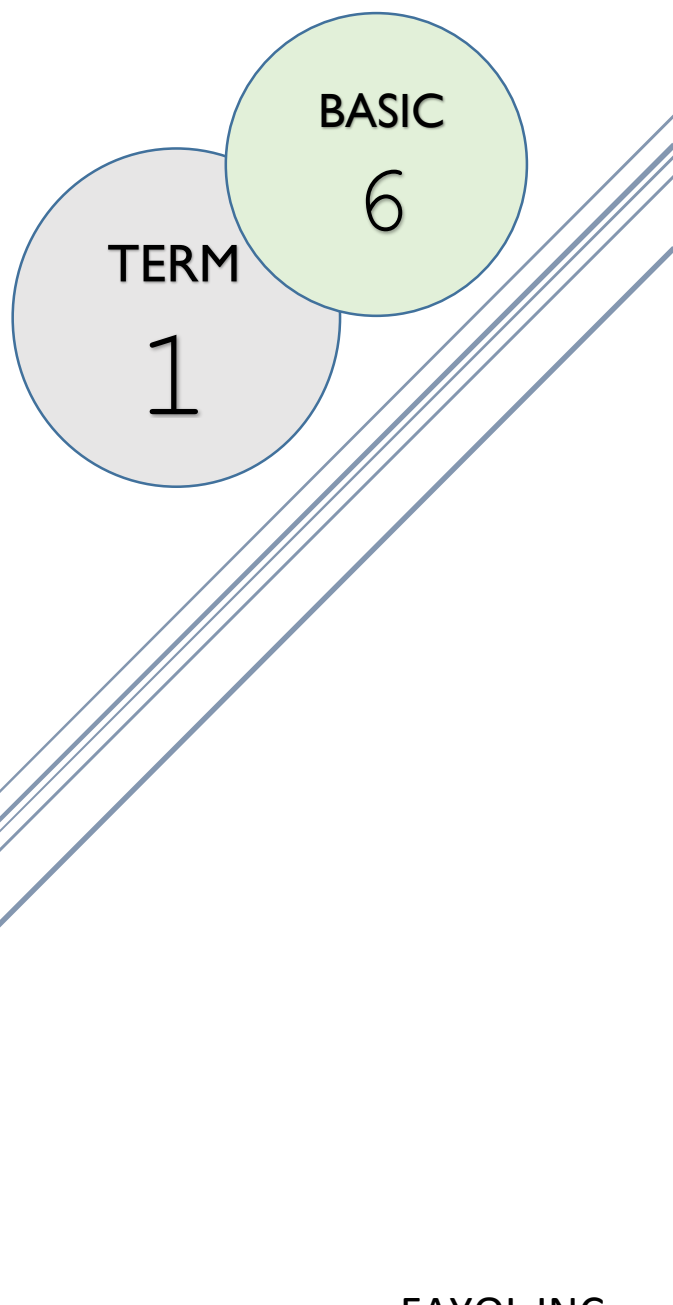


LESSON PLANS FOR PRIMARY SCHOOLS

NEW 2024



FAYOL INC
0547824419

FIRST TERM LESSON PLAN BASIC SIX (6)

FIRST TERM SCHEME – ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B6.1.1.1	B6.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Phonics	B6.2.2.1	B6.2.2.1.1	
	Grammar	Nouns	B6.3.1.1	B6.3.1.1.1	
	Writing	Penmanship and Handwriting	B6.4.2.1	B6.4.2.1.1	
	Writing Conventions & Grammar Usage	Using Capitalization	B5.5.1.1	B6.5.1.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
2	Oral Language	Songs	B6.1.1.1	B6.1.1.1.2.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Word Families and Common Digraphs	B6.2.3.1	B6.2.3.1.1	
	Grammar	Nouns	B6.3.1.1	B6.3.1.1.2	
	Writing	Paragraph Development	B6.4.3.1	B6.4.6.1.1	
	Writing Conventions & Grammar Usage	Using Punctuation	B6.5.2.1	B6.5.2.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
3	Oral Language	Poems	B6.1.3.1	B6.1.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	B6.2.6.1	B6.2.6.1.1	
	Grammar	Determiners	B6.3.2.1	B6.3.2.1.1.	
	Writing	Writing as a Process	B6.4.9.1	B6.4.9.1.1	
	Writing Conventions & Grammar Usage	Using Naming words	B6.5.3.1	B6.5.3.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
4	Oral Language	Poems	B6.1.3.1	B6.1.3.1.2	Word cards, sentence

	Reading	Comprehension	B6.2.7.1	B6.2.7.1.1.	cards, letter cards, handwriting on a manila card and a class library
	Grammar	Determiners	B6.3.2.1	B6.3.2.1.2	
	Writing	Writing as a Process	B6.4.9.1	B6.4.9.1.1	
	Writing Conventions & Grammar Usage	Using Naming words	B6.5.3.1	B6.5.3.1.2	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
5	Oral Language	Story Telling	B6.1.4.1	B6.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Diphthongs	B6.2.4.1	B6.2.4.1.1	
	Grammar	Pronouns	B6.3.3.1	B6.3.3.1.1	
	Writing	Narrative Writing	B6.4.10.1	B6.4.9.3.1	
	Writing Conventions & Grammar Usage	Using Action Words	B6.5.4.1	B6.5.4.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
6	Oral Language	Presentation	B6.1.10.1	B6.1.10.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	B6.2.6.1	B6.2.6.1.2	
	Grammar	Adjectives	B6.3.4.1.1	B6.3.4.1.1	
	Writing	Paragraph Development	B6.4.3.1	B6.4.6.1.1	
	Writing Conventions & Grammar Usage	Using Action Words	B6.5.4.1	B6.5.4.1.2	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
7	Oral Language	Story Telling	B6.1.4.1	B6.1.4.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	B6.2.7.1	B6.2.7.1.2	
	Grammar	Verbs	B6.3.5.1	B6.3.5.1.1	
	Writing	Narrative Writing	B6.4.10.1	B6.4.9.3.1	

	Writing Conventions & Grammar Usage	Using Qualifying Words-Adjectives	B6.5.5.1	B6.5.5.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
8	Oral Language	Presentation	B6.1.10.1	B6.1.10.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Blends and Consonant Clusters	B6.2.5.1	B6.2.5.1.1	
	Grammar	Verbs	B6.3.5.1	B6.3.5.1.2	
	Writing	Paragraph Development	B6.4.3.1	B6.4.6.1.2	
	Writing Conventions & Grammar Usage	Using Adverbs	B6.5.6.1	B6.5.6.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
9	Oral Language	Dramatization and Role Play	B6.1.5.1	B6.1.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	B6.2.6.2	B6.2.6.2.1	
	Grammar	Verbs	B6.3.5.1	B6.3.5.1.3	
	Writing	Creative/Free Writing	B6.4.11.1	B6.4.11.1.1	
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B6.5.7.1	B6.5.7.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
10	Oral Language	Presentation	B6.1.10.1	B6.1.10.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Silent Reading	B6.2.8.1	B6.2.8.1.1	
	Grammar	Conjunctions	B6.3.8.1	B6.3.8.1.1	
	Writing	Argumentative/Persuasive Writing	B6.4.13.1	B6.4.13.1.1	
	Writing Conventions & Grammar Usage	Using Conjunctions	B6.5.8.1	B6.5.8.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
11	Oral Language	Dramatization and Role Play	B6.1.5.2.	B6.1.5.2.1-2	Word cards, sentence

	Reading	Comprehension	B6.2.7.1	B6.2.7.1.3	cards, letter cards, handwriting on a manila card and a class library
	Grammar	Conjunctions	B6.3.8.1	B6.3.8.1.1	
	Writing	Paragraph Development	B6.4.3.1	B6.4.3.1.2	
	Writing Conventions & Grammar Usage	Using Simple, Compound and Complex Sentences	B6.5.9.1	B6.5.9.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
12	Oral Language	Presentation	B6.1.10.2	B6.1.10.2.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Fluency	B6.2.9.1	B6.2.9.1.1	
	Grammar	Modals	B6.3.9.1	B6.3.9.1.1	
	Writing	Informative Writing	B6.4.14.1	B6.4.14.1.1	
	Writing Conventions & Grammar Usage	Spelling	B6.6.1.1	B6.6.1.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	

FIRST TERM SCHEME - MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation And Cardinality	B6.1.1.1	B6.1.1.1.1	Counters, bundle and loose straws base ten cut square
2	Number	Counting Representation And Cardinality	B6.1.1.1	B6.1.1.1.2-3	
3	Number	Counting, Representation And Cardinality	B6.1.1.1	B6.1.1.1.4-5	Counters, bundle and loose straws base ten cut square
4	Number	Number Operations	B6.1.2.1	B6.1.2.1.1	
5	Number	Number Operations	B6.1.2.1	B6.1.2.1.2-3	Counters, bundle and loose straws base ten cut square
6	Number	Number Operations	B6.1.2.3/4	B6.1.2.3.1 B6.1.2.4.1	
7	Number	Fractions	B6.1.3.1	B6.1.3.1.1-2	Paper strips, cut out cards, Counters, bundle and loose straws
8	Number	Fractions	B6.1.3.1	B6.1.3.1.3	
9	Number	Ratio And Proportion	B6.1.4.1	B6.1.4.1.1	Counters, bundle and loose straws base ten cut square
10	Number	Ratio And Proportion	B6.1.4.1	B6.1.4.1.2	
11	Number	Ratio And Proportion	B6.1.4.2	B6.1.4.2.1	
12	Number	Ratio And Proportion	B6.1.4.2	B6.1.4.2.2	

FIRST TERM SCHEME OF LEARNING – SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity Of Matter	Living And Non-Living Things	B6.1.1.1	B6.1.1.1.1	Pictures of Plants and animals in the environment
2	Diversity Of Matter	Living And Non-Living Things	B6.1.1.1	B6.1.1.1.2	
3	Diversity Of Matter	Materials	B6.1.2.1	B6.1.2.1.1	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
4	Diversity Of Matter	Materials	B6.1.2.1	B6.1.2.1.2	
5	Diversity Of Matter	Materials	B6.1.2.1	B6.1.2.1.3	
6	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.1	Torch candle matchstick lantern paper pencil pictures of well river stream water
7	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.2	
8	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.3	Torch candle matchstick lantern paper pencil pictures of well river stream water
9	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.4	
10	Cycle	Life Cycle Of Organism	B6.2.2.1	B6.2.2.1.1	Plants seeds hand lens paper pencil fruits
11	Cycle	Life Cycle Of Organism	B6.2.2.1	B6.2.2.1.2	
12	Cycle	Life Cycle Of Organism	B6.2.2.1	B6.2.2.1.3	

FIRST TERM SCHEME OF LEARNING – OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	All About Us	Nature Of God	B6.1.1.1	B6.1.1.1.1	Map of Ghana, atlas, Pictures, Charts, Video Clips
2	All About Us	Nature Of God	B6.1.1.1	B6.1.1.1.2	
3	All About Us	Myself	B6.1.2.1	B6.1.2.1.1	Map of Ghana, atlas, Pictures, Charts, Video Clips
4	All About Us	Myself	B6.1.2.1	B6.1.2.1.2	
5	All About Us	My Family	B6.1.3.1	B6.1.3.1.1	Pictures, Charts, Video Clips
6	All About Us	My Family	B6.1.3.1	B6.1.3.1.2	
7	All About Us	Home And School	B6.1.4.1	B6.1.4.1.1	Pictures, Charts, Video Clips
8	All About Us	Home And School	B6.1.4.1	B6.1.4.1.2	
9	All Around Us	The Environment And The Weather	B6.2.1.1	B6.2.1.1.1	Pictures, Charts, Video Clips
10	All Around Us	The Environment And The Weather	B6.2.1.1	B6.2.1.1.2	
11	All Around Us	Plants And Animals	B6.2.2.1	B6.2.2.1.1	Pictures, Charts, Video Clips
12	All Around Us	Plants And Animals	B6.2.2.1	B6.2.2.1.2	

FIRST TERM SCHEME OF LEARNING – RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.1	Wall Charts, Wall Words, Posters, etc.
2	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.2	Wall Charts, Wall Words, Posters, etc.
3	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.3	Wall Charts, Wall Words, Posters, etc.
4	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.3	Wall Charts, Wall Words, Posters, etc.
5	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	Wall Charts, Wall Words, Posters, etc.
6	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	Wall Charts, Wall Words, Posters, etc.
7	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	Wall Charts, Wall Words, Posters, etc.
8	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	Wall Charts, Wall Words, Posters, etc.
9	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.1	Wall Charts, Wall Words, Posters, etc.
10	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.1	Wall Charts, Wall Words, Posters, etc.
11	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.2	Wall Charts, Wall Words, Posters, etc.
12	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.2	Wall Charts, Wall Words, Posters, etc.

FIRST TERM SCHEME OF LEARNING – HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	Wall charts, wall words, posters, video clip, etc.
2	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	
3	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	
4	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	
5	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	
6	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	
7	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	Wall charts, wall words, posters, video clip, etc.
8	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	
9	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	Wall charts, wall words, posters, video clip, etc.
10	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	
11	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	
12	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	Wall charts, wall words, posters, video clip, etc.

FIRST TERM SCHEME OF LEARNING – CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE 1	B6. 1.1.1.1	Photos, videos, art paper, colors and traditional art tools,
2	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE 1	B6. 2.1.1.1	
3	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B6.1.2.2.1 B6.1.2.3.1	Photos, videos, art paper, colors and traditional art tools,
4	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B6.2.2.2.1 B6.2.2.3.1	
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	B6.1.3.4.1 B6.1.3.5.1	Photos, videos, art paper, colors and traditional art tools,
6	Performing Arts	Displaying and Sharing (Performing Arts)	CSE 4&5	B6.2.3.4.1 B6.2.3.5.1	
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	B6.1.4.6.1 B6.1.4.7.1	Photos, videos, art paper, colors and traditional art tools,
8	Performing Arts	Appreciating and Appraising (Performing Arts)	CSE 6&7	B6.2.4.6.1 B6.2.4.7.1	
9	Visual & Performing Arts	Thinking and Exploring Ideas (School Based Project)	CSE 1	B6.1.1.1 B6.2.1.1	Photos, videos, art paper, colors and traditional art tools,
10	Visual & Performing Arts	Planning, Making and Composing (School Based Project)	CSE 2&3		Photos, videos, art paper, colors and traditional art tools,

11	Visual & Performing Arts	Displaying and Sharing (School Based Project)	CSE 4&5		Photos, videos, art paper, colors and traditional art tools,
12	Visual & Performing Arts	Appreciating and Appraising (School Based Project)	CSE 6&7		Photos, videos, art paper, colors and traditional art tools,

FIRST TERM SCHEME OF LEARNING – GHANAIAN LANGUAGE

Weeks	Strand	Sub Strands	Content Standard	Indicators	Resources
1	Oral Language	Songs	B6.1.1.1	B6.1.1.1.1-2	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card
2	Oral Language	Poems	B6.1.3.1	B6.1.3.1.1	
3	Oral Language	Story Telling	B6.1.4.1	B6.1.4.1.1-2	
4	Reading	Phonics: Letter And Sound Knowledge	B6.2.4.1	B6.2.4.1.1-4	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card
5	Reading	Vocabulary: Sight And Content Vocabulary	B6.2.5.1	B6.2.5.1.1-2	
6	Writing	Penmanship And Handwriting	B6.3.1.1	B6.3.1.1.1-4	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card
7	Composition Writing	Narrative Writing	B6.4.1.1	B6.4.1.1.1-3	
8	Composition Writing	Creative Writing	B6.4.2.1	B6.4.2.1.1-2	
9	Writing Convention	Use Of Capitalization	B6.5.1.1	B6.5.1.1-3	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card
10	Writing Convention	Use Of Punctuation	B6.5.2.1	B6.5.2.1.1-3	
11	Writing Convention	Use Of Action Words		B6.5.3.1.1-3	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card, A Class Library
12	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1	B6.6.1.1.1-3	

