learners to sing songs and recite familiar rhymes <u>JOHNNY JOHNNY</u> Johnny, Johnny, yes papa. Eating sugar, no papa. Telling lies, no papa. Open your mouth ha! ha! ha!</p> | <p>Apply the distributive property to determine a given product involving multiplying factors that are close to multiples of 10</p> <p>e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$</p> <p>Assessment: Learners to practice with more examples</p> | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> |

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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Cycles | |
| Class: B4 | Class Size: | Sub Strand: Earth Science | |
| Content Standard: B4.2.1.2 Recognize the relationship between the earth and the sun | | Indicator: B4.2.1.2.1 Identify the objects in the sky during day and night | Lesson: I OF I |
| Performance Indicator: Learners can Identify the objects in the sky during day and night | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | | Torch candle matchstick lantern paper pencil | |
| References: Science Curriculum Pg.5 | | | |


| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|--|--|
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Ask learners to step outside the classroom and name the objects in the daytime sky</p> <p>Guide learners to identify some objects to see during the day</p> <ul style="list-style-type: none"> • <i>The sun</i> • <i>The moon</i> • <i>The planets</i> • <i>Earth-orbiting satellites</i> • <i>Stars</i> <p>Have learners to use markers to color a cut out circular shape to look like the earth.</p> <p>Learners to glue the cut out shape to the center of a paper, labelling it "Day sky".</p> <p>Have learners to draw and label pictures of objects that can be seen during the day sky.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p> |
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Have learners to Identify the differences and similarities in day and night sky.</p> <p>Learners draw Venn diagrams (2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky and then in both skies and display their work on the classroom walls.</p> <p>Answer the question: what happens to the sky in a 24-hour cycle? Learners write about the importance of the things they see in the skies.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p> |

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|---|--|---|---|
| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: Home And School | |
| Content Standard: B4.1.4.1. Demonstrate understanding of work as a civic responsibility | | Indicator: B4.1.4.1.1. Explain importance of education and work as a responsible citizen | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can explain importance of education and work as a responsible citizen | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips | |
| References: OWOP Curriculum Pg. 5 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends. | Learners in groups talk about the importance of work at home, school and the community. Learners talk about how education is linked to work <i>e.g. i. Education opens avenues to get work to do. ii. Education opens minds to set up work. iii. Education provides skills to manage work.</i> Learners identify individuals in their community who have been able to create their own jobs. | Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board |
| | Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson. | Engage learners to discuss how far they want get with their education. Highlight on some career opportunities learners can have in education. Share roles and have learners to role play the various careers Learners compose a song on the importance of education | Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board |

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|---|--------------------|---|--------------------------|
| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: God's creation and attributes | |
| Class: B4 | Class Size: | Sub Strand: The Environment | |
| Content Standard: B4. 1.2.1. Explain the effects of human activities on the environment | | Indicator: B4.1.2.1.1 Discuss the effects of human activities on the environment. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can discuss the effects of human activities on the environment. | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc. | |
| References: RME Curriculum Pg. 25 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Revise with learners to talk about the human activities in the environment.</p> <p>Let learners write the effects of human activities on the environment:</p> <p><i>Human activities affect the environment by contributing to air pollution, or the emission of harmful substances into the air. These toxins can exert tremendous effects on the natural world, leading to environmental degradation and problems like acid rain and harmful algal blooms in the ocean, heat, floods, rain storms, less rainfall, famine, drought, etc.</i></p>  | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p> |

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|---|--------------------|--|--------------------------|
| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: The People of Ghana | |
| Content Standard: B4.2.1.1. Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom | | Indicator: B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can state the factors that led to decline of the Kingdom you have studied. | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc | |
| References: History Curriculum Pg. 22 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson. | Revise with learners on some of the major kingdoms in ghana. In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Gonja Kingdom <i>After years of conquering many territories, Jakpa contemplated fighting the Ashanti's but his men were murdered due to fatigue of war. A raging battle then took place in which Jakpa was shot in the ankle and mortally wounded. The kingdom gradually started falling after his death.</i> | Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson |
| | Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson. | Revise with learners on some of the major kingdoms in ghana. In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Asante kingdom <i>A series of defeats at the hands of the British gradually weakened and reduced the territory of the Ashanti kingdom. After nearly a century of resistance to british power, the Ashanti kingdom was finally declared a crown colony in 1902 following the uprising known as the Yaa Asantewaa war.</i>  | Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson |


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|--|--------------------|---|--------------------------|
| Week Ending: | DAY: | Subject: Creative Arts | |
| Duration: 60mins per lesson | | Strand: Performing Arts | |
| Class: B4 | Class Size: | Sub Strand: Appreciating and Appraising | |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4 2.4.6.1 / B4 2.4.7.1 Develop guidelines for appraising and appreciating own and others' performing artworks | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can develop guidelines for appraising and appreciating own and others' performing artworks | | Core Competencies: Decision Making Creativity, Innovation Communication | |
| Teaching/ Learning Resources | | Photos, videos, art paper, colors and traditional art tools | |
| References: Creative Arts Curriculum Pg. 55 & 59 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Use questions and answers to review the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist.</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performed in class. e.g. Kweku Ananse and the Wisdom Pot.</p> <p>Put learners into groups and share roles or allow learners to pick up roles for themselves.</p> <p>Invite each group to perform the drama as others observe.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p> | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |


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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Composition Writing | |
| Class: B4 | Class Size: | Sub Strand: Creative/ Free Writing | |
| Content Standard: B4.4.2.1: Show an understanding of composing short simple stories | | Indicator: B4.4.2.1.1-2 Write a one paragraph story describing a past event. | Lesson: I OF I |
| Performance Indicator: • Learners can write a one paragraph story describing a past event. | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 20 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|--|--|
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Let learners sing a popular traditional song they know.</p> <p>Share the class Readers to learners and ask them to open to a page where there is a passage made up more than one paragraph.</p> <p>Lead learners to read the passage.</p> <p>Use the passage to assist learners to recognize a paragraph.</p> | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Narrate a past event to learners and put them into groups to write a one paragraph story describing the event narrated to them.</p> <p>Show learners a short video.</p> <p>In groups, let learners discuss the scenes they saw in the movie.</p> <p>Let learners write a short story on the scene they saw and read their story to the class.</p> <p>Discuss their stories with them.</p> | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |

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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Physical Fitness | |
| Class: B4 | Class Size: | Sub Strand: Aerobic Capacity | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.3.1.3.1: Perform 15 minutes' brisk walk with music. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can perform 15 minutes' brisk walk with music. | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | Videos and pictures | | |
| References: PE Curriculum Pg. 50 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Learners' warm-up to begin activities.</p> <p>Learners swing their arms by walking briskly within a demarcated area at their own pace.</p> <p><i>Walking at a brisk pace means you'll be walking faster than you would normally.</i></p>  | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Introduction to MS Windows Interface | |
| Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders. | | Indicator: B4.1.2.1.2. Demonstrate how to Personalize the Desktop Background | Lesson: 1 OF 1 |
| Performance Indicator: Learners can demonstrate how to Personalize the Desktop Background | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | | Projected examples of personalized desktop background | |
| References: Computing Curriculum Pg. 3 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|--|--|
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Show projected examples of personalized Desktop Background to learners with the aid of a projector or pictures.</p>  <p><i>Desktop personalization is the process of adjusting the look, feel and organization of the windows end-user experience. It involves desktop backgrounds, window color schemes, sounds and screen savers.</i></p> <p>Guide learners to personalize the Desktop Background using the required tools and settings.</p> | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |

SCHEME OF LEARNING- WEEK 9

BASIC FOUR

Name of School.....

