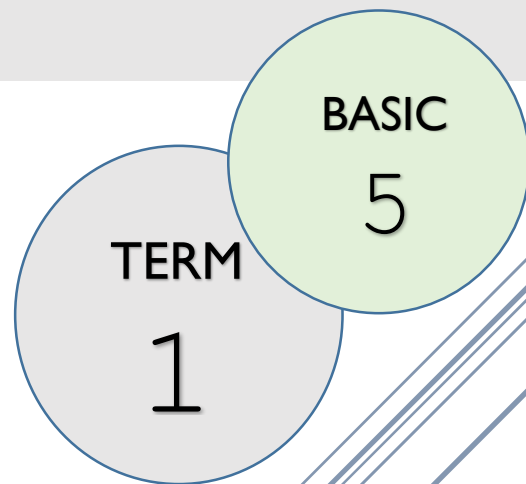


LESSON PLANS FOR PRIMARY SCHOOLS

2024



FAYOL INC
0547824419

FIRST TERM SCHEME – ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B5.1.1.1	B5.1.1.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Phonics	B5.2.2.1	B5.2.2.1.1	
	Grammar	Nouns	B5.3.1.1	B5.3.1.1.1	
	Writing	Penmanship and Handwriting	B5.4.2.1	B5.4.2.1.1	
	Writing Conventions & Grammar Usage	Using Capitalization	B5.5.1.1	B5.5.1.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
2	Oral Language	Songs	B5.1.1.1	B5.1.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Word Families and Common Digraphs	B5.2.3.1	B5.2.3.1.1	
	Grammar	Nouns	B5.3.1.1	B5.3.1.1.2	
	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	
	Writing Conventions & Grammar Usage	Using Punctuation	B5.5.2.1	B5.5.2.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
3	Oral Language	Poems	B5.1.3.1	B5.1.3.1.1	Word cards, sentence cards, letter

	Reading	Vocabulary	B5.2.6.1	B5.2.6.1.1	cards, handwriting on a manila card and a class library
	Grammar	Determiners	B5.3.2.1	B5.3.2.1.1	
	Writing	Writing as a Process	B5.4.9.1	B5.4.9.1.1	
	Writing Conventions & Grammar Usage	Using Naming words	B5.5.3.1	B5.5.3.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
4	Oral Language	Poems	B5.1.3.1	B5.1.3.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.1	
	Grammar	Determiners	B5.3.2.1	B5.3.2.1.2	
	Writing	Writing as a Process	B5.4.9.1	B5.4.9.1.1	
	Writing Conventions & Grammar Usage	Using Naming words	B5.5.3.1	B5.5.3.1.2	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
5	Oral Language	Story Telling	B5.1.4.1	B5.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Diphthongs	B5.2.4.1	B5.2.4.1.1	
	Grammar	Pronouns	B5.3.3.1	B5.3.3.1.1	
	Writing	Narrative Writing	B5.4.10.1	B5.4.10.1.1	

	Writing Conventions & Grammar Usage	Using Action Words	B5.5.4.1	B5.5.4.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
6	Oral Language	Presentation	B5.1.10.1	B5.1.10.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	B5.2.6.1	B5.2.6.1.2	
	Grammar	Adjectives	B5.3.4.1.1	B5.3.4.1.1	
	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	
	Writing Conventions & Grammar Usage	Using Action Words	B5.5.4.1	B5.5.4.1.2	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
7	Oral Language	Story Telling	B5.1.4.1	B5.1.4.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.2.	
	Grammar	Verbs	B5.3.5.1	B5.3.5.1.1	
	Writing	Narrative Writing	B5.4.10.1	B5.4.10.1.1	
	Writing Conventions & Grammar Usage	Using Qualifying Words-Adjectives	B5.5.5.1	B5.5.5.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
8	Oral Language	Presentation	B5.1.10.1	B5.1.10.1.2	Word cards, sentence cards, letter cards, handwriting on a manila
	Reading	Blends and Consonant Clusters	B5.2.5.1	B5.2.5.1.1	

	Grammar	Verbs	B5.3.5.1	B5.3.5.1.2	card and a class library
	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.2.	
	Writing Conventions & Grammar Usage	Using Adverbs	B5.5.6.1	B5.5.6.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
9	Oral Language	Dramatization and Role Play	B5.1.5.1	B5.1.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	B5.2.6.2	B5.2.6.2.1	
	Grammar	Verbs	B5.3.5.1	B5.3.5.1.3	
	Writing	Creative/Free Writing	B5.4.11.1	B5.4.11.1.1	
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B5.5.7.1	B5.5.7.1.1.	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
10	Oral Language	Presentation	B5.1.10.1	B5.1.10.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Silent Reading	B5.2.8.1	B5.2.8.1.1	
	Grammar	Conjunctions	B5.3.8.1	B5.3.8.1.1	
	Writing	Argumentative/Persuasive Writing	B5.4.13.1	B5.4.13.1.1	
	Writing Conventions & Grammar Usage	Using Conjunctions	B5.5.8.1	B5.5.8.1.1	

	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
11	Oral Language	Dramatization and Role Play	B5.1.5.2.	B5.1.5.2.1-2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.3.	
	Grammar	Conjunctions	B5.3.8.1	B5.3.8.1.1	
	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.2	
	Writing Conventions & Grammar Usage	Using Simple, Compound and Complex Sentences	B5.5.9.1	B5.5.9.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
12	Oral Language	Presentation	B5.1.10.2	B5.1.10.2.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Fluency	B5.2.9.1	B5.2.9.1.1	
	Grammar	Modals	B5.3.9.1	B5.3.9.1.1.	
	Writing	Informative Writing	B5.4.14.1	B5.4.14.1.1	
	Writing Conventions & Grammar Usage	Spelling	B5.5.10.1	B5.5.10.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	

FIRST TERM SCHEME – MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation & Cardinality	B5.1.1.1	B5.1.1.1.1-3	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks
2	Number	Counting, Representation & Cardinality	B5.1.1.2	B5.1.1.1.4-6	
3	Number	Counting, Representation & Cardinality	B5.1.2.3 B5.1.2.4	B5.1.1.2.1-2	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks
4	Number	Counting, Representation & Cardinality	B5.1.3.1	B5.1.1.3.1-3	
5	Number	Counting, Representation & Cardinality	B5.1.3.1	B5.1.1.3.4-5	
6	Number	Number Operations	B5.1.3.1	B5.1.2.1.1-2	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks
7	Number	Number Operations	B5.2.1.1	B5.1.2.2.1 B5.1.2.3.1 B5.1.2.4.1	
8	Number	Number Operations	B5.2.1.1	B5.1.2.5.1. B5.1.2.6.1	
9	Number	Fractions	B5.2.1.1	B5.1.3.1.1-2	Paper strips, cut out cards
10	Number	Fractions	B5.3.2.1	B5.1.3.1.3-4	Patterns made from Manila cards Ruler, rope, meter rule
11	Number	Fractions	B5.3.2.2	B5.1.3.1.5-6	Patterns made from Manila

I2	Number	Percentages	B5.3.2.2	B5.1.5.1.1-3	cards Ruler, rope, meter rule
-----------	--------	-------------	----------	--------------	----------------------------------

FIRST TERM SCHEME – SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity Of Matter	Living and Non Living Things	B5.1.1.1	B5.1.1.1.1	Pictures of Plants and animals in the environment , plastics videos paper, metal woods pencil
2	Diversity Of Matter	Living and Non Living Things	B5.1.1.2	B5.1.1.2.1	
3	Diversity Of Matter	Materials	B5.1.2.1	B5.1.2.1.1	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
4	Diversity Of Matter	Materials	B5.1.2.2	B5.1.2.2.1	
5	Diversity Of Matter	Materials	B5.1.2.3	B5.1.2.3.1	
6	Diversity Of Matter	Earth Science	B5.2.1.1	B5.2.1.1.1	Torch candle matchstick lantern paper pencil pictures of well river stream water
7	Diversity Of Matter	Earth Science	B5.2.1.2	B5.2.1.2.1	
8	Diversity Of Matter	Earth Science	B5.2.1.3	B5.2.1.3.1-2	
9	Diversity Of Matter	Earth Science	B5.2.1.4	B5.2.1.4.1	Torch candle matchstick lantern paper pencil pictures of well river stream water
10	Diversity Of Matter	Earth Science	B5.2.1.5	B5.2.1.5.1-2	
11	Diversity Of Matter	Life Cycle of Organism	B5.2.2.1	B5.2.2.1.1	Plants seeds hand lens paper pencil fruits
12	Diversity Of Matter	Life Cycle of Organism	B5.2. 2.1	B5.2. 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	B5.1.1.1	B5.1.1.1.1	Pictures, Charts, Video Clips
2	All About Us	Nature of God	B5.1.1.1	B5.1.1.1.2	
3	All About Us	Myself	B5.1.2.1	B5.1.2.1.1	Pictures, Charts, Video Clips
4	All About Us	Myself	B5.1.2.1	B5.1.2.1.2	
5	All About Us	My Family	B5.1.3.1	B5.1.3.1.1	Pictures, Charts, Video Clips
6	All About Us	My Family	B5.1.3.1	B5.1.3.1.2	
7	All About Us	Home And School	B5.1.4.1	B5.1.4.1.1	Pictures, Charts, Video Clips
8	All About Us	Home And School	B5.1.4.1	B5.1.4.1.2	
9	All Around Us	The Environment And The Weather	B5.2.1.1	B5.2.1.1.1	Pictures, Charts, Video Clips
10	All Around Us	The Environment And The Weather	B5.2.1.1	B5.2.1.1.2	
11	All Around Us	Plants And Animals	B5.2.2.1	B5.2.2.1.1	Pictures, Charts, Video Clips
12	All Around Us	Plants And Animals	B5.2.2.1	B5.2.2.1.2	

FIRST TERM SCHEME – RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	God's Creation & Attributes	God The Creator	B5.1.1.1	B5.1.1.1.1	Wall charts, wall words, posters, video clip, etc.
2	God's Creation & Attributes	God The Creator	B5.1.1.1	B5.1.1.1.2	
3	God's Creation & Attributes	God The Creator	B5.1.1.1	B5.1.1.1.2	Wall charts, wall words, posters, video clip, etc.
4	God's Creation & Attributes	God The Creator	B5.1.1.1	B5.1.1.1.3	
5	God's Creation & Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	Wall charts, wall words, posters, video clip, etc.
6	God's Creation & Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	
7	God's Creation & Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	Wall charts, wall words, posters, video clip, etc.
8	God's Creation & Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	
9	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, posters, video clip, etc.
10	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.1	
11	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.2	Wall charts, wall words, posters, video clip, etc.
12	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.2	

FIRST TERM SCHEME – HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, poster, etc.
2	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, poster, etc.
3	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, poster, etc.
4	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, poster, etc.
5	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1	Wall charts, wall words, poster, etc.
6	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1	Wall charts, wall words, poster, etc.
7	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1	Wall charts, wall words, poster, etc.
8	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1	Wall charts, wall words, poster, etc.
9	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1	Wall charts, wall words, poster, etc.
10	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1	Wall charts, wall words, poster, etc.
11	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1	Wall charts, wall words, poster, etc.
12	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1	Wall charts, wall words, poster, etc.

FIRST TERM SCHEME – CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE 1	B5. 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	B5. 2.1.1.1	
3	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B5.1.2.2.1 B5.1.2.3.1	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	B5.2.2.2.1 B5.2.2.3.1	
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	B5.1.3.4.1 B5.1.3.5.1	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	B5.2.3.4.1 B5.2.3.5.1	
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	B5.1.4.6.1 B5.1.4.7.1	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	B5.2.4.6.1 B5.2.4.7.1	
9	Visual Arts & Performing Arts	Thinking and Exploring Ideas School based project (Visual Arts & performing Arts)	CSE 1	B5.1.1.1 B5.2.1.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
10	Visual Arts &	Planning, Making and Composing	CSE 2&3		Photos, videos, art paper, colors and traditional art

	Performing Arts	School based project (Visual Arts & Performing Arts)			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 Language/Extensive Reading	Songs Reading Texts, And Short Stories	B5.1.1.1/ B5.6.3.1	B5.1.1.1.1 B5.6.3.1.1-2	Word cards, sentence cards, letter cards
2	Oral Language/Extensive Reading	Poems Reading Texts, And Short Stories	B5.1.3.1 /B5.6.3.1	B5.1.3.1.1-2 B5.6.3.1.3-4	
3	Oral Language	Story telling	B5.1.4.1	B5.1.4.1.1-2	
4	Reading	Phonics: letter and sound knowledge	B5.2.4.1	B5.2.4.1.1-4	Word cards, sentence cards, letter cards
5	Reading	Vocabulary: sight and content vocabulary	B5.2.5.1	B5.2.5.1.1-2	
6	Writing	Penmanship	B5.3.1.1	B5.3.1.1.1-3	Word cards, sentence cards, letter cards
7	Composition Writing	Narrative Writing	B5.4.1.1	B5.4.1.1.1-3	
8	Composition Writing	Creative/ Free Writing	B5.4.2.1	B5.4.2.1.1-3	
9	Writing Conventions	Integrating grammar in written language (capitalization)	B5.5.1.1	B5.5.1.1.1-3	
10	Writing Conventions	Integrating grammar in written language (punctuation)	B5.5.2.1	B5.5.2.1.1-3	Word cards, sentence cards, letter cards
11	Writing Conventions	Integrating Grammar In Written Language (Use Of Action Words)	B5.5.3.1	B5.5.3.1.1-3	Word cards, sentence cards, letter cards
12	Writing/Extensive Reading	Letter Writing Building the love and culture of reading in learners	B5.4.8.1 B5.6.2.1	B5.4.8.1.1 B5.6.1.1.1-2	Word cards, sentence cards, letter cards, library

FIRST TERM SCHEME – PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skill And Movement Patterns	Locomotive skills	B5.1.2.1	B5.1.2.1.1	Pictures and Videos
2	Motor Skill And Movement Patterns	Locomotive skills	B5.1.3.1	B5.1.3.1.2:	Pictures and Videos
3	Motor Skill And Movement Patterns	Manipulative skills	B5.1.4.1	B5.1.4.1.3:	Pictures and Videos
4	Motor Skill And Movement Patterns	Manipulative skills	B5.1.5.1	B5.1.5.1.4	Pictures and Videos
5	Motor Skill And Movement Patterns	Rhythmic skills	B5 1.5.1	B5 1.5.1.5	Pictures and Videos
6	Motor Skill And Movement Patterns	Rhythmic skills	B5.1.6.1	B5.1.6.1.6	Pictures and Videos
7	Movement Concepts	Space awareness	B5.2.1.2	B5.2.1.2.1	Pictures and Videos
8	Movement Concepts	Dynamics	B5.2.2.2	B5.2.2.2.2	Pictures and Videos
9	Physical Fitness	Aerobic Capacity	B5.3.1.3	B5.3.1.3.1	Pictures and Videos

I0	Physical Fitness	Strength	B5.3.2.3	B5.3.2.3.2	Pictures and Videos
I1	Physical Fitness Concepts	Fitness Programme	B5.4.1.4	B5.4.1.4.1	Pictures and Videos
I2	Values And Psycho-Social Concepts	Self-Responsibility	B5.5.1.5	B5.5.1.5.1	Pictures and Videos

FIRST TERM SCHEME – COMPUTING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction To Computing	Generation Of Computers	B5.1.1.1	B5.1.1.1.1-3	Computer, Laptop, Smartphone
2	Introduction To Computing	Generation Of Computers	B5.1.1.1	B5.1.1.1.4-5	
3	Introduction To Computing	Generation Of Computers	B5.1.1.1.	B5.1.1.1.6-7	
4	Introduction To Computing	Introduction To MS-Windows Interface	B5.1.2.1.	B5.1.2.1.1-2	Computer, Laptop, Smartphone
5	Introduction To Computing	Introduction To MS-Windows Interface	B5.1.2.1.	B5.1.2.1.3-4	
6	Introduction To Computing	Introduction To MS-Windows Interface	B5.1.2.1.	B5.1.2.1.5-6	
7	Introduction To Computing	Data, Sources And Usage	B5.1.3.1.	B5.1.3.1.1-2	Computer, Laptop, Smartphone
8	Introduction To Computing	Data, Sources And Usage	B5.1.3.1	B5.1.3.1.3-4	
9	Introduction To Computing	Data, Sources And Usage	B5.1.3.1	B5.1.3.1.5-7	Computer, Laptop, Smartphone
10	Introduction To Computing	Data, Sources And Usage	B5.1.3.1	B5.1.3.1.8-10	
11	Introduction To Computing	Technology In The Community	B5.1.4.1	B5.1.4.1.1-2	Computer, Laptop, Smartphone
12	Introduction To Computing	Technology In The Community	B5.1.4.1	B5.1.4.1.3-4	

SCHEME OF LEARNING- WEEK I

BASIC FIVE

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B5	Class Size:	Sub Strand: Songs
Content Standard: B5.1.1.1: Demonstrate understanding of a variety of songs		Indicator: B5.1.1.1.1 explain the central messages in songs
		Lesson: 1 of 1
Performance Indicator: Learners can explain the central messages in songs		Core Competencies: Communication and Collaboration
Key words	sequentially	
References: English Language Curriculum For Primary Schools Pg. 71		
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>	Music box
PHASE 2: NEW LEARNING	<p>Have learners sing some familiar patriotic songs.</p> <p>Have learners listen to you sing a selected song.</p> <p>Guide learners to sing lines of the song with appropriate stress and rhythm.</p> <p>Let them sing individually and in groups.</p> <p>Using questions discuss the central message of the target song: Who composed this song? What is the song telling us?</p> <p>Invite individuals to explain the central message(s) of the song.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY: Tuesday	Subject: English Language	
Duration: 60mins			Strand: Reading	
Class: B5		Class Size:	Sub Strand: Phonics	
Content Standard: B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write		Indicator: B5.2.2.1.1 apply common phonic generalizations (e.g. hard and soft “c” and “g”) when reading continuous texts.		Lesson: 1 of 1
Performance Indicator: Learners can apply common phonic generalizations (e.g. hard and soft “c” and “g”) when reading continuous texts.			Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 91				
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			flashcards
PHASE 2: NEW LEARNING	Review the hard form of the sound, e.g. “c” as in cut; “g” as in get. Introduce the soft form using lots of examples, e.g. “c” as in center, cent, circle; “g” as in gent, gin, etc. In groups, encourage learners to come out with words in which the sounds occur. Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read.			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: B5	Class Size:		Sub Strand: Nouns	
Content Standard: B5.3.1.1: Apply knowledge of different types of nouns in communication		Indicator: B5.3.1.1.1 identify and use nouns or noun phrases to refer to quantities or units		Lesson: 1 of 1
Performance Indicator: Learners can identify and use nouns or noun phrases to refer to quantities or units		Core Competencies: Communication and Collaboration, Personal Development and Leadership		
New words		Imperative, knowledge		
References: English Language Curriculum Pg. 105				
Phase/Duration	Learners Activities		Resources	
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Revise nouns briefly.</p> <p>Introduce quantities and units in context. e.g.: – Please, give me a piece of paper. – I have a pair of trousers.</p> <p>Have learners identify more examples of these in text and use them in sentences.</p> <p>Learners make up their own noun phrases and use them 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? 			

Week Ending:	DAY: THURSDAY	Subject: English Language	
Duration: 60mins		Strand: Writing	
Class: B5	Class Size:	Sub Strand: Penmanship	
Content Standard: B5.4.2.1: Copy and rewrite sentences correctly		Indicator: B5.4.2.1.1 copy sentences clearly in joint script maintaining legible handwriting	Lesson: 1 of 2
Performance Indicator: Learners can copy sentences clearly in joint script maintaining legible handwriting		Core Competencies: Communication and Collaboration,	
References: English Language Curriculum Pg. 120			
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: NEW LEARNING	<p>Select sentences from texts learners have read and write them on the board, using joint script. e.g.</p> <p>Have learners read out the sentence. (in pairs, small groups, large groups)</p> <p>Have learners copy the sentences into their exercise books.</p> <p>Go round to support struggling learners</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: FRIDAY	Subject: English Language	
Duration: 60mins			Strand: Writing Conventions/ Extensive Reading	
Class: B5		Class Size:	Sub Strand: Using Capitalization	
Content Standard: B5.5.1.1: Use capital letters to start the first words in a direct speech		Indicator: B5.5.1.1.1 follow appropriate mechanical convention		Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can follow appropriate mechanical convention Learners can read a variety of age- and level appropriate books. 			Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 145				
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: NEW LEARNING	<p>In a guided composition, ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation marks, apostrophe, hyphen etc.</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><u>Assessment</u> Ask learners to write a three-paragraph summary of the book read.</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
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? 			

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B5	Class Size:	Sub Strand: Counting, Representation & Cardinality	
Content Standard: B5.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000		Indicator: B5.1.1.1.1-3 Read and write number in figures and words up to 1000000	Lesson: 1 OF 1
Performance Indicator: Learners can read and write number in figures and words up to 1000000		Core Competencies: Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters, bundle and loose straws	
References: Mathematics Curriculum Pg. 55			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
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 1000000 using graph sheets or multi base materials. For instance, with multi base block. A cube=1000unit, a rod=10000, a flat=100000, and a block=1000000. Learners model 436000 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 137000 shading graph sheet square. Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note: A <input type="checkbox"/> cube=1000unit A <input type="checkbox"/> rod=10000unit 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 GHC100,000	Review lesson with learners. Have learner model number quantities for multi digit using multi base materials
Wednesday	Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class.	Read out number figures and have learners to write numbers in words up to 100000.	What have we learnt today? Have learners summarize the important points of the lesson.