FIRST TERM SCHEME OF LEARNING – PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skill And Movement Patterns	Locomotive Skills	B6.1.6.1	B6.1.1.1.1	Pictures and Videos
2	Motor Skill And Movement Patterns	Locomotive Skills	B6.1.7.1	B6.1.2.1.2	Pictures and Videos
3	Motor Skill And Movement Patterns	Manipulative Skills	B6.1.8.1	B6.1.2.1.3	Pictures and Videos
4	Motor Skill And Movement Patterns	Manipulative Skills	B6.1.8.1	B6.1.3.1.4	Pictures and Videos
5	Motor Skill And Movement Patterns	Rhythmic Skills	B6.1.8.1	B6.1.4.1.5	Pictures and Videos
6	Movement Concepts	Rhythmic Skills	B6 1.5.1	B6 1.5.1.6	Pictures and Videos
7	Movement Concepts	Space Awareness	B6.2.1.2	B6.2.1.2.1	Pictures and Videos
8	Physical Fitness	Dynamics	B6.2.2.2	B6.2.2.2.2	Pictures and Videos
9	Physical Fitness	Aerobic Capacity	B6.3.1.3	B6.3.1.3.1	Pictures and Videos
10	Physical Fitness Concepts	Strength	B6.3.2.3	B6.3.2.3.2	Pictures and Videos
11	Values And Psycho-Social Concepts	Fitness Programme	B6.4.1.4	B6.4.1.4.1	Pictures and Videos
12	Values And Psycho-Social Concepts	Healthy Diet	B6.4.1.4	B6.4.1.4.2	Pictures and Videos

FIRST TERM SCHEME OF LEARNING – COMPUTING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction To Computing	Generation Of Computers	B6.3.1.1	B6.1.1.1.1-2	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS –Word.
2	Introduction To Computing	Generation Of Computers	B6.3.1.1	B6.1.1.1.3-5	
3	Introduction To Computing	Introduction To MS-Windows Interface	B6.5.1.1	B6.1.2.1.1-3	Pictures or projected images
4	Introduction To Computing	Introduction To MS-Windows Interface	B6.5.1.1	B6.1.2.1.4-7	
5	Introduction To Computing	Introduction To MS-Windows Interface	B6.5.1.1	B6.1.2.1.8-10	
6	Introduction To Computing	Data, Sources And Usage	B6.5.3.1	B6.1.3.1.1-3	Pictures or projected images
7	Introduction To Computing	Data, Sources And Usage	B6.5.3.1	B6.1.3.1.4-6	
8	Introduction To Computing	Data, Sources And Usage	B6.5.3.1	B6.1.3.1.7-9	
9	Introduction To Computing	Data, Sources And Usage	B6.6.1.1	B6.1.3.1.10-11	Pictures or projected images
10	Introduction To Computing	Technology In The Community	B6.6.1.1	B6.1.4.1.1-4	
11	Presentation	Introduction To MS-PowerPoint	B6.6.2.1	B6.2.1.1.1-3	Pictures or projected images
12	Word Processing	Introduction To Word Processing	B6.6.2.1	B6.3.1.1.1-3	

SCHEME OF LEARNING- WEEK I

BASIC SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Songs
Content Standard: B.6.1.1: Demonstrate understanding of variety of songs		Indicator: B6.1.1.1.1. Relate the central messages in songs to personal experiences
		Lesson: 1 of 1
Performance Indicator: Learners can relate the central messages in songs to personal experiences		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 152		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: NEW LEARNING	Engage learners to sing some familiar songs from their cultural background. Write lines of songs on chalk board and have learners read through the lines. Demonstrate singing of the songs as learners listen attentively. Guide learners to sing songs with stress and rhythm by clapping. Invite learners to sing individually and in groups.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson	

Week Ending:		DAY: Tuesday	Subject: English Language
Duration: 50mins		Strand: Reading	
Class: B6	Class Size:		Sub Strand: Phonics
Content Standard: B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write		Indicator: B6.2.2.1.1 Read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch	Lesson: 1 of 1
Performance Indicator: Learners can read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch		Core Competencies: Communication and Collaboration, Personal Development	
Keywords			
References: English Language Curriculum For Primary Schools Pg. 168			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch. Guide learners to play the Pick and Read game to practice reading the target words. Put learners in groups to write sentences with the target words and read out the sentences to the class.	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.		

Week Ending:		DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B6	Class Size:		Sub Strand: Nouns	
Content Standard: B6.3.1.1: Apply knowledge of different types of nouns in communication		Indicator: B6.3.1.1.1 Identify and use nouns or noun phrases to describe conditions.		Lesson: 1 of 2
Performance Indicator: Learners can identify and use nouns or noun phrases to describe conditions			Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 180				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Revise with learners on nouns.</p> <p>Let learners give examples of nouns and use them in sentences.</p> <p>Introduce them to noun phrases. A noun phrase is a group of words headed by a noun that includes modifiers(the, a, “of them”, “with her”)</p> <p>Example: The black dog. The red car.</p> <p>Have learners use noun phrases to describe conditions Example: A sunny day A gory accident</p>			Word cards, paper, letter cards,
PHASE 3: REFLECTION	Learners are guided to summarize the lesson through questions and answers.			

Week Ending:		DAY: THURSDAY	Subject: English Language	
Duration: 60mins			Strand: Writing	
Class: B6		Class Size:	Sub Strand: Penmanship	
Content Standard: B6.4.2.1: Copy and rewrite sentences correctly		Indicator: B6.4.2.1.1 Write with a legible, fluent and personal handwriting style		Lesson: 1 of 1
Performance Indicator: Learners can write with a legible, fluent and personal handwriting style			Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 196				
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 select sentences from their readers.</p> <p>As learners observe, demonstrate the activity by writing the sentences in joint script on the board.</p> <p>Let individual learners read out the sentences.</p> <p>Let learners copy the sentences into their exercise books.</p> <p>Have pupils share their work with their partners.</p>			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.			

Week Ending:	DAY: FRIDAY	Subject: English Language
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading
Class: B6	Class Size:	Sub Strand: Using Capitalization
Content Standard: B6.5.1.1: Use capital letters to start the first word in direct speech.		Indicator: B6.5.1.1.1 Follow appropriate mechanical convention
		Lesson: 1 of 2
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 Development
References: English Language Curriculum Pg. 215		
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>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>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Learners think-pair-share their stories with peers. Ask each learner to write a two-paragraph summary of the book read. 	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.	

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B6	Class Size:	Sub Strand: Counting, Representation And Cardinality	
Content Standard: B6.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion		Indicator: B6.1.1.1.1 Model number quantities up to 1,000,000 using graph sheets and multi-base block	Lesson: 1 OF 1
Performance Indicator: Learners can		Core Competencies: Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Key words			
References: Mathematics Curriculum Pg. 114			

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

<p>Wednesday</p>	<p>Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class. Put them in a box in front of the class. Call out an amount for learners to model it. Do it 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? Have learners summarize the important points of the lesson. Engage pupils in a think pair share activity to. *write number in figures and in words up to 1000000</p>
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Week Ending:		Subject: Science
Duration: 60mins per lesson		Strand: Diversity Of Matter
Class: B6	Class Size:	Sub Strand: Living And Non- Living Things
Content Standard: B6.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them		Indicator: B6.1.1.1.1 Classify plants based on their root system
Performance Indicator: Learners can classify plants based on their root system		Lesson: 1 OF 1
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Pictures of Plants and animals in the environment	
New words		
References: Science Curriculum Pg. 34		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous lesson by having learners to write on a sheet of paper the following</p> <p>List the parts of a tree</p> <p>Draw and color a tree</p>	<p>Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers).</p> <p>Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class.</p> <p>Learners are shown pictures of the root systems of different plants</p> <p>Learners observe and identify the similarities and differences between the roots of the various plants.</p>	<p>What have we learnt today? classifying plants based on their root system</p> <p>Learners use think-pair-share to discuss more about plants with different root system</p>
	<p>Show learners different plants with different root system for them to explore</p>	<p>Task learners to put the plants into two main groups based on the similarities in their roots system.</p> <p>Learners give reasons for their classifications</p> <p>Build the vocabulary of learners by explaining to them the two main root systems of plants, namely; tap roots and fibrous roots.</p> <p>Learners to mould tap root and fibrous root using blu tack and display for discussion</p>	<p>What have we learnt today?</p> <p>Similarities and differences between roots of various plants</p> <p>Have learners to summarize the important points of the lesson</p> <p>Give learners task to draw plants with different root system</p>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: Nature Of God	
Class: B6	Class Size:	Sub Strand: Map Making And Land Marks	
Content Standard: B6.1.1.1. Demonstrate understanding of the Nature of God as the Creator		Indicator: B6.1.1.1 .1 Describe the attributes of God	Lesson: 1 OF 1
Performance Indicator: Learners can describe the attributes of God		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words	Chemical, defecating, water bodies, dumping, accumulation, materials, harmful, planting		
References: OWOP Curriculum Pg. 44			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learner to sing a song about God. Learners to play games and sing songs to begin the lesson	Learners in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient-All-knowing. Learners role play scenarios to reflect the attributes of God in their lives.	Ask the learners the following questions to review their understanding of the lesson What have we learnt today? Have learners read the key words written on the board
	Tell learners stories about creation. Learners to play games and sing songs to begin the lesson	Learners watch a short video about creation Learners talk about what they saw in the video on creation Learners mention some of the things they like in the video Assessment: learners to draw and color one thing they saw in the video.	Ask the learners the following questions to review their understanding of the lesson What have we learnt today? Have learners read the key words written on the board

Week Ending:	DAY:	Subject: REL & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation And Attributes	
Class: B6	Class Size:	Sub Strand: God The Creator	
Content Standard: B6 I.I.I. Explore the Nature of God as the Creator		Indicator: B6 I.I.I.I: Describe the nature of God through His attributes	Lesson: I OF I
Performance Indicator: Learners can demonstrate ways to care for the environment		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 46			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small	<p>Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc.</p> <p>Guide learners to discuss the attributes of God in English and local languages.</p> <p>In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc.</p> <p>Through questions and answers, let learners show how they can relate the attributes of God to their lives.</p> <p>Guide learners to write essays on the attributes of God and present their works to class for discussion</p>	<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:	Subject: History	
Duration: 60mins per lesson		Strand: Europeans In Ghana	
Class: B6	Class Size:	Sub Strand: Impact Of European Presence	
Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana		Indicator: B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	Lesson: 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
New words			
References: History Curriculum Pg. 40			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch video on pre independence era	Show and discuss a documentary of European presence in Ghana Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)	What have we learnt today? the change that the European presence brought to Ghana Have learners to summarize the important points in the lesson
	Have learners watch video on pre independence and post-independence era	Debate the impacts of European presence on Ghana Engage learners in a fish bowl activity. Have learners in the fish bowl discuss the impacts of European presence in Ghana, while other learners observe them	What have we learnt today? impacts of European presence on Ghana Have learners to summarize the important points in the lesson

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Visual Arts
Class: B6	Class Size:	Sub Strand: Thinking and Exploring Ideas
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions	Indicator: B6 I.I.I.I Explore and study the artworks of some international visual artists and analyze how their artworks reflect the history and culture of some communities in the world	Lesson: I OF I
Performance Indicator: Learners can study the artworks of some international visual artists		Core Competencies: Decision Making Creativity, Innovation
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 100		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Learners are to watch a short video that reflects topical issues in the local community;</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Learners are to use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson)</p> <p>Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world.</p> <p>Engage learners to write briefs about choice of artists using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry. 	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world.</p> <p>E.g. Bob Marley</p> <p>Engage learners to write briefs about choice of artists using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training 	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

		<ul style="list-style-type: none">- Type of artworks- Title of some works- Preferred compositions and performances- Contribution to the development of the performing arts industry.	
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Week Ending:		Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Songs
Content Standard: B6.1.1.1: Investigate some traditional dances and their songs	Indicator: B6.1.1.1.1 Sing some traditional songs which are used for traditional dances and their correct rhythms.	Lesson : I OF I
Performance Indicator: Learners can sing some traditional songs which are used for traditional dances and their correct rhythms.		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.67		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on the board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. Demonstrate how some of the dances are performed. Allow learners to dance to the rhythm of the song.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. Demonstrate how some of the dances are performed. Allow learners to dance to the rhythm of the song.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. Demonstrate how some of the dances are performed. Allow learners to dance to the rhythm of the song.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B6	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: B6.1.1.1.1: Develop a cooperative movement game that uses locomotor skills, object manipulation	Lesson: 1 OF 1
Performance Indicator: Learners can develop a cooperative movement game that uses locomotor skills, object manipulation		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources	Handball, Volleyball, Basketball, Netball, Hockey		
References: PE Curriculum Pg. 69			

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>Learners participate in a mini Handball, Volleyball, Basketball, Netball, Hockey, etc. base on the facilities and materials available.</p> <p>Learners use strategies and tactics in playing the game as a team.</p> <p>Learners play various roles in a team and cooperate with one another in achieving the teams' objectives.</p> <p>Learners cool down to end the lesson</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 Computers	
Class: B6	Class Size:	Sub Strand: Generation Of Computers	
Content Standard: B6.1.1.1: Identify parts of a computer, technology tools and history of computers		Indicator: B6.1.1.1-2 Learn about the Generation of Computers and Identify components of a Computer System	Lesson: 1 OF 1
Performance Indicator: Learners can learn about the Generation of Computers and Identify components of a Computer System		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS –Word	
References: Computing Curriculum Pg. 30			

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 discuss the Generation of Computers.</p> <p>i. Microprocessors</p> <ul style="list-style-type: none"> - Super Computers, - Mainframe, - Minicomputers and - Microcomputers, Mobile Phones, etc <p>Guide learners to identify Hardware (input, output, storage and communication), Software, Liveware and discuss the components and how they are used</p> <p>NB: the discussion should be limited to definition level.</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 SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Songs
Content Standard: B.6.1.1: Demonstrate understanding of variety of songs		Indicator: B6.1.1.1.2 Compose songs around values discussed
		Lesson: 1 of 1
Performance Indicator: Learners can compose songs around values discussed		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 152		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: NEW LEARNING	Have learners identify some familiar songs taught. Guide them to sing identified songs with stress and rhythm. Discuss the meaning of the songs and morals they teach. Discuss values in the songs e.g. love, honesty etc. Ensure appropriate vocabulary and expressions are used to discuss the moral values. Put learners into small groups to compose songs around the values	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson	

Week Ending:	DAY: Tuesday	Subject: English Language						
Duration: 50mins		Strand: Reading						
Class: B6	Class Size:	Sub Strand: Word Families						
Content Standard: B6.2.3.1: Identify minimal pairs and common digraphs		Indicator: B6.2.3.1.1 Use common minimal pairs to decode words						
		Lesson: 1 of 1						
Performance Indicator: Learners can use common minimal pairs to decode words		Core Competencies: Communication and Collaboration, Personal Development						
Keywords								
References: English Language Curriculum For Primary Schools Pg. 169								
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>							
PHASE 2: NEW LEARNING	<p>Give examples of minimal pairs</p> <p>Using “think-pair-share”, let learners come up with more examples of minimal pairs.</p> <table border="1" data-bbox="488 1167 737 1272"> <tr> <td>Two sounds difference</td> <td>One sound difference</td> </tr> <tr> <td>goat, coat, boat, wall, ball, train, chain</td> <td>road, loan</td> </tr> <tr> <td>Bridge, fridge</td> <td></td> </tr> </table> <p>Introduce and revise these and other similar spelling patterns using examples (two or three patterns at a time).</p> <p>Drill the pronunciation of the sounds.</p> <p>Have learners read several words having the spelling pattern.</p> <p>Let learners also read the words in context.</p>	Two sounds difference	One sound difference	goat, coat, boat, wall, ball, train, chain	road, loan	Bridge, fridge		Word cards, sentence cards, letter cards, handwriting on a manila card
Two sounds difference	One sound difference							
goat, coat, boat, wall, ball, train, chain	road, loan							
Bridge, fridge								
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: B6	Class Size:	Sub Strand: Nouns	
Content Standard: B6.3.1.1: Apply knowledge of different types of nouns in communication		Indicator: B6.3.1.1.2. Identify and use Proper nouns	Lesson: 1 of 2
Performance Indicator: Learners can identify and use Proper nouns		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 180			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Provide learners with opportunities to further practice using these nouns.</p> <p>Learners to take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.</p> <p>Use a language drill to help learners do practice activities.</p> <p>Learners play the “Lucky Dip game” for practice.</p> <p>Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep</p> <p>Learners can look for types of nouns using the internet and use them in sentences.</p> <p>Provide further practice activities to build on learners' knowledge on nouns.</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? 		