| Week Ending: | DAY: MONDAY | Subject: English Language |
|--|--|---|
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Dramatization and Role Play |
| Content Standard: B4.1.5.1: Perform stories | | Indicator: B4.1.5.1.1 role-play a story/play |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can role-play a story/play | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 5 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | |
| PHASE 2: MAIN | <p>Select a suitable story/play learners have heard or read e. g. Ananse and the Black Pot.</p> <p>Have learners identify and discuss the characters and events/key issues in the play/story.</p> <p>Assessment: Guide learners to role-play the key characters in specific scenes.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

| Week Ending: | | DAY: Tuesday | Subject: English Language |
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| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | | Sub Strand: Vocabulary |
| Content Standard: B4.2.6.2: Build vocabulary | | Indicator: B4.2.6.2.1 develop a rich vocabulary stock through extensive reading of age-appropriate texts | Lesson: 1 of 1 |
| Performance Indicator: Learners can develop a rich vocabulary stock through extensive reading of age-appropriate texts | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 24 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | | |
| PHASE 2: MAIN | <p>Introduce learners to a variety of story books and vocabulary portfolios and stress the need to build and use the new vocabulary in sentences.</p> <p>Display some of the vocabulary in class, on your word trees and in sentences. Have learners work in pairs, individually and in groups, to do same.</p> <p>Guide learners to make meaning from the context in which words have been used.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: WEDNESDAY | Subject: English Language | |
| Duration: 60mins | | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Verbs | |
| Content Standard: B4.3.5.1: Apply the knowledge of verbs in communication | | Indicator: B4.3.5.1.3 use the simple present form of verbs in sentences | Lesson: 1 of 2 |
| Performance Indicator: Learners can use the simple present form of verbs in sentences | | Core Competencies: Communication and Collaboration, Personal | |
| New words | Playing, sweeping, weeding, cooking, etc | | |
| References: English Language Curriculum Pg. 41 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p style="text-align: center;">C.GRAMMAR (Pg.41)</p> <p>Using several examples to demonstrate the use of the simple present form of verbs in the sentences e.g. i. <i>Esi <u>reads</u> every day.</i> ii. <i>Joe <u>sweeps</u> every morning.</i></p> <p>Create situations for learners to use verbs to express habitual actions. e.g. Tell the class what you do every morning. – Timeless and universal statements. e.g. i. <i>The sun <u>rises</u> in the east and sets in the west.</i> ii. <i>Ghana <u>is</u> in Africa.</i></p> <p>Provide ample practice using language drills.</p> | Word cards, paper, letter cards, | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: THURSDAY | Subject: English Language |
| Duration: 60mins | | Strand: Composition Writing |
| Class: B4 | Class Size: | Sub Strand: Creative Writing |
| Content Standard: B4.4.11.1: Create texts | Indicator: B4.4.11.1.1 write freely about topics of choice in their immediate environment | Lesson: 1 of 2 |
| Performance Indicator: Learners can write freely about topics of choice in their immediate environment | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 54 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | |
| PHASE 2: MAIN | <p>Go round to supervise learners as they write their draft.</p> <p>They then peer edit their work.</p> <p>Have them present their work for class discussion and correction.</p> <p>They then write the final draft and display their work for their peers to read.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

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| Week Ending: | | DAY: FRIDAY | Subject: English Language |
| Duration: 60mins | | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | Class Size: | | Sub Strand: Using |
| Content Standard: B4.5.8.1: Apply the knowledge of conjunctions in speech and in writing | | Indicator: B4.5.8.1.1 identify and use conjunctions | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can identify and use conjunctions. Learners can read a variety of age- and level appropriate books. | | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 66 | | | |
| | | | |
| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Engage learners to play the “Tapping Out” Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> | | |
| PHASE 2: MAIN | <p>Conjunctions are words that link sentences together.</p> <p>Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g. i. Ted stayed home from school <u>because</u> he was sick. ii. She was going out to play <u>but</u> it rained.</p> <p>Guide learners in groups to join sentences using coordinating conjunctions on a topic. e. g. A visit to an interesting tourist site.</p> <p>Guide them to edit each other’s work by exchanging with other groups.</p> <p>Let learners talk about the differences in their stories</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p><u>Assessment</u> Learners write a-two-paragraph summary of the book read.</p> | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: | Subject: Mathematics |
| Duration: 60mins per lesson | | Strand: Number |
| Class: B4 | Class Size: | Sub Strand: Number Operations |
| Content Standard: B4.1.2.5 Demonstrate an understanding of division (2- or 3-digit by one digit number) | Indicator: B4.1.2.5.1 /B4.1.2.6.1 Solve multi-step word problems involving the four basic operations | Lesson: I OF I |
| Performance Indicator: Learners can solve multi-step word problems involving the four basic operations | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas |
| Teaching/ Learning Resources | Counters, bundle and loose straws base ten cut square, patterns made from Manila | |
| References: Mathematics Curriculum Pg. 17 | | |


| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION | | | | | | | | | | | | | | | | |
|-------------|--|---|--|--|---|---|--|---|--|--|---|--|---|----|--|----|--|---|--|
| Monday | <p>Have learners arrange the fractions from the largest to the smallest.</p> <p>$\frac{1}{5}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{2}{4}$</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Learners are to complete the work within a given time</p> | <p>Guide learners to solve Division as repeated subtraction (using the long division method).</p> <p>Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend.</p> <p>For example, $25 \div 5 = ?$ Learners count the number of times 5 was subtracted from 25, which is 5 times. Hence, $25 \div 5 = 5$</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> | | | | | | | | | | | | | | | | |
| Tuesday | <p>Engage learners to play the missing number puzzle.</p> <p>Use 1 to 4 to finish each equation. Multiply before you add and subtract</p> <p>3.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>+</td> <td></td> <td>5</td> </tr> <tr> <td>x</td> <td></td> <td>-</td> <td></td> </tr> <tr> <td></td> <td>-</td> <td></td> <td>1</td> </tr> <tr> <td>12</td> <td></td> <td>-1</td> <td></td> </tr> </table> | | + | | 5 | x | | - | | | - | | 1 | 12 | | -1 | | <p>Guide learners to solve Division using the estimation of multiples of 10, 100 and others of the divisor. For Example to solve $276 \div 3 = ?$</p> <p>Learners use estimations: (they may have to use multiples of divisor to select a convenient estimate) "About how many groups of 3 can fit into 276?" The estimation used here is 40. So $3 \times 40 = 120$. Subtracting 120 from 276 to get 156. The next estimation used is 50. So $3 \times 50 = 150$. Subtracting 150 from 156 to get 6. The next estimation used is 2. And $2 \times 3 = 6$. Subtracting 6 from 6 to get 0. There is nothing more to share.</p> <p>To find the final answer add the estimations: $40 + 50 + 2 = 92$. Therefore $276 \div 3 = 92$.</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> |
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|------------------|---|--|--|--|---|---|--|---|--|--|---|--|---|---|--|---|--|--|--|---|--|---|---|--|---|--|--|---|--|---|---|--|---|--|--|
| <p>Wednesday</p> | <p>Engage learners to play the missing number puzzle.</p> <p>Use 1 to 4 to finish each equation. Multiply before you add and subtract</p> <p>2.</p> <table border="1" data-bbox="394 283 558 447"> <tr> <td></td> <td>X</td> <td></td> <td>8</td> </tr> <tr> <td>X</td> <td></td> <td>-</td> <td></td> </tr> <tr> <td></td> <td>+</td> <td></td> <td>4</td> </tr> <tr> <td>2</td> <td></td> <td>1</td> <td></td> </tr> </table> | | X | | 8 | X | | - | | | + | | 4 | 2 | | 1 | | <p>Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt.</p> <p>Multiply before you add and subtract</p> <table border="1" data-bbox="696 304 860 468"> <tr> <td></td> <td>-</td> <td></td> <td>3</td> </tr> <tr> <td>+</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td></td> <td>-</td> <td></td> <td>1</td> </tr> <tr> <td>7</td> <td></td> <td>2</td> <td></td> </tr> </table> | | - | | 3 | + | | X | | | - | | 1 | 7 | | 2 | | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> |
| | X | | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Thursday</p> | <p>Let learners play games and sing songs to begin the lesson.</p> <p>Revise with them the previous lesson through questions and answers.</p> | <p>Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Friday</p> | <p>Engage learners in the Mental math game:</p> <p>Give a sequence of instructions for learners to follow while doing math in their head.</p> | <p>Learners role play a given word problem involving addition and multiplication and solve.</p> <p>e.g. i. A bee has 6 legs. How many legs do 8 bees have?</p> <p>ii. Brad has 17 ballons. 8 ballons are red and the rest are green. How many green ballons does Brad have?</p> <p>iii. Josh had 16 marbles in his collection. He lost 7 marbles. How many marbles does he have now?</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |


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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Cycles | |
| Class: B4 | Class Size: | Sub Strand: Earth Science | |
| Content Standard: B4.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle | | Indicator: B4.2.1.3.1 Demonstrate the process of evapotranspiration | Lesson: 1 OF 1 |
| Performance Indicator: Learners can demonstrate the process of evapotranspiration | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | Glass or plastic bottle | | |
| References: Science Curriculum Pg.5 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|---|---|--|
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Learners to explain the terms evaporation and transpiration.</p> <p>Guide learners are guided to breathe out or blow air onto a transparent surface, e.g. a glass or plastic bottle and share their observations.</p> <p>Explain to learners that just as humans release water vapor when they respire, so do plants when they transpire.</p> <p>Put learners into groups and give each group a young potted plant, plastic wrap bag and a rubber band to undertake the following activities:</p> <ol style="list-style-type: none"> (1) Let learners examine the surface of the leaves of the plants and mop off any water droplets on the leaves. (2) Tie the plastic wrap bag around the plant up to the stem and leave it for an hour. (3) Observe both plant and plastic wrap surfaces. (4) Let learners report on what happens | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |

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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: The Environment & The Weather | |
| Content Standard: B4.2.1.1 Demonstrate knowledge of environmental safety | | Indicator: B4.2.1.1.1. Explain ways of making the environment safe | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can explain ways of making the environment safe | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips | |
| References: OWOP Curriculum Pg. 6 | | | |



| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends. | <p>Learners talk about ways of ensuring safety in the environment e.g. <i>keeping the environment clean, planting trees, good sanitation, good roads, safe drinking water, reduce usage of chemicals, reduce burning of things.</i></p> <p>Show pictures and video clips on human activities that do not make the environment safe: <i>illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of the air and water bodies, throwing plastic bags around.</i></p>  | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Learners in groups play games or engage in activities that teach ways of ensuring safety in the community e.g. preventing flooding, preventing drowning, preventing fire outbreaks by putting off electrical gadget after use, make fire extinguisher available in homes, preventing road accidents, keeping the home and classroom or school clean, planting trees, recycling waste paper and plastics</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |

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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: Religious Practices | |
| Class: B4 | Class Size: | Sub Strand: Religious Worship | |
| Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship | | Indicator: B4.2.1.1.1: Name the various forms of worship | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can name the various forms of worship | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc. | |
| References: RME Curriculum Pg. 26 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Ask learners to mention the various forms of worship in the Christianity religion.</p> <p>Let learners observe pictures depicting various forms of worship and discuss them.</p>  <p>In groups, let learners write down the activities that go on during worship in church.</p> <p>Let learners dramatize the modes of worship among christians.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |

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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: Major Historical Location | |
| Content Standard: B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana | | Indicator: B4.1.4.1.1 Describe the history of Ghana's major historical locations | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can state the factors that led to decline of the Kingdom you have studied. | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc | |
| References: History Curriculum Pg. 24 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson. | With the use of internet, identify the major historical locations in Ghana Example: Burma camp Retell the stories behind some of the historical location <i>Burma camp is the headquarters of the Ghana armed forces and the Ghanaian ministry of defense. The camp is in Accra, Ghana. It retains its notoriety and fear from previous Ghanaian military regimes, when civilians who entered the camp might not reemerged.</i> | Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson |
| | Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson. | Explain some of the uses to which these historical locations have been put since they were built. Match these historical locations to where they can be located Show and discuss a documentary on these locations in Ghana | Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson |

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| Week Ending: | DAY: | Subject: Creative Arts |
| Duration: 60mins per lesson | | Strand: Visual Arts & Performing Arts |
| Class: B4 | Class Size: | Sub Strand: Thinking and Exploring Ideas School based project |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | Indicator: B4 1.1.1.1 / B4 2.1.1.1. study and make artworks created by selected Ghanaian visual artists. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can study and make artworks created by selected Ghanaian visual artists. | | Core Competencies: Decision Making Creativity, Innovation Communication |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools | |
| References: Creative Arts Curriculum Pg. 27 & 30 | | |

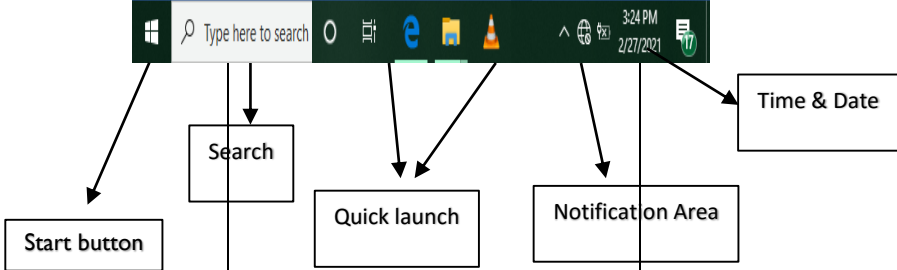

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Learners are to study the visual artworks created by some Ghanaian visual artists. Example: Ben Agbee</p> <p><i>Ben Agbee is an artist of Ghana. He was born in 1966, and majored in art at college. He graduated in 1989 and continued with painting. His work is purposefully bold and colorful, illuminative of the vitality and convivial nature of his respective locality.</i></p> <p>Have learners to watch some of his artworks and talk about them.</p>  | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Engage learners to study some paintings of Ben Agbee.</p>  <p>Learners to identify and discuss the themes of the compositions of Ben Agbee that reflect the history and culture of the people of Ghana</p> <p>Let learners make their own paintings based on their own themes.</p> <p>Learners to create a gallery with the drawings for appreciation.</p> | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Grammar Usage | |
| Class: B4 | Class Size: | Sub Strand: Capitalization | |
| Content Standard: B4.5.1.1: Exhibit knowledge of using capital letters appropriately | | Indicator: B4.5.1.1.1-3 Demonstrate an understanding of the use of capital letters after colons. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can demonstrate an understanding of the use of capital letters after colons. | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 24 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Let learners write their names on a paper and show it to the class.</p> <p>Create a game about using a capital letter to begin a sentence.</p> <p>Play the game with learners.</p> <p>Write the sentences on the board and let learners read the sentences.</p> <p>Encourage learners to begin sentences with capital letters.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Create a game about using a capital letter after a full stop.</p> <p>Play the game with learners.</p> <p>Let learners use capital letters after full stops.</p> <p>Create a game about using a capital letter after a colon.</p> <p>Play the game with learners.</p> <p>Help learners to understand the use of capital letters after a colon.</p> <p>Encourage learners to use capital letters to begin a sentence after a colon</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |

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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Physical Fitness | |
| Class: B4 | Class Size: | Sub Strand: Endurance | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.3.2.3.2 Perform continuous 'v' push-up | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can perform continuous 'v' push-up | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | Videos and pictures | | |
| References: PE Curriculum Pg. 50 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Engage learners in a general and specific warm up | Learners demonstrates the correct position by sitting on the floor, straightening the legs and open to 'v' shape and keep palms flat on the floor. Learners lift the body up at their own pace. Supervise as learners practice individually. | End the lesson with a cool down |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Introduction to MS Windows Interface | |
| Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders. | | Indicator: B4.1.2.1.3. Demonstrate the use of the Sections of the Taskbar | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can demonstrate the use of the Sections of the Taskbar | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | Projected examples of personalized desktop background | | |
| References: Computing Curriculum Pg. 3 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|------|--|---|--|
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p> | <p>Guide learners to explore the use of the Taskbar, Start Menu, and Pinned Applications and Notification Area.</p> <p>Task bar is the horizontal bar that lies at the bottom of a desktop.</p>  <p>Learners to navigate and explore the use of the start menu.</p>  | <p>Use questions to review learners understanding of the lesson.</p> <p>Call learners to summarize the main points of the lesson</p> |

SCHEME OF LEARNING- WEEK 10

BASIC FOUR

Name of School.....

| Week Ending: | DAY: MONDAY | Subject: English Language |
|---|---|---|
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Presentation |
| Content Standard: B4.1.10.1: Show knowledge of spoken grammar and register | | Indicator: B4.1.10.1.3. demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 14 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p> | |
| PHASE 2: MAIN | <p>Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</p> <p>Read the same story or text aloud with poor pace, stress and intonation.</p> <p>Put learners into groups to analyze the types of reading and identify which one conveys meaning and why.</p> <p>Have learners practice reading the story with good pace, stress and intonation</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

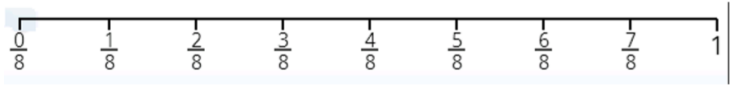
| Week Ending: | DAY: Tuesday | Subject: English Language | |
|---|---|--|--------------------------|
| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | Sub Strand: Fluency | |
| Content Standard: B4.2.8.1: Construct meaning from texts read | | Indicator: B4.2.8.1.1. read silently and reasonably for meaning from level-appropriate texts | Lesson: 1 of 1 |
| Performance Indicator: Learners can read silently and reasonably for meaning from level-appropriate texts | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum For Primary Schools Pg. 30 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | | |
| PHASE 2: MAIN | Learners read silently making reference to pictures, illustrations, etc. to make meaning of texts. Encourage learners to do independent work. guide learners with questions to do this | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