	<p>Put them in a box in front of the class. Call out an amount for learners to model it. Do it groups to create competition.</p>	<p>Assessment: Play the place value number wheel game: Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame.</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>Engage pupils in a think pair share activity to.</p> <p>Write number in figures and in words up to 100000</p>
Thursday	<p>Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class.</p> <p>Put them in a box in front of the class.</p> <p>Call out an amount for learners to model it. Do it groups to create competition.</p>	<p>Read out number figures and have learners write them in words up to 10,000,000.</p> <p>Assessment: Engage learners to 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>What have we learnt today?</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 1000000</p>
Friday	<p>Play clap that number (up to 10).</p> <p>Have learner count in unison as they clap the number. 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>Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around a given number.</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>Review the lesson with learners.</p> <p>Have pupils practice more examples.</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity Of Matter	
Class: B5	Class Size:	Sub Strand: Living and Non Living Things	
Content Standard: B5.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them		Indicator: B5.1.1.1.1 know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)	Lesson: 1 OF 1
Performance Indicator: Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	
Teaching/ Learning Resources	Pictures of Plants and animals in the environment , plastics videos paper		
References: Science Curriculum Pg. 17			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch a documentary on the life processes of some animals	<p>Learners go outside the classroom to observe and identify various living and non-living things and discuss their observation.</p> <p>Engage learners to watch pictures or animated videos of different living things (e.g. birds, insects, trees, reptiles, mammals, etc.) and comment on them.</p> <p>Ask learners to identify the names of the living things from the video</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>
	<p>Display word cards on the teachers table in front of the class</p> <p>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 to their group.</p> <p>The group who explains well wins</p>	<p>Use relevant examples and illustrations to demonstrate or explain sensitivity, respiration and excretion as life processes.</p> <p>Learners go on a nature walk to observe sensitivity in the mimosa plant when touched</p> <p>Assist learners to understand growth by observing a seedling and a mature plant of the same kind.</p> <p>Let learners breathe air in and out to demonstrate respiration</p>	<p>What have we learnt today?</p> <p>Have learners to summarize the important points of the lesson.</p>

Week Ending:	DAY:	Subject: OWOP
Duration: 60mins per lesson		Strand: All About Us
Class: B5	Class Size:	Sub Strand: Nature of God
Content Standard: B5.1.1.1. Demonstrate understanding of the uniqueness of human beings among God's creation		Indicator: B5.1.1.1.1 explain that human beings are unique compared to other creatures.
Performance Indicator: Learners can explain that human beings are unique compared to other creatures.		Lesson: I OF I
Core Competencies: Communication and Collaboration Critical Thinking		
Teaching/ Learning Resources		Pictures, Charts, Video Clips
New words		
References: OWOP Curriculum Pg. 23		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Take a nature walk with learners around the school to observe things in the natural environment.</p> <p>Use questions and answers to have learners talk about some of the natural things they observed.</p>	<p>Learners recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing, powerful and creator of all things.</p> <p>Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.</p>	<p>What did we learn today?</p> <p>How human beings are different from other creatures.</p> <p>Have learners to summarize the main points of the lesson.</p> <p>Give learners a task to match pictures of different creatures with their names</p>
	<p>Engage learners to sing songs about nature</p>	<p>Learners in groups reflect and make a poster on the characteristics of human beings that make them different from other creatures</p> <p>Example:</p> <ul style="list-style-type: none"> - Having a unique personality - Ability to be creative and think rationally. - Ability to communicate and collaborate. - Ability to exercise judgment and make choices between right and wrong, ability to learn. 	<p>Have learners to summarize the important points of the lesson</p> <p>Use pupil as teachers to review the lesson.</p> <p>Group class into three and appoint a leader from each group to teach to the whole class</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation & Attributes	
Class: B5	Class Size:	Sub Strand: God The Creator	
Content Standard: B5.1.1.1. Appreciate the nature of God as the Creator		Indicator: B5.1.1.1.1: Explain how special each individual is.	Lesson: I OF I
Performance Indicator: Learners can explain how special each individual is.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
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>Start with a related song.</p> <p>Example: My God is so Big</p> <p>My God is so big So strong and so mighty There is nothing my God cannot do.</p>	<p>Through various activities such as working in pairs or in groups, let learners discuss how each person is unique and different from one another: some are short, tall, intelligent, fair in complexion, black in complexion, serious, etc.</p> <p>Lead learners to demonstrate the uniqueness of each individual, using themselves.</p> <p>Put learners into groups according to: height, color, mass, intelligence, etc.</p> <p>Let learners put in writing how different they are from each other.</p>	<p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colour two things God created</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B5	Class Size:	Sub Strand: The People Of Ghana	
Content Standard: B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today		Indicator: B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.	Lesson: 1 OF 1
Performance Indicator: Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
References: History Curriculum Pg. 30			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Tell learners stories about how our ancestors lived Have learners to watch videos of how our ancestors lived	Identify the kinds of food they ate, the clothes they wore and how they travelled etc. Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.	What have we learnt today? How our ancestors lived Have learners to summarize the important points in the lesson
	Have learners visit a palace near them to see how our ancestors lived	Produce a photo album (Tactile photo album for visually impaired) of family members including learners Visit ancient sites and museums Use videos/ documentaries /internet to highlight how life today has changed from the past	What have we learnt today? How our ancestors lived Have learners to summarize the important points in the lesson

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B5	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: B5 2.1.1.1 Explore and study some compositions and performances of Ghanaian and performing artists living in Africa	Lesson: 1 OF 1
Performance Indicator: Learners can explore and study some compositions of Ghanaian visual artists living in Africa		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 64			

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 are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe)</p> <p>Guide learners to gather information through OERs: library studies, internet surfing recorded videos, etc. For example, 'Things fall Apart' by Chinua Achebe.</p> <p>Engage learners to discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe)</p> <p>Let learners write a brief about Chinua Achebe using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of compositions and performances - Title of some works - Style. 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Oral Language/Extensive Reading	
Class: B5	Class Size:	Sub Strand: Songs / Reading Texts, And Short Stories	
Content Standard: B5.1.1.1: Show an understanding of cradle songs/lullaby		Indicator: B5.1.1.1 /B5.6.3.1.1-2 Sing cradle songs/lullaby with the correct rhythms and discuss importance of songs and read and answer questions on the narratives/passage read.	Lesson: I OF I
Performance Indicator: Learners can sing cradle songs with the correct rhythms and discuss importance of songs and read and answer questions on the narratives/passage.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 34			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Let learners find the rhyming pairs for these words. First unscramble the words</p> <ol style="list-style-type: none"> 1. THIGR & EIGHTH 2. OWELT & LOWRG 3. OUFRR & AORR 4. OCRK & ALKHC <p>Answers: Right & Height Towel & Growl Four & Roar Rock & Chalk</p>	<p>Show a clip of a baby crying to learners.</p> <p>Ask learners to tell you what a mother does when a child is crying.</p> <p>Discuss the answers with the learners and talk about what a lullaby is.</p> <p>Play a recorded cradle song or lullaby to the hearing of learners.</p> <p>Lead learners to sing cradle songs/lullaby with correct rhythm.</p> <p>Allow individual learners to sing a lullaby.</p> <p>Let learners brainstorm the importance of lullaby.</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>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Lead them to discuss the importance of cradle songs to the baby.</p> <p>Write some of the benefits discussed on the board, and allow learners to copy them into books. E.g. It makes the baby sleep. It makes the baby happy. It enables the baby to play.</p> <p>Assist learners to discuss the importance of cradle songs to the mother and caretaker. E.g.</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>It allows the mother to do her work. It helps the mother to rest etc.</p> <p>Write the outcome from the discussion with the learners.</p> <p>Let learners role play mother singing a lullaby and holding a child.</p>	
	<p>Engage learners to play the “What letter am I writing” game.</p> <p>Put learners into groups of two.</p> <p>The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>Read a text aloud to the hearing of learners.</p> <p>Guide learners to read short texts, narratives or stories from other materials with correct intonation.</p> <p>Let learners read paragraph each of the text to the class.</p> <p>Learners read a passage to the hearing of others learners.</p> <p>Lead learners to answer questions on the passage read orally then write them into their books.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B5	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: B5.1.2.1.1: Walk on straight lines edges.	Lesson: 1 OF 1
Performance Indicator: Learners can walk on straight lines edges.		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Pictures and Videos	
Reference	PE curriculum Page 57		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Take learners out to the field.</p> <p>Let learners run or jog within a demarcated area to warm themselves up.</p> <p>Let learners perform some general and specific warm ups.</p>	<p>Draw a straight line on the floor for learners to walk on it.</p> <p>Learners walk as individually and in a groups under the watch of the teacher.</p> <p>Organize competition for learners.</p> <p>End the lesson with cool down and use questions to end the lesson.</p>	<p>Have learners to express their satisfaction for the lesson by talking about how they enjoyed the dancing moves of their partners.</p>

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Generation Of Computers	
Content Standard: B5.1.1.1: Identify parts of a computer and technology tools		Indicator: B5.1.1.1 -3 Describe the types of output device and identify their uses.	Lesson: 1 OF 1
Performance Indicator: Learners can discuss how technology is used to save lives in community and the effects of technology on the community		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures of telephone, mobile phone, radio, tablets,		
References: Computing Curriculum Pg. 11			

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>Guide learners to identify types of output devices and their uses. Assist them to list them on the board as well as their uses.</p> <p>Guide the learners to identify the similarities and differences between analogue and digital devices.</p> <p>Present examples of analogue and digital devices to learners.</p> <p>Aid them to mention other examples of analogue devices and digital devices as well as noticing the differences.</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 FIVE

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B5	Class Size:	Sub Strand: Songs
Content Standard: B5.1.1.1: Demonstrate understanding of a variety of songs		Indicator: B5.1.1.1.2 relate values in songs to real life experiences
		Lesson: 1 of 1
Performance Indicator: Learners can relate values in songs to real life experiences		Core Competencies: Communication and Collaboration
Key words		
References: English Language Curriculum For Primary Schools Pg. 71		
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>	Music box
PHASE 2: NEW LEARNING	<p>Have learners sing familiar songs as in the previous lesson.</p> <p>Lead learners to discuss the song and have them bring out the meaning.</p> <p>In groups, learners discuss the values in the song, e.g. truthfulness, patience, etc. and relate the values to real life situations.</p> <p>Have groups share their ideas with the class in the form of presentations.</p> <p>Write salient responses on the chalkboard.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

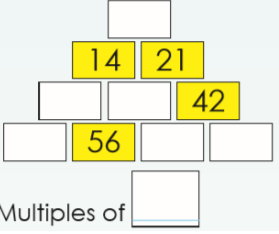
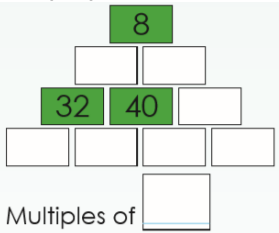
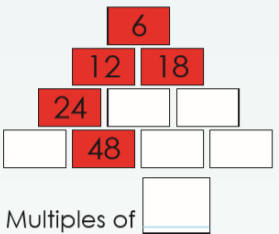
Week Ending:		DAY: Tuesday	Subject: English Language
Duration: 60mins		Strand: Reading	
Class: B5	Class Size:		Sub Strand: Word Families and Common Digraphs
Content Standard: B5.2.3.1: Identify minimal pairs and common digraphs		Indicator: B5.2.3.1.1 use common minimal pairs to decode words. e.g. – sash, wash	Lesson: 1 of 1
Performance Indicator: Learners can use common minimal pairs to decode words. e.g. – sash, wash			Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum For Primary Schools Pg. 93			
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.</p> <p>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>	flashcards	
PHASE 2: NEW LEARNING	<p>Give examples of minimal pairs, e.g. watch, catch</p> <p>In groups let learners come up with more examples</p> <p>Identify specific spelling patterns e.g. sh- fish, dish, sash, wash th – both, tooth</p> <p>Drill learners on pronunciation of words.</p> <p>Learners read the words containing minimal pairs, e.g. church, search, perch, fetch.</p> <p>Work together with learners to write simple sentences with the minimal pairs.</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	
Duration: 60mins			Strand: Grammar	
Class: B5		Class Size:		Sub Strand: Nouns
Content Standard: B5.3.1.1: Apply knowledge of different types of nouns in communication		Indicator: B5.3.1.1.2. identify and use proper nouns		Lesson: 1 of 1
Performance Indicator: Learners can identify and use proper nouns			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
New words		Imperative, knowledge		
References: English Language Curriculum Pg. 105				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Introduce the concept in context. E.g. Christmas is coming. The people of Ga celebrate Homowo.</p> <p>In pairs have learners give more examples of festivals and write them as proper nouns.</p> <p>Briefly discuss what common nouns are, giving and eliciting several examples.</p> <p>Use several examples to explain and exemplify count and non-count nouns and provide activities for practice.</p> <p>Introduce singular and plural nouns in context. e.g. I need a table. Can you give me one of these tables? This child looks sick, but those children look healthy.</p> <p>Have learners read the sentences and observe the underlined words.</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: Writing
Class: B5	Class Size:	Sub Strand: Paragraph Development
Content Standard: B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context		Indicator: B5.4.3.1.1 choose appropriate ways and modes of writing for a variety of purposes
Performance Indicator: Learners can choose appropriate ways and modes of writing for a variety of purposes		Lesson: 1 of 2
Core Competencies: Communication and Collaboration,		
References: English Language Curriculum Pg. 131		
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: NEW LEARNING	<p>Put learners into small groups and assign each group a mode of writing.</p> <p>Have learners study the sample text.</p> <p>Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience</p> <p>Jumble the paragraphs and have learners in groups re-arrange the paragraphs into a coherent piece</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: FRIDAY	Subject: English Language	
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading	
Class: B5	Class Size:	Sub Strand: Using Punctuation	
Content Standard: B5.5.2.1: Show understanding of how punctuations are used appropriately in writing		Indicator: B5.5.2.1.1 use punctuations: - (the comma) to write an address	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can use punctuations: - (the comma) to write an address Learners can read a variety of age- and level appropriate books. 		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 139			
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: NEW LEARNING	<p>Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me?</p> <p>Introduce the use of the comma to write an address, and the apostrophe in contraction in context.</p> <p>Provide sample sentences/texts for learners to identify the target punctuations.</p> <p>Have learners practice using the comma to write an address, and the apostrophe in contraction. Give pairs of learner's unpunctuated sentences/texts to punctuate.</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><u>Assessment</u> Ask learners to write a three-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? 		

Week Ending:	DAY:	Subject: Mathematics																																					
Duration: 60mins per lesson		Strand: Number																																					
Class: B5	Class Size:	Sub Strand: Counting, Representation & Cardinality																																					
Content Standard: B5.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000		Indicator: B5.1.1.1.4 -5 Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="	Lesson: 1 OF 1																																				
Performance Indicator: Learners can model number quantities up to 1000000 using graph sheets or multi base block and identify numbers in different positions around a given number in a number chart		Core Competencies: Critical Thinking; Justification of Ideas;																																					
Teaching/ Learning Resources	Counters, bundle and loose straws																																						
References: Mathematics Curriculum Pg. 58																																							
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION																																				
Monday	<p>Have learners to complete the table.</p> <table border="1"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	x	1	2	3	4	5	2												<p>Guide Learners to identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than 133,400</p> <p>Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 > 132,635</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>																		
x	1	2	3	4	5																																		
2																																							
Tuesday	<p>Have learners to complete the table.</p> <table border="1"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	x	1	2	3	4	5	6												x	1	2	3	4	5	4												<p>Guide Learners to identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than 133,400</p> <p>Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 > 132,635</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
x	1	2	3	4	5																																		
6																																							
x	1	2	3	4	5																																		
4																																							
Wed	<p>Have learners to complete the multiple pattern.</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>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>																																				

	 <p>Multiples of <input type="text"/></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.</p> <p>For instance 1022345 and 1022534; 1022345 is less than (smaller than) than 1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc.</p>	<p>Give learners individual or home task.</p>																				
Thursday	<p>Have learners to complete the multiple pattern.</p>  <p>Multiples of <input type="text"/></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.</p> <p>For instance 1022345 and 1022534; 1022345 is less than (smaller than) than 1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>																				
Friday	<p>Have learners to complete the multiple pattern.</p>  <p>Multiples of <input type="text"/></p>	<p>Learners round off numbers to the nearest 10,000, 1000 and 100. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Learners round up and round down to estimate sums and differences</p> <table border="1" data-bbox="678 1318 1060 1444"> <thead> <tr> <th></th> <th>214765</th> <th>Round up</th> <th>Round down</th> <th>Round off</th> </tr> </thead> <tbody> <tr> <td>to the nearest ten</td> <td></td> <td>214770</td> <td>214760</td> <td>214770</td> </tr> <tr> <td>to the nearest hundred</td> <td></td> <td>214800</td> <td>214700</td> <td>214800</td> </tr> <tr> <td>to the nearest thousand</td> <td></td> <td>215000</td> <td>214000</td> <td>215000</td> </tr> </tbody> </table>		214765	Round up	Round down	Round off	to the nearest ten		214770	214760	214770	to the nearest hundred		214800	214700	214800	to the nearest thousand		215000	214000	215000	<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>
	214765	Round up	Round down	Round off																			
to the nearest ten		214770	214760	214770																			
to the nearest hundred		214800	214700	214800																			
to the nearest thousand		215000	214000	215000																			

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity Of Matter	
Class: B5	Class Size:	Sub Strand: Living and Non Living Things	
Content Standard: B5.1.1.2 Demonstrate understanding of the differences between living things, non-living things, and things which have never been alive		Indicator: B5.1.1.2.1 Compare the differences among things that are living, dead and things that have never been alive	Lesson: I OF I
Performance Indicator: Learners can compare the differences among things that are living, dead and things that have never been alive		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	
Teaching/ Learning Resources		Pictures of Plants and animals in the environment	
References: Science Curriculum Pg. 17			

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>Assemble living things (e.g. plants, insects, etc.), non-living things (e.g. firewood, pencils, paper, etc.) and things that have never lived (rocks, soil, water, etc.) for class activities.</p> <p>Learners observe and comment on the samples.</p> <p>Learners, in an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive.</p> <p>Learners are guided to compare the differences among things that are alive, once alive or never been alive.</p> <p>Learners explain why they (learners) are classified as living things</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and 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 an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive.</p> <p>Learners are guided to compare the differences among things that are alive, once alive or never been alive.</p> <p>Learners explain why they (learners) are classified as living things</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: OWOP
Duration: 60mins per lesson		Strand: All About Us
Class: B5	Class Size:	Sub Strand: Nature of God
Content Standard: B5.1.1.1. Demonstrate understanding of the uniqueness of human beings among God's creation		Indicator: B5.1.1.1.1 explain that human beings are unique compared to other creatures.
Performance Indicator: Learners can explain that human beings are unique compared to other creatures.		Lesson: I OF I
Core Competencies: Communication and Collaboration Critical Thinking		
Teaching/ Learning Resources	Pictures, Charts, Video Clips	
New words		
References: OWOP Curriculum Pg. 23		

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 recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing, powerful and creator of all things.</p> <p>Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<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 reflect and make a poster on the characteristics of human beings that make them different from other creatures</p> <p>Example:</p> <ul style="list-style-type: none"> - Having a unique personality - Ability to be creative and think rationally. - Ability to communicate and collaborate. - Ability to exercise judgment and make choices between right and wrong, ability to learn. 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation & Attributes	
Class: B5	Class Size:	Sub Strand: God The Creator	
Content Standard: B5.1.1.1. Appreciate the nature of God as the Creator		Indicator: B5.1.1.1.2: State the qualities of God that humankind should demonstrate.	Lesson: I OF I
Performance Indicator: Learners can state the qualities of God that humankind should demonstrate.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: RME Curriculum Pg. 34			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc.</p> <p>Let learners discuss among those qualities of God they should possess to make them God's children.</p> <p>Let learners, in pairs or in groups, discuss how they can use their God-given unique qualities:</p> <ul style="list-style-type: none"> - Serve God and humankind, - Protect and preserve the environment, - Live together in harmony, - Contribute to development, etc. <p>Let learners present their work for appreciation and discussion in class.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B5	Class Size:	Sub Strand: The People Of Ghana	
Content Standard: B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today		Indicator: B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.	Lesson : 1 OF 1
Performance Indicator: Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
References: History 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>Identify the kinds of food they ate, the clothes they wore and how they travelled etc.</p> <p>Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and 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>Produce a photo album (Tactile photo album for visually impaired) of family members including learners</p> <p>Visit ancient sites and museums</p> <p>Use videos/ documentaries /internet to highlight how life today has changed from the past</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Performing Arts
Class: B5	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: B5 2.1.1.2 Explore and study some compositions and performances of Ghanaian and performing artists living in Africa	Lesson: 1 OF 1
Performance Indicator: Learners can explore and study some compositions and performances of Ghanaian and performing artists living in Africa		Core Competencies: Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 64		

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 are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe)</p> <p>Guide learners to gather information through OERs: library studies, internet surfing recorded videos, etc. For example, 'Things fall Apart' by Chinua Achebe.</p> <p>Engage learners to discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe)</p> <p>Let learners write a brief about Chinua Achebe using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of compositions and performances - Title of some works - Style. 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Oral Language	
Class: B5	Class Size:	Sub Strand: Poem	
Content Standard: B5.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them.		Indicator: B5.1.3.1.1- 2 Explore a poem of about six to seven lines correctly.	Lesson: I OF I
Performance Indicator: Learners can explore a poem of about six to seven lines correctly.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 35			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes to prepare them for the lesson. Play games with learners	Ask a learner to explore a poem and listen to a poem accompanied by audio. Let the learners perform the gestures that accompany the poems. Explore a poem for learners to listen. Lead learners to explore poems correctly.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word	Let learners listen to a poem recital. Read a poem and discuss key issues in the poem. Let learners explore poems they know. Lead learners to recognize the key words in the poem they explore. Put learners into groups and let the groups discuss the key issues and present to the class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.	Allow a learner to explore a poem for the whole class to listen. Allow learners to write down what they think about the poem and let them discuss. In groups, help learners to discuss the theme of the poem.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B5	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: B5.1.3.1.2: Skip and leap continuously	Lesson: 1 OF 1
Performance Indicator: Learners can skip and leap continuously		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Pictures and Videos	
Reference	PE curriculum Page 57		
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 bend their knees, push against the ground to skip and leap as many times as they can at their own pace in a demarcated area.</p> <p>Learners practice the activities as individuals and in groups at their own pace.</p> <p>Organize competition for learners in groups.</p> <p>End the lesson with cool down and use questions to summarize the lesson</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Generation Of Computers	
Content Standard: B5.1.1.1: Identify parts of a computer and technology tools		Indicator: B5.1.1.1.4-5 Perform some basic mousing and keyboarding skills	Lesson: 1 OF 1
Performance Indicator: Learners can perform some basic mousing and keyboarding skills		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures of telephone, mobile phone, radio, tablets,		
References: Computing Curriculum Pg. 11			

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>Guide learners to Identify the left, right mouse button,</p> <p>Demonstrate the holding of mouse, performing single, double and triple clicking, dragging object and using the scroll wheel</p> <p>Guide learners to master the use of mouse through practical sessions and games.</p> <p>Guide learners to type using top row keys (Q, W, E, R, and T keys for the left-hand and Y, U, I, O, and P keys for the right-hand), bottom row keys (Z, X, C, V, and B keys for the left-hand and N, M, comma, period, and forward slash keys for the right-hand), numerical pad (1, 2, 3, ...9. etc.)</p> <p>Guide learners to type short paragraphs Word Processor or typing tutorial (e.g. Mavis Beacon) to improve typing speed</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

SCHEME OF LEARNING- WEEK 3

BASIC FIVE

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B5	Class Size:	Sub Strand: Poems	
Content Standard: B5.1.3.1: Appreciate poems and other pieces of literary materials		Indicator: B5.1.3.1.1 respond to poems by discussing their central messages	Lesson: 1 of 1
Performance Indicator: Learners can respond to poems by discussing their central messages		Core Competencies: Communication and Collaboration	
Key words	sequentially		
References: English Language Curriculum For Primary Schools Pg. 72			
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>	Music box	
PHASE 2: NEW LEARNING	<p>Ask learners to recite a poem of their choice with actions.</p> <p>Choose a poem appropriate for the grade level.</p> <p>Recite and act out the poem as learners listen attentively to you and observe.</p> <p>Allow some individual learners to recite as others listen.</p> <p>Lead learners to recite lines of the poem with correct stress, clapping and tapping out the rhythm.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

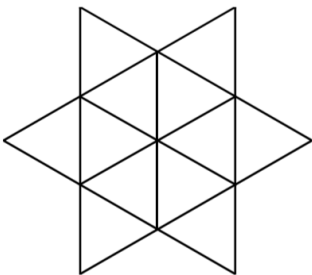
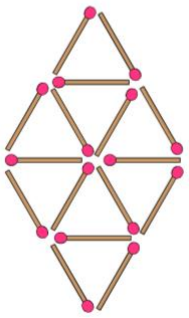
Week Ending:		DAY: Tuesday	Subject: English Language	
Duration: 60mins			Strand: Reading	
Class: B5		Class Size:	Sub Strand: Vocabulary	
Content Standard: B5.2.6.1: Understand word meanings and usages		Indicator: B5.2.6.1.1 use level-appropriate content words and function words appropriately in spoken and written communication.		Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can use level-appropriate content words and function words appropriately in spoken and written communication. 			Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 96				
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			flashcards
PHASE 2: NEW LEARNING	Explain to learners that function words glue pieces of sentences together into long patterns. In other words they express a grammatical or structural relationship with other words in a sentence. Examples of function words are determiners, conjunctions, prepositions, auxiliary verbs, modals etc. Content words are words with specific meanings such as nouns, adjectives, adverbs and main verbs. e.g. The sly brown fox jumped over the lazy dog. In groups learners identify and work out the meanings of content words in texts read. Have them use these words in sentences			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? 			