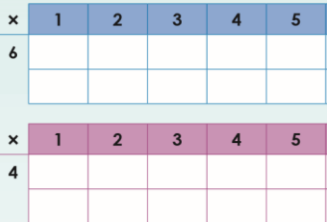
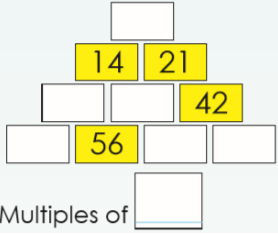
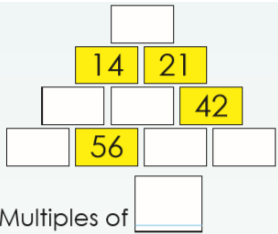
Week Ending:	DAY: THURSDAY	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B6	Class Size:	Sub Strand: Paragraph Development
Content Standard: B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and context		Indicator: B6.4.6.1.1 Choose appropriate ways and modes of writing for a variety of purposes
		Lesson: 1 of 1
Performance Indicator: Learners can choose appropriate ways and modes of writing for a variety of purposes		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 197		
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>Work with learners to select sample texts from a variety of models of writing from learners' readers and teacher's resources e.g. newspapers, magazines etc. Put learners into small groups and assign each group a mode of writing.</p> <p>Jumble the paragraphs and have learners 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>	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: B6	Class Size:	Sub Strand: Using Punctuation
Content Standard: B6.5.2.1: Show understanding of how punctuations are used appropriately in writing		Indicator: B6.5.2.1.1 Use the comma and quotation marks appropriately in writing
		Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can use the comma and quotation marks appropriately in writing Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 215		
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>Give out samples of relevant texts to groups of learners to identify the punctuation marks used.</p> <p>Write a text on the board, leaving out the punctuation marks.</p> <p>Have the whole class punctuate it.</p> <p>Have them study unpunctuated texts individually for a few minutes and then re-write the texts using appropriate punctuation marks where they have been omitted.</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p> <p><u>Assessment</u></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a two-paragraph summary of the book read.	
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:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B6	Class Size:	Sub Strand: Counting, Representation And Cardinality	
Content Standard: B6.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion		Indicator: B6.1.1.1.2-3 Identify numbers in different positions around a given number in a number chart	Lesson: 1 OF 1
Performance Indicator: Learners can identify numbers in different positions around a given number in a number chart		Core Competencies: Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square	
Key words			
References: Mathematics Curriculum Pg. 115			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION																		
Monday	Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class. Put them in a box in front of the class. Call out an amount for learners to model it. Do it groups to create competition.	Read out number figures and have learners write them in words up to 10,000,000. Assessment: Engage learners to 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.	What have we learnt today? Have learners summarize the important points of the lesson. Engage pupils in a think pair share activity to. Write number in figures and in words up to 1000000																		
Tuesday	Have learners to complete the table. <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: right;">×</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>	×	1	2	3	4	5	2												Read out number figures and have learners write them in words up to 10,000,000. Assessment: Engage learners to 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.	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.
×	1	2	3	4	5																
2																					
Wednesday	Have learners to complete the table.	Read out number figures and have learners write them in words up to 10,000,000. Assessment: Engage learners to play the place value number wheel game. Use the hundred thousand number wheel to generate 6-	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.																		

		<p>digit numbers and represent the number generated on a place value frame.</p>	
<p>Thursday</p>	<p>Have learners to complete the multiple pattern.</p> 	<p>Display a number chart in multiples of 1,500 between 10,000 and 50,000.</p> <p>lead learners to identify numbers in different positions around a given number.</p> <p>Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
<p>Friday</p>	<p>Have learners to complete the multiple pattern.</p> 	<p>Display a number chart in multiples of 1,500 between 10,000 and 50,000.</p> <p>lead learners to identify numbers in different positions around a given number.</p> <p>Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</p>	<p>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:		Subject: Science	
Duration: 60mins per lesson		Strand: Diversity Of Matter	
Class: B6	Class Size:	Sub Strand: Living And Non- Living Things	
Content Standard: B6.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them		Indicator: B6.1.1.1.1 Classify plants based on their root system	Lesson: 1 OF 1
Performance Indicator: Learners can classify plants based on their root system		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Pictures of Plants and animals in the environment	
New words			
References: Science Curriculum Pg. 34			
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.	Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers). Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class. Learners are shown pictures of the root systems of different plants Learners observe and identify the similarities and differences between the roots of the various plants.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Task learners to put the plants into two main groups based on the similarities in their roots system. Learners give reasons for their classifications Build the vocabulary of learners by explaining to them the two main root systems of plants, namely; tap roots and fibrous roots. Learners to mould tap root and fibrous root using blu tack and display for discussion	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: Nature Of God	
Class: B6	Class Size:	Sub Strand: Map Making And Land Marks	
Content Standard: B6.1.1.1. Demonstrate understanding of the Nature of God as the Creator		Indicator: B6.1.1.1 .1 Describe the attributes of God	Lesson: 1 OF 1
Performance Indicator: Learners can describe the attributes of God		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words	Chemical, defecating, water bodies, dumping, accumulation, materials, harmful, planting		
References: OWOP Curriculum Pg. 44			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient-All-knowing. Learners role play scenarios to reflect the attributes of God in their lives.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners watch a short video about creation Learners talk about what they saw in the video on creation Learners mention some of the things they like in the video Assessment: learners to draw and color one thing they saw in the video.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.

Week Ending:	DAY:	Subject: REL & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation And Attributes	
Class: B6	Class Size:	Sub Strand: God The Creator	
Content Standard: B6 I.I.I. Explore the Nature of God as the Creator		Indicator: B6 I.I.I.I: Describe the nature of God through His attributes	Lesson: I OF I
Performance Indicator: Learners can demonstrate ways to care for the environment		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 46			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small	<p>Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc.</p> <p>Guide learners to discuss the attributes of God in English and local languages.</p> <p>In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc.</p> <p>Through questions and answers, let learners show how they can relate the attributes of God to their lives.</p> <p>Guide learners to write essays on the attributes of God and present their works to class for discussion</p>	<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:	Subject: History	
Duration: 60mins per lesson		Strand: Europeans In Ghana	
Class: B6	Class Size:	Sub Strand: Impact Of European Presence	
Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana		Indicator: B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	Lesson: 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
New words			
References: History Curriculum Pg. 40			
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>Show and discuss a documentary of European presence in Ghana</p> <p>Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Debate the impacts of European presence on Ghana</p> <p>Engage learners in a fish bowl activity.</p> <p>Have learners in the fish bowl discuss the impacts of European presence in Ghana, while other learners observe them</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B6	Class Size:	Sub Strand: Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6 2.1.1.1 Explore and study performing artworks of some international performing artists	Lesson: 1 OF 1
Performance Indicator: Learners can explore and study performing artworks of some international performing artists		Core Competencies: Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Learners are to watch a short video that reflects topical issues in the local community;</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Learners are to use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson)</p> <p>Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world.</p> <p>Engage learners to write briefs about choice of artists using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry. 	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world.</p> <p>E.g. Bob Marley</p> <p>Engage learners to write briefs about choice of artists using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training 	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

		<ul style="list-style-type: none">- Type of artworks- Title of some works- Preferred compositions and performances- Contribution to the development of the performing arts industry.	
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Week Ending:		Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Poems
Content Standard: B6.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them	Indicator: B6.1.3.1.1 Explore poems correctly and recognize the key words and talk about their themes	Lesson : I OF I
Performance Indicator: Learners can explore poems correctly and recognize the key words and talk about their themes	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.68		

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>Give copies of poems to learners.</p> <p>Read the poem aloud and let learners read the poem in turns.</p> <p>Call a learner to explore the poem with the correct stress and rhythm.</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>Let learners to explore poems in groups.</p> <p>With the given copies of poems, allow learners to read through the poem and discuss it.</p> <p>Lead learners to recognize the key words in the poem.</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>With the copies of the poem, brainstorm and lead learners to say the theme of the poem.</p> <p>Put learners into groups to bring out the issues discussed in the poem and the theme.</p> <p>Listen to each group's theme and discuss it.</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: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B6	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: B6.1.2.1.2: Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.	Lesson: 1 OF 1
Performance Indicator: Learners can jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources		Pictures and videos	
References: PE Curriculum Pg. 69			

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 perform long jumps by</p> <p>Practicing approach run</p>  <p>Practicing approach run and single take off with a comfortable foot</p> <p>Practice landing on both feet with emphasis on bending the hips, knees, and ankles to reduce the impact force.</p> <p>Learners practice at their own pace base on their abilities</p> <p>Learners end the lesson with cool down.</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 Computers	
Class: B6	Class Size:	Sub Strand: Generation Of Computers	
Content Standard: B6.1.1.1: Identify parts of a computer, technology tools and history of computers		Indicator: B6.1.1.1.3. Perform some basic mousing and keyboarding skills	
Performance Indicator: Learners can perform some basic mousing and keyboarding skills		Lesson: 1 OF 1	
Core Competencies: Creativity and innovation. 2. Communication and collaboration.			
Teaching/ Learning Resources		Computer set up	
References: Computing 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>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 short paragraphs Word Processor or typing tutorial (e.g. Mavis Beacon) to improve typing speed</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help</p>

SCHEME OF LEARNING- WEEK 3

BASIC SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Poems
Content Standard: B6.1.3.1: Appreciate poems and other pieces of literary materials		Indicator: B6.1.3.1.1 relate the central messages of poems to personal experiences
		Lesson: 1 of 1
Performance Indicator: Learners can relate the central messages of poems to personal experiences		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 153		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: NEW LEARNING	Discuss requests e.g. as an act of asking politely or formally for something Demonstrate making polite requests with two or three learners. Let learners role-play making and responding to polite requests. Guide learners with given situations to role-play making and responding to polite requests for help from unfamiliar people	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson	

Week Ending:		DAY: Tuesday	Subject: English Language	
Duration: 50mins			Strand: Reading	
Class: B6		Class Size:	Sub Strand: Vocabulary	
Content Standard: B6.2.6.1: Understand word meanings and usages		Indicator: B6.2.6.1.1 use level-appropriate content words and function words appropriately in spoken and written communication		Lesson: 1 of 1
Performance Indicator: Learners can use level-appropriate content words and function words appropriately in spoken and written communication			Core Competencies: Communication and Collaboration, Personal Development	
Keywords				
References: English Language Curriculum For Primary Schools Pg. 172				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson			
PHASE 2: NEW LEARNING	Guide learners to use the spelling-sound correspondences for common consonant digraphs In a discussion, talk about digraphs as a whole class, group and in pairs. Have learners try to establish some rules in forming and spelling words having digraphs. E.g. ch as in church sh as in shirt gh as in tough			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: B6	Class Size:		Sub Strand: Determiners
Content Standard: B6. 3.2.1: Apply knowledge of different types of determiners in communication		Indicator: B6. 3.2.1.1 identify and use definite and indefinite articles	Lesson: 1 of 2
Performance Indicator: Learners can identify and use definite and indefinite articles		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 183			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Briefly revise nouns. Learners read/listen to a passage having several nouns.</p> <p>Have them identify the nouns stating their types.</p> <p>Learners identify the nouns noting words that precede them e. g. the, an</p> <p>Select sentences containing nouns and articles and use them to explain the use of the articles “a”, “an” and “the” simply.</p> <p>In groups, learners write sentences and underline 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: B6	Class Size:		Sub Strand: Writing as a Process
Content Standard: B6.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing		Indicator: B6.4.9.1.1 select a topic of choice on a national issue, brainstorm ideas and organize them before writing	Lesson: 1 of 1
Performance Indicator: Learners can select a topic of choice on a national issue, brainstorm ideas and organize them before writing		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 200			
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 them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept the opinion or point of view.</p> <p>Teach the features of a debate e.g. vocatives, taking a stand etc.</p> <p>Put learners in groups and have them select a controversial or debatable topic.</p> <p>Divide the class into two to prepare using the writing process as a guide, and to debate on the topic</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: B6	Class Size:	Sub Strand: Using Naming Words
Content Standard: B6.5.3.1: Apply knowledge of different types of nouns in communication	Indicator: B6.5.3.1.1 identify and use nouns or noun phrases to describe conditions	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can identify and use nouns or noun phrases to describe conditions Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 211		
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>Identify and use nouns or noun phrases to describe conditions</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Learners think-pair-share their stories with peers. Ask each learner to write a two-paragraph summary of the book read. 	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: B6	Class Size:	Sub Strand: Counting, Representation And Cardinality	
Content Standard: B6.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion		Indicator: B6.1.1.1.4-5 Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="	Lesson: 1 OF 1
Performance Indicator: Learners can compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="		Core Competencies: Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square	
Key words			
References: Mathematics Curriculum Pg. 117-118			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Take learners through math mental to solve the following. $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	Guide learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. e.g. 123,400 is 10,000 less than 133,400 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. 100200 = 100200, 2746794 > 2646796	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	Take learners through math mental to solve the following. $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	Guide learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. e.g. 123,400 is 10,000 less than 133,400 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. 100200 = 100200, 2746794 > 2646796	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

<p>Wednesday</p>	<p>Take learners through math mental to solve the following.</p> $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<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. For instance; 140230,17025,75 267389,287368,</p> <p>Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Thursday</p>	<p>Take learners through math mental to solve the following.</p> $\square - 4 = 1$ $14 - \square = 7$ $8 + \square = 14$ $18 - \square = 9$	<p>Learners round off numbers to the nearest 100,000, 10,000 and 1000. 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> <p>Give two numbers between 10,000 and 1000,000 to each group and encourage learners to compare and say as many things as possible about the two numbers. For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Take learners through math mental to solve the following.</p> $2 + \square = 7$ $\square + 1 = 9$ $\square - 1 = 2$ $\square + 6 = 11$	<p>Learners round off numbers to the nearest 100,000, 10,000 and 1000. 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> <p>Ask learners to work together to round up and round down to estimate sums and differences</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:		Subject: Science
Duration: 60mins per lesson		Strand: Diversity Of Matter
Class: B6	Class Size:	Sub Strand: Materials
Content Standard: B6.1.2.1 Recognize materials as important resources for providing human needs		Indicator: B6.1.2.1.1 Know the general properties of metals such as lustre, malleability, conductivity and ductility
Performance Indicator: Learners can know the general properties of metals such as lustre, malleability, conductivity and ductility		Lesson: I OF I
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil	
New words		
References: Science Curriculum Pg. 35		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Paste a Chart of pictures showing Objects made from metals for learners to observe</p> <p>Have learners to talk about the chart.</p> <p>Learners identify the names of the items on the chart</p>	<p>Learners, in groups, gather different objects such as ruler, erasers, exercise books, comb, plastic bowls, connecting wires, cups, plates, cooking pans, roofing sheets, iron nails, pins, etc.</p> <p>Let learners classify the various materials as metals or non-metals based on the following properties: luster, malleability, conductivity and ductility.</p>	<p>What have we learnt today? Properties of metals</p> <p>Have learners summarize the important points of the lesson</p>
	<p>Paste a Chart of pictures showing Objects made from metals for learners to observe</p> <p>Have learners to talk about the chart.</p> <p>Learners identify the names of the items on the chart</p>	<p>Guide them to give reasons for their classification.</p> <p>Relate the lesson to everyday activities that involve the use of metals</p> <p>Given a piece of aluminum foil and a drinking straw, learners describe how they will use conductivity to classify them as metals or non-metals.</p> <p>Assessment: Provide materials for learners. In groups Learners design and make simple machines with metals</p>	<p>Learners to state some uses of metals.</p> <p>Learners to identify items in the school and home that are made from metals</p>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B6	Class Size:	Sub Strand: Myself	
Content Standard: B6.1.2.1. Demonstrate understanding of challenges that occur during adolescence		Indicator: B6.1.2.1.1. Explain problems associated with adolescence	Lesson: 1 OF 1
Performance Indicator: Learners can explain problems associated with adolescence		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 45			
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 and list changes that occur during adolescence</p> <p>Learners think-pair-share on challenges associated with adolescence</p> <p>Learners illustrate challenges facing adolescence using the Future's Wheel</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the challenges facing adolescence using the Future's Wheel</p> <p>e.g.</p> <p>i. engaging in sexual activity can result in</p> <p>ii. acquiring sexually transmitted infections (STIs) including HIV</p> <p>iii. teenage pregnancy and parenthood</p> <p>iv. streetism and poverty</p> <p>v. drug use and abuse</p> <p>vi. negative peer pressure leading to criminal activities</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>