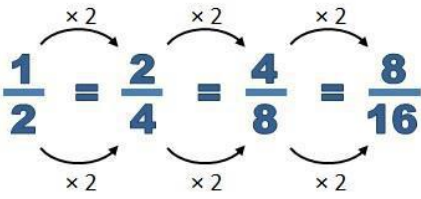
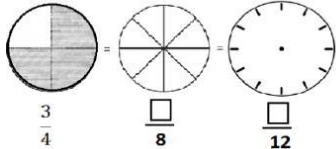
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| Week Ending: | DAY: WEDNESDAY | Subject: English Language |
| Duration: 60mins | | Strand: Grammar |
| Class: B4 | Class Size: | Sub Strand: Conjunctions |
| Content Standard: B4.3.8.1: Apply the knowledge of conjunctions in speech and in writing | | Indicator: B4.3.8.1.1 identify and use simple conjunctions |
| Performance Indicator: Learners can identify and use simple conjunctions | | Lesson: 1 of 2 |
| Core Competencies: Communication and Collaboration, Personal | | |
| New words | Playing, sweeping, weeding, cooking, etc | |
| References: English Language Curriculum Pg. 44 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | |
| PHASE 2: MAIN | <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions so and so that are used to tell what the purpose of something is. They are called conjunctions of purpose</p> <p>Introduce so and so that in context. e.g.: i. Let's write down the address <u>so</u> we don't forget it. ii. We left early <u>so that</u> we wouldn't be late.</p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Provide a passage and have learners identify the conjunctions in the passage.</p> <p>ASSESSMENT Have learners underline the conjunctions in the following sentences. i. I sat down because I was feeling tired. ii. Because we arrived late, we missed the beginning of the play. iii. I took an apple since it was the only fruit in the bowl. iv. Since you have finished your homework, you can help me make dinner</p> | Word cards, paper, letter cards, |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | |

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| Week Ending: | DAY: THURSDAY | Subject: English Language |
| Duration: 60mins | Strand: Composition Writing | |
| Class: B4 | Class Size: | Sub Strand: Persuasive Writing |
| Content Standard: B4.4.13.1: Support an opinion in writing | Indicator: B4.4.13.1.1 support opinions with simple sentences | Lesson: 1 of 2 |
| Performance Indicator: Learners can support opinions with simple sentences | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 55 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | |
| PHASE 2: MAIN | <p>Present a motion to learners. e. g. A doctor is more important than a farmer.</p> <p>Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion.</p> <p>Put learners into two groups: for the motion and against the motion and write down what they think about it.</p> <p>Groups read out their opinions to the class for discussions.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

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|---|---|--|
| Week Ending: | DAY: FRIDAY | Subject: English Language |
| Duration: 60mins | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | Class Size: | Sub Strand: Using Simple and Complex Sentences |
| Content Standard: B4.5.9.1: Apply knowledge of grammatical rules to form words, phrases and sentences | Indicator: B4.5.9.1.1 Identify subjects and verbs in simple sentences | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can identify subjects and verbs in simple sentences. Learners can read a variety of age- and level appropriate books. | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 67 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Engage learners to play the “Tapping Out” Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> | |
| PHASE 2: MAIN | <p>Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.</p> <p>Let learners write an event they have participated in.</p> <p>Learners edit their work to demonstrate their knowledge of subject and predicate</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p><u>Assessment</u> Learners write a two-paragraph summary of the book read.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Fractions | |
| Content Standard: B4.1.3.1 Develop an understanding of equivalent and improper fractions 12×12 | | Indicator: B4.1.3.1.1-2 Recognize and name equivalent and use number line to determine the Lowest Common Denominator (LCD). | Lesson: 1 OF 1 |
| Performance Indicator: Learners can recognize and name equivalent and use number line to determine the Lowest Common Denominator (LCD). | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | | Counters, bundle and loose straws base ten cut square | |
| References: Mathematics Curriculum Pg. 19 | | | |



| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION | | | | | | | | | | | | | | | | | | | | |
|-------------|---|--|--|---|---|---|---|--|---|--|---|---|--|--|---|--|---|--|---|--|--|---|--|
| Monday | <p>Put learners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. The group that answers more wins.</p> | <p>Guide learners to use number line to locate one eighth by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts</p>  <p>Assessment: Have learners to practice with more examples</p> | Review lesson with learners by giving them task to solve in their workbooks. | | | | | | | | | | | | | | | | | | | | |
| Tuesday | <p>Have learners to solve for the missing numbers in the empty cells</p> <table border="1" data-bbox="349 1281 625 1417"> <tr> <td>+</td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>1</td> <td></td> <td>2</td> <td></td> <td>4</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td>4</td> <td></td> </tr> <tr> <td>3</td> <td></td> <td>4</td> <td></td> <td></td> </tr> </table> | + | | 1 | 2 | 3 | 1 | | 2 | | 4 | 2 | | | 4 | | 3 | | 4 | | | <p>Ask pupils to draw several lines, 30 units each, and mark the ends 0 and 1. For each line ask them to partition the interval from 0 to 1 into each of the following unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$ and $\frac{1}{10}$</p> <p>Ask pupils to use the number chart they have drawn to read fractions that are equivalent e.g. $\frac{1}{3} = \frac{2}{6}$</p> <p>Assessment: Have learners to practice with more examples</p> | Review lesson with learners by giving them task to solve in their workbooks. |
| + | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | |
| 1 | | 2 | | 4 | | | | | | | | | | | | | | | | | | | |
| 2 | | | 4 | | | | | | | | | | | | | | | | | | | | |
| 3 | | 4 | | | | | | | | | | | | | | | | | | | | | |
| Wednesday | <p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p> | <p>Use fraction chart to illustrate the concept of equivalent fractions i.e. equal fractions that have different fractional units or denominators i.e. one-half is 2-fourths, 3-sixth or 4-eighths</p> <p>Assessment: Have learners to practice with more examples</p> | Review lesson with learners by giving them task to solve in their workbooks. | | | | | | | | | | | | | | | | | | | | |

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| <p>Thursday</p> | <p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God | <p>Illustrate the relationship between fractions and their equivalences by observing the different fractional units or denominators (i.e. the numerator is multiplied by the number of units the denominator is further broken into)</p>  <p>Assessment: Have learners to practice with more examples</p> | <p>Review lesson with learners by giving them task to solve in their workbooks.</p> |
| <p>Friday</p> | <p>Engage learners to sing We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well</p> | <p>Ask pupils to color fractions that are equivalent to given fractions or write more equivalent fractions for given fractions</p> $\frac{1}{3} = \frac{\square}{6} \quad \frac{4}{8} = \frac{\square}{2} \quad \frac{2}{6} = \frac{\square}{12}$ $\frac{4}{12} = \frac{\square}{3} \quad \frac{2}{4} = \frac{\square}{8} \quad \frac{1}{3} = \frac{\square}{12}$  <p>To determine the equivalent fractions of given fractions, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions that are comparable</p> <p>Assessment: Have learners to practice with more examples</p> | <p>Review lesson with learners by giving them task to solve in their workbooks.</p> |


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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Cycles | |
| Class: B4 | Class Size: | Sub Strand: Earth Science | |
| Content Standard: B4.2.1.5 Recognize water and air as important natural resources | | Indicator: B4.2.1.5.1 Demonstrate ways of making water safe for use | Lesson: 1 OF 1 |
| Performance Indicator: Learners can demonstrate ways of making water safe for use | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | | Glass or plastic bottle | |
| References: Science Curriculum Pg.6 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous/current lesson.</p> <p>The class is allowed to pose questions to the leaders.</p> | <p>Learners identify the sources of water in the community.</p> <p>Some of the sources of water are; <i>Well water</i> <i>Stream water</i> <i>Tap water</i> <i>Bore hole</i></p> <p>Learners discuss qualities of good drinking water.</p> <ul style="list-style-type: none"> • <i>Water should be contaminate free</i> • <i>Should be rich in minerals</i> • <i>Should have alkaline pH of 9 or above</i> • <i>Should taste good and etc.</i> | <p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help</p> |
| | <p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous/current lesson.</p> <p>The class is allowed to pose questions to the leaders.</p> | <p>Provide learners with samples of water from the following sources: rivers, wells, lagoons, boreholes, ponds and standpipe, etc.</p> <p>Learners brainstorm on how to make water safe for use.</p> <p>Learners, in groups, demonstrate the different ways of making water safe. For example, filtering, boiling, addition of iodine tablets, use of chlorine, and sand use of water filters, addition of alum, etc.</p> <p>Learners discuss the dangers of drinking unsafe water.</p> | <p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help</p> |

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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: The Environment & The Weather | |
| Content Standard: B4.2.1.2. Demonstrate knowledge of reducing environmental pollution | | Indicator: B4.2.1.2 .1. Prevent pollution on the environment by performing simple activities | Lesson: I OF I |
| Performance Indicator: <ul style="list-style-type: none"> Learners can prevent pollution on the environment by performing simple activities | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | Pictures, Charts, Video Clips | | |
| References: OWOP Curriculum Pg. 6 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p> | <p>Have Learners to discuss human activities which pollute the land, water and air such as bush burning, smoke from vehicles and factories and dust from quarry and construction sites.</p>   | <p>What have we learnt today?</p> <p>Activities that causes pollution</p> <p>Have learners to summarize the main points in the learners</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |
| | <p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous/current lesson.</p> <p>The class is allowed to pose questions to the leaders.</p> | <p>Learners in groups talk about the effects of pollution on the environment</p> <p>Example;</p> <ol style="list-style-type: none"> Heat Health hazards Depletion of natural habitats for animals Flooding <p>Learners play games or do activities that teach the importance of reducing air, water of land pollution.</p> | <p>What have we learnt today?</p> <p>Activities that causes pollution</p> <p>Have learners to summarize the main points in the learners</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |


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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: Religious Practices | |
| Class: B4 | Class Size: | Sub Strand: Religious Worship | |
| Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship | | Indicator: B4.2.1.1.1: Name the various forms of worship | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can name the various forms of worship | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc. | |
| References: RME Curriculum Pg. 26 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Ask learners to mention the various forms of worship in the Islamic religion.</p> <p>Let learners observe pictures depicting various forms of worship in the Islamic religion and discuss them.</p>  <p>In groups, let learners write down the activities that go on during worship in mosque.</p> <p>Let learners dramatize the modes of worship among Muslims.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |

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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: Major Historical Location | |
| Content Standard: B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana | | Indicator: B4.1.4.1.1 Describe the history of Ghana's major historical locations | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can state the factors that led to decline of the Kingdom you have studied.. | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc | |
| References: History Curriculum Pg. 24 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson. | With the use of internet, identify the major historical locations in Ghana Example: Flagstaff house Retell the stories behind some of the historical location | Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson |
| | Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson. | Explain some of the uses to which these historical locations have been put since they were built. Match these historical locations to where they can be located Show and discuss a documentary on these locations in Ghana | Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson |

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| Week Ending: | DAY: | Subject: Creative Arts | |
| Duration: 60mins per lesson | | Strand: Visual Arts & Performing Arts | |
| Class: B4 | Class Size: | Sub Strand: Planning, Making and Composing (School based project) | |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4 1.2.3.3/ B4 2.2.2.3. Create own artworks using available visual arts media. | Lesson: I OF I |
| Performance Indicator: • Learners can create own artworks using available visual arts media. | | Core Competencies: Decision Making Creativity, Innovation Communication | |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools | | |
| References: Creative Arts Curriculum Pg. 27 & 30 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p> | <p>Learners are to recall and organize ideas on visual artworks and topical issues in Ghana. Example: Youth unemployment</p> <p>Have learners to recall images of visual artworks on the topical issues.</p>  <p style="text-align: center;"><i>Street hawker</i></p> <p>Guide learners to develop sketches from ideas and concepts of topical issues to make own visual artworks.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |
| | <p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p> | <p>Guide learners to recall all kinds of music, dance, drama that reflect the history and culture of the people.</p> <p>Have learners to sing familiar songs, or perform dances found in their community.</p> <p>Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe. (Other teachers can be invited to observe)</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Grammar Usage | |
| Class: B4 | Class Size: | Sub Strand: Punctuation | |
| Content Standard: B4.5.2.1: Demonstrate an understanding on the use of punctuation marks appropriately in writing sentences. | | Indicator: B4.5.2.1.1-3 Write sentences using full stops and question marks appropriately. | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can write sentences using full stops and question marks appropriately. | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 25 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson | Use commas in sentences on the board. Let learners demonstrate the use of commas by writing sentences in groups. Let learners show their work to the class and discuss it with them. | Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help. |
| | Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson | Write sentences on cardboards and show it to learners. Let learners read the sentences as a group. Call learners to put the full stop at the right positions in the sentences. Let learners write sentences using full stops effectively. | Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help. |
| | Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson | Write questions on the board using question marks appropriately. Encourage learners to recognize and use the question marks appropriately in writing. Write a piece on the board and call learners to put in the correct punctuations | Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task |

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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Physical Fitness | |
| Class: B4 | Class Size: | Sub Strand: Fitness | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.4.1.4.1: Identify the heart rate intensity that is necessary to increase aerobic capacity. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can identify the heart rate intensity that is necessary to increase aerobic capacity. | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | | Videos and pictures | |
| References: PE Curriculum Pg. 52 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|--|--|---|
| | Take learners through general and specific warm ups. | Learners walk, power walk, walk-jog, 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 activity. Have learners to perform some activities that requires aerobic endurance | Review the lesson with learners Call learners in turns to summarize the learners Learners end the lesson with cool down |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Introduction to MS Windows Interface | |
| Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders. | | Indicator: B4.1.2.1.4. Adding and removing icons from the desktop | Lesson: 1 OF 1 |
| Performance Indicator: Learners can adding and removing icons from the desktop | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | Projected examples of personalized desktop background | | |
| References: Computing Curriculum Pg. 3 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | <p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p> | <p>Revise with learners the features of the desktop.</p> <p>Learners to identify the function or use of the various features.</p> <p>Guide learners to add and remove icons from the desktop.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help</p> |

SCHEME OF LEARNING- WEEK 11

BASIC FOUR

Name of School.....

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| Week Ending: | DAY: MONDAY | Subject: English Language |
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Dramatization and Role Play |
| Content Standard: B4.1.5.2: Talk about key issues in stories/sketches | Indicator: B4.1.5.2.1. Identify moral values in sketches and relate them to real life situations | Lesson: 1 of 1 |
| Performance Indicator: Learners can Identify moral values in sketches and relate them to real life situations | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum For Primary Schools Pg. 5 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson | |
| PHASE 2: MAIN | Have learners discuss the characters and events/key issues in the play. Put learners into groups or pairs depending on the number of characters in the play/drama. Each group should have a leader. Give scenarios (from the story/play) to groups and have members take up roles of the characters. Create dialogues for the sketch and have learners prepare to perform the sketch. Go round and provide support to groups. Have groups take turns to perform their sketch in front of the class. Lead the class with questions to talk about each sketch. They talk about what went well, what needs to be improved, suggest alternative ways of doing it better, the moral values and how they relate to life. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

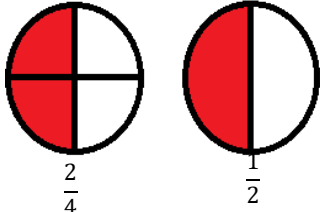
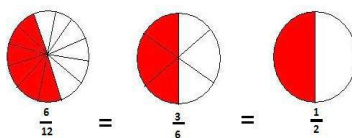
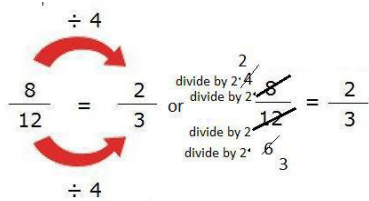
| Week Ending: | DAY: Tuesday | Subject: English Language | |
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| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | Sub Strand: Comprehension | |
| Content Standard: B4.2.7.1: Process and comprehend level appropriate texts | | Indicator: B4.2.7.1.3 skim for main ideas in texts | Lesson: 1 of 1 |
| Performance Indicator: Learners can skim for main ideas in texts | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum For Primary Schools Pg. 28 | | | |
| | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | | |
| PHASE 2: MAIN | Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading. | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |





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| Week Ending: | DAY: WEDNESDAY | Subject: English Language |
| Duration: 60mins | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Conjunctions |
| Content Standard: B4.3.8.1: Apply the knowledge of conjunctions in speech and in writing | Indicator: B4.3.8.1.1 identify and use simple conjunctions | Lesson: 1 of 2 |
| Performance Indicator: Learners can identify and use simple conjunctions | | Core Competencies: Communication and Collaboration, Personal |
| New words | Playing, sweeping, weeding, cooking, etc | |
| References: English Language Curriculum Pg. 41 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | |
| PHASE 2: MAIN | <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions so and so that are used to tell what the purpose of something is. They are called conjunctions of purpose</p> <p>Introduce so and so that in context. e.g.: i. Let's write down the address so we don't forget it. ii. We left early so that we wouldn't be late.</p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Provide a passage and have learners identify the conjunctions in the passage.</p> | Word cards, paper, letter cards, |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

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| Week Ending: | DAY: THURSDAY | Subject: English Language |
| Duration: 60mins | Strand: Composition Writing | |
| Class: B4 | Class Size: | Sub Strand: Informative Writing |
| Content Standard: B4.4.14.1: Write informative essays | Indicator: B4.4.14.1.1 write words giving information about family | Lesson: 1 of 2 |
| Performance Indicator: Learners can write words giving information about family | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 57 | | |
| | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | |
| PHASE 2: MAIN | <p>Guide learners with a model to talk about themselves.</p> <p>Through a class discussion, have individual learners say things about themselves.</p> <p>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.</p> <p>In groups learners research about their school and write a short history about it.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