Week Ending:		DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B5		Class Size:		Sub Strand: Determiners
Content Standard: B5.3.2.1: Apply knowledge of different types of determiners in communication		Indicator: B5.3.2.1.1 identify and use indefinite and definite articles		Lesson: 1 of 1
Performance Indicator: Learners can identify and use indefinite and definite articles			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
New words		Imperative, knowledge		
References: English Language Curriculum Pg. 109				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Provide an appropriate text containing abstract, concrete nouns.</p> <p>Revise the lesson on nouns. Use the same text to introduce definite, indefinites and zero articles.</p> <p>Guide learners with examples to list the articles in the passage.</p> <p>Help learners to form sentences using the articles.</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: Writing
Class: B5	Class Size:	Sub Strand: Writing as a Process
Content Standard: B5.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing	Indicator: B5.4.9.1.1 select a topic of choice on issues in their community, brainstorm and organize ideas before writing	Lesson: 1 of 2
Performance Indicator: Learners can select a topic of choice on issues in their community, brainstorm and organize ideas before writing		Core Competencies: Communication and Collaboration,
References: English Language Curriculum Pg. 131		
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: NEW LEARNING	<p>Scaffold the writing process. i. Pre-writing</p> <p>Have learners select and discuss topics of interest on issues in their community with their partners.</p> <p>Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.</p> <p>Have them organize the ideas into a writing plan using an outline, a chart or appropriate graphic organizer.</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: FRIDAY	Subject: English Language	
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading	
Class: B5	Class Size:	Sub Strand: Using Naming words	
Content Standard:		Indicator: B5.5.3.1.1 identify and use nouns or noun phrases to refer to quantities or units	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can identify and use nouns or noun phrases to refer to quantities or units Learners can read a variety of age- and level appropriate books. 		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 145			
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: NEW LEARNING	<p>Guide learners to Identify and use nouns or noun phrases to refer to quantities or units.</p> <p>Introduce quantities and units in context. E.g. – Please, give me a piece of paper. I have a pair of trousers</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><u>Assessment</u> Ask learners to write a-three-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? 		

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B5	Class Size:	Sub Strand: Counting, Representation & Cardinality	
Content Standard: B5.1.1.2 Demonstrate understanding of Roman Numerals up to C (i.e. 100)		Indicator: B5.1.1.2.1-2 Count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa	Lesson: I OF I
Performance Indicator: Learners can count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa		Core Competencies: Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws		
References: Mathematics Curriculum Pg. 59			





DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>How many triangles can you see in this picture?</p> 	<p>Display roman numeral charts (1-50) arranged in sequential order and lead learners to identify the numerals.</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, L and C Call out a numeral and have learners point at it from the chart</p> <p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99.</p> <p>Mention some numerals randomly and have learners point at it on the chart.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Tuesday	<p>Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.</p> 	<p>Display roman numeral charts (1-100) arranged in sequential order and lead learners to identify the numerals.</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, L and C Call out a numeral and have learners point at it from the chart</p> <p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5:</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>

		<p>IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99.</p> <p>Mention some numerals randomly and have learners point at it on the chart.</p>																										
Wednesday	<p>Start at the bottom left square and move up, down, left or right until you reach the finish.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>4</td><td>9</td><td>7</td><td>7</td><td style="background-color: red;">4</td> </tr> <tr> <td>8</td><td>9</td><td>4</td><td>5</td><td>7</td> </tr> <tr> <td>6</td><td>6</td><td>4</td><td>9</td><td>9</td> </tr> <tr> <td>7</td><td>8</td><td>8</td><td>8</td><td>6</td> </tr> <tr> <td style="background-color: red;">5</td><td>5</td><td>6</td><td>5</td><td>5</td> </tr> </table> <p style="text-align: right;">↻ Finish</p> <p>Start ↻</p> <p>Add the numbers as you go. Can you make exactly 53 ?</p>	4	9	7	7	4	8	9	4	5	7	6	6	4	9	9	7	8	8	8	6	5	5	6	5	5	<p>Guide learners to count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa</p> <p>Paste a the roman numeral chart on the board and have learners read the chart sequentially forwards and backwards, vertically</p> <p>Invite 2/3 learners to read to the class.</p> <p>Call a Roman numeral and ask learners to write E.g. 2 Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
4	9	7	7	4																								
8	9	4	5	7																								
6	6	4	9	9																								
7	8	8	8	6																								
5	5	6	5	5																								
Thursday	<p>Which number should go in the empty triangle?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>3</p> </div> <div style="text-align: center;"> <p>6</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>2</p> </div> <div style="text-align: center;"> <p>4</p> </div> </div>	<p>Guide learners to count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa</p> <p>Paste a the roman numeral chart on the board and have learners read the chart sequentially forwards and backwards, vertically</p> <p>Invite 2-3 learners to read to the class.</p> <p>Call a Roman numeral and ask learners to write E.g. 2 Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>																									

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity Of Matter	
Class: B5	Class Size:	Sub Strand: Materials	
Content Standard: B5.1.2.1 Recognize materials as important resources for providing human needs		Indicator: B5.1.2.1.1 Classify everyday materials based on their properties	Lesson: I OF I
Performance Indicator: Learners can classify everyday materials based on their properties		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	
Teaching/ Learning Resources		cotton wool, pieces of cloth, pieces of paper, cardboard, wood, plastics	
References: Science Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners solve the brain teasers.</p> <p>It likes food, but water kills it. What is it?</p> <p>What's full of holes but can still hold water?</p>	<p>Learners are asked to collect and bring a variety of everyday materials from the home, school and community.</p> <p>Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, etc.</p> <p>Learners are assisted to sort and group the materials based on texture (hard or soft), and size (big or small).</p> <p>Demonstrate by assisting learners to group materials into those that we can see through (transparent) and those that we cannot see through (opaque).</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners solve the puzzle below</p> <p>1. Find a letter that is in but not in </p> <p>2. Find a letter that is in but not in </p>	<p>Learners sort the materials into those that can bend and those that cannot bend.</p> <p>Learners feel and draw materials that are hard, soft, smooth, etc.</p> <p>Learners are tasked to display their drawings in class for discussion.</p> <p>Learners are assisted to know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking. raffia palm is used in basketry because it can bend easily</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B5	Class Size:	Sub Strand: Myself	
Content Standard: B5.1.2.1. Demonstrate understanding of positive attitudes towards the changes that occur during adolescence		Indicator: B5.1.2.1.1. Describe changes that occur during adolescence	Lesson: 1 OF 1
Performance Indicator: Learners can describe changes that occur during adolescence		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners solve the puzzel below</p> <p>4. Find the letter that is in  but not in </p> <p>5. Find a letter that is in  but not in </p>	<p>Learners brainstorm on the term, Adolescence; e.g. Young people are people within the ages 10 -24 and the adolescent falls within this group.</p> <p>Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968).</p> <p>Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson.</p>	<p>Guide learners to identify some physical changes in boys and girls</p> <p>e.g. breaking of voice, broadening of the chest, enlargement of testes and penis, growth of armpit, facial and pubic hair, acquisition of excess energy, acne (pimples) may develop on the face, growth in height and weight,</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation & Attributes	
Class: B5	Class Size:	Sub Strand: God The Creator	
Content Standard: B5.1.1.1. Appreciate the nature of God as the Creator		Indicator: B5.1.1.1.2: State the qualities of God that humankind should demonstrate.	Lesson: 1 OF 1
Performance Indicator: Learners can state the qualities of God that humankind should demonstrate.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: RME Curriculum Pg. 34			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc.</p> <p>Let learners discuss among those qualities of God they should possess to make them God's children.</p> <p>Let learners, in pairs or in groups, discuss how they can use their God-given unique qualities:</p> <ul style="list-style-type: none"> - Serve God and humankind, - Protect and preserve the environment, - Live together in harmony, - Contribute to development, etc. <p>Let learners present their work for appreciation and discussion in class.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B5	Class Size:	Sub Strand: The People Of Ghana	
Content Standard: B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today		Indicator: B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.	Lesson: 1 OF 1
Performance Indicator: Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
References: History 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>Identify the kinds of food they ate, the clothes they wore and how they travelled etc.</p> <p>Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and 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>Produce a photo album (Tactile photo album for visually impaired) of family members including learners</p> <p>Visit ancient sites and museums</p> <p>Use videos/ documentaries /internet to highlight how life today has changed from the past</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B5	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: B5.1.2.2.1/ B5.1.2.3.1 Experiment with available relevant visual arts media and methods to create own visual artworks	Lesson: I OF I
Performance Indicator: Learners can experiment with available relevant visual arts media and methods to create own visual 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. 64			

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>Guide learners to explore the local environment to select available materials and tools that are good for making artworks</p> <p>Learners to study and experiment with available materials and tools to create simple artworks.</p> <p>Discuss and share their experiences through jury and peer review.</p> <p>Use available materials in the environment to make artworks similar to the works studies</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>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>Discuss and compare their artworks to the artworks studied.</p> <p>Learners are to demonstrate basic knowledge and skills in making own comprehensive designs.</p> <p>Guide learners to choice the right tools and equipment for their designs e.g. brush, scissors, knives, spray diffuser, chisel, etc.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Oral Language	
Class: B5	Class Size:	Sub Strand: Story telling	
Content Standard: B5.1.4.1: Demonstrate knowledge on the structure and features of folktales		Indicator: B5.1.4.1.1-2 Retell a folktale of about five scenes and discuss the moral/values of it.	Lesson: 1 OF 1
Performance Indicator: Learners can retell a folktale of about five scenes and discuss the moral/values of it.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 35			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Ask learners to say what is done in the evenings when there are no electrical gadgets around.</p> <p>Discuss answers with learners and talk about folktales.</p> <p>Tell a folktale to learners.</p> <p>Allow learners to retell the folktale.</p> <p>Allow learners to discuss the structure of, and the values/moral lessons in the folktale.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>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>In groups, let learners summarize the structure and values of folktales and present to the class.</p> <p>Let a learner tell a folktale and discuss key issues among themselves.</p> <p>Allow learners to recognize the characters in the folktales.</p> <p>Let learners write briefly on the characters identified.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.</p>	<p>In groups, let learners summarize the structure and values of folktales and present to the class.</p> <p>Let a learner tell a folktale and discuss key issues among themselves.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

		<p>Allow learners to recognize the characters in the folktales.</p> <p>Let learners write briefly on the characters identified.</p>	
--	--	---	--

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B5	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: B5.1.4.1.3: Roll ball using a stick through obstacles (arranged cones)	Lesson: 1 OF 1
Performance Indicator: Learners can roll ball using a stick through obstacles (arranged cones)		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Cones and balls	
Reference	PE curriculum Page 57		
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners jog within demarcated area with their hands stretched sideways to warm their body up.	<p>Arrange ten cones in a straight form and zigzag.</p> <p>Learners roll balls through in turns. As learners move, the teacher checks their movements, control of the balls with the stick and gives corrective feedback for correct mastery of skill.</p> <p>Learners are allowed to progress at their own pace during practice.</p>	<p>Organize competition for learners.</p> <p>End the lesson with cool down and use questions to summarize the lesson.</p> <p>Development</p>

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Generation Of Computers	
Content Standard: B5.1.1.1: Identify parts of a computer and technology tools		Indicator: B5.1.1.1.5-7 Identify home row keys, top row, bottom row keys, numerical pad	Lesson: 1 OF 1
Performance Indicator: Learners can identify home row keys, top row, bottom row keys, numerical pad		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures of telephone, mobile phone, radio, tablets,		
References: Computing Curriculum Pg. 12			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Show learners pictures or short videos on current trends of technology in the world.</p> <p>Have learners talk about the trends of technology and how they are going to apply it in their everyday lives.</p>	<p>Guide learners to type using:</p> <p>-top row keys (<i>Q, W, E, R, and T keys for the left-hand and Y, U, I, O, and P keys for the right-hand</i>),</p> <p>-bottom row keys (<i>Z, X, C, V, and B keys for the left-hand and N, M, comma, period, and forward slash keys for the right-hand</i>),</p> <p>-numerical pad (<i>1, 2, 3, ...9. etc.</i>)</p> <p>Guide learners to list the features of the desktop and identify its functions.</p> <p>Guide learners to recall what has been learnt in previous classes and ask leading questions, use scenarios to help learners identify the difference between the types of computers, their advantages and disadvantages.</p>	<p>Form groups and have learners to summarize the important points of the lesson.</p> <p>Learners can pose questions for clarity if they don't understand</p>

SCHEME OF LEARNING- WEEK 4

BASIC FIVE

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B5	Class Size:	Sub Strand: Poems
Content Standard: B5.1.3.1: Appreciate poems and other pieces of literary materials		Indicator: B5.1.3.1.2 relate values in poems to day-to-day life
		Lesson: 1 of 1
Performance Indicator: Learners can relate values in poems to day-to-day life		Core Competencies: Communication and Collaboration
Key words	sequentially	
References: English Language Curriculum For Primary Schools Pg. 72		
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>	Music box
PHASE 2: NEW LEARNING	<p>Ask learners to recite some poems already learnt. Write out a new poem on the board. Teach the meaning and pronunciation of the key words in context.</p> <p>Lead learners to read the poem line by line and discuss with them the meaning of the whole poem.</p> <p>Recite the poem with pupils line by line, clapping and tapping out the rhythm.</p> <p>Together with learners identify and discuss some values in the poem, e.g. patience, love, patriotism etc.</p> <p>Have learners relate the values to real life situations and experiences</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	DAY: Tuesday	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B5	Class Size:	Sub Strand: Comprehension	
Content Standard: B5.2.7.1: Process and comprehend level appropriate texts		Indicator: B5.2.7.1.1 construct meaning from text read.	Lesson: 1 of 1
Performance Indicator: Learners can construct meaning from text read.		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 99			
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	flashcards	
PHASE 2: NEW LEARNING	Choose different texts for learners to make meaning from using the different strategies they are familiar with: <ul style="list-style-type: none"> - Use of prior experience. - Making predictions - Contextual meaning of vocabulary to connect with the other words to make meaning. 	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? 		

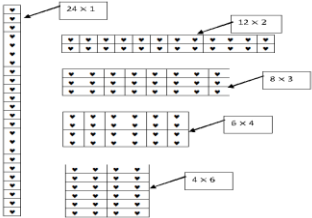
Week Ending:		DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B5	Class Size:		Sub Strand: Determiners	
Content Standard: B5.3.2.1: Apply knowledge of different types of determiners in communication		Indicator: B5.3.2.1.2 identify and use quantifiers to show qualities		Lesson: 1 of 1
Performance Indicator: Learners can identify and use quantifiers to show qualities		Core Competencies: Communication and Collaboration, Personal Development and Leadership		
New words		Imperative, knowledge		
References: English Language Curriculum Pg. 109				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Introduce other types of determiners like each, both, and all.</p> <p>Let learners read the sentences containing these determiners and explain the sentences.</p> <p>Provide a text and let learners identify the determiners in a group activity.</p> <p>Provide a context containing quantifiers. With examples help learners to identify them.</p> <p>e.g. i. Numerals ii. Ordinals (first, second, third); iii. Some few/little etc iv. No/both, all, each/every.</p> <p>Help learners to use the quantifiers 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? 			


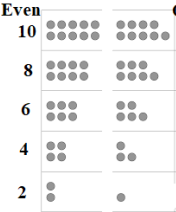
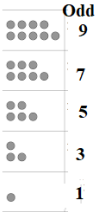
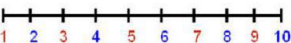
Week Ending:	DAY: THURSDAY	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B5	Class Size:	Sub Strand: Writing as a Process
Content Standard: B5.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing	Indicator: B5.4.9.1.1 select a topic of choice on issues in their community, brainstorm and organize ideas before writing	Lesson: 1 of 2
Performance Indicator: Learners can select a topic of choice on issues in their community, brainstorm and organize ideas before writing		Core Competencies: Communication and Collaboration,
References: English Language Curriculum Pg. 126		
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: NEW LEARNING	<p>Scaffold the writing process. i. Pre-writing</p> <p>Have learners select and discuss topics of interest on issues in their community with their partners.</p> <p>Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.</p> <p>Have them organize the ideas into a writing plan using an outline, a chart or appropriate graphic organizer.</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: FRIDAY	Subject: English Language	
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading	
Class: B5	Class Size:	Sub Strand: Using Naming words	
Content Standard: B5.5.3.1: Apply knowledge of different types of nouns in communication		Indicator: B5.5.3.1.2 identify and use proper nouns to refer to festivals	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can identify and use proper nouns to refer to festivals Learners can read a variety of age- and level appropriate books. 		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 145			
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: NEW LEARNING	<p>Proper nouns Introduce the concept in context. e.g. Christmas is coming. The people of Ga celebrate Homowo.</p> <p>Count and non-count nouns. Revise the concept of proper nouns and common nouns giving and eliciting several examples.</p> <p>Provide a text and let learners identify count and non-count nouns.</p> <p>Have groups use the nouns identified in simple sentences.</p> <p>Invite groups to present their work. Communication</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><u>Assessment</u> Ask learners to write a-three-paragraph summary of the book read.</p>	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:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B5	Class Size:	Sub Strand: Counting, Representation & Cardinality	
Content Standard: B5.1.1.3 Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100		Indicator: B5.1.1.3.1-3 Generate and identify prime numbers and composite numbers between 1 and 100	Lesson: 1 OF 1
Performance Indicator: Learners can generate and identify prime numbers and composite numbers between 1 and 100		Core Competencies: Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters, bundle and loose straws	
References: Mathematics Curriculum Pg. 60-62			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION															
Monday	<p>Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1).</p> <p>Divide the class into groups. One person from each group countdown the range without breaking.</p> <p>The group with the highest score wins!</p>	<p>Ask learners to use different arrangements of arrays of objects to find factors of whole numbers 1 – 100.</p> <p>For instance the factors of 24 can be obtained from the following arrays of objects.</p>  <p>Ask learner to collect from the arrays, pairs of number as the factors of the given number, 24. Hence the set of factors of 24 = {1,2,3,4,6,8,12,24}</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>															
Tuesday	<p>Engage learners to solve this brain teaser</p> <p>A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?</p> <p>Answer: 7</p>	<p>Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below.</p> <p>Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite</p> <table border="1" data-bbox="656 1629 1003 1797"> <thead> <tr> <th>Number</th> <th>Factors</th> <th>Number of factors</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>1,2</td> <td>2</td> </tr> <tr> <td>3</td> <td>1,3</td> <td>2</td> </tr> <tr> <td>4</td> <td>1,2,4</td> <td>3</td> </tr> </tbody> </table>	Number	Factors	Number of factors	1	1	1	2	1,2	2	3	1,3	2	4	1,2,4	3	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Number	Factors	Number of factors																
1	1	1																
2	1,2	2																
3	1,3	2																
4	1,2,4	3																
Wednes day	Engage learners to sing the song	Ask learners to use different arrangements of arrays of objects (or the factorization method) to find	Ask learners to tell you what they have learnt and															

	<p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>factors of the first 30 whole numbers and use their results to complete the table below.</p> <p>Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite</p> <table border="1" data-bbox="656 380 1003 604"> <thead> <tr> <th>Number</th> <th>Factors</th> <th>Number of factors</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>1,2,5,10</td> <td>4</td> </tr> <tr> <td>15</td> <td>1,3,5,15</td> <td>4</td> </tr> <tr> <td>20</td> <td>1,2,4,5,10,20</td> <td>6</td> </tr> <tr> <td>30</td> <td>1,2,3,5,6,15,30</td> <td>7</td> </tr> </tbody> </table>	Number	Factors	Number of factors	10	1,2,5,10	4	15	1,3,5,15	4	20	1,2,4,5,10,20	6	30	1,2,3,5,6,15,30	7	<p>what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Number	Factors	Number of factors																
10	1,2,5,10	4																
15	1,3,5,15	4																
20	1,2,4,5,10,20	6																
30	1,2,3,5,6,15,30	7																
<p>Thursday</p>	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=44$ $3+3=96$ $4+4=168$ $5+5=2510$</p> <p>Then: $6+6=?$</p> <p>Answer: 3612</p>	<p>In convenient groups, have learners use the “Sieve of Eratosthenes” to identify prime numbers between 1 and 100, i.e. dividing through by whole numbers starting from 2; numbers that cannot be divided by other numbers except the number itself are prime numbers</p> 	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>															
<p>Friday</p>	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Ask learners to use arrangements of two arrays of objects to find even and odd numbers between 1 and 100</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Even</p>  </div> <div style="text-align: center;"> <p>Odd</p>  </div> </div> <p>Ask learner to collect from the arrays, pairs to skip count in twos starting from 1 to generate odd numbers, and skip count in twos starting from 2 to generate even numbers.</p> 	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>															

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity Of Matter	
Class: B5	Class Size:	Sub Strand: Materials	
Content Standard: B5.1.2.2 Know that substances can exist in different physical states (solid, liquid, gas).		Indicator: B5.1.2.2.1 know that some changes are reversible, while others cannot be reversed	Lesson: I OF I
Performance Indicator: Learners can know that some changes are reversible, while others cannot be reversed		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	candle wax, shea butter, water, paper		
References: Science Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners in the mystery box game The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Provide substances such as candle wax, shea butter, water, paper and a source of heat. In groups learners undertake the following activities (e.g. melting of candle wax, melting of ice, melting of shea butter, heating of water, crumpling of paper, melting of plastics, burning of paper, burning of wood, etc.). Learners, in their groups, talk about their observations and present their findings to the whole class.	What have we learnt today? Reversible and irreversible changes Have learners to summarize the important points in the lesson.
	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. The group who explains well wins	Assist learners to classify the activities as (1) lead to the formation of a new thing, (2) no new thing formed. Assist learners to understand that changes where no new thing is formed are reversible, while changes where new things are formed are usually not reversible. Have learners to come up with different examples of changes that are reversible or irreversible.	What have we learnt today? Reversible and irreversible changes Have learners to summarize the important points in the lesson

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B5	Class Size:	Sub Strand: Myself	
Content Standard: B5.1.2.1. Demonstrate understanding of positive attitudes towards the changes that occur during adolescence		Indicator: B5.1.2.1.1. Describe changes that occur during adolescence	Lesson: I OF I
Performance Indicator: Learners can describe changes that occur during adolescence		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 24			
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 on the definition of adolescent.</p> <p>Learners bring out the physical changes in boys.</p> <p>Brainstorm from learners some physical changes in girls e.g. development of breast, broadening of hips, growth of armpit and pubic hair, onset of ovulation and menstruation, acquisition of excess energy, growth in height and weight, acne (pimples) on the face.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Engage learners to discuss other changes other than physical changes in adolescent boys and girls.</p> <p>Some emotional and psychological changes in both boys and girls e.g. easily irritated (anger), worry/fear, love (strong attachment to the opposite sex), shyness, excitement, happiness/sadness, adventurous</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation & Attributes	
Class: B5	Class Size:	Sub Strand: God The Creator	
Content Standard: B5.1.1.1. Appreciate the nature of God as the Creator		Indicator: B5.1.1.1.3 Mention why individuals should maintain their God-given gifts of form and color	Lesson: I OF I
Performance Indicator: Learners can mention why individuals should maintain their God-given gifts of form and color		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: RME Curriculum Pg. 34			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Revise learners RPK by engaging them in the 'guess what' game.</p> <p>Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. The learner who guess right wins.</p>	<p>Let learners give reasons why they should maintain their God-given form and color God has a purpose for creating everybody as they are. No-one creates himself or herself. Our bodies serve as the Temple of God.</p> <p>Let learners discuss possible purposes for which each one is created in a unique form.</p> <p>Use pictures or video clips (where possible) to demonstrate the effects of destroying our bodies.</p> <p>Put learners in groups to discuss how to maintain their God-given form and color and not to deform their bodies.</p> <p>We should be proud of how we were created.</p> <p>We should avoid bleaching the skin.</p>	<p>What have we learnt today?</p> <p>Maintaining our God-given gifts of form and color.</p> <p>Assessment: Group learners into three, appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the lesson. The class is allowed to pose questions to the leaders</p>