Week Ending:	DAY:	Subject: REL & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation And Attributes	
Class: B6	Class Size:	Sub Strand: God The Creator	
Content Standard: B6 I.I.I.I. Explore the Nature of God as the Creator		Indicator: B6 I.I.I.I.I: Describe the nature of God through His attributes	Lesson: I OF I
Performance Indicator: Learners can demonstrate ways to care for the environment		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 46			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small	<p>Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc.</p> <p>Guide learners to discuss the attributes of God in English and local languages.</p> <p>In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc.</p> <p>Through questions and answers, let learners show how they can relate the attributes of God to their lives.</p> <p>Guide learners to write essays on the attributes of God and present their works to class for discussion</p>	<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:	Subject: History	
Duration: 60mins per lesson		Strand: Europeans In Ghana	
Class: B6	Class Size:	Sub Strand: Impact Of European Presence	
Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana		Indicator: B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	Lesson: 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
New words			
References: History Curriculum Pg. 40			
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>Show and discuss a documentary of European presence in Ghana</p> <p>Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Debate the impacts of European presence on Ghana</p> <p>Engage learners in a fish bowl activity.</p> <p>Have learners in the fish bowl discuss the impacts of European presence in Ghana, while other learners observe them</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B6	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6.1.2.2.1 /B6.1.2.3.1 Experiment with available visual arts media and methods to create functional and decorative visual artworks.	Lesson: 1 OF 1
Performance Indicator: Learners can experiment with available visual arts media and methods to create functional and decorative visual artworks.		Core Competencies: Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

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 critically examine the works of some international artists</p> <p>Make similar works of the international artists studied using available materials and tools from the local environment.</p> <p>Discuss, compare and share their experiences through jury and peer review.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners are to present and share design concepts that reflect knowledge and understanding of the history and culture of some communities in the world.</p> <p>Demonstrate embedded knowledge, skill and experience in the application and use of selected medium and style of an international artist:</p> <p>Make own artworks similar to the works and style of the international artists studied using available materials and tools from the local environment.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

Week Ending:		Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Story Telling
Content Standard: B6.1.4.1: Demonstrate an understanding and comparison of folktales to stories	Indicator: B6.1.4.1.1-2 Indicate the similarities and differences between folktales and stories and discuss the values or morals of folktales and of stories	Lesson: 1 OF 1
Performance Indicator: Learners can indicate the similarities and differences between folktales and stories and discuss the values or morals of folktales and of stories		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.68		

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>Ask a learner to tell a folktale and another learner to tell a story.</p> <p>Tell a folktale and a story.</p> <p>Revise the lesson on the structure of a folktale and a story.</p> <p>Let learners discuss the similarities between folktales and stories in their groups.</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>Let a learner recount a folktale and another learner a story.</p> <p>Let learners discuss the differences between folktales and stories in pairs.</p> <p>Write out some of the differences on the board.</p> <p>Let learners debate to confirm the differences found from the discussion.</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>Ask a learner to tell a folktale and another learner to tell a story.</p> <p>Tell a folktale and a story.</p> <p>Let learners discuss the values or morals of folktales and stories in groups.</p> <p>Let each group present the findings to the whole class.</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: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B6	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: B6.1.2.1.3: Perform the differences in applying and receiving force when jumping for height and distance	Lesson: 1 OF 1
Performance Indicator: Learners can perform the differences in applying and receiving force when jumping for height and distance		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources		Pictures and videos	
References: PE Curriculum Pg. 70			

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 use both arms efficiently to control balance as needed during approach run and take-off.</p> <p>Learners control the flight phase by leaning their trunk slightly backwards, one-foot take-off, two feet take-off, feet land shoulder width apart and flexion of knees with the height of the jump and landing on the balls of feet (double landing).</p> <p>Learners practice at their own pace base on their abilities</p> <p>Learners end the lesson with cool down.</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 Computers	
Class: B6	Class Size:	Sub Strand: Introduction To MS-Windows Interface	
Content Standard: B6.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders		Indicator: B6.1.2.1.1-3 Explore the use of the desktop Background and demonstrate the use of the Recycle Bin or Trash Can	Lesson: 1 OF 1
Performance Indicator: Learners can explore the use of the desktop Background and demonstrate the use of the Recycle Bin or Trash Can		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer set up	
References: Computing 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>Guide learners to the use of the desktop Background, change the themes colors and the User account.</p> <p>Guide learners to use the recycle bin by deleting and viewing deleted files.</p> <p>Support learners to liken the Recycle bin and its use to the real-world office trash can.</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 4

BASIC SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Poems
Content Standard: B6.1.3.1: Appreciate poems and other pieces of literary materials		Indicator: B6.1.3.1.2 discuss values in poems and talk about the importance of these values in society
		Lesson: 1 of 1
Performance Indicator: Learners can discuss values in poems and talk about the importance of these values in society		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Engage learners to recite some familiar poems.</p> <p>Discuss the meaning of lines using appropriate expressions and vocabulary of a selected poem.</p> <p>Guide learners with questions to identify some values in the lines recited.</p> <p>Have them relate the values identified to day-to-day living.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 	

Week Ending:		DAY: Tuesday	Subject: English Language	
Duration: 50mins			Strand: Reading	
Class: B6		Class Size:	Sub Strand: Comprehension	
Content Standard: B6.2.7.1: Process and comprehend level appropriate texts		Indicator: B6.2.7.1.1 construct meaning from texts		Lesson: 1 of 1
Performance Indicator: Learners can construct meaning from texts			Core Competencies: Communication and Collaboration, Personal Development	
Keywords		diphthongs		
References: English Language Curriculum For Primary Schools Pg. 171				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>			
PHASE 2: NEW LEARNING	<p>Select level-appropriate texts for learners.</p> <p>Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening.</p> <p>Learners connect their background knowledge to help them make meaning of the text as they read.</p> <p>Assist learners with a variety of questions to make meaning during and after reading the text.</p> <p>Lay emphasis on the need to use the environment of a word to get its meaning.</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: B6	Class Size:	Sub Strand: Determiners	
Content Standard: B6. 3.2.1: Apply knowledge of different types of determiners in communication		Indicator: B6.3.2.1.2 identify and use quantifiers	Lesson: 1 of 2
Performance Indicator: Learners can identify and use quantifiers		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 182			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Revise nouns and articles briefly.</p> <p>Introduce quantifiers in context. Learners listen to or read a text having several quantifiers.</p> <p>Learners identify the nouns and the words that go with them (quantifiers).</p> <p>Elicit examples from learners.</p> <p>In pairs, one says a sentence containing a qualifier/quantifier and the other identifies the quantifiers. Role(s) are reversed</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: B6	Class Size:	Sub Strand: Writing as a Process	
Content Standard: B6.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing		Indicator: B6.4.9.1.1 select a topic of choice on a national issue, brainstorm ideas and organize them before writing	Lesson: 1 of 1
Performance Indicator: Learners can select a topic of choice on a national issue, brainstorm ideas and organize them before writing		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 200			
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 a national issue with their partners.</p> <p>Have learners brainstorm to generate as many ideas as possible about the topic.</p> <p>Have them organize the ideas into a writing plan using an outline, a chart or an appropriate graphic organizer. E.g. line diagram</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: B6	Class Size:	Sub Strand: Using Naming Words
Content Standard: B6.5.6.1: Understand and use adverbs correctly in speech and in writing	Indicator: B6.5.3.1.2 identify and use: proper nouns	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can identify and use: proper nouns Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 215		
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>Provide learners with opportunities to further practice using these nouns.</p> <p>E.g. a. <i>Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.</i></p> <p>b. <i>Use language drills and games to help learners to practice. e.g. a pair drill for singular/plural nouns</i> – Learner “A” gives a noun – mango – Learner “B” gives its plural form “mangoes” and uses it in a sentence – I love mangoes.</p> <p>Provide further practice activities to build on learners' knowledge on nouns.</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p><u>Assessment</u></p> <ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a two-paragraph summary of the book read.	
<p>PHASE 3: REFLECTION</p>	<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:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B6	Class Size:	Sub Strand: Number Operations	
Content Standard: B6.1.2.1 Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 144 and related division facts		Indicator: B6.1.2.1.1 Apply mental mathematics strategies and number properties 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 and number properties to determine answers for basic multiplication facts to 81 and related division facts		Core Competencies: Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square	
Key words			
References: Mathematics Curriculum Pg. 123			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Have learners to recite multiplication tables from 2 to 9</p>	<p>Describe the mental maths strategies used to determine a given basic fact, such as</p> <ul style="list-style-type: none"> ➤ 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 $(7 \times 7$ is equal to $35 + 7 + 7)$ ➤ 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 $64 - 8 - 8)$ ➤ Doubling E.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$ <p>Assessment: engage and guide learners to solve several examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>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>Describe the mental maths strategies used to determine a given basic fact, such as</p> <ul style="list-style-type: none"> ➤ Patterns when multiplying by 9 E.g., for 9×6, think $10 \times 6 = 60$, and $60 - 6 = 54$; for 7×9, 	<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>

	Have learners to recite multiplication tables from 2 to 9	<p>think $7 \times 10 = 70$, and $70 - 7 = 63$</p> <ul style="list-style-type: none"> ➤ 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 ➤ Repeated Halving E.g., for $60 \div 4$, think $60 \div 2 = 30$ and $30 \div 2 = 15$) ➤ Relating Division to Multiplication E.g., for $64 \div 8$, think $8 \times \dots = 64$ <p>Assessment: guide learners to solve several examples on how to answer basic multiplication facts to 81 using different strategies</p>	
Wednesday	<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>Determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros</p> <p>E.g. for 3×200 think of 3×2 and then add two zeros</p> <p>E.g. Apply halving and doubling when determining a given product E.g. 32×5 is the same as 16×10</p> <p>Assessment: guide learners to solve several examples in their work books.</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>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>Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form E.g., $6 \times 18 = (6 \times 10) + (6 \times 8) = 60 + 48 = 108$. Or apply distributive property to determine a given product involving multiplying factors that are close to multiples of 10 (e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$).</p> <p>Explain the property for determining the answer when multiplying numbers by 1 and 0</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	Play games and recite rhymes that learners are familiar with to begin the lesson.	Describe the mental maths strategies used to determine a given basic fact, such as	Give learners task to complete whiles you go

	<p>Ask learners questions to review their understanding in the previous lesson.</p>	<ul style="list-style-type: none">➤ 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 $(7 \times 7$ is equal to $35 + 7 + 7)$➤ 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 $64 - 8 - 8)$➤ Doubling E.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$ <p>Assessment: Engage and guide learners to solve several examples.</p>	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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Week Ending:		Subject: Science	
Duration: 60mins per lesson		Strand: Diversity Of Matter	
Class: B6	Class Size:	Sub Strand: Materials	
Content Standard: B6.1.2.1 Recognize materials as important resources for providing human needs		Indicator: B6.1.2.1.2 Investigate the uses of metals in everyday life and link the uses to their properties	Lesson: 1 OF 1
Performance Indicator: Learners can investigate the uses of metals in everyday life and link the uses to their properties		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Metals, woods plastics soil stones paper pencil	
New words			
References: Science Curriculum Pg. 35			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Display different objects made from metals.</p> <p>Engage learners in groups to write names of the objects and present their answers in class</p>	<p>Learners, through discussion, come out with uses of metals by observing the objects displayed in class or from a video (these include farm tools, jewelry, ornaments, cars, bridges, metallic spoons).</p> <p>Have learners to investigate the use of metals in everyday life and presents their findings to class</p>	<p>What have we learnt today?</p> <p>Uses of metals in everyday life.</p> <p>Have learners to summarize the main points in the lesson.</p>
	<p>Revise learners RPK by engaging them in the 'Mystery Box'</p> <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>Have learners to link the use of the metal to its property</p> <p>E.g. copper is used to make wires because it conducts electricity, aluminum is used to make roofing sheets because it is malleable.</p> <p>Relate the lesson to everyday life to promote curiosity</p>	<p>What have we learnt today?</p> <p>Uses of metals in everyday life.</p> <p>Have learners to summarize the main points in the lesson.</p>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B6	Class Size:	Sub Strand: Myself	
Content Standard: B6.1.2.1. Demonstrate understanding of challenges that occur during adolescence		Indicator: B6.1.2.1.2. Explain how to manage the problems that occur during adolescence	Lesson: I OF I
Performance Indicator: Learners can explain how to manage the problems that occur during adolescence		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 45			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to write on a sheet of paper the following</p> <p>What is adolescence?</p> <p>list changes that occur during adolescence</p>	<p>Revise with learners on the challenges facing adolescence using the Future's Wheel</p> <p>e.g.</p> <p>i. engaging in sexual activity can result in</p> <p>ii. acquiring sexually transmitted infections (STIs) including HIV</p> <p>iii. teenage pregnancy and parenthood</p> <p>iv. streetism and poverty v. drug use and abuse vi. negative peer pressure leading to criminal activities</p>	<p>What have we learnt today?</p> <p>problems associated with adolescence</p> <p>Have learners to summarize the important points in the lesson</p>
	<p>Have learners to write on a sheet of paper the following</p> <p>What is adolescence?</p> <p>list 3 problems associated with adolescence</p>	<p>Learners in groups discuss how to manage the challenges that come with changes during adolescence.</p> <p>e.g.</p> <p><i>i. counselling from a responsible adult</i></p> <p><i>ii. discussing problems with peers and siblings</i></p> <p><i>iii. dressing in a modest way to avoid enticing the</i></p> <p><i>iv. opposite sex</i></p> <p><i>v. being assertive (self-confidence to say 'NO' to premarital</i></p> <p><i>vi. sex and other actions which may destroy</i></p> <p><i>vii. your future plans)</i></p> <p><i>viii. respecting the sexual rights of others</i></p> <p><i>ix. not forcing to have sex with pupils, etc.</i></p> <p>Groups to present reports for class discussion</p>	<p>What have we learnt today?</p> <p>Solving problems associated with adolescence</p> <p>Have learners to summarize the important points in the lesson</p>

Week Ending:	DAY:	Subject: REL & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation And Attributes	
Class: B6	Class Size:	Sub Strand: The Environment	
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments		Indicator: B6.1.2.1.1: Explain how humankind and the environment interrelate.	Lesson: I OF I
Performance Indicator: Learners can explain how humankind and the environment interrelate.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 47			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Tell learners story about creation</p> <p>Learners to sing a song about creation</p>	<p>With questions and answers, guide learners to explain the natural environment: things around us that were created by God and can affect our lives.</p> <p>Let learners mention things around us that were created by God: - air , water, land, plants, animals, etc.</p> <p>Guide learners to discuss the inter relationship among God's creatures: - <i>Humankind and animals depend on plants for air, food, medicine, shelter, etc.</i> - <i>Plants depend on humankind and other animals</i></p>	<p>Ask learners leading questions to review their understanding of the lesson</p> <p>Have learners read the key words written on the board</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Europeans In Ghana	
Class: B6	Class Size:	Sub Strand: Impact Of European Presence	
Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana		Indicator: B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	Lesson: 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
New words			
References: History Curriculum Pg. 40			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch video on pre independence era	Show and discuss a documentary of European presence in Ghana Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)	What have we learnt today? The change that the European presence brought to Ghana Have learners to summarize the important points in the lesson
	Have learners watch video on pre independence and post-independence era	Debate the impacts of European presence on Ghana Engage learners in a 'fish bowl' activity Have learners in the fish bowl discuss the impacts of European presence in Ghana, while the learners observe them	What have we learnt today? Impacts of European presence on Ghana Have learners to summarize the important points in the lesson

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B6	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6 2.2.2.1 /B6 2.2.3.1 Experiment with available performing arts media and techniques to create performing artworks	Lesson: 1 OF 1
Performance Indicator: Learners can experiment with available performing arts media and techniques to create performing artworks.		Core Competencies: Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