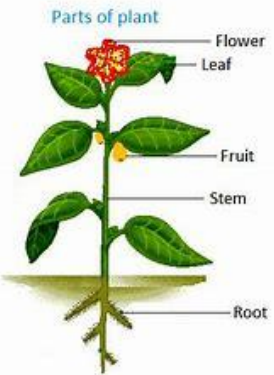
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| Week Ending: | DAY: FRIDAY | Subject: English Language |
| Duration: 60mins | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | Class Size: | Sub Strand: Using Simple And Complex Sentences |
| Content Standard: B4.5.9.1: Apply knowledge of grammatical rules to form words, phrases and sentences | Indicator: B4.5.9.1.1 construct simple sentences correctly | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can construct simple sentences correctly. Learners can read a variety of age- and level appropriate books. | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 67 | | |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Engage learners to play the “Tapping Out” Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> | |
| PHASE 2: MAIN | <p>Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.</p> <p>Let learners write an event they have participated in.</p> <p>Learners edit their work to demonstrate their knowledge of subject and predicate.</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p><u>Assessment</u> Learners write a two-paragraph summary of the book read.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Fractions | |
| Content Standard: B4.1.3.1 Develop an understanding of equivalent and improper fractions 12 × 12 | | Indicator: B4.1.3.1.3-4 Recognize fractions that are greater than one (i.e. improper fractions), draw and label such fractions with their symbols | Lesson: 1 OF 1 |
| Performance Indicator: Learners can recognize fractions that are greater than one (i.e. improper fractions), draw and label such fractions with their symbols | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | | Paper strips, cut out shapes, counters, bundled sticks | |
| References: Mathematics Curriculum Pg. 16 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| Monday | Engage learners to play games and sing familiar rhymes to begin the lesson. | Guide learners to use pictorial representations to illustrate the simplest form of a fraction; e.g. $\frac{2}{4} = \frac{1}{2}$   | Ask learners to tell you what they have learnt Give learners individual or home task |
| Tuesday | Engage learners to play games and sing familiar rhymes to begin the lesson. | Guide learners to find the simplest form of a given fraction by dividing through by the highest common factor. e.g. simplify $\frac{6}{9}$. divide through with the highest common factor i.e. 3 $\frac{6}{9} = \frac{\cancel{6}^2}{\cancel{9}_3} = \frac{2}{3}$ e.g. simplify $\frac{8}{12}$  | Ask learners to tell you what they have learnt Give learners individual or home task |

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| Wednesday | Engage learners to play games and sing familiar rhymes to begin the lesson. | <p>Find the simplest form of a given fraction, express the numerator and denominators as factors and cancel through common factors.</p> $\frac{8}{12} = \frac{\cancel{2} \times \cancel{2} \times 2}{\cancel{2} \times \cancel{2} \times 3} = \frac{2}{3}$ | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| Thursday | Engage learners to play games and sing familiar rhymes to begin the lesson. | <p>Use several pictorial representations (or card cut outs) to introduce improper fractions (i.e. where the fraction is bigger than 1 or the numerator is larger than the denominator).</p> <p>Examples are $\frac{9}{4}$ and $\frac{7}{6}$ (i.e. nine-fourths and seven-sixths) and show how they are expressed as mixed fractions.</p> <p>i.e. $2\frac{1}{4}$ and $1\frac{1}{6}$</p> <p>Ask pupils to change given improper fractions to mixed fractions</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| Friday | Engage learners to play games and sing familiar rhymes to begin the lesson. | <p>Ask pupils to express given colored mixed fractions as improper fractions or draw and color given improper fraction (e.g. five-fourths and four-thirds)</p> <p>A   = $\frac{5}{4}$</p> <p>B   = $\frac{4}{3}$</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Cycles | |
| Class: B4 | Class Size: | Sub Strand: Cycle Of Organism | |
| Content Standard: B4.2.2.1 Demonstrate understanding of the life cycle of plants | | Indicator: B4.2.2.1.1. Observe, identify and give functions of the parts of a plant | Lesson: I OF I |
| Performance Indicator: Learners can observe, identify and give functions of the parts of a plant | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | | Pictures of seedlings | |
| References: Science Curriculum Pg.7 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Learners, in groups, uproot young plants from the school surroundings for a class activity.</p> <p>Learners observe, identify and give functions of parts of the plants (roots, stem, leaves and flower).</p>  <p>The diagram shows a green plant with a red flower at the top, several green leaves, a small yellow fruit, a central stem, and a root system underground. Labels with lines pointing to each part are: Flower, Leaf, Fruit, Stem, and Root.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners draw annotated diagrams of the plants and display them in class.</p> <p>Learners relate the functions of the parts to their positions on the plant.</p> <p><i>i. the root is the part of the plant that takes in water and minerals for the plant</i></p> <p><i>ii. the stem has vessels that transport sap and water throughout the plant</i></p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p> |


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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: Plants And Animal | |
| Content Standard: B4.2.2.1. Demonstrate understanding of how living and non-living things in the environment are related. | | Indicator: B4.2.2.1.1. Explore the relationship between living and non-living things in the environment | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can explore the relationship between living and non-living things in the environment | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips | |
| References: OWOP Curriculum Pg. 9 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
|-------------|--|--|---|
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners in groups, discuss the relationship between the following living and non-living things:</p> <ul style="list-style-type: none"> Plants and soil: Plants grow in soil Plants and sunlight: Plants need sunlight to prepare their own food Plants and water: Plants needs water to grow | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners in groups, discuss the relationship between the following living and non-living things:</p> <ul style="list-style-type: none"> Humans and air: Humans breathe in air to live Humans and water: Human needs water to survive and use it for other domestic and commercial purposes Humans and land: Humans farm on lands for food and shelter | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p> |

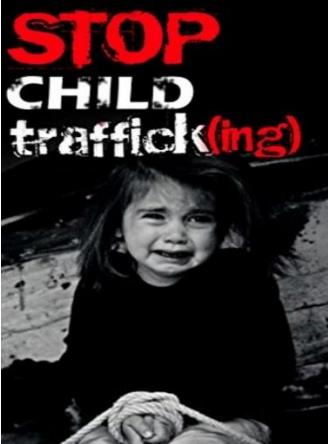
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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: Religious Practices | |
| Class: B4 | Class Size: | Sub Strand: Religious Worship | |
| Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship | | Indicator: B4 2.1.1.2: State the purpose of worship in the three main religions. | Lesson: I OF I |
| Performance Indicator: Learners can state the purpose of worship in the three main religions. | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| References: RME Curriculum Pg. 26 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Together with learners, discuss why we worship God / Allah:</p> <ul style="list-style-type: none"> i. to draw closer to God, ii. to communicate with Allah, iii. to show obedience to God, etc. <p>In groups, learners should recognize the need to take active part in worship.</p> <p>Let learners draw and color a worship scene</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p> |

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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: Major Historical Location | |
| Content Standard: B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana | | Indicator: B4.1.4.1.1 Describe the history of Ghana's major historical locations | Lesson: I OF I |
| Performance Indicator: Learners can state the factors that led to decline of the Kingdom you have studied. | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc. | |
| References: History Curriculum Pg. 24 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>With the use of internet, identify the major historical locations in Ghana Example: James Town light house</p>  <p>Retell the stories behind some of the historical location <i>The Jamestown light house is located in the Jamestown neighborhood of accra, ghana. The 28meter structure was originally built in the 1930s, replacing an earlier lighthouse that had been built in 1871. It consist of a stone tower with lantern and gallery, attached to keepers house.</i></p> | <p>Use series of questions and answers to review learners understanding of the lesson</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p> |
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Explain some of the uses to which these historical locations have been put since they were built.</p> <p>Match these historical locations to where they can be located</p> <p>Show and discuss a documentary on these locations in Ghana</p> | <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p> |

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| Week Ending: | DAY: | Subject: Creative Arts |
| Duration: 60mins per lesson | | Strand: Visual Arts & Performing Arts |
| Class: B4 | Class Size: | Sub Strand: Planning, Making and Composing (School based project) |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4 1.3.5.3 /B4 2.3.5.3 Display own artworks of topical issues in Ghana |
| Performance Indicator: • Learners can display own artworks of topical issues in Ghana | | Lesson: I OF I |
| Core Competencies: Decision Making Creativity, Innovation Communication | | |
| Teaching/ Learning Resources | | Photos, videos, art paper, colors and traditional art tools |
| References: Creative Arts Curriculum Pg. 27 & 30 | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p> | <p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. stop child trafficking.</p>  <p>Learners should plan their art in a sketch form.</p> | <p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p> |
| | <p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p> | <p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p> | <p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p> |