Week Ending:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B5	Class Size:	Sub Strand: The People Of Ghana
Content Standard: B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today		Indicator: B5.2.1.1.2 Describe some ancient towns in Ghana.
Performance Indicator: Learners can describe some ancient towns in Ghana.		Lesson: 1 OF 1
Core Competencies: Learners to become critical thinkers and digital literates		
Teaching/ Learning Resources	Pictures of past events of the school, community and Ghana	
References: History Curriculum Pg. 30		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Tell learners stories about how our ancestors lived</p> <p>Have learners to watch videos of how our ancestors lived.</p> <p>Have learners to about parts of the video that interest them</p>	<p>Identify the kinds of food they ate, the clothes they wore and how they travelled etc.</p> <p>Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.</p> <p>Produce a photo album (Tactile photo album for visually impaired) of family members including learners</p> <p>Learners appreciate how things have changed as a matter of time</p>	<p>What have we learnt today?</p> <p>How our ancestors lived</p> <p>Have learners to summarize the important points in the lesson</p>
	<p>Have learners write on a sheet of paper the following</p> <p>Which were the ancient towns in Ghana?</p> <p>Where were they located?</p> <p>Who founded them?</p>	<p>Which were the ancient towns in Ghana? Where were they located? Who founded them?</p> <p>List some ancient towns and places in Ghana (Begho, BonoManso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya)</p> <p>Locate some of these towns and places on a map of Ghana</p> <p>Use the internet to learn about these places and share in class</p> <p>Show and discuss pictures of some of these towns and places</p>	<p>What have we learnt today?</p> <p>Ancient towns in Ghana</p> <p>have learners to summarize the important points in the lesson</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B5	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: B5.2.2.2.1/B5.2.2.3.1 Create own performing artworks based on own ideas, knowledge and understanding of artworks	Lesson: 1 OF 1
Performance Indicator: Learners can create own performing artworks based on own ideas, knowledge and understanding of 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. 64			

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>Learners are to explore the local environment to select available instruments, equipment, etc that are good for composing and performing music, dance, drama, poems, appellations, etc.</p> <p>In groups engage learners to create compositions of some Ghanaian artists.</p> <p>Learners to display their artworks for appreciation.</p> <p>Discuss and share their experiences through peer review</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners are to demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts.</p> <p>Let learners make own compositions based on reflective memory of the history and culture of a selected group of Africans.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Reading	
Class: B5	Class Size:	Sub Strand: Phonics: letter and sound knowledge	
Content Standard: B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words.		Indicator: B5.2.4.1.1-2 Read and recognize diagraphs in words found in paragraphs.	Lesson: I OF I
Performance Indicator: Learners can read and recognize diagraphs in words found in paragraphs.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 42			

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>Ask learners to mention some sounds of the letters of the alphabet.</p> <p>Write down some of these sounds on the board.</p> <p>Select one sound and lead learners to form words using that sound.</p> <p>Read to learners words with familiar sounds.</p> <p>Assist learners to read and recognize word with familiar sounds at word medial.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners mention some words and write them on the board.</p> <p>Group the words into two: those without diagraphs and those with diagraphs.</p> <p>Write out the diagraphs on the board and pronounce them to the hearing of learners.</p> <p>Assist learners to recognize diagraphs in the words in a given paragraph.</p> <p>Call learners to write the diagraphs identified from the words on the board.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p>	<p>Let learners mention some words and write them on the board.</p>	<p>Ask learners to summarize what they have learnt.</p>

	<p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Divide the words into syllables and discuss with learners.</p> <p>Allow learners to use some of the syllables to form new words.</p> <p>Let learners say the words to the class and write some on the board.</p> <p>Assist learners to blend two or more syllables to form words and read them</p>	<p>Let learners say 5 words they remember from the lesson.</p>
--	---	---	--

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B5	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: B5.1.5.1.4 Perform simple small-group balance stunts by distributing weight and base of support	Lesson: 1 OF 1
Performance Indicator: Learners can perform simple small-group balance stunts by distributing weight and base of support		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Cones and balls	
Reference	PE curriculum Page 57		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through 5 minutes jogging to warm the body up	<p>Demonstrate as learners observe</p> <p>Guide Learner to stand straight and hold on to another person.</p> <p>Stand slowly on tip toe and move as high as possible and distribute body weight on toes.</p> <p>Organize competition for learners and use time to declare winners base on how long a member of the group loses a balance.</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>

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Introduction To MS-Windows Interface	
Content Standard: B5.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders		Indicator: B5.1.2.1.1.-2 Recognize and Personalize the Desktop Background and edit its images	Lesson: I OF I
Performance Indicator: Learners can recognize and Personalize the Desktop Background and edit its images		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer, Laptop, Smartphone	
References: Computing Curriculum Pg. 13			
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
DAYS	PHASE 1: STARTER	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>Guide learners to create their own background picture using any application (e.g. paints).</p> <p>Guide them to use it as background picture.</p> <p>Background using Change Background, Start menu and Pin to taskbar or start menu.</p> <p>Guide learners to identify and use task bar, start menu, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

SCHEME OF LEARNING- WEEK 5

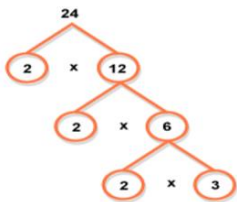
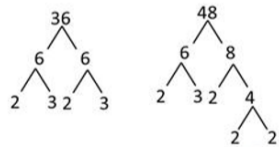
BASIC FIVE

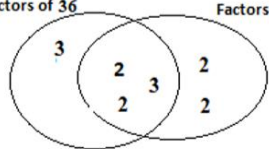
Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B5	Class Size:		
Content Standard: B5.1.4.1 B5.2.4.1 B5.3.3.1 B5.4.10.1 B5.5.4.1 B5.6.1.1		Indicator: B5.1.4.1.1. B5.2.4.1.1. B5.3.3.1.1. B5.4.10.1.1. B5.5.4.1.1. B5.6.1.1.1	Lesson: I OF I
Performance Indicator: A. Learners can demonstrate understanding of lessons in stories by making relevant comments. B. Learners can use closing diphthongs to make meaningful sentences. C. Learners can identify and use indefinite pronouns. D. Learners can create settings, characters and at least one plot in a narrative text. E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing. F. Learners can read a variety of level appropriate books and present at least a-three-paragraph summary			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Write a simple word vertically on the board . E.g. P E N Invite learners to come up with a word starting with each letter of the vertical word.	A. ORAL LANGUAGE (Story Telling Pg.74) Tell a story using the appropriate procedure or stages. With examples, guide learners to identify the beginning, middle and ending. Invite learners to retell story sequentially Have learners take turns to comment on the story	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Have learners recite familiar rhymes. <u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right	B. READING (Diphthongs Pg.94) Let learners pick partners, think-pair-share use their rhyming words in meaningful sentences. Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g. /eʊ/ - go, no, boat, load etc. /aʊ/ - how, fowl etc. Learners read and identify the common sound in the words. In groups learners make a list of	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		words containing diphthongs and use some in sentences e.g. she says today is pay day.	
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>MINGLE MINGLE</u></p> <ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together) 	<p>C. GRAMMAR (Pronouns Pg.111)</p> <p>Introduce indefinite pronouns with examples in sentences.</p> <p>Discuss the indefinite pronouns with learners.</p> <p>Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences.</p> <p>Repeat the procedure to teach possessive pronouns</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p>	<p>D. WRITING (Narrative Writing Pg.128)</p> <p>Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <p>Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative</p> <p>Discuss personal narrative with learners</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>WE ARE GOING</u></p> <ul style="list-style-type: none"> •We are going 2X •We are going to the train station •The train is coming lalalala push push 2x •Chukuchaka 2x push push 2x 	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Action Words Pg.143)</p> <p>Distribute a sample story and let learners identify the simple past verbs to observe how they are used in sentences.</p> <p>Working in pairs, learners write their own story using the simple past.</p> <p>Guide learners to do their own editing paying attention to the correct use of the simple past.</p> <p>Follow the same procedure to guide learners to identify uses of the present perfect tense.</p> <p>Have learners compare how the two tenses are different.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B5	Class Size:	Sub Strand: Counting, Representation & Cardinality	
Content Standard: B5.1.1.3 Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100		Indicator: B5.1.1.3.4-5 Recognize relationship between factors and multiples of whole numbers from 1 to 100	Lesson: 1 OF 1
Performance Indicator: Learners can generate and identify prime numbers and composite numbers between 1 and 100		Core Competencies: Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws		
References: Mathematics Curriculum Pg. 64			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Have learners use factor tree method to determine prime factors of any given whole number. For example the prime factors of 24 For instance, from the figure $24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are the prime factors of 24.</p>  <p>Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have $36 = 2 \times 3 \times 2 \times 3 = 2 \times 2 \times 3 \times 3$ and $48 = 2 \times 3 \times 2 \times 2 \times 2 = 2 \times 2 \times 2 \times 2 \times 3$.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task. <i>Use the factor tree to determine the prime factors for the following.</i></p> <p>i. 32 iv. 30 ii. 50 v. 120 iii. 48 vi. 24</p>
Tuesday	<p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: $888 + 88 + 8 + 8 + 8$</p>	<p>Guide learners use the prime factorization to determine the HCF by underlining the common factors in each product $36 = 2 \times 2 \times 3 \times 3$ $48 = 2 \times 2 \times 2 \times 2 \times 3 \rightarrow$ which is $2 \times 2 \times 3 = 12$;</p>  <p>Have learners use the prime factorization by inspection to determine the LCM by underlining the largest number of factors in each</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>


		product $36=2\times 2\times 3\times 3$ $48= 2\times 2\times 2\times 3$ → which is $2\times 2\times 2\times 3\times 3=144$	
Wednesday	<p>Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards.</p> <p>Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line.</p>	<p>Learners place factors in a Venn diagrams to find the HCF and LCM of 36 and 48. i.e. the HCF is product of factors in both circles → $2\times 2\times 3=12$; and the LCM is product of factors in the diagram → $3\times 2\times 2\times 3\times 2\times 2 =144$</p>  <p>Learners use the prime factorization to determine the LCM and HCF of three numbers using (i) prime factorization using table and dividing through by prime factors. Example 1, find the LCM and HCF these sets of numbers: 12, 20 and 30. (see method in figure), i.e. HCF = 2, and LCM = $2\times 2\times 3\times 5 = 60$.</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>
Thursday	<p>Have learners to solve the following within a given duration.</p> <p>Complete with “>”, “<” and “=”</p> <p>45 <input type="text"/> 67</p> <p>475 <input type="text"/> 457</p> <p>17 <input type="text"/> 71</p> <p>4+5 <input type="text"/> 6+7</p> <p>4+3 <input type="text"/> 3+4</p> <p>45-10 <input type="text"/> 70-9</p>	<p>Investigate even and odd numbers. How do you know a number is even or odd?</p> <p>Engage learners to play the sharing game to demonstrate even and odd numbers.</p> <p><i>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,</i></p> <p><i>Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be remainder of one. Let learners record the number 3 down in their books.</i></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> <i>{3,5,7,9,11,13,15,17,19...}</i></p> <p>Investigate numbers that are multiples of 4 and 6. How do you know a number is a multiple of 4? a multiple of 6? (This is also known as the divisibility test).</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> <p>1. list prime numbers between 10 and 50</p> <p>2. find the following A={odd numbers between 1 and 10} B={prime numbers between 2 to 20}</p>
Friday	Teacher calls out numbers from 1 to 20	Investigate perfect numbers, that is, numbers whose factors add up to the	Ask learners to tell you what they have learnt and what

	<p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>number; for instance 6 has factors 1, 2, 3 and 6. The sum of factors other than 6 is $1+2+3=6$, and hence 6 is a perfect number.</p> <p>How many more perfect number can we find in the first 100 whole numbers?</p>	<p>they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
--	---	--	---


Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity Of Matter	
Class: B5	Class Size:	Sub Strand: Materials	
Content Standard: B5.1.2.3 Understand mixtures, the types, formation, uses and ways of separating them into their components		Indicator: B5.1.2.3.1 Demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)	Lesson: I OF I
Performance Indicator: Learners can demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil		
References: Science Curriculum Pg. 19			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Display some solid and liquid substances for learners to observe, <i>e.g. water, common salt, vinegar, sugar, sand, cooking oil and soft drinks.</i> Put learners in groups and ask them to add each of the substances to a separate quantity of water whilst stirring and observe what happens. Learners describe the material combinations they have produced, i.e. as solid-liquid mixture, liquid-liquid mixture or a solution.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners find out the difference between a mixture of sand and water and a mixture of salt and water. Learners also differentiate between the mixture of water and soft drink and the mixture of water and cooking oil. Put learners into groups to demonstrate how to recover the salt from the salt solution. Assist learners to separate different solid-liquid mixtures and liquid-liquid mixtures using separation methods such as filtration, evaporation, sieving and use of separating funnel.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

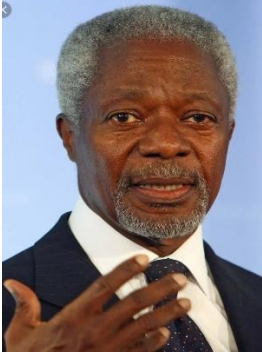
Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B5	Class Size:	Sub Strand: My Family	
Content Standard: B5.1.3.1. Demonstrate understanding of how to be committed to one's Family		Indicator: B5.1.3.1.1. Explain the need to be a committed member of the family	Lesson: I OF I
Performance Indicator: Learners can explain the need to be a committed member of the family		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
New words			
References: OWOP Curriculum Pg. 25			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners mention behaviors and attitudes needed to be a committed family member <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, be present at family meetings, respond to family needs, etc.</i> Learners talk about the need to be a committed family member <i>e.g. to promote unity, to gain respect, to bring unity and peace in the family, to strengthen the family support system, to be considered a trustworthy person, etc.</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
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners role play commitment to the family. The role play should have as a climax reward for being committed.	Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation & Attributes	
Class: B5	Class Size:	Sub Strand: The Environment	
Content Standard: B5.1.2.1. Explain how to care for the environment		Indicator: B5.1.2.1.1. Discuss the effects of human activities on the environment.	Lesson: I OF I
Performance Indicator: Learners can discuss the effects of human activities on the environment.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste pictures on the board.  Have learners to talk about the pictures	Guide learners to talk about the human activities in the environment. Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc. Assessment: Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.	What have we learnt today? Effects of human activities on the environment. Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B5	Class Size:	Sub Strand: Some Selected Individuals	
Content Standard: B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally		Indicator: B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally	Lesson: 1 OF 1
Performance Indicator: Learners can name Ghanaians who have made significant Contribution locally and internationally		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Pictures and Videos	
References: History Curriculum Pg. 31			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>There are three light switches outside of a room—labeled number one, number two, and number three. The door to the room is closed and you can't see in. All three switches are off.</p> <p>You need to figure out which switch belongs to which bulb. You can use the switches however you want to, but can only enter the room once. How do you do it?</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Dr. R.E.G Armattoo</p>  <p><i>Dr. Raphael Ernest Grail Armattoo was a renowned Ghanaian doctor, anthropologist, author, poet, and politician. He discovered the "Abochi" drug that saved millions of lives in Africa in the 1940s.</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>A farmer is traveling with a fox, a goose, and a bag of beans. During his journey, he comes across a river with a boat to cross it. The farmer can only t one thing in the boat with him at a time.</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Kofi Atta Annan</p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

	<p>If left alone together, the fox will eat the goose or the goose will eat the beans.</p> <p>How does the farmer get everything across the river safely?</p>	 <p><i>Kofi Atta Annan was a Ghanaian diplomat who served as the seventh secretary general of the United Nations from January 1997 to December 2006. Annan and the UN were the co-recipients of the 2001 Nobel Peace Prize.</i></p>	
--	---	---	--

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B5	Class Size:	Sub Strand: Displaying and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B5.1.3.4.1/B5.1.3.5.1 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks.	Lesson: 1 OF 1
Performance Indicator: Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of 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. 64			

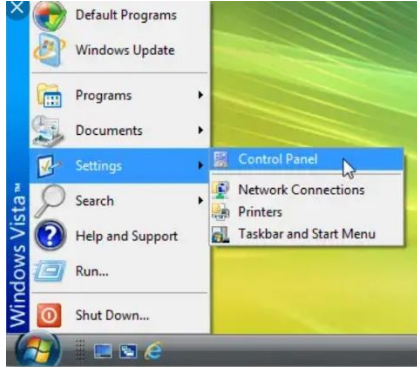
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video on an exhibition or visit an exhibition center, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service.	<p>Have learners to discuss 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>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Reading	
Class: B5	Class Size:	Sub Strand: Vocabulary: sight and content vocabulary	
Content Standard: B5.2.5.1: Show an understanding of recognizing and reading about things in their environment		Indicator: B5.2.5.1.1-2 Read paragraphs of passages aloud with correct pronunciation and tone.	Lesson: 1 OF 1
Performance Indicator: Learners can read paragraphs of passages aloud with correct pronunciation and tone.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 42			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Write words on the 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>Write some sentences on flashcards and show them to learners.</p> <p>Ask some of the learners to say the words and then read the sentences in full.</p> <p>In groups, guide learners to read sentences aloud with correct pronunciation and tone.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while 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>Give a paragraph of a passage and allow learners to read in turns.</p> <p>With sentence cards and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.</p>	<p>Give passages of about three paragraphs, and let learners read in their groups.</p> <p>Call leaders of the groups to read the whole passage to the class.</p> <p>Put learners in groups to read sample notices, texts and use sentence cards to help learners read paragraphs aloud with correct pronunciation and tone.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B5	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: B5 1.5.1.5: Change direction quickly while walking with an object within obstacles but keep one's balance.	Lesson: 1 OF 1
Performance Indicator: Learners can change direction quickly while walking with an object within obstacles but keep one's balance.		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Videos and Pictures	
Reference	PE curriculum Page 57		
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners go through general and specific warm-ups	<p>Have learners to bring and their hold lime and spoon.</p> <p>Learners move on command through the obstacles while maintaining their balance and pace.</p> <p>Put learners in groups to compute compete</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>

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Introduction To MS-Windows Interface	
Content Standard: B5.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders		Indicator: B5.1.2.1.3.-4 Describe how to Personalize the Desktop	Lesson: 1 OF 1
Performance Indicator: Learners can recognize and Personalize the Desktop Background and edit its images		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer, Laptop, Smartphone	
References: Computing Curriculum Pg. 13			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to write on a sheet of paper any three features of the computer desktop.</p> <p>Engage learners in the “THE BALL GAME” Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts to mention a word.</p> <p>He then throws the ball to another student to mention his.</p> <p>Anyone who fails to mention his is out of the circle. The last person becomes the winner.</p>	<p>Guide learners to customize the Start Menu and the Notification Area.</p>  <p>Guide learners to create shortcuts of icons on the computers' desktop.</p> <p>To create a desktop icon or shortcut, do the following:</p> <ol style="list-style-type: none"> 1. Browse to the file on your hard disk for which you want to create a shortcut. ... 2. Right-click the file for which you want to create a shortcut. 3. Select Create Shortcut from the menu. ... 4. Drag the shortcut to the desktop or any other folder. 5. Rename the shortcut. 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>

SCHEME OF LEARNING- WEEK 6

BASIC FIVE

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B5	Class Size:	Sub Strand: Presentation
Content Standard: B5.1.10.1: Demonstrate knowledge of spoken grammar and register		Indicator: B5.1.10.1.1 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
Key words	sequentially	
References: English Language Curriculum For Primary Schools Pg. 86		
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>	Music box
PHASE 2: NEW LEARNING	<p>Revise important features of spoken language such as use of contractions and ellipsis.</p> <p>Help learners to use contractions and ellipsis in speech. E.g. 1. Contraction: i. Kofi cannot come today. ii. Kofi can't come today.</p> <p>2. Ellipsis: A: When will you come? B: Tomorrow</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	DAY: Tuesday	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B5	Class Size:	Sub Strand: Vocabulary	
Content Standard: B5.2.6.1: Understand word meanings and usages		Indicator: B5.2.6.1.2 use the following terms in spoken and written expressions	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can use the following terms in spoken and written expressions 		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 96			
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	flashcards	
PHASE 2: NEW LEARNING	Choose a text to guide learners identify synonyms, antonyms, idioms or phrasal verbs etc. Create a scenario where learners can use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in written and spoken languages.	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? 		

Week Ending:	DAY: THURSDAY	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B5	Class Size:	Sub Strand: Paragraph Development
Content Standard: B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	Indicator: B5.4.3.1.1 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,
References: English Language Curriculum Pg. 122		

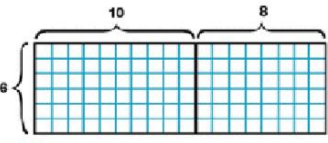
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Have learners recite familiar rhymes.</p> <ul style="list-style-type: none"> • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Have learners study a sample text.</p> <p>Guide them through appropriate questions to identify the: <i>i. Mode of writing/types of essay ii. Purpose</i> <i>iii. Audience</i></p> <p>Jumble the paragraphs and have learners in groups re-arrange the paragraphs into a coherent piece.</p> <p>Encourage learners to use search engines to search for the different modes of writing they have studied.</p> <p>Discuss the various modes of writing with learners. Have learners read a text to identify the structure of each mode</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: FRIDAY	Subject: English Language
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading	
Class: B5	Class Size:		Sub Strand: Using Action Words
Content Standard: B5.5.4.1: Demonstrate understanding of verbs in everyday language		Indicator: B5.5.4.1.2 use the simple past verb form to express past needs, feelings and interest	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can use the simple past verb form to express past needs, feelings and interest Learners can read a variety of age- and level appropriate books. 		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 145			
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: NEW LEARNING	<p>Let learners write on a story. E.g. What happened after school on Monday?</p> <p>Discus the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</p> <p>Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form..</p> <p>Guide learners to rewrite the essay incorporating the corrections.</p> <p>Let learners write on another topic individually using the past verb form</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><u>Assessment</u> Ask learners to write a-three-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> <p>1. Tell the class what you learnt during the lesson.</p>		

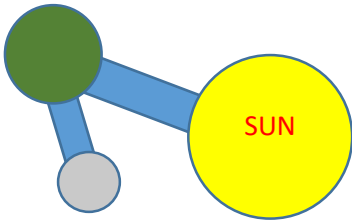
	<p>2. Tell the class how you will use the knowledge they acquire during the lesson.</p> <p>3. Which aspects of the lesson did you not understand?</p>	
--	---	--

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B5	Class Size:	Sub Strand: Number Operations	
Content Standard: B5.1.2.1 Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts		Indicator: B5.1.2.1.1-2 Apply mental mathematics strategies to determine answers for basic multiplication facts to 81 and related division facts.	Lesson: 1 OF 1
Performance Indicator: Learners can apply mental mathematics strategies to determine answers for basic multiplication facts to 81 and related division facts.		Core Competencies: Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws		
References: Mathematics Curriculum Pg. 65			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Let learners recall multiplication facts to 15. Call learners to randomly answer multiplication facts.	Describe mental mathematics strategies used to determine a given basic fact, such as A) Skip count up by one or two groups from a known fact. e.g., if $5 \times 7 = 35$, then 6×7 is equal to $(35 + 7)$ and, 7×7 is equal to $(35 + 7 + 7)$ B) Skip count down by one or two groups from a known fact e.g., if $8 \times 8 = 64$, then 7×8 is equal to $(64 - 8)$ and 6×8 is equal to $(64 - 8 - 8)$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Tuesday	Let learners recall multiplication facts to 18. Call learners to randomly answer multiplication facts.	Engage learners to employ mental mathematics strategies used to determine a given basic fact, such as A) Doubling e.g., for 8×3 , think $4 \times 3 = 12$, and $8 \times 3 = (12 + 12) = 24$ B) Use patterns when multiplying by 9 e.g., for 9×6 , think $10 \times 6 = 60$, and $60 - 6 = 54$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.