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 critically examine the compositions and performances of some international artists.</p> <p>Make similar compositions or performances of the international artists studied using available media, techniques, elements, instruments, melodies etc. for example: - Dance by Michael Jackson.</p> <p>Discuss and share their experiences through peer review</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Put learners in groups to present and share concepts that reflect knowledge and understanding of the history and culture of some communities in the world.</p> <p>Compose and share own music, dance, drama and poems similar to the works and style of the international artists studied using available media, instruments, etc. from the local environment.</p> <p>Discuss compositions through peer review</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

Week Ending:		Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Reading	
Class: B6	Class Size:	Sub Strand: Phonics	
Content Standard: B6.2.4.1: Demonstrate the ability to listen and pronounce words with identical sounds from a list of words		Indicator: B6.2.4.1.1.-3 Read and recognize words with diagraphs in sentences and paragraphs	Lesson: 1 OF 1
Performance Indicator: Learners can read and recognize words with diagraphs in sentences and 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.74			

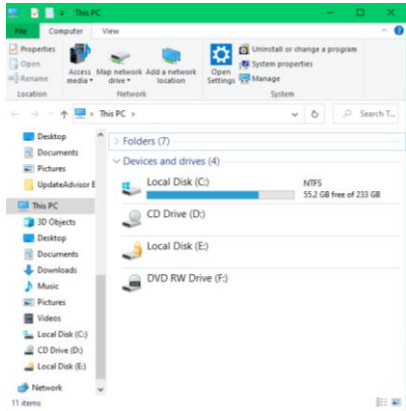
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Ask learners to mention some words and write them on the board.</p> <p>Group the words into two, those consisting of diagraphs and those without diagraphs.</p> <p>Discuss the concept of diagraphs with learners.</p> <p>Write words which consist of diagraphs with their diagraphs underlined on flashcards</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>Revise the lesson on syllables with the learners.</p> <p>Write some words on the board and ask learners to form sentences with them.</p> <p>Show flashcards with syllables written on them to the learners.</p> <p>Help learners blend three or more syllables to form words and read them out aloud.</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>Ask learners to mention words they know and write the words on the board.</p> <p>Discuss the sounds in the words and discuss consonant clusters.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		Show flashcards with words that have consonant clusters written on them to learners. Help learners recognize and read the words with consonant clusters	
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Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B6	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: B6.1.3.1.4 Roll ball using a stick in a game situation (hockey)	Lesson: 1 OF 1
Performance Indicator: Learners can roll ball using a stick in a game situation		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources		Ball and stick	
References: PE Curriculum Pg. 70			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through 5 minutes jogging to warm the body up	Learner rolls a ball with their sticks to a distance after general and specific warm-up. Learner practice ball rolling in varied patterns such as straight rolling, curve rolling, etc.	Learners to practice individually and in groups how to roll a ball with stick. Help those who finds it difficult and help them Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computers	
Class: B6	Class Size:	Sub Strand: Introduction To MS-Windows Interface	
Content Standard: B6.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders		Indicator: B6.1.2.1.4.-6 Illustrate the use of File Explorer window	Lesson: 1 OF 1
Performance Indicator: Learners can Illustrate the use of File Explorer window		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer set up	
References: Computing 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>Guide learners to the use of the Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu.</p> <p>Guide learners to the use File Explorer window and locations of the computer through the file explorer.</p>  <p>Guide learners to locate the hard drives and other removable storage icons in the File explorer.</p> <p>Guide learners to use the File Explorer Ribbon (Home Ribbon only); the use of the Clipboard and Organize tools of the Home Ribbon of the File Explorer, and Open New Window and Close tools of the File Menu of the File Explorer</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 5

BASIC SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Story Telling
Content Standard: B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech		Indicator: B6.1.4.1.1 make connections between texts or stories and personal experiences.
		Lesson: 1 of 1
Performance Indicator: Learners can make connections between texts or stories and personal experiences.		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Have the learners recall one or two stories read/heard.</p> <p>Tell or read a story to learners.</p> <p>Invite individuals to retell the story sequentially using story map/herringbone strategy.</p> <p>Lead the class to discuss the story and guide them to relate the story to their personal experiences</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"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 	

Week Ending:		DAY: Tuesday	Subject: English Language	
Duration: 50mins			Strand: Reading	
Class: B6		Class Size:	Sub Strand: Diphthongs	
Content Standard: B6.2.3.1: Identify minimal pairs and common digraphs		Indicator: B6.2.3.1.1 use words with centering diphthongs		Lesson: 1 of 1
Performance Indicator: Learners can use words with centering diphthongs			Core Competencies: Communication and Collaboration, Personal Development	
Keywords		diphthongs		
References: English Language Curriculum For Primary Schools Pg. 169				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson			
PHASE 2: NEW LEARNING	In a discussion have learners talk about diphthongs. Give several examples and elicit examples from them. /iə/ - fear, ear, near, clear /eə/ - prepare, there, stairs /ʊə/ - pure, secure Have learners use words with diphthongs in meaningful 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"> 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? 			

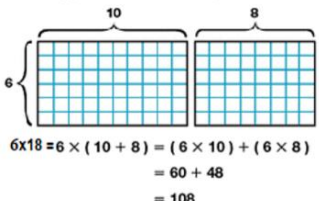
Week Ending:	DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B6	Class Size:	Sub Strand: Pronouns	
Content Standard: B6.3.3.1: Apply knowledge of different types of pronouns in communication		Indicator: B6.3.3.1.1 identify and use reflexive pronouns	Lesson: 1 of 2
Performance Indicator: Learners can identify and use reflexive pronouns		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 184			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Introduce reflexive pronouns with examples in sentences. Discuss the reflexive pronouns with learners.</p> <p>Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences.</p> <p>Repeat the procedure to teach relative and reciprocal pronouns</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: B6	Class Size:	Sub Strand: Narrative Writing
Content Standard: B6.4.9.3: Apply strategies for improving drafts for publishing	Indicator: B6.4.9.3.1 review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement	Lesson: 1 of 1
Performance Indicator: Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 201		
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 review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <p>Let learners read their partners' draft and offer suggestions.</p> <p>Encourage learners to make as many changes as are necessary to improve their drafts.</p> <p>Have learners make a clean draft for publishing.</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: B6	Class Size:	Sub Strand: Using Action Words
Content Standard: B6.5.6.1: Understand and use adverbs correctly in speech and in writing	Indicator: B6.5.4.1.1. differentiate between how the simple past and the present perfect tense forms are used in speech and in writing	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 215		
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>Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used.</p> <p>Use this as a guide to let learners write a story using the simple past.</p> <p>Learners in pairs write their own stories making sure they use both tense forms.</p> <p>Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense.</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

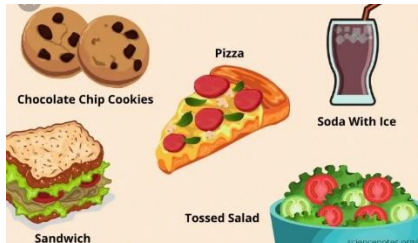
	<p><u>Assessment</u></p> <ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a two-paragraph summary of the book read.	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: 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:	Subject: Mathematics
Duration: 60mins per lesson		Strand: Number
Class: B6	Class Size:	Sub Strand: Number Operations
Content Standard: B6.1.2.1 Describe and apply mental mathematics strategies and number properties	Indicator: B6.1.2.1.2-3 Apply mental mathematics strategies for multiplication.	Lesson: 1 OF 1
Performance Indicator: Learners can apply mental mathematics strategies for multiplication.		Core Competencies: Problem Solving skills; Critical Thinking;
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square	
Key words		
References: Mathematics Curriculum Pg. 124		





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>Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form</p> <p>E.g., $6 \times 18 = (6 \times 10) + (6 \times 8) = 60 + 48 = 108$.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>								
Tuesday	<p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: $888+88+8+8+8$</p>	<p>Guide learners to apply the distributive property to determine a given product involving multiplying factors that are close to multiples of 10</p> <p>e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$.</p> <p>Explain the property for determining the answer when multiplying numbers by 1 and 0</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>								
Wednesday	<p>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>Multiplication of whole numbers using the "expand and box" method (partial decomposition method).</p> <p>Lead learners to multiply a 3-digit number by a 1-digit number as shown below, For example $448 \times 2 = ?$</p> <table border="1" data-bbox="722 1785 1063 1858"> <tr> <td>X</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>	X	400	40	8	2	800	80	16	<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>
X	400	40	8								
2	800	80	16								

		$448 \times 2 = (400 \times 2) + (40 \times 2) + (8 \times 2) = 800 + 80 + 16 = 800 + 80 + (10 + 6) = 800 + 90 + 6 = 896$ <p>Assessment: Have learners to practice with more examples</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>Multiplication of whole numbers using the Column or vertical method; i.e. 25×32</p> $\begin{array}{r} 25 \\ \times 32 \\ \hline 50 \\ +750 \\ \hline 800 \end{array}$ <p>Multiplication of whole numbers using the Distributive property; i.e. 25×32</p> $25 \times (32) = 25(30 + 2) = 25(30) + 25(2) = 750 + 50 = 800$ <p>Have learners to practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Teacher calls out numbers from 1 to 20</p> <p>45-10 <input type="text"/> 70-9</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Multiplication of whole numbers using the lattice method.</p> <p>Have learners draw a 2 by 3 lattice for solving 345×27; and 3 by 3 and 3 by 3 lattice for solving 382×856.</p> <p>Have learners to practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending:		Subject: Science
Duration: 60mins per lesson		Strand: Diversity Of Matter
Class: B6	Class Size:	Sub Strand: Materials
Content Standard: B6.1.2.2 Understand mixtures, the types of formation, uses and ways of separating them into their components	Indicator: B6.1.2.2.1 Examine some uses of mixtures in everyday life	Lesson: 1 OF 1
Performance Indicator: Learners can examine some uses of mixtures in everyday life	Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil	
New words		
References: Science Curriculum Pg. 35		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Revise learners RPK by engaging them in the</p> <p>‘Mystery Box’ 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</p>	<p>Learners watch pictures of different types of mixtures.</p> <p>Provide samples of materials and guide learners to produce mixtures such as salt solution, sugar solution, concrete, sand and water.</p>  <p>In groups, learners investigate the daily uses and applications of mixtures, e.g. salt solution, sugar solution, concrete, gari and beans.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Display different objects made from metals.</p> <p>Engage learners in groups to write names of the objects and present their answers in class</p>	<p>In groups, learners investigate the daily uses and applications of mixtures, e.g. salt solution, sugar solution, concrete, gari and beans.</p> <p>Engage learners to write the names of the components of the mixtures stated.</p> <p>Learners mention other examples of mixtures and their daily uses</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B6	Class Size:	Sub Strand: My Family	
Content Standard: B6.1.2.2. Demonstrate understanding of personal hygiene during adolescence		Indicator: B6.1.2.2.1. Explain how to maintain personal hygiene during adolescence	Lesson: I OF I
Performance Indicator: Learners can explain how to maintain personal hygiene during adolescence		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 46			

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners solve the puzzel below</p> <p>4. Find the letter that is in  but not in </p> <p>5. Find a letter that is in  but not in </p>	<p>Learners think-pair-share on how to maintain personal hygiene during adolescence</p> <p>e.g. i. <i>keeping their teeth clean</i></p> <p>ii. <i>bathing regularly and using lime or deodorant</i></p> <p>iii. <i>keeping their clothes clean</i></p> <p>iv. <i>keeping their rooms and environment clean</i></p> <p>v. <i>taking good health care of their genital organs</i></p> <p>Learners to relate to some of the points discussed and share their personal experience.</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>Learners discuss how adolescent problems affect national development</p> <p>e.g. i. <i>The most active segment of the population (between 15-45 years) can be affected by STIs</i></p> <p>ii. <i>Productivity decreases</i></p> <p>iii. <i>Increase in cost of health care</i></p> <p>iv. <i>Increases the number of people in the poverty bracket</i></p> <p>v. <i>Increase in crime wave due to drug abuse resulting in insecurity in community</i></p> <p>vi. <i>Educate the young people to be responsible</i></p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

		Learners to relate to some of the points discussed and share their personal experience.	
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Week Ending:	DAY:	Subject: REL & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation And Attributes	
Class: B6	Class Size:	Sub Strand: The Environment	
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments		Indicator: B6.1.2.1.1: Explain how humankind and the environment interrelate.	Lesson: 1 OF 1
Performance Indicator: Learners can explain how humankind and the environment interrelate.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 47			

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	Guide learners to discuss the inter relationship among God's creatures: - Humankind and animals depend on plants for air, food, medicine, shelter, etc. - Plants depend on humankind and other animals for survival (dispersal of seeds, planting of trees, etc.). - Some animals depend on other animals for food (carnivores) and shelter (parasites).	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: History	
Duration: 60mins per lesson		Strand: Europeans In Ghana	
Class: B6	Class Size:	Sub Strand: Impact Of European Presence	
Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana		Indicator: B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	Lesson: 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
New words			
References: History Curriculum Pg. 40			
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	Engage learners to discuss the activities the Europeans engaged in. <i>The European presence led to the establishment of Christian churches across the country. They included the Methodist church, the Presbyterian, Evangelical Presbyterian Church, the Roman Catholic, Pentecost church, Seventh Day Adventist etc.</i> <i>The Europeans also introduced modern forms of crafts such as carpentry and masonry. They also set up model farms where scientist agriculture was taught and new crops were introduced for the people.</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	Engage learners to discuss the activities the Europeans engaged in. <i>The European contributed in the development of literature in the local vernaculars, this included the translation of the bible into some of the important local languages.</i> <i>The European also greatly improved the health service. They built most of our important hospitals in Ghana. They included the Atibie hospital, the Nkawkaw roman hospital 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

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Visual Arts
Class: B6	Class Size:	Sub Strand: Displaying and Sharing
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6 1.3.4.1 /B6 1.3.5.1 Plan an exhibition of own functional and decorative visual artworks
Performance Indicator: Learners can plan an exhibition of own functional and decorative visual artworks		Lesson: I OF I
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools
References: Creative Arts Curriculum Pg. 100		

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>

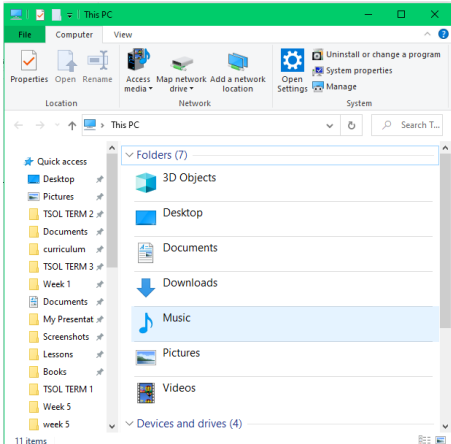
Week Ending:		Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Reading
Class: B6	Class Size:	Sub Strand: Vocabulary
Content Standard: B6.2.5.1: Show an ability to recognise and read about things in the environment		Indicator: B6.2.5.1.1-2 Read passages aloud with correct pronunciation and tone.
Performance Indicator: Learners can read passages aloud with correct pronunciation and tone.		Lesson: I OF I
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.75		

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>Do a sample reading for learners to hear.</p> <p>In their groups, help learners to take turns to read dialogues, using correct pronunciations and tonations.</p> <p>Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Do a sample reading for learners to hear.</p> <p>In their groups, help learners to take turns to read dialogues, using correct pronunciations.</p> <p>Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.</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>Select some of the unfamiliar words in the passage with the help of the learners.</p> <p>Pronounce the words with the correct tone aloud for learners to repeat.</p> <p>Help learners read passages aloud with correct pronunciation and tone in their groups</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: B6	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: B6.1.4.1.5 perform simple small stunts while shifting base of support from one body part to the other.	Lesson: 1 OF 1
Performance Indicator: Learners can perform simple small stunts while shifting base of support from one body part to the other.		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources		Ball and stick	
References: PE Curriculum Pg. 70			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners go through warm ups to make the body flexible for performance.	<p>Learners move into simple steps in a rhythm over a rotatory rope performed by two peers at a spot. As they jump, the rope is withdrawn from their feet.</p> <p>Learners hop over obstacles and land with the other foot while in motion.</p> <p>Learners practice using different strategies at their own pace and ability.</p>	<p>Learners to practice individually and in groups.</p> <p>Help those who find 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 Computers
Class: B6	Class Size:	Sub Strand: Introduction To MS-Windows Interface
Content Standard: B6.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders		Indicator: B6.1.2.1.8.-10 Demonstrate the use of the navigation Pane of the File
Performance Indicator: Learners can demonstrate the use of the navigation Pane of the File		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Creativity and innovation. 2. Communication and collaboration.
Computer set up		
References: Computing Curriculum Pg. 32		