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Grammar Usage | |
| Class: B4 | Class Size: | Sub Strand: Use Of Action Words | |
| Content Standard: B4.5.3.1: Demonstrate knowledge on recognition and use of action words | | Indicator: B4.5.3.1.1-3 Recognize past tense action words in short sentences. | Lesson: I OF I |
| Performance Indicator: Learners can recognize past tense action words in short sentences. | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 26 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Revise the lesson on commands with learners.</p> <p>Write sentences using past action words.</p> <p>Lead learners to recognize the present tense action words in the sentences.</p> <p>Let learners write past tense action words on their own.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |
| | <p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p> | <p>Use past tense action words to write short sentences on the board.</p> <p>Call learners to read the sentences.</p> <p>Help learners to recognize past tense action words in the short sentences.</p> <p>Allow learners to narrate what they did yesterday.</p> <p>Let learners recognize the past tense action words in the narration.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |
| | <p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p> | <p>With the learners' contribution use past tense action words to write short sentences on the board.</p> <p>Let learners read the sentences on the board.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| | | <p>Lead learners to recognize the past tense action words in the sentences.</p> <p>Let learners use past tense action words in short sentences on their own and read aloud for other learners to recognize the past tense action word.</p> <p>Let learners use the past tense action words to form sentences</p> | |
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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Physical Fitness | |
| Class: B4 | Class Size: | Sub Strand: Healthy Diet | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.4.1.4.2: Discuss how prolong physical activity increases endurance, allowing movement to occur for longer periods of time. | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can discuss how prolong physical activity increases endurance, allowing movement to occur for longer periods of time. | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | | Videos and pictures | |
| References: PE Curriculum Pg. 52 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Take learners through specific and general warm ups | <p>Engage learners to identify and talk about the five components of physical fitness.</p> <p>In a discussion, explain to learners how their body is able to keep up with physical exercises for extended periods.</p> <p>Learners discuss how prolong activities like jogging, walking, etc improves endurance.</p> <p>Have learners to engage in activities that improves endurance.</p> | <p>Review the lesson with learners</p> <p>Call learners in turns to summarize the learners</p> <p>Learners end the lesson with cool down</p> |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Introduction to MS Windows Interface | |
| Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders. | | Indicator: B4.1.2.1.5. Moving, selecting and hiding multiple icons on the desktop. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can moving, selecting and hiding multiple icons on the desktop. | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | Projected examples of personalized desktop background | | |
| References: Computing Curriculum Pg. 3 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Using questions and answers, review their understanding of the previous lesson | Revise with learners the features of the desktop. Learners to identify the function or use of the various features. Guide learners to add and remove icons from the desktop. Guide learners to move, select and hide icons on the desktop. | Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help |

SCHEME OF LEARNING- WEEK 12

BASIC FOUR

Name of School.....

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| Week Ending: | DAY: MONDAY | Subject: English Language |
| Duration: 60mins | | Strand: Oral Language |
| Class: B4 | Class Size: | Sub Strand: Presentation |
| Content Standard: B4.1.10.2: Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation | | Indicator: B4.1.10.2.1 support ideas and points with visual resources to convey meaning appropriate to purpose and context |
| Performance Indicator: Learners can support ideas and points with visual resources to convey meaning appropriate to purpose and context | | Lesson: 1 of 1 |
| Core Competencies: Communication and Collaboration, Personal | | |
| References: English Language Curriculum For Primary Schools Pg. 15 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson | |
| PHASE 2: MAIN | Have groups of learners draw pictures to support their ideas or points of view on given topics. Use effective introductions and conclusions. Put learners into convenient groups. Guide them to select topics of interest, plan and present speeches to the class. Guide them to introduce and conclude their speeches appropriately. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | |

| Week Ending: | | DAY: Tuesday | Subject: English Language |
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| Duration: 60mins | | Strand: Reading | |
| Class: B4 | Class Size: | | Sub Strand: Fluency |
| Content Standard: B4.2.9.1: Read fluently to enhance comprehension | | Indicator: B4.2.9.1.2. use recognition strategies to confirm understanding of level-appropriate texts | Lesson: 1 of 1 |
| Performance Indicator: Learners can use recognition strategies to confirm understanding of level-appropriate texts | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum For Primary Schools Pg. 31 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson | | |
| PHASE 2: MAIN | As learners read the grade-level texts, attention should be given to the words, sentences and paragraphs. Use re-reading, vocabulary and right intonation to self-correct them. Have learners to answer questions based on the text read. | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | DAY: WEDNESDAY | Subject: English Language |
| Duration: 60mins | Strand: Grammar | |
| Class: B4 | Class Size: | Sub Strand: Modals |
| Content Standard: B4.3.9.1: Apply the knowledge of modals in speech and in writing | Indicator: B4.3.9.1.1 use modals to express a variety of meanings | Lesson: 1 of 2 |
| Performance Indicator: Learners can use modals to express a variety of meanings | | Core Competencies: Communication and Collaboration, Personal |
| New words | Playing, sweeping, weeding, cooking, etc | |
| References: English Language Curriculum Pg. 42 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> | |
| PHASE 2: MAIN | <p><i>Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can, could, would, should, ought to, will, shall, may, might and must</i></p> <p>may and might (<i>might is past tense of may</i>)</p> <p>Use <u>may</u> and <u>might</u> to talk about things that are possible or likely. e.g. <u>May</u> I borrow your pen <i>We might go to the party later</i></p> <p>Illicit the modals in speech and let learners practice as well.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings.</p> <p><u>Assessment</u> Provide sentences and let learners identify the modals used.</p> <p>i. Please <u>may</u> I see your ticket?</p> <p>ii. John <u>may</u> leave now, but Sally may not.</p> <p>iii. <u>May</u> Kenny come with us to the movies?</p> <p>iv. Take an umbrella. It <u>might</u> rain.</p> <p>v. I <u>may</u> not have time to go swimming tonight.</p> <p>vi. We <u>might</u> go to the party later</p> | Word cards, paper, letter cards, |

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| PHASE 3: REFLECTION | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none">1. Tell the class what you learnt during the lesson.2. Tell the class how you will use the knowledge they acquire during the lesson.3. Which aspects of the lesson did you not understand? | |
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| Week Ending: | DAY: THURSDAY | Subject: English Language | |
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| Duration: 60mins | | Strand: Composition Writing | |
| Class: B4 | Class Size: | Sub Strand: Letter Writing | |
| Content Standard: B4.4.15.1: Write informal letters on given topics | | Indicator: B4.4.15.1.1. write to friends about personal experiences using appropriate letter formats | Lesson: 1 of 2 |
| Performance Indicator: Learners can write to friends about personal experiences using appropriate letter formats | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 58 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p> | | |
| PHASE 2: MAIN | <p>Present samples of friendly letters to learners.</p> <p>Let learners read samples in groups and identify important features of friendly letters.</p> <p>Discuss these features with learners.</p> <p>Each group writes a friendly letter (about their personal experiences) showing the important features.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? | | |

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| Week Ending: | | DAY: FRIDAY | Subject: English Language | |
| Duration: 60mins | | | Strand: Writing Conventions/ Extensive Reading | |
| Class: B4 | | Class Size: | Sub Strand: Spelling | |
| Content Standard: B4.5.10.1: Spell words accurately | | Indicator: B4.5.10.1.1 use invented spelling to increase fluency and free writing | | Lesson: 1 of 2 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can use invented spelling to increase fluency and free writing. Learners can read a variety of age- and level appropriate books. | | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 68 | | | | |
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| Phase/Duration | Learners Activities | | | Resources |
| PHASE 1: STARTER | <p>Engage learners to play the “Tapping Out” Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> | | | |
| PHASE 2: MAIN | <p>Let learners spell given words with invented spellings.</p> <p>Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work.</p> <p>Give learners the meanings of words to identify and spell the words</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p><u>Assessment</u> Learners write a two-paragraph summary of the book read.</p> | | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? | | | |