		E.g2. for 7×9 , think $7 \times 10 = 70$, and $70 - 7 = 63$	
Wednesday	Let learners recall multiplication facts to 18. Call learners to randomly answer multiplication facts.	Guide learners to apply mental mathematics strategies used to determine a given basic fact, such as A) repeated doubling e.g., if 2×6 is equal to 12, then 4×6 is equal to 24 and 8×6 is equal to 48 B) repeated halving e.g., for $60 \div 4$, think $60 \div 2 = 30$ and $30 \div 2 = 15$ C) Relate division to multiplication e.g., for $64 \div 8$, think $8 \times \dots = 64$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Thursday	Let learners recall multiplication facts to 20. Call learners to randomly answer multiplication facts.	Through demonstrations, guide learners to determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros e.g., for 3×200 think of 3×2 and then add two zeros. Apply halving and doubling when determining a given product e.g., 32×5 is the same as 16×10 Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form e.g., $6 \times 18 = (6 \times 10) + (6 \times 8) = 60 + 48 = 108$.  $6 \times 18 = 6 \times (10 + 8) = (6 \times 10) + (6 \times 8)$ $= 60 + 48$ $= 108$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.



Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B5	Class Size:	Sub Strand: Earth Science	
Content Standard: B5.2.1.1 Recognize that some events in our environment occur recurrently		Indicator: B5.2.1.1.1 Know how day and night are formed	Lesson: 1 OF 1
Performance Indicator: • Learners can know how day and night are formed		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Balls, football, ice-cream stick, torch, pen and globe	
References: Science Curriculum Pg. 20			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>Assemble materials such as polystyrene (plastic) balls, football, ice-cream stick, torch, pen and globe. Have learners identify the materials and relate to them.</p> <p>Learners are assisted to understand the terms, rotation and axis using a ball. Rotation is the movement of the earth or any heavenly body turning on its axis. Axis is an imaginary line on which something rotates.</p> <p>Explain how the motion of the earth causes day and night, with the aid of a globe.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners observe a demonstration of day and night, using appropriate materials, e.g. globe of the earth, blu tac, and lamp without shade and a dark room.</p>  <p>Learners explain how day and night come about and draw diagrams to represent their work.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>



Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B5	Class Size:	Sub Strand: My Family	
Content Standard: B5.1.3.2. Show understanding of staying safe on the road		Indicator: B5.1.3.2.1. Identify things to do to stay safe on roads	Lesson: I OF I
Performance Indicator: Learners can identify things to do to stay safe on roads		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
New words			
References: OWOP Curriculum Pg. 26			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>Learners talk about the things they need to know to stay safe on the road. e.g. <i>traffic light, road signs, stick to the pavement, do not walk on the road, crossing road only at the pedestrian crossing.</i></p> <p>Lead learners to visit the nearest traffic light, or watch pictures of the use of traffic lights.</p> <p>Learners in groups discuss and present their findings on the use of the traffic lights.</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>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners demonstrate the use of traffic lights/lollipop e.g. yellow means get ready to stop, red means stop, and green means go</p> <p>Learners draw and color the traffic light.</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>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation & Attributes	
Class: B5	Class Size:	Sub Strand: The Environment	
Content Standard: B5.1.2.1. Explain how to care for the environment		Indicator: B5.1.2.1.1. Discuss the effects of human activities on the environment.	Lesson: I OF I
Performance Indicator: Learners can discuss the effects of human activities on the environment.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Paste pictures on the board.</p>  <p>Have learners to talk about the pictures</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 (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</p>  <p>Assessment: 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>

Week Ending:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B5	Class Size:	Sub Strand: Some Selected Individuals
Content Standard: B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally		Indicator: B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally
Performance Indicator: Learners can name Ghanaians who have made significant Contribution locally and internationally		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Learners to become critical thinkers and digital literates
Pictures and Videos		
References: History Curriculum Pg. 31		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Osibisa- music group</p>  <p><i>Osibisa are a Ghanaian afro rock band founded in london in 1969 by four expatriate african and three Caribbean musicians. Their music is a fusion of Africa, Caribbean, jazz, funk, rock, Latin, R&B and highlife.</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: El Anatsui</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><i>El Anatsui is a Ghanaian sculptor and an internationally acclaimed artist who transforms simple materials into complex assemblages that create distinctive visual impact. He uses discarded resources like liquor bottle caps, printing plates etc.</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	
--	--	---	--

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B5	Class Size:	Sub Strand: Displaying and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B5.2.3.4.1/ B5.2.3.5.1 Stage a display of own portfolio of performing artworks that reflect the history and culture of the people of Africa	Lesson: 1 OF 1
Performance Indicator: Learners can stage a display of own portfolio of performing artworks that reflect the history and culture of the people of Africa		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 64			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Engage learners to watch a short video or live performances that reflect the history and culture of the people in Africa.</p> <p>Let learners talk about the video and tell the class the part of the video that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>In groups, discuss the need for displaying portfolio of own performing artworks.</p>	<p>What have we learnt today?</p> <p>Planning and Displaying of own artworks.</p>
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about</p> <p><i>i. what they learnt from the performance of other groups.</i></p> <p><i>ii. what other things they would want to do to improve upon their compositions.</i></p>	<p>What have we learnt today?</p> <p>Planning and Displaying of own artworks.</p> <p>Give Learners home task to observe and reflect on a specific activity within their environment and compose a short performance for class discussion</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing	
Class: B5	Class Size:	Sub Strand: Penmanship	
Content Standard: B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly		Indicator: B5.3.1.1.1-3 Recognize the use of full stops, comma and colon.	Lesson: 1 OF 1
Performance Indicator: Learners can recognize the use of full stops, comma and colon.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 47			

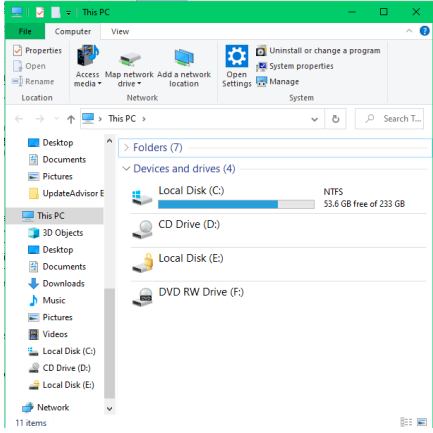
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to sing songs and recite rhymes</p> <p>Ding dong bell. Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn</p>	<p>Let learners write a sentences on the board and in their books.</p> <p>Go round and check the sentences written to see if full stops are at the ends.</p> <p>Discuss the punctuation, full stop, with learners.</p> <p>Write a passage on the board with all punctuations.</p> <p>Assist learners to recognize that a full stop is used at the end of a complete sentence, and to separate initials.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Write a passage on the board with all the appropriate punctuations.</p> <p>Discuss the passage with learners, and help them to recognize the punctuation comma.</p> <p>Assist learners to recognize that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</p> <p>Let learners write sentences or short passages using the comma.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Row, Row, Row Your Boat</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream. Engage learners to sing songs and recite rhymes</p>	<p>Write a passage on the board with all the appropriate punctuations.</p> <p>Discuss the use of the colon in the passage.</p> <p>Assist learners to recognize that a colon is used to list and explain a statement, or to mention a list of items</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
--	---	--	--

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B5	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: B5.1.6.1.6 Strike a dropping light ball upward and forward to a teammate using the hands or feet.	Lesson: 1 OF 1
Performance Indicator: Learners can strike a dropping light ball upward and forward to a teammate using the hands or feet.		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Videos and Pictures	
Reference	PE curriculum Page 57		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners go through general and specific warm-ups.	<p>After warm-ups as usual, learners are grouped in pairs with a ball.</p> <p>Learners toss balls and swing their feet from behind to strike the ball to a partner at appropriate distance.</p> <p>Partners strike the ball back to continue the rally.</p> <p>Have learners to strike light ball like volleyballs with their hands</p> <p>Learners strike heavy balls like football with their foot to prevent injuries.</p> <p>Learners continue with the process when the ball drops.</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>

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Introduction To MS-Windows Interface	
Content Standard: B5.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders		Indicator: B5.1.2.1.5-6 Demonstrate understanding of the File Explorer window	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate understanding of the File Explorer window		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer, Laptop, Smartphone	
References: Computing Curriculum Pg. 13			

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>Demonstrate moving, copying and pasting a file or icon into and from a folder on the desktop.</p> <p>Guide learners to copy and paste a file or icon into and from a folder on the desktop.</p> <p>Guide learners to use the file explorer to locate files.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

SCHEME OF LEARNING- WEEK 7

BASIC FIVE

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B5	Class Size:	Sub Strand: Story Telling	
Content Standard: B5.1.4.1: Respond to stories		Indicator: B5.1.4.1.2 tell stories which are parallel to stories heard or read	Lesson: 1 of 1
Performance Indicator: Learners can tell stories which are parallel to stories heard or read			Core Competencies: Communication and Collaboration
Key words	sequentially		
References: English Language Curriculum For Primary Schools Pg. 74			
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.</p> <p>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>	Music box	
PHASE 2: NEW LEARNING	<p>Use an example to explain a parallel poem or story.</p> <p>Lead the class to write a story parallel to a familiar story.</p> <p>Present another short story on the board.</p> <p>Elicit and discuss areas that can be changed or replaced to create a parallel story.</p> <p>Assign groups to write and present stories parallel to that on the board.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Week Ending:		DAY: Tuesday	Subject: English Language	
Duration: 60mins			Strand: Reading	
Class: B5		Class Size:	Sub Strand: Comprehension	
Content Standard: B5.2.7.1: Process and comprehend level appropriate texts		Indicator: B5.2.7.1.2 construct meaning from text read, note and recall main ideas in a sequence		Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can construct meaning from text read, note and recall main ideas in a sequence 			Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 99				
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		flashcards	
PHASE 2: NEW LEARNING	Choose different texts for learners to make meaning from using the different strategies they are familiar with: <ul style="list-style-type: none"> <i>Use of prior knowledge/experience.</i> <i>Making predictions</i> <i>Contextual meaning of vocabulary to connect with the other words to make meaning.</i> Using survey, question, read, recite and recall (SQ3R), guide learners to present facts and ideas in a sequential order.		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? 			


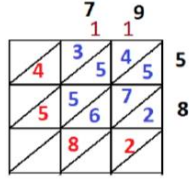
Week Ending:		DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B5		Class Size:	Sub Strand: Verbs	
Content Standard: B5.3.5.1: Apply the knowledge of verbs in communication		Indicator: B5.3.5.1.1 use different types of verbs in sentences		Lesson: 1 of 1
Performance Indicator: Learners can use different types of verbs in sentences		Core Competencies: Communication and Collaboration, Personal Development and Leadership		
New words		Imperative, knowledge		
References: English Language Curriculum Pg. 112				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Let learners identify main verbs in sentences. E.g. The boy has <u>bought</u> a new football.</p> <p>Model and role play the action words with learners.</p> <p>Call learners in turns to mention an action word, model it and use it in a sentence.</p> <p>Assessment: Write sentences on the board for learners to identify the main verbs in it</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: Writing
Class: B5	Class Size:	Sub Strand: Narrative Writing
Content Standard: B5.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world	Indicator: B5.4.10.1.1 create settings, characters and at least one plot in a narrative text	Lesson: 1 of 2
Performance Indicator: Learners can create settings, characters and at least one plot in a narrative text		Core Competencies: Communication and Collaboration,
References: English Language Curriculum Pg. 129		
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: NEW LEARNING	<p>Revise the stages of the writing process with learners.</p> <p>That is prewriting, writing, revising, editing and publishing</p> <p>Guide learners to choose topics and develop them by asking them questions about the topics.</p> <p>Assessment: Guide learners to organize their details into writing. (Beginning, middle and ending).</p> <p>Learners read their narratives for corrections and 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? 	

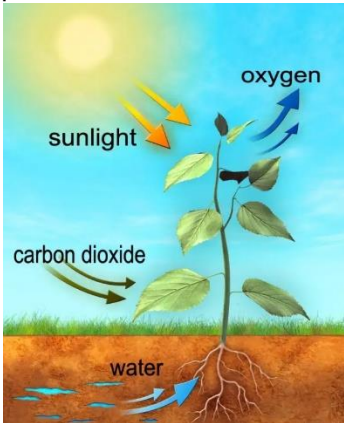
Week Ending:		DAY: FRIDAY	Subject: English Language	
Duration: 60mins			Strand: Writing Conventions/ Extensive Reading	
Class: B5		Class Size:	Sub Strand:	
Content Standard: B5.5.5.1: Demonstrate understanding of adjectives in speech and in writing		Indicator: B5.5.5.1.1 use comparative forms of regular and irregular adjectives to make comparisons		Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can use comparative forms of regular and irregular 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. 145				
Phase/Duration	Learners Activities		Resources	
PHASE 1: STARTER	Review some adjectives with learners. Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happy Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Show a picture of a family and guide learners to talk about the people using the positive comparative and superlative forms of adjectives. In groups, learners write a description of the members in each group. Let them edit their work focusing on the use of forms of adjectives appropriately. Learners can add the group picture to their presentation and publish in their class magazine 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. <u>Assessment</u> Ask learners to write a three-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? 			

Week Ending:	DAY:	Subject: Mathematics
Duration: 60mins per lesson		Strand: Number
Class: B5	Class Size:	Sub Strand: Number Operations
Content Standard: B5.1.2.2 Demonstrate an understanding of multiplication of a 2 or 3-digit number by a 2 or 3-digit number.		Indicator: B5.1.2.2.1. Multiply multi digit numbers by 2-digit numbers efficiently
Performance Indicator: Learners can multiply multi digit numbers by 2-digit numbers efficiently		Lesson: 1 OF 1
Core Competencies: Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources		Counters, bundle and loose straws
References: Mathematics Curriculum Pg. 67/68		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION								
Monday	Engage learners to sing the song <u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	Guide learners to multiply of whole numbers using the “expand and box” method (partial decomposition method). Lead learners to multiply a 3-digit number by a 1-digit number as shown below, for example $448 \times 2 = ?$ <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td>×</td><td>400</td><td>40</td><td>8</td></tr><tr><td>2</td><td>800</td><td>80</td><td>16</td></tr></table> $448 \times 2 = (400 \times 2) + (40 \times 2) + (8 \times 2) = 800 + 80 + 16 = 800 + 80 + (10 + 6) = 800 + 90 + 6 = 896$	×	400	40	8	2	800	80	16	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
×	400	40	8								
2	800	80	16								
Tuesday	Engage learners to sing the song <u>I AM COUNTING ONE</u> • I'm counting one, what is one • 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.	Lead learners to multiply whole numbers using the Column or vertical method; For example: 25×32 $\begin{array}{r} 25 \\ \times 32 \\ \hline 50 \\ +750 \\ \hline 800 \end{array}$ $\begin{array}{r} 25 \quad 25 \\ \times 30 \quad \times 2 \\ \hline 750 \quad 50 = 800 \end{array}$ Guide learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.								
Wednesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class five We can count	Engage learners to multiply whole numbers using the Distributive property; for example: 25×32	Give learners task to complete whiles you go round to guide those who don't understand.								

	<p>We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	$25 \times (32) = 25(30 + 2)$ $= 25(30) + 25(2)$ $= 750 + 50$ $= \mathbf{800}$ <p>Guide learners to practice with more examples.</p>	<p>Give remedial learning to those who special help.</p>
<p>Thursday</p>	<p>Engage leaners to sing the song</p> <p><u>I AM COUNTING ONE</u> • 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>Lead learners to multiply whole numbers using the lattice method. Have learners draw a 2 by 1 rectangular box for solving 54×3.</p>  <p>Have learners draw a 2 by 2 rectangular box for solving 79×58</p>  <p>Guide learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B5	Class Size:	Sub Strand: Earth Science	
Content Standard: B5.2.1.2 Recognize the relationship between the earth and the sun		Indicator: B5.2.1.2.1 Describe the benefits of the sun to the earth	Lesson: 1 OF 1
Performance Indicator: • Learners can describe the benefits of the sun to the earth		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	
Teaching/ Learning Resources		Torch candle matchstick lantern paper pencil	
References: Science Curriculum Pg. 20			

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>Put learners into groups to discuss the benefits the earth derives from the sun.</p> <p>Learners, in their groups, present their findings. These may include the following;</p> <p><i>i. the sun provides warmth to the earth.</i> <i>ii. light for plants to grow well.</i> <i>iii. provides day and night cycles and energy.</i></p> <p>Learners brainstorm on what will happen if there was no sun.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</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 demonstrate the importance of sunlight to the growth of plants.</p>  <p>Lead learners to discuss the importance of the sun to plant growth.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>

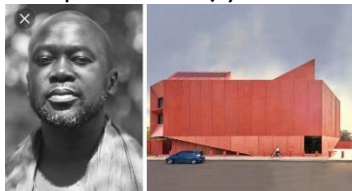
Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B5	Class Size:	Sub Strand: Home And School	
Content Standard: B5.1.4.1. Demonstrate understanding of skills for using peer groups for the benefit of the community		Indicator: B5.1.4.1.1. Describe skills for dealing with peer pressure	Lesson: 1 OF 1
Performance Indicator: Learners can describe skills for dealing with peer pressure		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
New words			
References: OWOP Curriculum Pg. 28			

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 talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous</p> <p>Learners role play benefits of belonging to good peer groups</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</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 discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre-marital sex</p> <p>Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following: i. drink alcohol ii. take drugs iii. have pre-marital sex</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation & Attributes	
Class: B5	Class Size:	Sub Strand: The Environment	
Content Standard: B5.1.2.1. Explain how to care for the environment		Indicator: B5.1.2.1.2: Demonstrate ways to care for the environment.	Lesson: I OF I
Performance Indicator: Learners can discuss the effects of human activities on the environment.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 37			

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>Through questions and answers, learners explain what they think a clean environment should be.</p> <p>Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Let learners organize and do clean-up exercises in the school environment.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>

Week Ending:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B5	Class Size:	Sub Strand: Some Selected Individuals
Content Standard: B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally		Indicator: B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally
Performance Indicator: Learners can name Ghanaians who have made significant Contribution locally and internationally		Lesson: 1 OF 1
Teaching/ Learning Resources		Core Competencies: Learners to become critical thinkers and digital literates
Pictures and Videos		
References: History Curriculum Pg. 31		

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>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: David Adjaye -architect</p>  <p><i>Sir David Adjaye is a Ghanaian british architect. He is known for designing many portable buildings around the world, including the national museum of african American history and culture in Washington, DC.</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</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>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Ozwald Boateng-fashion</p> <p><i>Sir Ozwald Boateng is a british fashion designer of ghanaian descent, known for his trademark twist on classic british tailoring and bespoke style.</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B5	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B5.1.4.6.1/ B5.1.4.7.1 Develop guidelines for appreciating and appraising own and others' visual artworks	Lesson: 1 OF 1
Performance Indicator: Learners can develop guidelines for appreciating and appraising own and others' visual 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. 64			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to begin the 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 (e.g. Facebook, Twitter, Instagram, WhatsApp).	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

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Composition Writing	
Class: B5	Class Size:	Sub Strand: Narrative Writing	
Content Standard: B5.4.1.1: Comprehend and use punctuation marks in narrative writing.		Indicator: B5.4.1.1.1-3 Recognize and use punctuations appropriately in narrative writing.	Lesson: 1 OF 1
Performance Indicator: Learners can recognize and use punctuations appropriately in narrative writing.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 49			

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!	Discuss with learners types of writing and explain what narrative writing is. Give examples of narrative writing to learners to examine. Discuss with learners the structure and features of narrative writing. Assist learners to recognize the use of commas, full stops, and question marks appropriately in narrative writing given. Allow learners to write a narrative of about two hundred words.	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 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	Give a long narrative writing piece to learners. Discuss the content of the narrative writing with learners. Allow learners to recognize the exclamation marks used in the given piece. Let learners read the narrative piece in their groups. Assist learners to understand the use of exclamation marks in narrative writing 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

	<p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p>	<p>With a given narrative writing piece.</p> <p>Allow learners to discuss in groups the punctuations used in the narrative writing.</p> <p>Assist learners to know the use of the colon and quotation marks in narrative writing appropriately through discussion.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
--	--	--	--

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Movement Concepts	
Class: B5	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: B5.2.1.2.1: Describe ways to create more space between an offensive player and a defensive player.	Lesson: 1 OF 1
Performance Indicator: Learners can describe ways to create more space between an offensive player and a defensive player.		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Videos and Pictures	
Reference	PE curriculum Page 61		
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Learners explains with examples the need for players to create space for themselves in order to have enough room to operate. Adequate space enables learners to perform better.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt.

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Data, Sources And Usage	
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources		Indicator: B5.1.3.1.1-2 Identify primary sources of information	Lesson: I OF I
Performance Indicator: Learners can identify primary sources of information		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
References: Computing Curriculum Pg. 14			

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>Guide learners to identify the types of data (qualitative and quantitative) by asking leading questions.</p> <p>Task them to convert data from one format to another without losing its value.</p> <p>Guide learners to mention or talk about primary sources of information.</p> <p>Task learners to record data from the primary source and bring them to class for discussion.</p> <p>List items recorded and ask learners to group according to their similarities.</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

BASIC FIVE

Name of School.....

Week Ending:		DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language	
Class: B5	Class Size:	Sub Strand: Presentation	
Content Standard: B5.1.10.1: Demonstrate knowledge of spoken grammar and register		Indicator: B5.1.10.1.2 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	
Key words	sequentially		
References: English Language Curriculum For Primary Schools Pg. 82			
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>	Music box	
PHASE 2: NEW LEARNING	<p>Revise important features of spoken language such as use of contractions and ellipsis.</p> <p>Help learners to use contractions and ellipsis in speech. E.g. Contraction: <i>i. Kofi cannot come today. ii. Kofi can't come today.</i> Ellipsis: A: <i>When will you come?</i> B: <i>Tomorrow</i></p> <p>Demonstrate simplicity of spoken language by giving short and simple speeches on a topic. E.g. Introduction of a chairman.</p> <p>Encourage learners to give short and simple speeches on chosen topics, e.g. My Favorite Meal.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Week Ending:		DAY: Tuesday	Subject: English Language
Duration: 60mins		Strand: Reading	
Class: B5	Class Size:		Sub Strand: Blends and Consonant Clusters
Content Standard: B5.2.5.1: Identify and use consonant blends and clusters in reading		Indicator: B5.2.5.1.1 orally produce two-syllable words by blending sounds	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can orally produce two-syllable words by blending sounds 			Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum For Primary Schools Pg. 95			
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>	flashcards	
PHASE 2: NEW LEARNING	<p>Introduce two-syllable words with consonant blends. Model the pronunciation and have learners say them after you.</p> <p>Teacher and learners select a reading text to guide the class to identify words containing consonant blends.</p> <p>List words on the board and drill learners in their pronunciation.</p> <p>Assessment: Learners read sentences and pick out the two-syllable words with consonant blends. e.g. dr-hundred, dr-drumstick, bl-problem, nd-handcuff</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? 		