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 the use of the navigation Pane of the File Explorer to access different locations of the computer from the navigation pane.</p> <p>Guide learners to explore the use of Frequent Folders Section of the File Explorer to access frequently used locations of the computer.</p>  <p>Guide learners to explore the use of Recent Files Section of the File Explorer to access frequently used files of the computer.</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 6

BASIC SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Presentation
Content Standard: B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech		Indicator: B6.1.10.1.1 demonstrate awareness of the features of spoken language
		Lesson: 1 of 1
Performance Indicator: Learners can demonstrate awareness of the features of spoken language		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Revise important features of spoken language such as contractions and ellipsis e.g. A: What's your name? B: Esi.</p> <p>Let learners identify these features in their readers, story books, etc.</p> <p>Let them engage in pairs and group dialogue on given topics.</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: 50mins		Strand: Reading	
Class: B6	Class Size:		Sub Strand: Vocabulary
Content Standard: B6.2.6.1: Understand word meanings and usages		Indicator: B6.2.6.1.2 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	
Keywords	diphthongs		
References: English Language Curriculum For Primary Schools Pg. 172			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Introduce the terms one at a time using several examples. <i>compound words, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc</i> Let learners identify the terms in the texts and stories they read. Have learners use idioms, similes, compound words, synonyms, antonyms etc. in meaningful 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: B6	Class Size:		Sub Strand: Adjectives	
Content Standard: B6.3.4.1: Apply the knowledge of adjectives in communication		Indicator: B6.3.4.1.1 use comparatives forms of regular and irregular adjectives		Lesson: 1 of 2
Performance Indicator: Learners can use comparatives forms of regular and irregular adjectives		Core Competencies: Communication and Collaboration, Personal Development		
References: English Language Curriculum Pg. 185				
Phase/Duration	Learners Activities		Resources	
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding –‘er’.</p> <p>E.g. Compare the heights of two learners: <i>i. Musah is tall. Safianu is short.</i> <i>ii. Musah is taller than Safianu.</i></p> <p>Guide learners to form the superlative forms of regular adjectives by adding -est. E.g. Ali is the tallest.</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: B6	Class Size:		Sub Strand: Paragraph Development
Content Standard: B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts		Indicator: B6.4.6.1.1 choose appropriate ways and modes of writing for a variety of purposes	Lesson: 1 of 1
Performance Indicator: Learners can choose appropriate ways and modes of writing for a variety of purposes		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 199			
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>Work with learners to select sample texts from a variety of models.</p> <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:</p> <ol style="list-style-type: none"> Mode of writing/types of essay Purpose Audience <p>Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece. iv.</p> <p>Encourage learners to use search engines to search for the different modes of writing they have studied</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<p>Orally help learners to complete the writer's reflection worksheet.</p> <ul style="list-style-type: none"> • My piece of writing is about? • My favorite part of my writing is..... • Something I found difficult was..... <p>Summarize the important points in the lesson with learners.</p> <p>Next lesson: use figurative language to describe events based on experiences</p>		

Week Ending:	DAY: FRIDAY	Subject: English Language
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading
Class: B6	Class Size:	Sub Strand: Using Action Words
Content Standard: B6.5.6.1: Understand and use adverbs correctly in speech and in writing	Indicator: B6.5.4.1.2 explore the use of the simple past verb form and participle form	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can use explore the use of the simple past verb form and participle form Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 215		
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 write a story. E.g. about what happened after school on Monday.</p> <p>Discuss 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 for editing as teacher guides by focusing on the past verb form and participle form. Assist those whose essays are only in the simple past to some in the past participle tense</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p><u>Assessment</u></p> <ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a two-paragraph summary of the book read.	
<p>PHASE 3: REFLECTION</p>	<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:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B6	Class Size:	Sub Strand: Number Operations	
Content Standard: B6.1.2.3 Manipulate numbers, using basic division fact up to 144		Indicator: B6.1.2.3.1 /B6.1.2.4.1 Determine basic division fact up to 81 and divide 3-digit numbers by 1-digit number efficiently	Lesson: 1 OF 1
Performance Indicator: Learners can determine basic division fact up to 81 and divide 3-digit numbers by 1-digit number efficiently			Core Competencies: Problem Solving skills; Critical Thinking;
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square	
Key words			
References: Mathematics Curriculum Pg. 126			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Call out a number between 1 and 6. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Perform activities to investigate numbers that are multiples of 6, 8, 9 and 11 Guide learners to Investigate numbers that are multiples of 6 and 8.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Tuesday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	How do you know a number is divisible by 6 and 8. Learners through several activities test for numbers that are divisible by 6 and 8.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Wednesday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	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. 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	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Thursday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend	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.
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class six We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.</p>	<p>Guide learners to divide 3-digit numbers by 1-digit number efficiently using the long division method</p> $\begin{array}{r} \color{red}{168} \\ 5 \overline{)843} \\ \underline{-5} \\ 34 \\ \underline{-30} \\ 43 \\ \underline{-40} \\ 3 \end{array}$ $\begin{array}{r} \color{red}{114} \\ 3 \overline{)343} \\ \underline{-3} \\ 04 \\ \underline{-3} \\ 13 \\ \underline{-12} \\ 1 \end{array}$	<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:		Subject: Science
Duration: 60mins per lesson		Strand: Cycle
Class: B6	Class Size:	Sub Strand: Earth Science
Content Standard: B6.2.1.1 Recognize the relationship between the earth and the sun	Indicator: B6.2.1.1.1 Describe the relative sizes of the earth and sun and their importance	Lesson: 1 OF 1
Performance Indicator: Learners can describe the relative sizes of the earth and sun and their importance		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil	
New words		
References: Science Curriculum Pg. 36		

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.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Engage learners to talk about what they know about the earth and sun.</p> <p>Let learners identify the uses of the sun to humankind</p> <p>Learners to identify the earth and sun in the solar system.</p> <p>Guide learners to draw the solar system and indicate the earth and sun</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>Prior to the lesson, task learners to investigate the relative size of the sun in relation to its function in the solar system.</p> <p>Each group presents a report in class for discussion.</p> <p>Learners answer the following questions: (1) Which is bigger, the sun or the earth? (2) Which of the two bodies move, the sun or the earth?</p> <p>Evaluate learners by asking: “if the earth was bigger than the sun, how would that affect the length of day and night?”</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: B6	Class Size:	Sub Strand: My Family	
Content Standard: B6.1.2.3. Demonstrate how adolescents can harness their potentials to achieve their goals in life		Indicator: B6.1.2.3.1. Explain how to prepare and accomplish aspirations in life	Lesson: 1 OF 1
Performance Indicator: Learners can explain how to prepare and accomplish aspirations in life		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 47			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners in a debate to talk about who is the most important. A doctor and A teacher.	Use their opinions to introduce the lesson. Conclude that all work is important. Learners identify what they want to become in life and discuss why they chose particular vocations. Learners share their views about how they intend to prepare themselves towards achieving their aspirations.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Teacher 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	Learners in groups discuss things that could prevent them from achieving their goal e.g. HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc. Learners role play scenarios on how to overcome challenges that could prevent them from accomplishing their aspirations. Learners write essay on skills necessary for achieving aspirations	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

Week Ending:	DAY:	Subject: REL & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation And Attributes	
Class: B6	Class Size:	Sub Strand: The Environment	
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments		Indicator: B6.1.2.1.1: Explain how humankind and the environment interrelate.	Lesson: I OF I
Performance Indicator: Learners can explain how humankind and the environment interrelate.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 47			

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>Through group discussions, let learners demonstrate ways humankind should relate with the environment.</p> <p>Let learners, in groups, discuss the importance of the environment to humankind.</p> <p>Ask learners to write about their findings and present to class for discussion: <i>- our survival depends on the environment,</i> <i>- leaves and trees provide us with oxygen, food and medicine, etc.</i></p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Europeans In Ghana	
Class: B6	Class Size:	Sub Strand: Impact Of European Presence	
Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana		Indicator: B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	Lesson: 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
New words			
References: History Curriculum Pg. 40			
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	Engage learners to discuss the activities the Europeans engaged in. <i>The European presence led to the establishment of Christian churches across the country. They included the Methodist church, the Presbyterian, Evangelical Presbyterian Church, the Roman Catholic, Pentecost church, Seventh Day Adventist etc.</i> <i>The Europeans also introduced modern forms of crafts such as carpentry and masonry. They also set up model farms where scientist agriculture was taught and new crops were introduced for the people.</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	Engage learners to discuss the activities the Europeans engaged in. <i>The European contributed in the development of literature in the local vernaculars, this included the translation of the bible into some of the important local languages.</i> <i>The European also greatly improved the health service. They built most of our important hospitals in Ghana. They included the Atibie hospital, the Nkawkaw roman hospital 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

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B6	Class Size:	Sub Strand: Displaying and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6.2.3.4.1 /B6.2.3.5.1 Stage a display of own performing artworks to share creative experiences	Lesson: I OF I
Performance Indicator: Learners can stage a display of own performing artworks to share creative experiences		Core Competencies: Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

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>Engage learners to watch a short video or live performances that reflect the history and culture of the people in Ghana</p> <p>Let leaners talk about the video and tell the class the part of the video that interest them most.</p> <p>Leaners 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>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>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 <i>i. what they learnt from the performance of other groups.</i> <i>ii. what other things they would want to do to improve upon their compositions.</i></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:		Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Writing
Class: B6	Class Size:	Sub Strand: Penmanship And Handwriting
Content Standard: B6.3.1.1: Write sentences clearly and correctly, using correct capitalization where needed	Indicator: B6.3.1.1-2 Write sentences using joint scripts.	Lesson: 1 OF 1
Performance Indicator: Learners can write sentences using joint scripts.	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.78		

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>Give learners longer sentences on flashcards to read.</p> <p>Show the flashcards to the learners.</p> <p>Assist learners pay attention to ascending and descending letters that are not easy to write.</p> <p>Give list of words and allow learners to write correct sentences from them.</p> <p>Give learners longer sentences on flashcards to read.</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.</p>	<p>Discuss joint scripts with learners.</p> <p>Use some joint scripts to write some sentences on the board.</p> <p>Show the flashcards to the learners.</p> <p>Help learners write sentences using joint scripts from the sentences on the flashcard</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: B6	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: B6.1.5.1.6 change direction quickly to maintain ones' balance whiles running with an object through obstacles	Lesson: I OF I
Performance Indicator: Learners can change direction quickly to maintain ones' balance whiles running with an object through obstacles		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources		Ball and stick	
References: PE Curriculum Pg. 92			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners go through adequate warm-up.	<p>Arrange set of cones in a straight line.</p> <p>Learners walk through the spaces within the cones.</p> <p>Learners jog through and stop at every cone/station to change direction.</p> <p>Learners run and stop in front of a cone and change direction.</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 Computers	
Class: B6	Class Size:	Sub Strand: Data, Sources And Usage	
Content Standard: B6.1.3.1. Demonstrate the use of Data and identify sources of data		Indicator: B6.1.3.1.1-3 Identify types and sources of data and information of data.	Lesson: I OF I
Performance Indicator: Learners can identify types and sources of data and information of data		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer set up	
References: Computing Curriculum Pg. 33			

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 identify and record data in the different forms.</p> <p>Identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.) Guide learners to discuss where one can get data and information.</p> <p>Demonstrate sending and receiving information from other gadgets e.g. Bluetooth, Infrared, Radio, Fax, Telephones calls, SMS etc.</p> <p>Guide learners to mention or talk about where one can receive or send information</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 SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Story Telling
Content Standard: B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech		Indicator: B6.1.4.1.2 tell stories around given themes
		Lesson: 1 of 1
Performance Indicator: Learners can tell stories around given themes		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Discuss themes in storytelling.</p> <p>Tell a story to learners. Guide learners with questions to identify the theme of the story e.g. love, honesty, patriotism, hard work, etc.</p> <p>Based on the example, have learners tell stories around given themes.</p> <p>With examples encourage the use of appropriate vocabulary to depict chosen themes</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: 50mins			Strand: Reading	
Class: B6		Class Size:	Sub Strand: Comprehension	
Content Standard: B6.2.7.1: Process and comprehend level appropriate texts		Indicator: B6.2.7.1.1 construct meaning from texts, note and recall main ideas in sequence		Lesson: 1 of 1
Performance Indicator: Learners can construct meaning from texts, note and recall main ideas in sequence			Core Competencies: Communication and Collaboration, Personal Development	
Keywords		diphthongs		
References: English Language Curriculum For Primary Schools Pg. 173				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson			
PHASE 2: NEW LEARNING	Select level-appropriate texts for learners. Learners connect their background knowledge to help them make meaning of the text as they read. Assist learners with a variety of questions to make meaning during and after reading the text. Lay emphasis on the need to use the environment of a word to get its meaning. Guide learners to present facts and ideas in a sequential order. You could also adopt other strategies like the SQ3R			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.			

Week Ending:		DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B6		Class Size:		Sub Strand: Verbs
Content Standard: B6.3.5.1: Apply the knowledge of verbs in communication		Indicator: B6.3.5.1.1 use different types of verbs		Lesson: 1 of 2
Performance Indicator: Learners can use different types of verbs			Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 186				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Have learners identify verbs in sentences and use them in their own sentences. – Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, was, were).</p> <p>Choose a text (story) and have the learners work in groups to identify the main verbs.</p> <p>Assessment: Let each group select five of the verbs 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: B6	Class Size:		Sub Strand: Narrative Writing
Content Standard: B6.4.9.3: Apply strategies for improving drafts for publishing		Indicator: B6.4.9.3.I review, and revise the draft to produce a coherent	Lesson: 1 of 1
Performance Indicator: Learners can review, and revise the draft to produce a coherent		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 201			
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 review their first draft by reading it slowly and critically several times to identify words and expressions that need to be cancelled.</p> <p>Guide learners with the questions below:</p> <p>iv. Are your ideas in order and easy to understand?</p> <p>v. Are all the sentences talking about the main idea of the paragraph?</p> <p>vi. Are all the paragraphs talking about the topic?</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	<p>Orally help learners to complete the writer's reflection worksheet.</p> <ul style="list-style-type: none"> • My piece of writing is about? • My favorite part of my writing is..... • Something I found difficult was..... <p>Summarize the important points in the lesson with learners.</p>		

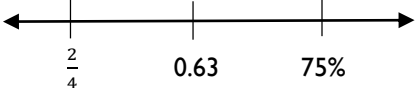
Week Ending:	DAY: FRIDAY	Subject: English Language
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading
Class: B6	Class Size:	Sub Strand: Using Adjectives
Content Standard: B6.5.6.1: Understand and use adverbs correctly in speech and in writing	Indicator: B6.5.5.1.1 use superlative forms of regular and irregular adjectives to make comparison	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can use superlative forms of regular and irregular adjectives to make comparison Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 215		
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 adjectives by having learners describe various classroom objects and people.</p> <p>Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives.</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Learners think-pair-share their stories with peers. Ask each learner to write a two-paragraph summary of the book read. 	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.	