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| Week Ending: | DAY: | Subject: Mathematics | |
| Duration: 60mins per lesson | | Strand: Number | |
| Class: B4 | Class Size: | Sub Strand: Fractions | |
| Content Standard: B4.1.3.2 Demonstrate an understanding of strategies for comparing, adding and subtracting fractions | | Indicator: B4.1.3.2.1 compare and order fractions with like denominator | Lesson: I OF I |
| Performance Indicator: Learners can compare and order fractions with like denominator | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas | |
| Teaching/ Learning Resources | | Paper strips, cut out shapes, counters, bundled sticks | |
| References: Mathematics Curriculum Pg. 23/24 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| Monday | Learners must count in reverse numbers in a range continuously without breaking. For example from (20 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins! | Use number line or fraction chart to illustrate the concept of comparable fractional units or denominators; i.e. halves, fourths and eighths are comparable; i.e. half can be changed to equivalent fractions in fourths and eighths, and fourths can be changed to eighths. Also thirds can be changed to sixths. Use number line or fraction charts to compare and order unit fractions. Which is larger, $\frac{5}{8}$ and $\frac{3}{4}$ or $\frac{3}{6}$ and $\frac{4}{8}$ | Ask learners to tell you what they have learnt Give learners individual or home task |
| Tuesday | Learners must count in reverse numbers in a range continuously without breaking. For example from (40 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins! | Arrange from smallest to largest, $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ To arrange the fractions, $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ from largest to smallest, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions | Ask learners to tell you what they have learnt Give learners individual or home task |
| Wednesday | Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well. | Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out. ➤ Selling liquids – oil, kerosene, drinks, etc. ➤ Sharing pizza or birthday cake - half, quarter, eighths, etc. ➤ Buying objects in packets – egg, drinks, (half crate), ➤ Buying cloth for sewing dresses – half, one-fourths or quarter. | Ask learners to tell you what they have learnt Give learners individual or home task |

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| Thursday | <p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: $888+88+8+8+8$</p> | <p>Tell the time by half/quarter past, and half/quarter to.</p> <p>Draw clock-faces with times i.e. half/quarter past or to for pupils to read the time</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| Friday | <p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.</p> | <p>Drawing circle graphs that represent halves, fourths and eighths.</p> <p>The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |


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| Week Ending: | DAY: | Subject: Science | |
| Duration: 60mins per lesson | | Strand: Cycles | |
| Class: B4 | Class Size: | Sub Strand: Cycle Of Organism | |
| Content Standard: B4.2.2.1 Demonstrate understanding of the life cycle of plants | | Indicator: B4.2.2.1.2. Examine some common seeds and how they germinate | Lesson: 1 OF 1 |
| Performance Indicator: Learners can observe, identify and give functions of the parts of a plant | | Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| Teaching/ Learning Resources | | Pictures of seedlings | |
| References: Science Curriculum Pg.7 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition. | Review learner's knowledge that seeds can germinate with or without soil. Learners will work with beans or maize seeds. Learners first observe the dry seed coat, then when it absorbs water to swell rupturing of seed coat, sprouting of the root, sprouting of the stem and seed leaves, the elongation of the root and stem. Learners follow the process and write reports. | Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

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| Week Ending: | DAY: | Subject: OWOP | |
| Duration: 60mins per lesson | | Strand: All about us | |
| Class: B4 | Class Size: | Sub Strand: Plants And Animal | |
| Content Standard: B4.2.2.1. Demonstrate understanding of how living and non-living things in the environment are related. | | Indicator: B4.2.2.1.2. Recognize the need to preserve living and non-living things in the environment as a responsible | Lesson: 1 OF 1 |
| Performance Indicator: Learners can recognize the need to preserve living and non-living things in the environment as a responsible | | Core Competencies: Communication and Collaboration Critical Thinking | |
| Teaching/ Learning Resources | | Pictures, Charts, Video Clips | |
| References: OWOP Curriculum Pg. 9 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p> | <p>Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans.</p> <p>e.g. Plants provide <i>oxygen, food, medicine, fuel wood, clothes</i>.</p> <p>Animals provide <i>food, medicine, manure, clothes</i>.</p> <p>Water is used for drinking, washing, cooking, river transport, manufacturing of industrial goods</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p> |

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| Week Ending: | DAY: | Subject: RELIGIOUS & MORAL EDUCATION | |
| Duration: 60mins | | Strand: Religious Practices | |
| Class: B4 | Class Size: | Sub Strand: Religious Worship | |
| Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship | | Indicator: B4 2.1.1.2: State the purpose of worship in the three main religions. | Lesson: I OF I |
| Performance Indicator: Learners can state the purpose of worship in the three main religions. | | Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| References: RME Curriculum Pg. 26 | | | |
| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Together with learners, discuss why we worship God / Allah:</p> <ul style="list-style-type: none"> i. to draw closer to God, ii. to communicate with Allah, iii. to show obedience to God, etc. <p>In groups, learners should recognize the need to take active part in worship.</p> <p>Let learners draw and color a worship scene</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p> |

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| Week Ending: | DAY: | Subject: History | |
| Duration: 60mins per lesson | | Strand: My country Ghana | |
| Class: B4 | Class Size: | Sub Strand: Major Historical Location | |
| Content Standard: B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana | | Indicator: B4.1.4.1.1 Describe the history of Ghana's major historical locations | Lesson: 1 OF 1 |
| Performance Indicator: <ul style="list-style-type: none"> Learners can state the factors that led to decline of the Kingdom you have studied.. | | Core Competencies: critical thinkers and digital literates | |
| Teaching/ Learning Resources | | Wall charts, wall words, posters, video clip, etc | |
| References: History Curriculum Pg. 24 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>With the use of internet, identify the major historical locations in Ghana Example: Flagstaff house</p>  <p>Retell the stories behind some of the historical location</p> | <p>Use series of questions and answers to review learners understanding of the lesson</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p> |
| | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> | <p>Explain some of the uses to which these historical locations have been put since they were built.</p> <p>Match these historical locations to where they can be located</p> <p>Show and discuss a documentary on these locations in Ghana</p> | <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p> |

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| Week Ending: | DAY: | Subject: Creative Arts | |
| Duration: 60mins per lesson | | Strand: Visual Arts & Performing Arts | |
| Class: B4 | Class Size: | Sub Strand: Appreciating and Appraising (School based project) | |
| Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. | | Indicator: B4.1.4.6 / B4.2.4.7 use the agreed guidelines to examine and derive meaning from own artworks | Lesson: 1 OF 1 |
| Performance Indicator: • Learners can use the agreed guidelines to examine and derive meaning from own artworks | | Core Competencies: Decision Making Creativity, Innovation Communication | |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools | | |
| References: Creative Arts Curriculum Pg. 27 & 30 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Have learners to watch videos and pictures on appreciating artworks | Learners are to display (real/photographs/video) selected works (own or that of others) that reflect the history and culture of the people of Ghana. Set and spell out guidelines on expressing feelings and thoughts on artworks. Have learners to talk about the works dispassionately using the developed guidelines. | What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson. |
| | Have learners to watch videos and pictures on appreciating artworks | Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks. Record/document the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, and WhatsApp). | What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson. |

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| Week Ending: | DAY: | Subject: Ghanaian Language | |
| Duration: 60mins per lesson | | Strand: Extensive Reading | |
| Class: B4 | Class Size: | Sub Strand: Reading | |
| Content Standard: B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation. | | Indicator: B4.6.1.1.1 Read long stories aloud correctly. | Lesson: 1 OF 1 |
| Performance Indicator: Learners can read long stories aloud correctly | | Core Competencies: Creativity and innovation, Communication and collaboration | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| References: Ghanaian Language Curriculum Pg. 31 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Using questions and answers, review their understanding of the previous lesson. | Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually | Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt |
| | Engage learners to play games and sing songs to begin the lesson. | Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually | Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson. |
| | Have learners play games and recite familiar rhymes to begin the lesson. | Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually | Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt |

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| Week Ending: | DAY: | Subject: PHYSICAL EDUCATION | |
| Duration: 60mins | | Strand: Values and Psycho-social Concepts | |
| Class: B4 | Class Size: | Sub Strand: Self-Responsibility | |
| Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities | | Indicator: B4.5.1.5.1 Accept responsibility for one's own behavior in a group activity | Lesson: 1 OF 1 |
| Performance Indicator: Learners can accept responsibility for one's own behavior in a group activity | | Core Competencies: Develop personal skills | |
| Teaching/ Learning Resources | Videos and pictures | | |
| References: PE Curriculum Pg. 52 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Revise with learners on the previous lesson | Spell out rules and regulations and have learners to obey for the activity. Appreciate and accept calls from officiating officials. Learners must be responsible for their own actions. | Review the lesson with learners |

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| Week Ending: | DAY: | Subject: Computing | |
| Duration: 60mins | | Strand: Introduction To Computing | |
| Class: B4 | Class Size: | Sub Strand: Introduction to MS Windows Interface | |
| Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders. | | Indicator: B4.1.2.1.6. Creating, naming and renaming a folder. | Lesson: I OF I |
| Performance Indicator: Learners can creating, naming and renaming a folder. | | Core Competencies: Creativity and innovation. 2. Communication and collaboration. | |
| Teaching/ Learning Resources | Pictures of a computer desktop, a computer setup. | | |
| References: Computing Curriculum Pg. 4 | | | |

| DAYS | PHASE 1: STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
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| | Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. | Guide learners to create, name and rename a folder. Learners can practice with the keyboard only in the absence of the applications. Learners should be guided to play computer games to reinforce keyboard and mouse skills. | Use questions to review learners understanding of the lesson. Call learners to summarize the main points of the lesson |