Week Ending:		DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B5		Class Size:	Sub Strand: VERBS	
Content Standard: B5.3.5.1: Apply the knowledge of verbs in communication		Indicator: B5.3.5.1.2 use appropriate subject-verb agreement		Lesson: 1 of 1
Performance Indicator: Learners can use appropriate subject-verb agreement		Core Competencies: Communication and Collaboration, Personal Development and Leadership		
New words		Imperative, knowledge		
References: English Language Curriculum Pg. 116				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Review subjects and verbs in simple sentences.</p> <p>Use examples to introduce and explain subject-verb agreement. Example. The dog barks at the boy. If the subject is changed to plural, 's' is added- the dogs bark at the boy.</p> <p>Assessment: Present sentences with missing subjects and others without verbs for learners to complete.</p> <p>Introduce drills e.g. a completion drill to give further practice.</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: Writing
Class: B5	Class Size:	Sub Strand: Paragraph Development
Content Standard: B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context		Indicator: B5.4.3.1.2 identify the main idea and minor ideas in a paragraph
		Lesson: 1 of 2
Performance Indicator: Learners can identify the main idea and minor ideas in a paragraph		Core Competencies: Communication and Collaboration,
References: English Language Curriculum Pg. 122		
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: NEW LEARNING	<p>Display a Model Paragraph, e.g. <i>The children of Boti go to great lengths to seek the power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make bricks to build the walls and desks. They use grass and saplings and make a roof. Also, the children of Boti work very hard studying during the school year. Every day they learn something new. Finally, at the end of the year, their minds become fat with knowledge. This is how the children of Boti work hard to seek the power of education and reading.</i></p> <p>Have learners read it. Guide learners to identify the details of the paragraph and the sentences that contain these details.</p> <p>Have learners write their own paragraphs</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: FRIDAY	Subject: English Language
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading	
Class: B5	Class Size:		Sub Strand: Using Adverbs
Content Standard: B5.5.6.1: Demonstrate understanding of the use of adverbs in speech and in writing		Indicator: B5.5.6.1.1 use adverbs to express manner	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can use adverbs to express manner Learners can read a variety of age- and level appropriate books. 		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 146			
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: NEW LEARNING	<p>Adverbs of manner tells how an action is done. e.g. <i>Obeng walks <u>fast</u></i></p> <p>Provide a passage with adverbs of manner.</p> <p>Pair up learners to write short paragraphs using adverbs of manner.</p> <p>Have pairs present their work to the class for feedback.</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><u>Assessment</u> Ask learners to write a-three-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? 		

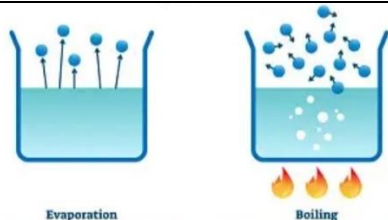
Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B5	Class Size:	Sub Strand: Number Operations	
Content Standard: B5.1.2.5 Translate word problems into mathematical sentences and solve		Indicator: B5.1.2.5.1. Solve multi step word problems involving the four basic operations	Lesson: 1 OF 1
Performance Indicator: Learners can solve multi step word problems involving the four basic operations		Core Competencies: Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws		
References: Mathematics Curriculum Pg. 71			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	Give learners task to complete while you go round the class to support those who might need extra help.
Tuesday	Engage learners in the “Jump Counting” game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Learners role play a given word problem involving addition and multiplication and solve Learners role play a given word problem involving subtraction and division and solve	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	Give learners brain teasers to solve. 1. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?	Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt. The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed	Give learners task to complete while you go round the class to support those who might need extra help.
Thursday	Engage learners to cut out some 2D shapes at your start signal.	Use number line to help learners to do the following types (addition) (1) $9 + -4 =$ (2) $-8 + 4 =$	Give learners task to complete while you go round the class to support those who might need extra help.

	<p>Have learners to paste the cut outs on the classroom wall</p>	<p>(3) $-3 + -5 = \underline{\quad}$ (4) $1 + -3 = \underline{\quad}$ (5) $-6 + 5 = \underline{\quad}$ (6) $6 + -2 = \underline{\quad}$ (7) $-6 + 8 = \underline{\quad}$ (8) $-2 + 9 = \underline{\quad}$ Use number line to help learners to do the following types (subtraction) (9) $-5 - 1 = \underline{\quad}$ (10) $-2 - 1 = \underline{\quad}$ (11) $8 - 7 = \underline{\quad}$ (12) $2 - 6 = \underline{\quad}$ (13) $-1 - 7 = \underline{\quad}$ (14) $-5 - 7 = \underline{\quad}$ (15) $-8 - 8 = \underline{\quad}$ (16) $4 - 6 = \underline{\quad}$</p>	
Friday	<p>Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.</p>	<p>Solve word problems; e.g. (i) Some number added to 5 is equal to -11. Find the number. (ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben What is Cam's position relative to the surface of the water?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B5	Class Size:	Sub Strand: Earth Science	
Content Standard: B5.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle		Indicator: B5.2.1.3.1 Demonstrate evaporation and condensation as important processes of the hydrological (water) cycle	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate evaporation and condensation as important processes of the hydrological (water) cycle		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	
Teaching/ Learning Resources		Torch candle matchstick lantern paper pencil	
References: Science Curriculum Pg. 20			

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>Learners recite poems and rhymes involving the environment and water.</p> <p>In groups, learners demonstrate evaporation and condensation, e.g. learners observe water drying off their wet hands (evaporation),</p>  <p>covering water with a lid and observing water droplets on the lid after some time (evaporation & condensation).</p>  <p>Guide learners to explain the terms evaporation and condensation based on the experiment performed.</p>	<p>Ask learners questions to review their 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>Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Demonstrate evaporation by heating water until it boils, then covering the boiling water with a sheet of transparent glass. Water vapor condenses on transparent glass (condensation).</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>



Evaporation



Boiling

Learners are assisted to understand how evaporation and condensation lead to the formation of rain.

Display pictures or simple diagrams of the water cycle showing evaporation and condensation

Have learners to read and spell the key words written on the board


Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B5	Class Size:	Sub Strand: Home And School	
Content Standard: B5.1.4.1. Demonstrate understanding of skills for using peer groups for the benefit of the community		Indicator: B5.1.4.1.1. Describe skills for dealing with peer pressure	Lesson: 1 OF 1
Performance Indicator: Learners can describe skills for dealing with peer pressure		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 28			

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 talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous</p>  <p>Learners role play benefits of belonging to good peer groups</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</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 discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre-marital sex</p>  <p>Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following: i. drink alcohol ii. take drugs iii. have pre-marital sex</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation & Attributes	
Class: B5	Class Size:	Sub Strand: The Environment	
Content Standard: B5.1.2.1. Explain how to care for the environment		Indicator: B5.1.2.1.2: Demonstrate ways to care for the environment.	Lesson: I OF I
Performance Indicator: Learners can discuss the effects of human activities on the environment.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: RME Curriculum Pg. 37			

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>Guide learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.</p> <p>Let learners discuss and write down the importance of caring for the environment: the importance may include: i. <i>it helps to improve climatic conditions such as adequate rainfall, balanced temperature on earth, etc.</i></p> <p>Let learners present their work in class for appreciation and discussion.</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>

Week Ending:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B5	Class Size:	Sub Strand: Some Selected Individuals
Content Standard: B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally		Indicator: B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally
Performance Indicator: Learners can name Ghanaians who have made significant Contribution locally and internationally		Lesson: 1 OF 1
Teaching/ Learning Resources Pictures and Videos		Core Competencies: Learners to become critical thinkers and digital literates
References: History Curriculum Pg. 31		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally</p> <p>Example: Efua Sutherland-playwright</p>  <p><i>Efua Theodora Sutherland was a Ghanaian playwright, director, dramatist, children's author, poet, educationalist, researcher, child advocate, and cultural activist. Her works include Foriwa, Edufa, and The Marriage Of Anansewa. A park in Accra near the national theater was named after her "Efua Sutherland park"</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</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 play games and sing familiar rhymes to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally</p> <p>Example: Prof Akua Kuenyehia-law</p> <p><i>Akua Kuenyehia is a Ghanaian lawyer who served as a judge of the international criminal court from 2003 to 2015. She also served as first vice president of the court. She was one of the only three female african judges at the ICC</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>



Use pictures to identify some of the important contributions he made locally and internationally

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Performing Arts
Class: B5	Class Size:	Sub Strand: Appreciating and Appraising
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	Indicator: B5.2.4.6.1/ B5 2.4.7.1 Develop guidelines for appreciating and appraising own and others' performing artworks that reflect the history and culture of the African people	Lesson: I OF I
Performance Indicator: Learners can develop guidelines for appreciating and appraising 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. 88,91		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>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>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. playing musical instruments to create a rhythmic pattern.</p> <p>Put learners into groups and let them play musical instruments to create a rhythmic pattern as others observe.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Composition Writing	
Class: B5	Class Size:	Sub Strand: Creative/ Free Writing	
Content Standard: B5.4.2.1: Show an understanding of creating and writing longer stories on their own		Indicator: B5.4.2.1.1-3 Create a story that relates to their environment.	Lesson: I OF I
Performance Indicator: Learners can create a story that relates to their environment.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 50			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners in the “Lucky Dip game” Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep	Discuss with learners things that are considered in writing a story. In groups, ask learners to create a short story and read to the class. Give a few words on the board as a guide for learners to write a short story	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 play “ The Memory Game ” The students are shown a picture with many things in it or a list of several words. The catch is they are shown it for just a few seconds. The students are then asked to recall what they saw and write it down in their books.	Ask a learner to tell a story. Discuss with learners what an imaginative story is. In groups, ask learners to write an imaginative story of about three hundred words and present to the class. Write sentences on flashcards. Use the sentences on the flashcards to help learners to write an imaginative longer story on their own.	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 play the “Step forward” game. Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins.	Discuss some environmental issues with learners such as flood, bushfire, climate change pollution, etc. Give learners some guiding sentences on the board. Put learners in groups and guide them to create a story about a selected issue on the environment for each 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

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Movement Concepts	
Class: B5	Class Size:	Sub Strand: Dynamics	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities		Indicator: B5.2.2.2.2: Explain the differences in applying and receiving force when jumping for height and distance.	Lesson: 1 OF 1
Performance Indicator: Learners can explain the differences in applying and receiving force when jumping for height and distance.		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Videos and Pictures	
Reference	PE curriculum Page 61		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>In a discussion, explain to learners that in jumping for height, the performer has to displace the force of gravity acting on the body from the sky by placing it outside the center of the body.</p> <p>At the same time, the performer should take advantage of reaction force by pushing hard on the ground during take-off so as to gain height.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Data, Sources And Usage	
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources		Indicator: B5.1.3.1.3. Identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc.	Lesson: 1 OF 1
Performance Indicator: Learners can identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc.		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer, Laptop, Smartphone	
References: Computing Curriculum Pg. 14			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Guide learners to mention or talk about where one can receive or send information by asking leading questions.</p> <p>Task learners to record data from the news on the radio and bring to class for discussion.</p> <p>List items recorded and ask learners to group according to their similarities.</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 FIVE

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B5	Class Size:	Sub Strand: Dramatization & Role Play
Content Standard: B5.1.5.1: Appreciate pieces of literary materials through dramatization		Indicator: B5.1.5.1.1 use costume to dramatize or role-play parts/whole of stories
		Lesson: 1 of 1
Performance Indicator: Learners can use costume to dramatize or role-play parts/whole of stories		Core Competencies: Communication and Collaboration
Key words	sequentially	
References: English Language Curriculum For Primary Schools Pg. 75		
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.</p> <p>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>	Music box
PHASE 2: NEW LEARNING	<p>Lead learners to select a familiar story for dramatization.</p> <p>Ask questions to review the story.</p> <p>Assign groups to prepare (share roles, select costume and rehearse) and dramatize the story using improvised lines.</p> <p>Assessment: Invite groups to perform for the class to critique their performances.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	DAY: Tuesday	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B5	Class Size:	Sub Strand: Vocabulary	
Content Standard: B5.2.6.2: Build vocabulary		Indicator: B5.2.6.2.1 develop a rich vocabulary stock through extensive reading	Lesson: 1 of 1
Performance Indicator: Learners can develop a rich vocabulary stock through extensive reading		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 97			
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	flashcards	
PHASE 2: NEW LEARNING	Choose and read an age-appropriate story to the class. Have learners talk about the story. Let them identify unfamiliar vocabulary and find their meanings in context. Guide learners to choose books from the school library. Encourage individual learners to read their selected story books to the class.	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: B5		Class Size:		Sub Strand: Verbs
Content Standard: B5.3.5.1: Apply the knowledge of verbs in communication		Indicator: B5.3.5.1.3 use the simple present form of verbs to express needs or preferences		Lesson: 1 of 1
Performance Indicator: Learners can use the simple present form of verbs to express needs or preferences			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
New words		Imperative, knowledge		
References: English Language Curriculum Pg. 112				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>We use the simple present tense with the verbs “love”, “enjoy”, “like” to express likes and “hate” to express dislikes.</p> <p>Introduce the simple present form of verbs in sentences to express needs/preferences. e.g. – <i>I love to watch this movie.</i> – <i>I need new clothes.</i> – <i>I like playing football more than volleyball.</i> – <i>We hate to see people without manners.</i></p> <p>Let learners use simple present form of verbs in sentences to express needs and preferences</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? 			

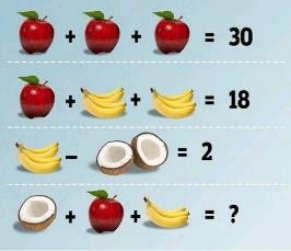
Week Ending:	DAY: THURSDAY	Subject: English Language	
Duration: 60mins		Strand: Writing	
Class: B5	Class Size:	Sub Strand: Creative Writing	
Content Standard: B5.4.11.1: Create texts		Indicator: B5.4.11.1.1 write freely on topics of choice on issues in the community	Lesson: 1 of 2
Performance Indicator: Learners can write freely on topics of choice on issues in the community		Core Competencies: Communication and Collaboration,	
References: English Language Curriculum Pg. 131			
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: NEW LEARNING	<p>Revise the stages of the writing process</p> <p>Have learners follow the writing process to create their own pieces on a given topic.</p> <p>Learners present their work for editing.</p> <p>Have pupils publish their works on the notice board.</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: FRIDAY	Subject: English Language	
Duration: 60mins			Strand: Writing Conventions/ Extensive Reading	
Class: B5		Class Size:	Sub Strand:	
Content Standard: B5.5.7.1: Apply the knowledge of prepositions in oral and written communication		Indicator: B5.5.7.1.1. use prepositions to convey a variety of meanings		Lesson: 1 of 1
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. 147				
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: NEW LEARNING	<p>Use prepositions in sentences to convey the following meanings:</p> <ul style="list-style-type: none"> – Position e.g. on – Direction e.g. to – Time e.g. at – Purpose e.g. for – Possession e.g. for – Comparison e.g. taller than – Support or opposition e.g. for you, against you <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><u>Assessment</u> Ask learners to write a-three-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? 			

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B5	Class Size:	Sub Strand: Fractions	
Content Standard: B5.1.3.1 Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions		Indicator: B5.1.3.1.1-3 use the concept of equivalent fractions in changing fractions to the same denominator for addition and subtraction of like fractions	Lesson: 1 OF 1
Performance Indicator: Learners can use the concept of equivalent fractions in changing fractions to the same denominator for addition and subtraction of like fractions		Core Competencies: Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters, bundle and loose straws	
References: Mathematics Curriculum Pg. 71			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=4$ $3+3=9$ $4+4=16$ $5+5=25$</p> <p>Then: $6+6=?$</p> <p>Answer: 36</p>	<p>Equivalent fractions are different fractions of the same value. E.g. $\frac{1}{2} = \frac{2}{4}$</p> <p>Guide learners to determine equivalent fractions. e.g. find the next two equivalent fractions for $\frac{1}{2}$</p> <p>Learners to take notice of the numerator (1), denominator (2) and add the same number at every step to determine the equivalent fractions</p> <div style="text-align: center;"> </div> <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. e.g. find the next two equivalent fractions for $\frac{1}{2}, \frac{1}{3}, \frac{2}{5}$</p>
	<p>Engage learners to play the Dice game.</p> <p>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.</p>	<p>Fractions can arranged in ascending or descending order</p> <p>To arrange fractions in ascending order means from the smallest value to the highest value. e.g. arrange the following fractions in ascending order. $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$</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. e.g. arrange the following fractions in ascending order.</p>


		<p>Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30</p> $\frac{1}{2} = \frac{15}{30}, \frac{2}{3} = \frac{20}{30}, \frac{1}{5} = \frac{6}{30}$ <p>Since the denominator are now the same, we compare the numerators, 15,20 and 6.</p> <p>In ascending order will be 6,15 and 20.</p> <p>Therefore $\frac{1}{5}, \frac{1}{2}, \frac{2}{3}$</p> <p>Assessment: Learners to practice with more examples</p>	$\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$
	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>To arrange fractions in descending order means from the highest value to the smallest value. e.g. arrange the following fractions in descending order.</p> $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$ <p>Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30</p> $\frac{1}{2} = \frac{15}{30}, \frac{2}{3} = \frac{20}{30}, \frac{1}{5} = \frac{6}{30}$ <p>Since the denominator are now the same, we compare the numerators, 15,20 and 6.</p> <p>In descending order will be 20,15, and 6.</p> <p>Therefore $\frac{2}{3}, \frac{1}{2}, \frac{1}{5}$</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> <p>e.g. Arrange the following fractions in descending order.</p> $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$
	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=4$ $3+3=6$ $4+4=8$ $5+5=10$</p> <p>Then: $6+6=?$</p> <p>Answer:126</p>	<p>Guide learners to add fractions using the concept of equivalent fractions.</p> <p>e.g. add $\frac{1}{2} + \frac{2}{3}$</p> <p>Guide learners to determine the equivalent fractions for the given fractions to have the same denominator.</p> $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}, \quad \frac{2}{3} = \frac{4}{6} = \frac{6}{9}$	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> <p>e.g. add $\frac{1}{2} + \frac{2}{3}$</p>

		<p>Learners to add only the numerators since the denominators are the same</p> <p>Hence $\frac{3}{6} + \frac{4}{6} = \frac{7}{6}$</p> <p>Assessment: Learners to practice with more examples</p>	
	<p>Let learners solve this brain teaser</p> 	<p>Guide learners to subtract fractions using the concept of equivalent fractions.</p> <p>e.g. solve $\frac{2}{3} - \frac{1}{2}$</p> <p>Guide learners to determine the equivalent fractions for the given fractions to have the same denominator.</p> $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} \qquad \frac{2}{3} = \frac{4}{6} = \frac{6}{9}$ <p>Learners to subtract only the numerators since the denominators are the same</p> <p>Hence $\frac{4}{6} - \frac{3}{6} = \frac{1}{6}$</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> <p>e.g. solve $\frac{2}{3} - \frac{1}{2}$</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B5	Class Size:	Sub Strand: Earth Science	
Content Standard: B5.2.1.4 Demonstrate understanding of how carbon and nitrogen are cycled in nature		Indicator: B5.2.1.4.1 Describe the uses of carbon dioxide and its effects on humans and life on earth	Lesson: I OF I
Performance Indicator: Learners can describe the uses of carbon dioxide and its effects on humans and life on earth		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	
Teaching/ Learning Resources		Torch candle matchstick lantern paper pencil	
References: Science Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Revise with learners the meaning of Air. <i>Air is a mixture of many gases.</i></p> <p>Learners mention the components of air. <i>Nitrogen, Oxygen, Carbon dioxide, Water vapor and Other gases</i></p> <p>Learners are assisted in groups to answer the following questions: What is carbon dioxide? <i>Carbon dioxide is a colorless, odorless gas produced by burning carbon and organic compounds.</i></p> <p>What is carbon dioxide used for? How does carbon dioxide get into the environment? <i>It is used as a refrigerant, in fire extinguishers, for inflating life jackets, etc.</i></p> <p>Engage learners to experiment with some of the uses of carbon dioxide.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>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>Learners are assisted in groups to answer the following questions:</p> <p>Does carbon dioxide have adverse health effects? <i>Exposure to carbon dioxide can cause headaches, dizziness, restlessness, difficulty in breathing, sweating, elevated blood pressure, coma, convulsions, etc.</i></p> <p>Does carbon dioxide have adverse effects on the environment? <i>Extra carbon dioxide in the atmosphere increases the greenhouse effect.</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>Learners to read and spell the key words on the board.</p>


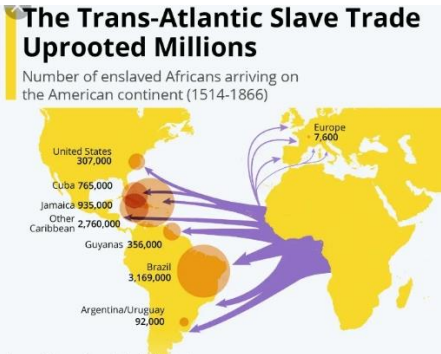
Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All Around Us	
Class: B5	Class Size:	Sub Strand: The Environment And The Weather	
Content Standard: B5.2.1.1. Demonstrate understanding of human activities that contribute to abundant greenhouse gases in the atmosphere		Indicator: B5.2.1.1.1. Record human activities that cause over concentration of greenhouse gases and climate change	Lesson: 1 OF 1
Performance Indicator: Learners can record human activities that cause over concentration of greenhouse gases and climate change		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 29			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Learners explain climate change and human adaptations. <i>Climate change is a long term change in the average weather patterns such as temperature and rainfall.</i></p> <p>Learner list human activities in their community that contribute to the emission of greenhouse gases. <i>E.g. deforestation, application of fertilizers, smoke from vehicles, bush burning, burning of refuse and charcoal, smoke from industries.</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>Learners to read and spell the key words on the board.</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>Learners talk about how the atmosphere can be preserved for the provision of quality air, E.g. tree planting, do not cut trees, do not burn refuse etc.</p> <p>Put learners in groups to organize themselves to plant trees on the school compound and dispose of refuse properly.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B5	Class Size:	Sub Strand: Religious Worship	
Content Standard: B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship		Indicator: B5.2.1.1.1 Discuss the moral importance of worship.	Lesson: 1 OF 1
Performance Indicator: Learners can discuss the moral importance of worship.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 38			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Help learners (in groups) to explain modes of worship: charity, prayer, song ministrations, evangelism, etc.</p> <p>Let learners give reasons why we worship: humankind is under the authority of the Creator, we demonstrate that we depend on God for survival, etc.</p> <p>Through questions and answers, assist learners to talk about the importance of worship: to get blessings from God, to get closer to God, etc.</p> <p>Have children show how they pray.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

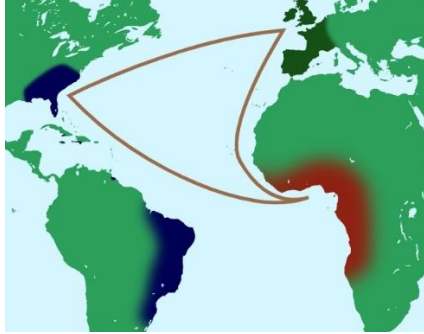
Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Europeans in Ghana	
Class: B5	Class Size:	Sub Strand: Slave Trade	
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16th century.		Indicator: B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century	Lesson: 1 OF 1
Performance Indicator: Learners can investigate why the Europeans began trading in humans by the 16th century		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Pictures and Videos	
References: History Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>In a group discussion, engage learners to explain slave trade.</p> <p><i>Slave trade is the capturing, selling and buying of enslaved persons.</i></p> <p>Tell learners stories about slave trade in Ghana.</p> <p><i>Ghana was primarily attracted by Europe because of the large quantity of gold dust found here. They exchanged the gold with clothing, blankets, spices, sugar, silk, etc.</i></p> <p><i>As early as 1500, the settlers' interest turned to exchanging the gold with human beings in the light of the growing demand for human labor in Europe.</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>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>Use a map to explain the concept of Trans-Atlantic slave trade</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>


Transatlantic slave trade was the buying of human beings from West Africa across the Atlantic ocean to America and the west indies for sale.

It involved three continents namely Africa, America and Europe. It was also known as the triangular trade. The trade routes were

- i. *from europe to west Africa*
- ii. *from west Africa to north and south America*
- iii. *from America to europe*



Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B5	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: B5.1.1.1/ B5.2.1.1 Make artworks of other African visual artists living in Africa.	Lesson: 1 OF 1
Performance Indicator: Learners can make artworks of other African visual artists living in Africa.		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 62			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Discuss with learners some African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa. e.g. Goncalo Mabunda</p> <p><i>Goncalo Mabunda born in January 1, 1975 in Maputo, Mozambique is an artist and anti-war activist. He welds together menacing instruments of death, bullets, pistols, parts of Kalashnikovs, into disarming objects, deceptively esthetic, fused to suggest a multiplicity of meanings not least to suggest alternate uses and culture.</i></p> <p>Let learners study the artworks (sculpture works) of Goncalo Mabunda.</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>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>Learners gather materials and tools available in their community based on artwork of Goncalo Mabunda they wish to create.</p> <p>Demonstrate and guide learners to make a simple sculpture.</p> <p>Allow learners to practice in groups following the steps provided.</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing Conventions	
Class: B5	Class Size:	Sub Strand: Capitalization	
Content Standard: B5.5.1.1: Show an understanding in the use of capital letters appropriately		Indicator: B5.5.1.1-3 Comprehend the use of capital letters with colon and question mark.	Lesson: 1 OF 1
Performance Indicator: Learners can comprehend the use of capital letters with colon and question mark.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 56			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Write a list of words on the board comprising of common nouns and proper nouns.</p> <p>Ask learners to group the nouns.</p> <p>Discuss with learners the proper nouns.</p> <p>Let learners recognize the use of capital letters to begin the proper nouns.</p> <p>Ask students to write some more proper nouns on the board.</p> <p>Ask learners to use some of the proper nouns in sentences.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to sing the alphabets song</p> <p>A B C SONG A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me</p>	<p>Write a paragraph on flash cards with all punctuations used.</p> <p>Ask learners to recognize where capital letters occur in the paragraph.</p> <p>Discuss the colon and the use of capitals after the colon.</p> <p>Use flashcards to help learners understand the use of capital letters after a colon.</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>Allow learners to read a passage.</p> <p>Discuss with learners the occurrences of the question mark in the passage.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

	<p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Let learners recognize the words that occur after the question mark.</p> <p>Discuss the occurrence of the capital letter to begin the word after the question mark.</p> <p>Write a few sentences on the board and ask learners to write them out correctly, placing in them question marks and capital letters, etc.</p>	
--	--	---	--

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B5	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: B5.3.1.3.1 Perform 10 minutes jogging with music	Lesson: 1 OF 1
Performance Indicator: Learners can perform 10 minutes jogging with music		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Videos and Pictures	
Reference	PE curriculum Page 64		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Choose music that can aid learners to jog.</p> <p>Learners jog at their own pace for 10 minutes.</p> <p>Learners communicate with their teachers and peers signs and symptoms as they progress in the activity.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Data, Sources And Usage	
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources		Indicator: B5.1.3.1.5-7 Recognize data types (integer, double, float).	Lesson: 1 OF 1
Performance Indicator: Learners can recognize data types (integer, double, float).		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
References: Computing Curriculum Pg. 14			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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 add and find the average data collected and present their findings to the class.</p> <p>Divide learners into two groups and ask one group to mention a number and the other group to identify the type of data mentioned.</p> <p>Guide learners to send messages to each other via SMS, email. etc.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

SCHEME OF LEARNING- WEEK 10

BASIC FIVE

Name of School.....

Week Ending:		DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language	
Class: B5	Class Size:	Sub Strand: Presentation	
Content Standard: B5.1.10.1: Demonstrate knowledge of spoken grammar and register		Indicator: B5.1.10.1.3 demonstrate awareness of how meaning is conveyed through appropriate pace, stress and tone	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress and tone		Core Competencies: Communication and Collaboration	
Key words	sequentially		
References: English Language Curriculum For Primary Schools Pg. 86			
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>	Music box	
PHASE 2: NEW LEARNING	<p>Perform a familiar poem as learners listen and observe.</p> <p>Have learners discuss the recital with focus on intonation, stress and rhythm. Perform it again and have the class or groups do same.</p> <p>Individuals, pairs and groups now choose and perform their favorite poems.</p> <p>Have learners listen to a conversation or speech in which the speaker speaks fluently and clearly and another audio where the speech is neither clear nor fluent.</p> <p>Discuss the differences and ask learners to tell the importance of clear speech.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Week Ending:		DAY: Tuesday	Subject: English Language	
Duration: 60mins			Strand: Reading	
Class: B5		Class Size:	Sub Strand: Silent Reading	
Content Standard: B5.2.8.1: Construct meaning from texts read		Indicator: B5.2.8.1.1 infer meaning from level-appropriate texts	Lesson: 1 of 1	
Performance Indicator: Learners can infer meaning from level-appropriate texts			Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 102				
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		flashcards	
PHASE 2: NEW LEARNING	Have learners read silently. Let them stop and think about something different from the text. This is to make them know what to do when meaning is disrupted. Have them read silently for the meaning from the text		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? 			

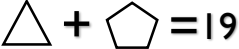
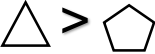
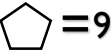

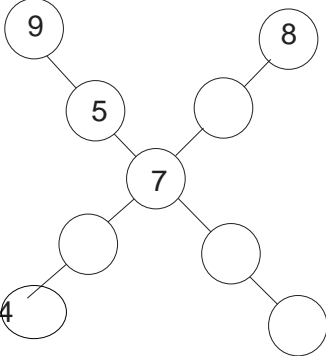
Week Ending:		DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B5		Class Size:	Sub Strand: Conjunctions	
Content Standard: B5.3.8.1: Apply the knowledge of conjunctions in speech and in writing		Indicator: B5.3.8.1.1 identify and use simple conjunctions		Lesson: 1 of 1
Performance Indicator: Learners can identify and use simple conjunctions		Core Competencies: Communication and Collaboration, Personal Development and Leadership		
New words		Imperative, knowledge		
References: English Language Curriculum Pg. 116				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<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>			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: Writing
Class: B5	Class Size:	Sub Strand: Argumentative Writing
Content Standard: B5.4.13.1: Support an opinion in writing		Indicator: B5.4.13.1.1 write explanations to support opinions
		Lesson: 1 of 2
Performance Indicator: Learners can write explanations to support opinions		Core Competencies: Communication and Collaboration,
References: English Language Curriculum Pg. 131		
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: NEW LEARNING	<p>Present a motion to learners. E.g. A teacher is more important than a doctor.</p> <p>Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion.</p> <p>Put learners into two groups: for the motion and against the motion to write down what they think about it.</p> <p>Groups read out their opinions to the class for discussion</p>	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: FRIDAY	Subject: English Language	
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading	
Class: B5	Class Size:	Sub Strand: Using Conjunctions.	
Content Standard: B5.5.8.1: Apply the knowledge of conjunctions in speech and in writing		Indicator: B5.5.8.1.1 identify and use conjunctions	Lesson: 1 of 1
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. 158			
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: NEW LEARNING	<p><i>Conjunction is word that joins words or sentences.</i></p> <p>Provide simple sentences and let learners join them using <i>and, or/nor, but.</i></p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Let learners form sentences and join them with the conjunctions identified.</p> <p>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><u>Assessment</u> Ask learners to write a-three-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? 		

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B5	Class Size:	Sub Strand: Fractions	
Content Standard: B5.1.3.1 Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions		Indicator: B5.1.3.1.3-4 use the concept of equivalent fractions for addition and subtraction of fractions greater than one	Lesson: I OF I
Performance Indicator: Learners can use the concept of equivalent fractions for addition and subtraction of fractions greater than one		Core Competencies: Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters, bundle and loose straws	
References: Mathematics Curriculum Pg. 73&74			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION												
Monday	<p>Let learners determine the missing number in the box</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>8</td> <td>10</td> <td>12</td> </tr> <tr> <td>16</td> <td>20</td> <td>?</td> </tr> <tr> <td>32</td> <td>40</td> <td>48</td> </tr> </table> <p>Answer: 24</p>	4	5	6	8	10	12	16	20	?	32	40	48	<p>To add like mixed fractions that are larger than 1, i.e. $2\frac{1}{3}$ and $3\frac{2}{3}$, We write down the sum of the whole numbers and add the fractions; i.e. $2\frac{1}{3} + 3\frac{2}{3} = 5 + \frac{1}{3} + \frac{2}{3}$ $= 5\frac{1+2}{3} = 5\frac{3}{3} = 6.$</p> <p>Assessment: Have learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
4	5	6													
8	10	12													
16	20	?													
32	40	48													
Tuesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>To subtract like-fractions that are larger than 1, i.e. $2\frac{1}{3}$ and $3\frac{2}{3}$.</p> <p>We change the mixed fractions into improper fractions and subtract; i.e. $3\frac{2}{3} - 2\frac{1}{3}$ $= \frac{11}{3} - \frac{7}{3} = \frac{11-7}{3} = \frac{4}{3} = 1\frac{1}{3}$</p> <p>Assessment: Have learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>												
Wednesday	<p>Let learners solve the brain teaser below.</p> <p>What is the next number in the sequence ?</p> <p>1, 4, 9, 16, 25, 36, ___</p>	<p>To add or subtract improper fractions with different denominators, $2\frac{1}{3}$ and $3\frac{2}{5}$.</p> <p>We need to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are $2\frac{5}{15}$ and $3\frac{6}{15}$.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> <p>$2\frac{1}{3} + 3\frac{2}{5}$</p>												

	<p>Answer : 49</p> <p>Continue the fun with more examples</p>	<p>Their sum is $2\frac{1}{3} + 3\frac{2}{5} = 2\frac{5}{15} + 3\frac{6}{15}$</p> <p>$= (2+3)\frac{5+6}{15} = 5\frac{11}{15}$</p> <p>Assessment: Have learners practice with several examples</p>	<p>$4\frac{1}{5} + 2\frac{2}{5}$</p>
<p>Thursday</p>	<p>Let learners solve the brain teaser below.</p> <p>If</p> <p></p> <p></p> <p></p> <p></p>	<p>To subtract improper fractions with different denominators, $2\frac{1}{3}$ and $3\frac{2}{5}$.</p> <p>We need to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are $2\frac{5}{15}$ and $3\frac{6}{15}$.</p> <p>Their difference is $3\frac{2}{5} - 2\frac{1}{3} = 3\frac{6}{15} - 2\frac{5}{15} = (3-2)\frac{6-5}{15} = 1\frac{1}{15}$</p> <p>Assessment: Have learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> <p>$3\frac{2}{5} - 2\frac{1}{3}$</p>
<p>Friday</p>	<p>Determine the numbers to place in the empty circles such that both set of crossed circles can add up to 26.</p> 	<p>Multiplying a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{10}{3} = 3\frac{2}{3}$</p> <p>To multiply a whole number by a mixed fraction (e.g. $3 \times 2\frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply;</p> <p>i.e. $3 \times 2\frac{2}{3} = (3 \times 2) + (3 \times \frac{2}{3})$</p> <p>$= 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6\frac{6}{3}$</p> <p>To multiply a whole number by a fraction</p> <p>(e.g. $3 \times 2\frac{2}{3}$)</p> <p>first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;</p> <p>i.e. $3 \times 2\frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3}$</p> <p>$= 3\frac{24}{3} = 8$</p> <p>Assessment: Have learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p> <p>$5 \times \frac{2}{3}$</p> <p>$4 \times \frac{2}{5}$</p> <p>$3 \times \frac{1}{7}$</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B5	Class Size:	Sub Strand: Earth Science	
Content Standard: B5.2.1.5 Recognize water and air as important natural resources		Indicator: B5.2.1.5.1-2 Identify human activities that make water unsuitable for human use and know how to make and keep air clean in our environment	Lesson: 1 OF 1
Performance Indicator: Learners can identify human activities that make water unsuitable for human use and know how to make and keep air clean in our environment		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil		
References: Science Curriculum Pg. 22			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Begin by discussing the qualities of good drinking water and dangers of using unsafe water.</p> <p>Learners, in groups, identify human activities that make water unsuitable for use, e.g. <i>toxic waste disposal, sewage disposal, deforestation, mining, littering, pesticides, herbicides and fertilizer application and agricultural practices.</i></p> <p>Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution. Project: Task learners to work in groups to create concept maps on the causes, control and prevention of water pollution</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>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>Find out from learners what they understand by clean air and review things that pollute air (make air unclean) such as <i>smoke from factories, car exhausts, bush burning and dust from construction sites and untarred roads.</i></p> <p>Lead discussions to come out with the do's and don'ts that will make air clean in our homes and surrounding environment (<i>planting of trees and grass and avoiding frequent and uncontrolled burning</i>).</p> <p>Learners are assigned to design a concept map on the causes,</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

		prevention and control of air pollution.	
--	--	--	--

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All Around Us	
Class: B5	Class Size:	Sub Strand: The Environment And The Weather	
Content Standard: B5.2.1.2. Demonstrate understanding of how to care for the environment		Indicator: B5.2.1.2 .1./B5.2.1.3.1. Explain ways to care for the environment and describe the shape of the earth	Lesson: I OF I
Performance Indicator: Learners can explain ways to care for the environment and describe the shape of the earth		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 29			


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 discuss the importance of caring for the environment: <i>It helps to improve climatic conditions such as oxygen, balanced temperature on earth, etc.</i></p> <p>Let learners present their work in class for discussion.</p> <p>Learners design posters and flyers in groups to create awareness on cleanliness in their school.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners use the globe to study the shape of the earth.</p>  <p>Learners watch pictures/videos illustrating the shape of the earth—picture and video of an approaching ship.</p> <p>Learners sketch the globe to illustrate the shape and angle of the earth on its axis.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B5	Class Size:	Sub Strand: Religious Worship	
Content Standard: B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship		Indicator: B5.2.1.1.1 Discuss the moral importance of worship.	Lesson: I OF I
Performance Indicator: Learners can discuss the moral importance of worship.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 38			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Help learners (in groups) to explain modes of worship among the Muslims: Charity, prayer, song ministrations, evangelism, etc.</p> <p>Let learners give reasons why we worship: Humankind is under the authority of the almighty Allah, we demonstrate that we depend on Allah for survival, etc.</p> <p>Through questions and answers, assist learners to talk about the importance of worship: To get blessings from Allah, to get closer to Allah, etc.</p> <p>Call volunteer learners to show how Muslims pray.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Europeans in Ghana	
Class: B5	Class Size:	Sub Strand: Slave Trade	
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16 th century.		Indicator: B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16 th century	Lesson: 1 OF 1
Performance Indicator: Learners can investigate why the Europeans began trading in humans by the 16 th century		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures and Videos		
References: History Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Brainstorm the reasons why the Europeans began trading in humans.</p> <p>Have learners watch pictures of some forts and castles which were used for trading humans</p> <p>In small groups learners develop a poster on the TransAtlantic Slave Trade</p> <p>Groups present their work to the whole class</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>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>Brainstorm the reasons why the Europeans began trading in humans.</p> <p>Have learners watch pictures of some forts and castles which were used for trading humans</p> <p>In small groups learners develop a poster on the TransAtlantic Slave Trade</p> <p>Groups present their work to the whole class</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B5	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: B5 1.2.3/ B5 2.2.3 Create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa	Lesson: 1 OF 1
Performance Indicator: Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 62			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing Conventions	
Class: B5	Class Size:	Sub Strand: Punctuation	
Content Standard: B5.5.2.1: Demonstrate knowledge in the use of punctuation marks in passages		Indicator: B5.5.2.1.1-3 Recognize and use commas, full stops, quotation marks, exclamation mark and question marks appropriately in writing.	Lesson: I OF I
Performance Indicator: Learners can recognize and use commas, full stops, quotation marks, exclamation mark and question marks appropriately in writing.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 57			

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.	Show a passage to learners and allow the learners to read. Read the passage aloud to learners. Let learners recognize the punctuation used in the passage. Write a paragraph on a flash card without any punctuations. Guide learners to use commas, full stops, and question marks appropriately in the 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
	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.	Allow learners to read a passage and discuss the punctuations with learners. Talk about the exclamation mark. Write a paragraph on a flash card without some punctuations, e.g. the exclamation mark. Read the paragraph aloud to learners. Assist learners to use exclamation marks to punctuate the writing 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
	Engage learners to sing songs and play games to get them ready for lesson.	Revise the lesson on colon with learners and discuss quotation marks with learners.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	Use questions and answers to review learners understanding in the previous lesson.	Give a short passage and ask learners to put in the colon and quotation marks appropriately.	Learners to read and spell the key words on the board
--	--	--	---

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B5	Class Size:	Sub Strand: Strength	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities		Indicator: B5.3.2.3.2 Perform continuous pull-ups.	Lesson: 1 OF 1
Performance Indicator: Learners can perform continuous pull-ups.		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Videos and Pictures	
Reference	PE curriculum Page 64		
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	After general and specific warm-ups, learners hung on a bar and perform pull-ups at their own ability level and at their own pace. Learners work in groups and as individually at their own pace.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Data, Sources And Usage	
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources		Indicator: B5.1.3.1.8-10 Make simple tables and diagrams from the collected data.	Lesson: I OF I
Performance Indicator: Learners can make simple tables and diagrams from the collected data.		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer, Laptop, Smartphone	
References: Computing Curriculum Pg. 15			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Bring tools or pictures of the tools and ask learners to select tools for collecting data. Alternatively, ask learners to bring tools for collecting data for a class discussion.</p> <p>Put learners into groups, task them to interview teachers using simple questionnaire, and record the data in books.</p> <p>Task learners to calculate the average, mean, sum and difference between data collected in an earlier class.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

SCHEME OF LEARNING- WEEK 11

BASIC FIVE

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B5	Class Size:	Sub Strand: Presentation
Content Standard: B5.1.10.3: Plan and present information and ideas for a variety of purposes		Indicator: B5.1.10.1.3 demonstrate awareness of how meaning is conveyed through appropriate pace, stress and tone
		Lesson: 1 of 1
Performance Indicator: Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress and tone		Core Competencies: Communication and Collaboration
Key words	sequentially	
References: English Language Curriculum For Primary Schools Pg. 82		
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>	Music box
PHASE 2: NEW LEARNING	<p>Lead learners to select a familiar story for dramatization.</p> <p>Ask questions to review the story.</p> <p>Assign groups to prepare (share roles, select costume and rehearse) and dramatize the story using improvised lines.</p> <p>Assessment: Invite groups to perform for the class to critique their performances.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	DAY: Tuesday	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B5	Class Size:	Sub Strand: Comprehension	
Content Standard: B5.2.7.1: Process and comprehend level appropriate texts		Indicator: B5.2.7.1.3 scan texts for details and read level-appropriate texts silently and closely for comprehension	Lesson: 1 of 1
Performance Indicator: Learners can scan texts for details and read level-appropriate texts silently and closely for comprehension		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 100			
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	flashcards	
PHASE 2: NEW LEARNING	Guide learners to skim and scan texts for details. Have learners scan a text in a short time frame and write down their ideas. Discuss the answers together as a class. Revise the Before Reading, During Reading and After Reading strategies introduced to learners. Provide appropriate texts and ensure that the strategies are used	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: B5	Class Size:		Sub Strand: Conjunctions
Content Standard: B5.3.8.1: Apply the knowledge of conjunctions in speech and in writing		Indicator: B5.3.8.1.1 identify and use simple conjunctions	Lesson: 1 of 1
Performance Indicator: Learners can identify and use simple conjunctions		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
New words		Imperative, knowledge	
References: English Language Curriculum Pg. 117			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions so and so that are used to tell what the purpose of something is. They are called conjunctions of purpose</p> <p>Introduce so and so that in context. e.g.: i. <i>Let's write down the address <u>so</u> we don't forget it.</i> ii. <i>We left early <u>so that</u> we wouldn't be late.</i></p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Provide a passage and have learners identify the conjunctions in the passage.</p>		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: Writing
Class: B5	Class Size:	Sub Strand: Descriptive Writing
Content Standard: B5.4.12.1: Demonstrate knowledge of descriptive words/expressions in writing	Indicator: B5.4.12.1.1 use descriptive words/ figurative language to describe places, personal experiences and events	Lesson: 1 of 2
Performance Indicator: Learners can use descriptive words/ figurative language to describe places, personal experiences and events		Core Competencies: Communication and Collaboration,
References: English Language Curriculum Pg. 131		
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: NEW LEARNING	<p>Revise descriptive writing with learners.</p> <p>Talk about sensory details that allow a reader to visualize a person, a place, a thing or an idea.</p> <p>Guide learners through the stages of writing.</p> <p>Write to describe events, situations, places of their choice and personal experiences.</p> <p>Focus on the use of: – Descriptive (adjectives) – Figurative language</p>	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? 	

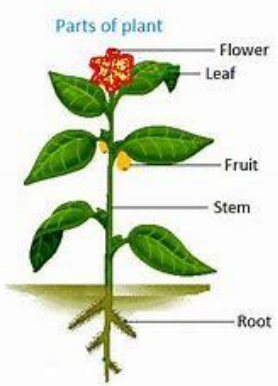
Week Ending:	DAY: FRIDAY	Subject: English Language	
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading	
Class: B5	Class Size:	Sub Strand: <i>Using Simple and Complex Sentences</i>	
Content Standard: B5.5.9.1: Apply knowledge of grammatical rules to form words, phrases and sentences		Indicator: B5.5.9.1.1 identify subjects and predicates in compound sentences	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can identify subjects and predicates in compound sentences Learners can read a variety of age- and level appropriate books. 		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 145			
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: NEW LEARNING	<p>Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple and compound sentences.</p> <p>Let them identify the subjects and verbs in each compound sentence.</p> <p>Let learners write about an event they had participated in, demonstrating their understanding of subject and predicate sentences.</p> <p>Learners edit to demonstrate their knowledge of subject and predicate</p> <p>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><u>Assessment</u> Ask learners to write a three-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? 		

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B5	Class Size:	Sub Strand: Fractions	
Content Standard: B5.1.3.1 Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions		Indicator: B5.1.3.1.5-6 use models to explain the result of multiplying a whole number by a fraction and a fraction by whole number.	Lesson: 1 OF 1
Performance Indicator: Learners can use models to explain the result of multiplying a whole number by a fraction and a fraction by whole number.		Core Competencies: Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws		
References: Mathematics Curriculum Pg. 73&74			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Determine the numbers to place in the empty circles such that both set of crossed circles can add up to 26.</p>	<p>Multiplying a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$ $= \frac{10}{3} = 3\frac{2}{3}$</p> <p>To multiply a whole number by a mixed fraction (e.g. $3 \times 2\frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply; i.e. $3 \times 2\frac{2}{3} = (3 \times 2) + (3 \times \frac{2}{3})$ $= 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6\frac{6}{3}$</p> <p>To multiply a whole number by a fraction (e.g. $3 \times 2\frac{2}{3}$) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify; i.e. $3 \times 2\frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3}$ $= 3\frac{24}{3} = 8$</p> <p>Assessment: Have learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p> $5 \times \frac{2}{3}$ $4 \times \frac{2}{5}$ $3 \times \frac{1}{7}$
	<p>Let learners solve the brain teaser below.</p> <p>What is the next number in the sequence ?</p>	<p>Multiplying a fraction by a whole number the multiplication is interpreted as "of"; e.g. $\frac{2}{3} \times 5$ means shade $\frac{2}{3}$ of 5 ;</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>


<p>1, 5, 15, 20, 30, 35, ___</p> <p>Answer : 45</p> <p>Continue the fun with more examples</p>	<p>i.e. finding two-thirds of each of five objects; i.e. $\frac{2}{3} \times 5$ can be illustrated by shading $\frac{2}{3}$ of 5 sheets of paper, which leads to the shading of 10 thirds, $\frac{2}{3} \times 5 = \frac{2}{3}$ of 5</p> $= 10 \left(\frac{1}{3}\right) = \frac{10}{3} = 3\frac{1}{3}$																						
<p>Engage learners to write the missing numbers</p> <table border="1" data-bbox="375 594 678 716"> <tr> <td>1</td> <td></td> <td>3</td> <td>4</td> <td></td> <td>6</td> <td></td> </tr> <tr> <td>8</td> <td></td> <td>10</td> <td></td> <td></td> <td>13</td> <td></td> </tr> <tr> <td></td> <td>16</td> <td></td> <td>18</td> <td></td> <td>20</td> <td></td> </tr> </table>	1		3	4		6		8		10			13			16		18		20		<p>To multiply a mixed fraction by a whole number (e.g. $4\frac{4}{5} \times 5$)</p> <p>First change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;</p> <p>i.e. $4\frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{120}{5}$</p> $= \frac{24}{1} = 24$	<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>
1		3	4		6																		
8		10			13																		
	16		18		20																		
<p>Let learners determine the missing number in the box</p> <table border="1" data-bbox="402 863 656 995"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>5</td> <td>7</td> <td>9</td> </tr> <tr> <td>15</td> <td>18</td> <td>21</td> </tr> <tr> <td>35</td> <td>39</td> <td>?</td> </tr> </table> <p>Answer: 43</p>	1	2	3	5	7	9	15	18	21	35	39	?	<p>To multiply a mixed fraction by a whole number (e.g. $4\frac{4}{5} \times 5$)</p> <p>First change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;</p> <p>i.e. $4\frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{120}{5}$</p> $= \frac{24}{1} = 24$	<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>									
1	2	3																					
5	7	9																					
15	18	21																					
35	39	?																					

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B5	Class Size:	Sub Strand: Life Cycle of Organism	
Content Standard: B5.2.2.1 Demonstrate understanding of life cycle of a plant		Indicator: B5.2.2.1.1 Relate structure of the parts of a plant to the functions they perform	Lesson: 1 OF 1
Performance Indicator: Learners can relate structure of the parts of a plant to the functions they perform		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas	
Teaching/ Learning Resources		Sample plants, pictures	
References: Science Curriculum Pg. 22			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Learners go on a nature walk to uproot young plants from school surroundings and bring them to class.</p> <p>Discuss functions of parts of plants with learners.</p>  <p>Learners draw and color a plant and label the parts.</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>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>Paste a chart on the board showing a picture of a plant</p> <p>Have learners to talk about the picture Learners go on a nature walk to uproot young plants from school surroundings and bring them to class.</p> <p>Learners, in groups, observe parts of the plants and relate them to the functions they perform, e.g.</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>

		<ul style="list-style-type: none">• <i>The thin and large surface area of leaves and the presence of green coloring matter enhance their work.</i>• <i>The roots are for anchorage and absorption of nutrients from the soil.</i>• <i>The stem supports the upper part of the plant; conduct water and minerals from the roots to the leaves; carry food from leaves to other parts of the plant.</i>	
--	--	---	--

Week Ending:	DAY:	Subject: OWOP
Duration: 60mins per lesson		Strand: All Around Us
Class: B5	Class Size:	Sub Strand: Plants And Animals
Content Standard: B5.2.2.1. Demonstrate knowledge of animal housing and how to care for pets		Indicator: B5.2.2.1.1. Design and make a simple animal house and keep a pet
Performance Indicator: Learners can design and make a simple animal house and keep a pet		Lesson: 1 OF 1
Teaching/ Learning Resources		Core Competencies: Communication and Collaboration Critical Thinking
Pictures, Charts, Video Clips		
New words		
References: OWOP Curriculum Pg. 31		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Learners watch pictures on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for animals. e.g. sheep, goats, rabbits, poultry and pigs.</p> <p>Learners engage in practical activities to design and make simple animal houses such as: pens for goats and sheep, coop for hen, cage for dog.</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>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>Learners sketch domestic animals and their housing.</p>  <p>Learners talk about values of keeping animals such as learning to become responsible and committed to hardwork, 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>


Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B5	Class Size:	Sub Strand: Religious Worship	
Content Standard: B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship		Indicator: B5 2.1.1.2 Explain the moral significance of religious songs and recitations.	Lesson: 1 OF 1
Performance Indicator: Learners can explain the moral significance of religious songs and recitations.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: RME Curriculum Pg. 38			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Let learners identify religious songs of the three major religions in Ghana.</p> <p>Let learners listen to religious songs in the three major religions and indicate how they can apply the theme in their daily lives.</p> <p>Put learners into religious groups to take turns to perform various religious music and dance.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Europeans in Ghana	
Class: B5	Class Size:	Sub Strand: Slave Trade	
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16 th century.		Indicator: B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16 th century	Lesson: 1 OF 1
Performance Indicator: Learners can investigate why the Europeans began trading in humans by the 16 th century		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Pictures of castles and forts	
References: History Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Brainstorm the reasons why the Europeans began trading in humans.</p> <p>Have learners watch pictures of some forts and castles which were used for trading humans</p> <p>In small groups learners develop a poster on the TransAtlantic Slave Trade</p> <p>Groups present their work to the whole class</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>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>Brainstorm the reasons why the Europeans began trading in humans.</p> <p>Have learners watch pictures of some forts and castles which were used for trading humans</p> <p>In small groups learners develop a poster on the TransAtlantic Slave Trade</p> <p>Groups present their work to the whole class</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B5	Class Size:	Sub Strand: Displaying and Sharing (School based project)	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B5 1.3.5.3 Exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect topical issues in Africa	Lesson: 1 OF 1
Performance Indicator: Learners can exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect topical issues in Africa		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 62			

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

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing Conventions	
Class: B5	Class Size:	Sub Strand: Use Of Action Words	
Content Standard: B5.5.3.1: Demonstrate knowledge on use of action words appropriately		Indicator: B5.5.3.1.1-2 Recognize and use simple present and past tense action words in sentences.	Lesson: I OF I
Performance Indicator: Learners can recognize and use simple present and past tense action words in sentences.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 58			

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 do some actions in the class like clap, jump, sit, etc.</p> <p>Write and read aloud some of the action words mentioned by the learners.</p> <p>Ask learners to form sentences orally with some of the action words.</p> <p>Write simple present tense sentences on flashcards.</p> <p>Ask learners to recount what they did the day before.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<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>Call learners in turns to read out the sentences on the flashcards.</p> <p>Call a learner to say or point out the action word in the sentence on a flashcard.</p> <p>Give simple present tense action words to learners to form sentences and read out aloud, or show to the class by writing on the board.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<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>Write some of the action words mentioned by the learners on the board.</p> <p>Read aloud to learners the written action words.</p> <p>Talk to learners about the action and explain to them the action has happened already.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

		<p>Allow learners to give more action words orally and guide them to put the words in past tense.</p> <p>Ask learners to use the past tense action words to form simple sentences in writing, or orally.</p>	
--	--	--	--

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness Concepts	
Class: B5	Class Size:	Sub Strand: Fitness Programme	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities		Indicator: B5.4.1.4.1: Monitor the intensity of one's heart rate during physical activity.	Lesson: 1 OF 1
Performance Indicator: Learners can monitor the intensity of one's heart rate during physical activity.		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Pictures and Videos	
Reference	PE curriculum Page 65		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Let learners jog within a demarcated area to warm up their bodies</p> <p>Show learners pictures or videos depicting the skill to be learnt.</p>	<p>Learners determine heart rate using their age.</p> <p>Learners learn how to take the heart beat by palpating at the radial artery or carotid artery.</p> <p>During exercise, learners should be encouraged to take heart rates for 15 seconds and multiply by 4 to obtain beat per minutes.</p> <p>Learners use various gadgets that determine exercise intensity and heart rate during and after physical activity.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Technology In The Community	
Content Standard: B5.1.4.1. Demonstrate the use of Technology in the community		Indicator: B5.1.4.1.1-2 List the effects of technology on the community and explain the fundamentals of digital system components.	Lesson: 1 OF 1
Performance Indicator: Learners can list the effects of technology on the community and explain the fundamentals of digital system components.		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer sets, modem and Pictures		
References: Computing Curriculum Pg. 16			

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>Guide learners to investigate the types and importance of compression of document</p> <p>Positive effects –health care, education, manufacturing, agriculture etc .</p> <p>Negative effects –resource depletion ,pollution, privacy and security etc.,</p> <p>Guide learners to brainstorm the basics of digital system components such as hardware, software and networks)</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 12

BASIC FIVE

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B5	Class Size:	Sub Strand: Presentation
Content Standard: B5.1.10.2: Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation		Indicator: B5.1.10.2.1. read aloud clearly, at a good pace and with expression
		Lesson: 1 of 1
Performance Indicator: Learners can read aloud clearly, at a good pace and with expression		Core Competencies: Communication and Collaboration
Key words	sequentially	
References: English Language Curriculum For Primary Schools Pg. 87		
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>	Music box
PHASE 2: NEW LEARNING	<p>Have learners listen to audio recordings of speeches or listen to news read in English.</p> <p>Learners listen to the speech in meaningful bits to guide them identify appropriate expressions as well as identify what a good pace is.</p> <p>In groups learners pick topics for their speeches. They prepare and deliver in turns. Let them deliver the speeches in about five (5) minutes each.</p> <p>Put learners in groups to plan a parallel speech and present to the class.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	DAY: Tuesday	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B5	Class Size:	Sub Strand: Fluency	
Content Standard: B5.2.9.1: Read fluently to enhance comprehension		Indicator: B5.2.9.1.1 read grade-level texts with good speed and accuracy	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can read grade-level texts with good speed and accuracy 		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 103			
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	flashcards	
PHASE 2: NEW LEARNING	Use the three-stage approach to a comprehension lesson and have learners prepare and read the text with purpose and understanding. Use different strategies to assist learners to come up with meaning of a text ,e.g. The Herringbone, KWL etc.	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? 		

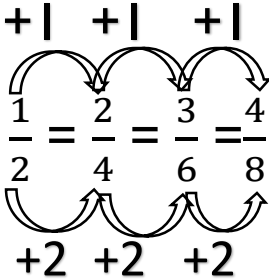
Week Ending:		DAY: WEDNESDAY	Subject: English Language
Duration: 60mins		Strand: Grammar	
Class: B5	Class Size:		Sub Strand: Modals
Content Standard: B5.3.9.1: Apply the knowledge of modals in speech and in writing		Indicator: B5.3.9.1.1 use modals to express a variety of meanings	Lesson: 1 of 1
Performance Indicator: Learners can use modals to express a variety of meanings		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
New words	Imperative, knowledge		
References: English Language Curriculum Pg. 116			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<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><u>ought to and must</u></p> <p>Use <u>ought to</u> to make strong suggestions and talk about someone's duty. E.g. <i>I <u>ought to</u> get more physical exercise.</i></p> <p>Use <u>must</u> to talk about things that you have to do. E.g. <i>I <u>must</u> mail this letter today.</i></p> <p>Illicit the modals in speech and let learners practice as well. With examples, assist learners to use the modals in sentences to convey specific meanings</p>		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: Writing
Class: B5	Class Size:	Sub Strand: Informative Writing
Content Standard: B5.4.14.2: Write the event of the day	Indicator: B5.4.14.2.1 write about incidence or events of the day and make radio/TV presentations	Lesson: 1 of 2
Performance Indicator: Learners can write about incidence or events of the day and make radio/TV presentations		Core Competencies: Communication and Collaboration,
References: English Language Curriculum Pg. 131		
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: NEW LEARNING	<p>Let learners watch TV news at home and write their own news from the pictures they see.</p> <p>Put learners into groups. Let them brainstorm and write about events of the day. Each group chooses an interesting event and writes the news to broadcast to the class.</p> <p>Let each group choose one person to present the news.</p> <p>Have learners publish their works on the internet. Help learners to organize a radio or talk show</p>	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? 	

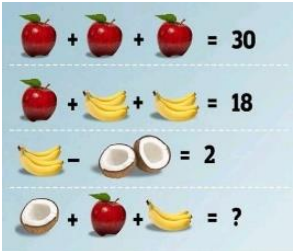
Week Ending:		DAY: FRIDAY	Subject: English Language	
Duration: 60mins			Strand: Writing Conventions/ Extensive Reading	
Class: B5		Class Size:	Sub Strand: Using Simple and Complex Sentences	
Content Standard: B5.5.9.1: Apply knowledge of grammatical rules to form words, phrases and sentences		Indicator: B5.5.9.1.2 construct compound sentences correctly		Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can construct compound sentences correctly Learners can read a variety of age- and level appropriate books. 			Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 145				
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: NEW LEARNING	<p>Review the use of coordinators in sentences.</p> <p>Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate.</p> <p>Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences.</p> <p>Guide them to edit their work and encourage them to share the final products with the class.</p> <p>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><u>Assessment</u> Ask learners to write a three-paragraph summary of the book read.</p>	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:	Subject: Mathematics
Duration: 60mins per lesson		Strand: Number
Class: B5	Class Size:	Sub Strand: Fractions
Content Standard:	Indicator: B5.1.3.1.5-6 use the concept of equivalent fractions in changing fractions to the same denominator for addition and subtraction of like fractions	Lesson: 1 OF 1
Performance Indicator: Learners can use the concept of equivalent fractions in changing fractions to the same denominator for addition and subtraction of like fractions		Core Competencies: Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Counters, bundle and loose straws	
References: Mathematics Curriculum Pg. 73&74		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to solve this number pattern If: 2+2=4 3+3=9 4+4=16 5+5=25 Then: 6+6=? Answer: 36	Equivalent fractions are different fractions of the same value. E.g. $\frac{1}{2} = \frac{2}{4}$ Guide learners to determine equivalent fractions. e.g. find the next two equivalent fractions for $\frac{1}{2}$ Learners to take notice of the numerator (1), denominator (2) and add the same number at every step to determine the equivalent fractions  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. e.g. find the next two equivalent fractions for $\frac{1}{2}, \frac{1}{3}, \frac{2}{5}$


<p>Tuesday</p>	<p>Engage learners to play the Dice game.</p> <p>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.</p>	<p>Fractions can arranged in ascending or descending order</p> <p>To arrange fractions in ascending order means from the smallest value to the highest value. e.g. arrange the following fractions in ascending order.</p> $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$ <p>Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30</p> $\frac{1}{2} = \frac{15}{30}, \frac{2}{3} = \frac{20}{30}, \frac{1}{5} = \frac{6}{30}$ <p>Since the denominator are now the same, we compare the numerators, 15,20 and 6.</p> <p>In ascending order will be 6,15 and 20.</p> <p>Therefore $\frac{1}{5}, \frac{1}{2}, \frac{2}{3}$</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. e.g. arrange the following fractions in ascending order.</p> $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$
<p>Wednesday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>To arrange fractions in descending order means from the highest value to the smallest value. e.g. arrange the following fractions in descending order.</p> $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$ <p>Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30</p> $\frac{1}{2} = \frac{15}{30}, \frac{2}{3} = \frac{20}{30}, \frac{1}{5} = \frac{6}{30}$ <p>Since the denominator are now the same, we compare the numerators, 15,20 and 6.</p> <p>In descending order will be 20,15, and 6.</p> <p>Therefore $\frac{2}{3}, \frac{1}{5}, \frac{1}{2}$</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. e.g. Arrange the following fractions in descending order.</p> $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$

		Assessment: Learners to practice with more examples	
Thursday	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=42$ $3+3=63$ $4+4=84$ $5+5=105$</p> <p>Then: $6+6=?$</p> <p>Answer: 126</p>	<p>Guide learners to add fractions using the concept of equivalent fractions.</p> <p>e.g. add $\frac{1}{2} + \frac{2}{3}$</p> <p>Guide learners to determine the equivalent fractions for the given fractions to have the same denominator.</p> $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} \quad \frac{2}{3} = \frac{4}{6} = \frac{6}{9}$ <p>Learners to add only the numerators since the denominators are the same</p> <p>Hence $\frac{3}{6} + \frac{4}{6} = \frac{7}{6}$</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> <p>e.g. add $\frac{1}{2} + \frac{2}{3}$</p>
Friday	<p>Let learners solve this brain teaser</p> 	<p>Guide learners to subtract fractions using the concept of equivalent fractions.</p> <p>e.g. solve $\frac{2}{3} - \frac{1}{2}$</p> <p>Guide learners to determine the equivalent fractions for the given fractions to have the same denominator.</p> $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} \quad \frac{2}{3} = \frac{4}{6} = \frac{6}{9}$ <p>Learners to subtract only the numerators since the denominators are the same</p> <p>Hence $\frac{4}{6} - \frac{3}{6} = \frac{1}{6}$</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> <p>e.g. solve $\frac{2}{3} - \frac{1}{2}$</p>

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Cycles
Class: B5	Class Size:	Sub Strand: Life Cycle of Organism
Content Standard: B5.2.2.1 Demonstrate understanding of life cycle of a plant	Indicator: B5.2.2.1.2 Compare the differences in germination of bean and maize seeds	Lesson: I OF I
Performance Indicator: Learners can compare the differences in germination of bean and maize seeds		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas
Teaching/ Learning Resources	Sample plants, pictures	
References: Science Curriculum Pg. 22		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Learners are assisted to review the previous knowledge on seed germination.</p> <p>Put learners in groups and provide them with dry beans and maize seeds.</p> <p>Learners are assisted to plant the bean and maize seeds using transparent containers and soil.</p> <p>Learners are guided to observe (1) the dry seed (2) when it absorbs water and swells (3) rupturing of the seed coat (4) sprouting of the root (5) sprouting of the stem and seed leaves (6) the elongation of the root and stem.</p> <p>Learners find out where the seed leaves (cotyledons) remain, inside the soil or above the soil. NB: This activity will take some days</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending:	DAY:	Subject: OWOP
Duration: 60mins per lesson		Strand: All Around Us
Class: B5	Class Size:	Sub Strand: Plants And Animals
Content Standard: B5.2.2.1. Demonstrate knowledge of animal housing and how to care for pets		Indicator: B5.2.2.1.1. Design and make a simple animal house and keep a pet
Performance Indicator: Learners can design and make a simple animal house and keep a pet		Lesson: 1 OF 1
Teaching/ Learning Resources		Core Competencies: Communication and Collaboration Critical Thinking
Pictures, Charts, Video Clips		
New words		
References: OWOP Curriculum Pg. 31		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Learners watch pictures on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for animals. e.g. sheep, goats, rabbits, poultry and pigs.</p> <p>Learners engage in practical activities to design and make simple animal houses such as: pens for goats and sheep, coop for hen, cage for dog.</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>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>Learners sketch domestic animals and their housing.</p>  <p>Learners talk about values of keeping animals such as learning to become responsible and committed to hardwork, 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>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B5	Class Size:	Sub Strand: Religious Worship	
Content Standard: B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship		Indicator: B5 2.1.1.2 Explain the moral significance of religious songs and recitations.	Lesson: I OF I
Performance Indicator: Learners can explain the moral significance of religious songs and recitations.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 38			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Let learners identify religious songs of the three major religions in Ghana.</p> <p>Let learners listen to religious songs in the three major religions and indicate how they can apply the theme in their daily lives.</p> <p>Put learners into religious groups to take turns to perform various religious music and dance.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Europeans in Ghana	
Class: B5	Class Size:	Sub Strand: Slave Trade	
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16 th century.		Indicator: B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16 th century	Lesson: 1 OF 1
Performance Indicator: Learners can investigate why the Europeans began trading in humans by the 16 th century		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Pictures of castles and forts	
References: History Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Brainstorm the reasons why the Europeans began trading in humans.</p> <p>Have learners watch pictures of some forts and castles which were used for trading humans</p> <p>In small groups learners develop a poster on the Transatlantic Slave Trade</p> <p>Groups present their work to the whole class</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>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>Brainstorm the reasons why the Europeans began trading in humans.</p> <p>Have learners watch pictures of some forts and castles which were used for trading humans</p> <p>In small groups learners develop a poster on the Transatlantic Slave Trade</p> <p>Groups present their work to the whole class</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B5	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B5.1.4.6 /B5.2.4.7 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. 77			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	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.

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Extensive Reading	
Class: B5	Class Size:	Sub Strand: Reading	
Content Standard: B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone		Indicator: B5.6.1.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone.	Lesson: 1 OF 1
Performance Indicator: Learners can read aloud passages from novels and newspapers with correct pronunciation and tone.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 64			

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.	Discuss letter writing and its structure with learners. Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters.	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.	Explain to learners the structure of semi-formal letters. Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter. Assist learners to understand the process in writing good semi-formal letters	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.	Read a passage aloud to learners. Use flashcards with three to four word sentences written on them to assist learners with correct pronunciation and intonation. Let learners bring other materials on literary works like magazines or newspapers to read. Call learners to read paragraph by paragraph to check the correct pronunciation	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

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Values and Psycho-social Concepts	
Class: B5	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: B5.5.1.5.1 Participate independently in fitness and skill development activities outside school.	Lesson: 1 OF 1
Performance Indicator: Learners can participate independently in fitness and skill development activities outside school.		Core Competencies: As learners list factors that cause injuries they develop their cognitive domain	
Teaching/ Learning Resources		Pictures and Videos	
Reference	PE curriculum Page 65		
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Revise the lesson with learners	Learners are self-motivated to participate in physical activities at least once outside the school physical education program.	Review the lesson with learners

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computing	
Class: B5	Class Size:	Sub Strand: Technology In The Community	
Content Standard: B5.1.4.1. Demonstrate the use of Technology in the community		Indicator: B5.1.4.1.3-4. Discuss how technology is used to save lives in community and the effects of technology on the community	Lesson: 1 OF 1
Performance Indicator: Learners can discuss how technology is used to save lives in community and the effects of technology on the community		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer sets, modem and Pictures		
References: Computing Curriculum Pg. 16			

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>Guide learners to explore how technology is used to save lives in communities.</p> <p>Group them into groups of a maximum of five and let them present their findings to the class.</p> <p>Guide learners to brainstorm the effects of technology on the community.</p> <p>Show learners videos or pictures of effects of technology on the community.</p> <p>Let them discuss in groups, the effects of technology on their own community. Positive effects – <i>health care, education, manufacturing, agriculture etc.</i></p> <p>Negative effects – <i>resource depletion, pollution, privacy and security etc</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 put it in their pockets and learn it on their way home.</p>