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B6	Class Size:	Sub Strand: Fractions	
Content Standard: B6.1.3.1 Demonstrate an understanding of strategies for comparing, adding, subtracting, multiplying and dividing		Indicator: B6.1.3.1.1 Compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)	Lesson: 1 OF 1
Performance Indicator: Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)		Core Competencies: Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources		Paper strips, cut out cards	
Key words			
References: Mathematics Curriculum Pg. 131			

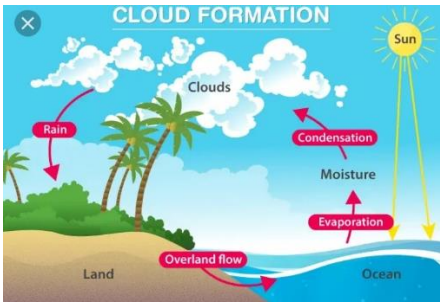
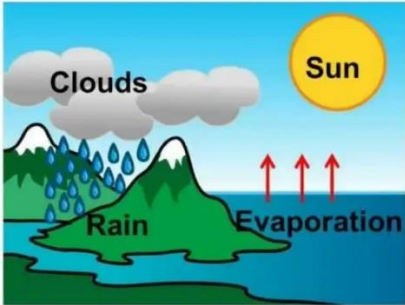
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Let learners solve the brain teaser below.</p> <p>What is the next number in the sequence ?</p> <p>1, 4, 9, 16, 25, 36, ___</p> <p>Answer : 49</p> <p>Continue the fun with more examples</p>	<p>To compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common decimal or percent);</p> <p>e.g. to order 75%, $\frac{2}{4}$, 0.63.</p> <p>This is case, we express all in percentage as fractions</p> $75\% = \frac{75}{100}$ $\frac{2}{4} = \frac{50}{100}$ $0.63 = \frac{63}{100}$ <p>Hence, since the denominators are the same we order the numerators from least to the largest. i.e. (50,63,75)</p> <p>Thus $\frac{2}{4}$, 0.63, 75%</p> <p>Assessment: Have learners 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>
Tuesday	<p>Let learners solve the brain teaser below.</p> <p>If</p> $\triangle + \text{pentagon} = 19$ $\triangle > \text{pentagon}$ $\text{pentagon} = 9$	<p>Guide learners to order a mixture of common, decimal and percent fractions from the least to the highest</p> <p>e.g. to order 75%, $\frac{2}{4}$, 0.63.</p> <p>This is case, we express all in percentage as fractions</p> $75\% = \frac{75}{100}$ $\frac{2}{4} = \frac{50}{100}$	<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>




		$0.63 = \frac{63}{100}$ <p>Hence, since the denominators are the same we order the numerators from least to the largest. i.e. (50,63,75)</p> <p>Thus $\frac{2}{4}$, 0.63, 75%</p> <p>Assessment: Have learners practice with more examples</p>													
Wednesday	<p>Let learners determine the missing number in the box</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">4</td> <td style="padding: 2px;">5</td> <td style="padding: 2px;">6</td> </tr> <tr> <td style="padding: 2px;">8</td> <td style="padding: 2px;">10</td> <td style="padding: 2px;">12</td> </tr> <tr> <td style="padding: 2px;">16</td> <td style="padding: 2px;">20</td> <td style="padding: 2px;">?</td> </tr> <tr> <td style="padding: 2px;">32</td> <td style="padding: 2px;">40</td> <td style="padding: 2px;">48</td> </tr> </table> <p>Answer: 24</p>	4	5	6	8	10	12	16	20	?	32	40	48	<p>Guide learners to order a mixture of common, decimal and percent fractions from the highest to the least. e.g. 0.58, 71%, $\frac{4}{10}$</p> <p>guide learners to express all in percentage as fractions.</p> $0.58 = \frac{58}{100}$ $71\% = \frac{71}{100}$ $\frac{4}{10} = \frac{40}{100}$ <p>Hence, since the denominators are the same we order the numerators from least to the largest. i.e. (71,58,40)</p> <p>Thus 71%, 0.58, $\frac{4}{10}$,</p> <p>Assessment: Have learners 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>
4	5	6													
8	10	12													
16	20	?													
32	40	48													
Thursday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class six We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.</p>	<p>Guide learners to order a mixture of common, decimal and percent fractions from the highest to the least. e.g. 0.58, 71%, $\frac{4}{10}$</p> <p>guide learners to express all in percentage as fractions.</p> $0.58 = \frac{58}{100}$ $71\% = \frac{71}{100}$ $\frac{4}{10} = \frac{40}{100}$ <p>Hence, since the denominators are the same we order the numerators from least to the largest. i.e. (71,58,40)</p> <p>Thus 71%, 0.58, $\frac{4}{10}$,</p> <p>Assessment: Have learners 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>0.58, 71%, $\frac{4}{10}$</p>												

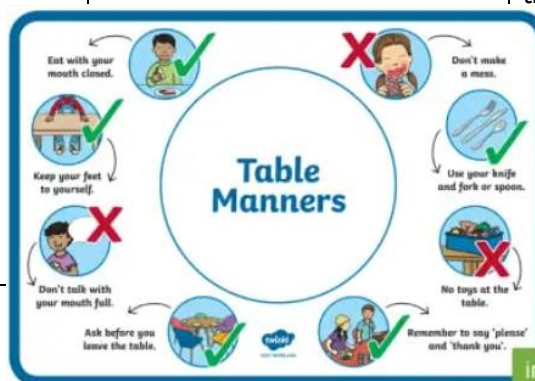
Friday	<p>Write down the numbers 1 through to 9 on a sheet of paper like this</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9</p> <p>Learners in pairs take turns to select numbers. When a number is selected, the player who choose it crosses it off. The first person to get any 3 numbers that add up to exactly 15 wins.</p>	<p>Guide learners to order a mixture of common, decimal and percent fractions from the least to the highest and represent it on a number line.</p> <p>Using the example in the previous lesson e.g. to order 75%, $\frac{2}{4}$, 0.63.</p>  <p>Assessment: Have learners practice with more examples.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
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Week Ending:		Subject: Science
Duration: 60mins per lesson		Strand: Cycle
Class: B6	Class Size:	Sub Strand: Earth Science
Content Standard: B6.2.1.2 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle	Indicator: B6.2.1.2.1 Explain how rain falls from clouds	Lesson: 1 OF 1
Performance Indicator: Learners can explain how rain falls from clouds	Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil	
New words		
References: Science Curriculum Pg. 36		

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 explain the formation of clouds.</p>  <p>Lead learners to explain the terms: "evaporation, condensation, dew point, ice, cloud, gravity and precipitation".</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, in an activity, design a model showing the formation of raindrops around tiny spots of dust or smoke and falling from high parts of a cloud.</p>  <p>Explain to learners that not all clouds result in rainfall</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: B6	Class Size:	Sub Strand: Home And School	
Content Standard: B6.1.4.1. Demonstrate knowledge of food safety practices		Indicator: B6.1.4.1.1. Identify ways of promoting food safely	Lesson: 1 OF 1
Performance Indicator: Learners can identify ways of promoting food safely		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 49			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Learners discuss ways of ensuring food safety e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot</p> <p>Learners demonstrate how to cook and serve hot food safely.</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>
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Engage learners to identify safety food practices.</p> <p><i>Food safety practices include preparing food in a safe manner, serving food in safe manner and cleaning up.</i></p> <p>Learners mention some table manners.</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: REL & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation And Attributes	
Class: B6	Class Size:	Sub Strand: The Environment	
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments		Indicator: B6 1.2.1.2: Explain the religious and moral lessons in preserving the environment	Lesson: 1 OF 1
Performance Indicator: Learners can explain the religious and moral lessons in preserving the environment.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 48			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Guide learners to talk about the religious and moral lessons in preserving the environment:</p> <ul style="list-style-type: none"> - <i>humankind must account for his or her stewardship of the environment,</i> - <i>to promote healthy life,</i> - <i>to respect other creatures' right to survival,</i> - <i>it is a command from God, etc.</i> <p>Through questions and answers, let learners show how they can preserve the environment:</p> <ul style="list-style-type: none"> - <i>Afforestation,</i> - <i>proper methods of fishing and hunting,</i> - <i>proper disposal of refuse,</i> - <i>legal methods of mining,</i> - <i>avoiding indiscriminate bush-burning,</i> - <i>proper ways of sand-winning, etc.</i> 	<p>Use series of questions and answers to review learners understanding of the lesson</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Colonization & Development	
Class: B6	Class Size:	Sub Strand: Political Development	
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957		Indicator: B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957	Lesson: I OF I
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
New words			
References: History Curriculum Pg. 41			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Engage learners to sing some patriotic songs to stimulate their interest. e.g. "God bless our home land Ghana" "Yen ara ya saase ne" etc.</p>	<p>Explain the concepts of 'direct' rule Direct rule is a system of government in which a province is controlled by a central government. In the beginning, the British used the direct rule system. The whole colony was ruled directly by the colonial office in London. This means all rules were given by the British.</p> <p>Guide learners to discuss the features of 'direct' rule. i. it did not need the consent of the local people in decision making. ii. the colonial master only made decisions for the people. iii. there was no representative of the local people in legislative and the executive administration.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>
	<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. The group who explains well wins.</p>	<p>Engage learners to discuss the division of the colony into provinces</p> <p>The Gold Coast Colony was divided into four provinces namely i. the Gold coast itself ii. Ashanti iii. Northern Territories iv. British Togo land</p> <p>Discuss the advantages and disadvantages of 'direct' rule.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B6	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6.1.4.6.1 /B6.1.4.7.1 Analyze and appreciate own or others' artworks	Lesson: 1 OF 1
Performance Indicator: Learners can analyze and appreciate own or others' artworks		Core Competencies: Decision Making Creativity, Innovation	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 100			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to begin the lesson.	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<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 are to display selected works that reflect the history and culture of the people of Ghana.</p> <p>Talk about the works dispassionately using the developed guidelines.</p> <p>Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</p> <p>Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>

Week Ending:		Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Composition Writing	
Class: B6	Class Size:	Sub Strand: Narrative Writing	
Content Standard: B6.4.1.1: Show an understanding of writing a narrative composition		Indicator: B6.4.1.1.1-3 Write a brief report on an event or activity they have witnessed.	Lesson: 1 OF 1
Performance Indicator: Learners can write a brief report on an event or activity they have witnessed.		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.79			
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 how to write a narrative composition. Show a sample of a narrative writing and discuss its structure and key points. Ask learners to narrate to the class an activity in which they took part. Discuss the narration from the learner. Assist learners to write a report or an account of a particular event or activity in which they were involved.	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	Discuss with learners key points in writing a narrative composition. Ask a learner to narrate an event witnessed to the class. Assist learners to write a brief report on an event or activity e.g. rainfall, storm, drought they have witnessed.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson.	Discuss with learners types of narrative writing. Put learners in groups to discuss an event that took place in the school, home or community etc. Assist learners to write a report or account of a particular event or activity	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: B6	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: B6.2.1.2.1: explain the importance of open space in playing team games.	Lesson: 1 OF 1
Performance Indicator: Learners can explain the importance of open space in playing team games.		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources		Ball and stick	
References: PE Curriculum Pg. 75			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and recite some familiar rhymes	Learners explain the importance of open space in playing team games as; it allows room for the beauty of the game, learners are able to operate in a conducive atmosphere. Self-space and general space are very important when working in groups. Self-space is the amount of space one occupies when not travelling.	Review the lesson with learners

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computers	
Class: B6	Class Size:	Sub Strand: Data, Sources And Usage	
Content Standard: B6.1.3.1. Demonstrate the use of Data and identify sources of data		Indicator: B6.1.3.1.4-6. Demonstrate basic manipulations on sample data	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate basic manipulations on sample data		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer set up	
References: Computing Curriculum Pg. 34			

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 sort data in alphabetical order and perform basic calculations such as multiplying, dividing and adding vales of sample data.</p> <p>Learners can also be guided to generate age data from dates of birth.</p> <p>Lead learners to collect data on the community using simple questionnaire, surveys, documents, observations, and record their findings data.</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 SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Presentation
Content Standard: B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech		Indicator: B6.1.10.1.2 demonstrate awareness of the features of spoken language
		Lesson: 1 of 1
Performance Indicator: Learners can demonstrate awareness of the features of spoken language		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Revise important features of spoken language such as contractions and ellipsis (contractions, ellipsis e.g. A: What's your name? B: Esi.</p> <p>Let learners identify these features in their readers, story books, etc.</p> <p>Let them engage in pairs and group dialogue on given topics</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: 50mins		Strand: Reading
Class: B6	Class Size:	Sub Strand: Blends and Consonant Clusters
Content Standard: B6.2.5.1: Identify and use consonant blends and clusters in reading		Indicator: B6.2.5.1.1 orally produce three-syllable words by blending sounds including consonant blends
		Lesson: 1 of 1
Performance Indicator: Learners can orally produce three-syllable words by blending sounds including consonant blends		Core Competencies: Communication and Collaboration, Personal Development
Keywords	diphthongs	
References: English Language Curriculum For Primary Schools Pg. 171		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Revise consonant blends and clusters using several spelling patterns e.g. bl, br, cl, cr, gl, gr, spr, scr, str, chr. Drill the pronunciation of the consonant blends and clusters in isolation and in words.</p> <p>Learners work in groups to identify and list words having the blends and clusters.</p> <p>Have learners read the words in isolation and in context.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.	

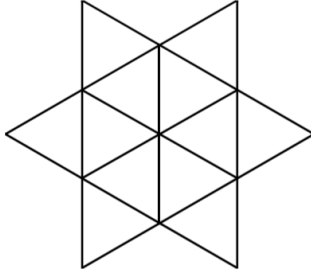
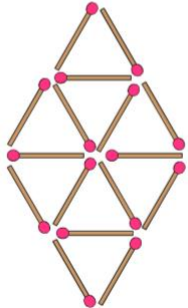
Week Ending:	DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B6	Class Size:	Sub Strand: Verbs	
Content Standard: B6.3.5.1: Apply the knowledge of verbs in communication		Indicator: B6.3.5.1.2 use different types of verbs	Lesson: 1 of 2
Performance Indicator: Learners can use different types of verbs		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 194			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Have learners identify verbs in sentences and use them in their own sentences.</p> <p>– Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, was, were).</p> <p>Choose a text (story) and have the learners work in groups to identify the main verbs.</p> <p>Assessment: Let each group select five of the verbs and use them in sentences.</p>	Word cards, paper, letter cards,	
PHASE 3: REFLECTION	Learners are guided to summarize the lesson through questions and answers.		

Week Ending:		DAY: THURSDAY	Subject: English Language
Duration: 60mins		Strand: Writing	
Class: B6	Class Size:		Sub Strand: Paragraph Development
Content Standard: B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and context		Indicator: B6.4.6.1.2 Use key words, phrases or clauses to introduce the main idea in the paragraph	Lesson: 1 of 1
Performance Indicator: Learners can use key words, phrases or clauses to introduce the main idea in the paragraph		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 207			
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.</p> <p>Put learners into groups to read the paragraph and identify what the passage is about or the main idea.</p> <p>Have them identify the sentence that contains the main idea.</p> <p>Let the group identify the supporting ideas and what each sentence says about the main idea.</p> <p>Ask each group choose a given topic and write five sentences about the topic</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<p>Orally help learners to complete the writers reflection worksheet.</p> <ul style="list-style-type: none"> • My piece of writing is about? • My favorite part of my writing is..... • Something I found difficult was..... <p>Summarize the important points in the lesson with learners.</p>		

Week Ending:	DAY: FRIDAY	Subject: English Language
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading
Class: B6	Class Size:	Sub Strand: Using Adverbs
Content Standard: B6.5.6.1: Understand and use adverbs correctly in speech and in writing	Indicator: B6.5.6.1.1 use adverbs to express degree and reason	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can use adverbs to express degree and reason Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 215		
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>An Adverb is a word that describes a verb, an adjective, or another adverb.</p> <p>Revise adverbs of time and manner in context: Adverbs can tell; How: <i>We did our homework carefully-(manner)</i></p> <p>When: <i>They often play together-(time)</i></p> <p>Assessment: Have learners listen to and read several sentences containing adverbs of time and manner</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Learners think-pair-share their stories with peers. 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none">• Ask each learner to write a two-paragraph summary of the book read.	
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.	


Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B6	Class Size:	Sub Strand: Fractions	
Content Standard: B6.1.3.1 Demonstrate an understanding of strategies for comparing, adding, subtracting, multiplying and dividing		Indicator: B6.1.3.1.3 Use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction	
Performance Indicator: Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction		Lesson: 1 OF 1	
Teaching/ Learning Resources		Paper strips, cut out cards	
Key words			
References: Mathematics Curriculum Pg. 126			

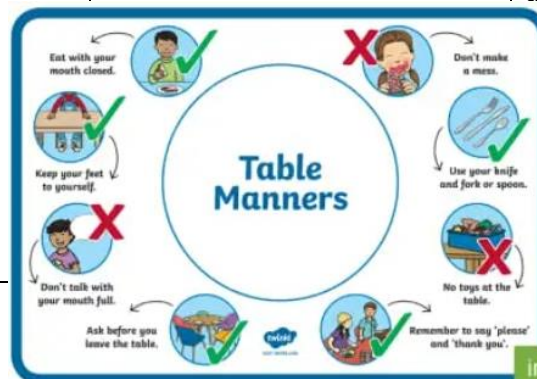
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>How many triangles can you see in this picture?</p> 	<p>Guide learners to multiply a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3}$</p> $+ \frac{2}{3} + \frac{2}{3} = \frac{10}{3} = 3 \frac{2}{3}$ <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. $3 \times 2 \frac{2}{3} = (3 \times 2) + (3 \times \frac{2}{3})$ $= 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6 + \frac{6}{3} = \frac{24}{3} = 8$</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>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;</p> <p>i.e. $3 \times 2 \frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3}$ $= \frac{24}{3} = 8$</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>Wednesday</p>	<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></td> <td>4</td> <td>9</td> <td>7</td> <td>7</td> <td>4</td> <td>◇ Finish</td> </tr> <tr> <td></td> <td>8</td> <td>9</td> <td>4</td> <td>5</td> <td>7</td> <td></td> </tr> <tr> <td></td> <td>6</td> <td>6</td> <td>4</td> <td>9</td> <td>9</td> <td></td> </tr> <tr> <td></td> <td>7</td> <td>8</td> <td>8</td> <td>8</td> <td>6</td> <td></td> </tr> <tr> <td>Start ◇</td> <td>5</td> <td>5</td> <td>6</td> <td>5</td> <td>5</td> <td></td> </tr> </table> <p>Add the numbers as you go. Can you make exactly 53?</p>		4	9	7	7	4	◇ Finish		8	9	4	5	7			6	6	4	9	9			7	8	8	8	6		Start ◇	5	5	6	5	5		<p>To multiply a fraction (i.e. common or mixed) by a whole number</p> <p>e.g. $4\frac{4}{5} \times 5$ first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify,</p> <p>i.e. $4\frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{24 \times 5}{5 \times 1} = \frac{120}{5} = \frac{24}{1} = 24.$</p> <p>Assessment: Have learners practice with several examples</p>	
	4	9	7	7	4	◇ Finish																																
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<p>Thursday</p>	<p>Which number should go in the empty triangle?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div>	<p>Use mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios.</p> <p>Example:</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> </div> <p>The mapping diagram shows that the ratio of number of hens to number of eggs are equal, hence the number of hens is proportional to the number of eggs.</p> <p>Assessment: Give learners mappings to identify those that are proportional and those that are not</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:		Subject: Science	
Duration: 60mins per lesson		Strand: Cycle	
Class: B6	Class Size:	Sub Strand: Earth Science	
Content Standard: B6.2.1.3 Demonstrate understanding of how carbon and nitrogen are cycled in nature		Indicator: B6.2.1.3.1 Know the functions of carbon within the environment	Lesson: 1 OF 1
Performance Indicator: Learners can know the functions of carbon within the environment		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Plants seeds, hand lens, paper, pencil, fruits	
New words			
References: Science Curriculum Pg. 36			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Let learners sing songs to stimulate their interest</p> <p>Use questions and answers to review what they learnt in the previous lessons</p>	<p>Review previous lesson on the functions of carbon dioxide with learners.</p> <p>Learners are assisted to discuss the following questions: <i>(1) materials in the environment that contain carbon;</i> <i>(2) the role of carbon in those materials.</i></p> <p>Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to pencils, charcoal, food and carbon dioxide</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Review previous lesson on the functions of carbon dioxide with learners.</p> <p>Learners are assisted to discuss the following questions: <i>(1) materials in the environment that contain carbon;</i> <i>(2) the role of carbon in those materials.</i></p> <p>Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to pencils, charcoal, food and carbon dioxide</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B6	Class Size:	Sub Strand: Home And School	
Content Standard: B6.1.4.1. Demonstrate knowledge of food safety practices		Indicator: B6.1.4.1.1. Identify ways of promoting food safely	Lesson: 1 OF 1
Performance Indicator: Learners can identify ways of promoting food safely		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 49			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Learners discuss ways of ensuring food safety e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot</p> <p>Learners demonstrate how to cook and serve hot food safely.</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>
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Engage learners to identify safety food practices.</p> <p><i>Food safety practices include preparing food in a safe manner, serving food in safe manner and cleaning up.</i></p> <p>Learners mention some table manners.</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: REL & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation And Attributes	
Class: B6	Class Size:	Sub Strand: The Environment	
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments		Indicator: B6 1.2.1.2: Explain the religious and moral lessons in preserving the environment	Lesson: 1 OF 1
Performance Indicator: Learners can explain the religious and moral lessons in preserving the environment.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 48			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Guide learners to talk about the religious and moral lessons in preserving the environment:</p> <ul style="list-style-type: none"> - <i>humankind must account for his or her stewardship of the environment,</i> - <i>to promote healthy life,</i> - <i>to respect other creatures' right to survival,</i> - <i>it is a command from God, etc.</i> <p>Through questions and answers, let learners show how they can preserve the environment:</p> <ul style="list-style-type: none"> - <i>Afforestation,</i> - <i>proper methods of fishing and hunting,</i> - <i>proper disposal of refuse,</i> - <i>legal methods of mining,</i> - <i>avoiding indiscriminate bush-burning,</i> - <i>proper ways of sand-winning, etc.</i> 	<p>Use series of questions and answers to review learners understanding of the lesson</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

Week Ending:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: Colonization & Development
Class: B6	Class Size:	Sub Strand: Political Development
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957		Indicator: B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		Lesson: 1 OF 1
Core Competencies: Learners to become critical thinkers and digital literates		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.	
New words		
References: History Curriculum Pg. 41		

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	Explain the concepts of 'Indirect' rule <i>Indirect rule is a system of administration used by the british colonial government to govern the people through the use of traditional rulers and traditional political institutions. It was thought to be the best system of administration because it helped to solve the problem of language barrier.</i> Guide learners to discuss the features of 'Indirect' rule. i. it has one Governor ii. it has regional commissioners iii. it has district commissioners iv. there are native authorities v. there is a native treasury	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Discuss the advantages and disadvantages of direct rule Advantages i. there is no interference in decision making ii. all people are equal before the law iii. everyone gets a fair trial for a crime committed. Disadvantages i. traditional rulers had no official role in governance ii. The native people do not take part in decision making.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Performing Arts
Class: B6	Class Size:	Sub Strand: Appreciating and Appraising
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6 2.4.6.1 /B6 2.4.7.1 Analyze and appreciate own or others' artworks.
Performance Indicator: Learners can analyze and appreciate own or others' artworks		Lesson: I OF I
Core Competencies: Decision Making Creativity, Innovation		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 122,256		

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>Call learners to recall some history facts about Bob Marley</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performed in class. e.g. creating and performing music excerpts from Bob Marley.</p> <p>Put learners into groups and let them create and perform music excerpts from Bob Marley as others observe.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

Week Ending:		Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Composition Writing
Class: B6	Class Size:	Sub Strand: Creative/ Free Writing
Content Standard: B6.4.2.1: Show an understanding of writing good imaginative and real stories.		Indicator: B6.4.2.1.1-3 Write a long real story of about five paragraph
Performance Indicator: Learners can write a long real story of about five paragraph		Lesson: 1 OF 1
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.79		


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> <p>1. RBAE & HREAS 2. WNRODED & UTRHNDE 3. TUGHAT & HBTUGO 4. ODULC & ODOG</p> <p>Answers: Bare & Share Wonder & Thunder Taught & Bought Could & Good</p>	<p>Show some creative works like stories to learners to see.</p> <p>Discuss the creative works with the learners.</p> <p>Discuss with learners how to create imaginative stories.</p> <p>Let learners create or narrate and write a short imaginative story.</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 the “What letter am I writing” game.</p> <p>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</p>	<p>Discuss with learners how to write stories.</p> <p>Show samples of stories to learners and talk about the stories.</p> <p>Let learners write or narrate a real story which is a little bit longer of about five paragraphs.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Tell learners a few jokes to get their attention.</p>	<p>Revise with learners how to write stories and talk</p>	<p>Use questions to review their understanding of the lesson</p>

	Call two learners to share their jokes as well	about the setting, characters and titles. Guide learners to write a longer imaginative or real story.	Ask learners to summarize what they have learnt
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Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Movement Concepts	
Class: B6	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: B6.2.2.2.2: identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.	Lesson: 1 OF 1
Performance Indicator: Learners can identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources		Videos and pictures	
References: PE Curriculum Pg. 75			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners go through general and specific warm-ups.	<p>To get started, one needs to learn four basic strokes: The forehand drive, the forehand push, the backhand drive and the backhand push.</p> <p>Once the learners mastered these strokes, the teacher can go on to more complex techniques that will raise the level of their game.</p> <p>Have learners to perform the activities of forehand stroke and a backhand stroke</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 Computers	
Class: B6	Class Size:	Sub Strand: Data, Sources And Usage	
Content Standard: B6.1.3.1. Demonstrate the use of Data and identify sources of data		Indicator: B5.1.3.1.7. Demonstrate sending and sharing information	Lesson: I OF I
Performance Indicator: Learners can demonstrate sending and sharing information		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer set up	
References: Computing Curriculum Pg. 34			

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 send messages to each other via SMS, email. etc.</p>  <p>This is to help the learner with fundamental principle of problem solving skills and creativity in computing and computer science.</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 9

BASIC SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Dramatization and Role
Content Standard:		Indicator: B6.1.5.1.1 dramatize/role-play whole/parts of stories or scenes
		Lesson: 1 of 1
Performance Indicator: Learners can dramatize/role-play whole/parts of stories or scenes		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: NEW LEARNING	Guide learners through discussion to identify some stories/scenes, events etc. Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending. Have learners prepare and dramatize/role-play whole/parts of stories/scene, events). Ensure the role-play/dramatization depicts selected theme. Ensure appropriate vocabulary use as well as correct pronunciation.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson	

Week Ending:		DAY: Tuesday	Subject: English Language
Duration: 50mins		Strand: Reading	
Class: B6	Class Size:		Sub Strand: Vocabulary
Content Standard: B6.2.6.2:Build vocabulary		Indicator: B6.2.6.2.1 develop a rich vocabulary stock	Lesson: 1 of 1
Performance Indicator: Learners can develop a rich vocabulary stock		Core Competencies: Communication and Collaboration, Personal Development	
Keywords	diphthongs		
References: English Language Curriculum For Primary Schools Pg. 171			
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>		
PHASE 2: NEW LEARNING	<p>Think of a word and write the number of letters on the board using dashes to show how many letters there are.</p> <p>Example: E L E P H A N T</p> <p>_____</p> <p>Then, ask learners to suggest a letter. If it appears in the word, write it in all of the correct spaces.</p> <p>If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.</p> <p>Continue this until learners guess the word correctly.</p> <p>Assessment: Let learners build a portfolio on vocabulary and use them in meaningful sentences.</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? 		

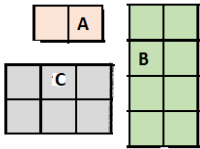
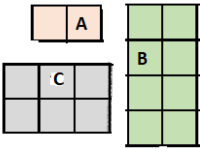
Week Ending:		DAY: WEDNESDAY	Subject: English Language											
Duration: 60mins			Strand: Grammar											
Class: B6		Class Size:		Sub Strand: Verbs										
Content Standard: B6.3.5.1: Apply the knowledge of verbs in communication		Indicator: B6.3.5.1.3 use different forms of verbs		Lesson: 1 of 2										
Performance Indicator: Learners can use different forms of verbs			Core Competencies: Communication and Collaboration, Personal Development											
References: English Language Curriculum Pg. 194														
Phase/Duration	Learners Activities			Resources										
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>													
PHASE 2: NEW LEARNING	<p>Irregular verbs don't follow the typical verb conjugation pattern, such as leaving the verb intact while adding an "ed" or "ing".</p> <p>Example:</p> <table border="1"> <tr> <td>Base form</td> <td>Past form</td> </tr> <tr> <td>Eat</td> <td>Ate</td> </tr> <tr> <td>See</td> <td>saw</td> </tr> <tr> <td>Go</td> <td>went</td> </tr> <tr> <td>Grow</td> <td>Grew</td> </tr> </table> <p>Encourage learners to use verbs in sentences E.g.: I asked my friend to read the story.</p> <p>Assessment: Learners to use irregular forms of verbs to describe how they celebrated the Christmas holidays.</p>			Base form	Past form	Eat	Ate	See	saw	Go	went	Grow	Grew	Word cards, paper, letter cards,
Base form	Past form													
Eat	Ate													
See	saw													
Go	went													
Grow	Grew													
PHASE 3: REFLECTION	Learners are guided to summarize the lesson through questions and answers.													

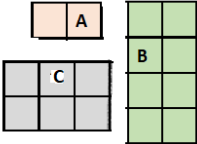
Week Ending:	DAY: THURSDAY	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B6	Class Size:	Sub Strand: Creative Writing
Content Standard: B6.4.11.1: Create texts	Indicator: B6.4.11.1.1 write freely about topics of choice on national issues and issues from different learning areas	Lesson: 1 of 1
Performance Indicator: Learners can write freely about topics of choice on national issues and issues from different learning areas		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 207		
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 select a topic of their choice on national issues and issues from different learning areas. e.g. <i>how can we eradicate corruption in the country?</i></p> <p>Guide learners to brainstorm and generate ideas. Write ideas on the board for further elaboration.</p> <p>Assessment: Have learners organize their ideas to write their first draft.</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: B6	Class Size:	Sub Strand: Using Prepositions
Content Standard: B6.5.6.1: Understand and use adverbs correctly in speech and in writing	Indicator: B6.5.7.1.1 use prepositions to convey a variety of meanings	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can use prepositions to convey a variety of meanings Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 215		
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 prepositions such as those that convey meanings of position, time, direction, possession and comparison.</p> <p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences.</p> <p>Let them use these prepositions in sentences.</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Learners think-pair-share their stories with peers. Ask each learner to write a two-paragraph summary of the book read. 	Word cards, sentence cards, letter cards, handwriting on a manila card

PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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Week Ending:	DAY:	Subject: Mathematics
Duration: 60mins per lesson		Strand: Number
Class: B6	Class Size:	Sub Strand: Ratio And Proportion
Content Standard: B6.1.4.1 Demonstrate understanding of the concept of ratios and its relationship to fractions and to the multiplication and division of whole numbers		Indicator: B6.1.4.1.1 Use concrete models and pictorial representations to explain a ratio
Performance Indicator: Learners can use concrete models and pictorial representations to explain a ratio		Lesson: 1 OF 1
Teaching/ Learning Resources		Core Competencies: Problem Solving skills; Critical Thinking;
Counters, bundle and loose straws		
Key words		
References: Mathematics Curriculum Pg. 134		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Use concrete objects and/or pictorial representations to explain ratio as a number which tells the number of times a quantity can be obtained in another.</p>  <p>In the figures, the area of the shape A is $\frac{1}{4}$ of the area of the shape B; so they are in the ratio 1:4. Shape C is three times the size of A so the ratio of C to A is 3:1.</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>
Tuesday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Use concrete objects and/or pictorial representations to explain simplest form of a ratio.</p>  <p>Shape C is made up of 6 squares and shape A is made up of 2 squares, the areas of the shapes C and A are in the ratio 6:2; and since C is three times A, the ratio 3:1 is the simplest form of 6:2. The simplest form of a ratio is obtained by dividing through by the highest</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. Simplify (i) 10m : 1000km (ii) Write 4 : 12 in the form 1 : n (iii) Express 15 : 20 in the form n : 1.</p>

		<p>common factor. The ratio of C to B is 6:8 and its simplest form is 3:4.</p> <p>Assessment: Have learners practice with several examples</p>	
Wednesday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Use concrete objects and/or pictorial representations to explain simplest form of a ratio.</p>  <p>Shape C is made up of 6 squares and shape A is made up of 2 squares, the areas of the shapes C and A are in the ratio 6:2; and since C is three times A, the ratio 3:1 is the simplest form of 6:2. The simplest form of a ratio is obtained by dividing through by the highest common factor. The ratio of C to B is 6:8 and its simplest form is 3:4.</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. E.g. Simplify (i) 10m : 1000km (ii) Write 4 : 12 in the form 1 : n (iii) Express 15 : 20 in the form n : 1.</p>
Thursday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Solve simple problems that involve ratios and finding total ratios.</p> <p>E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls.</p> <p>(ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses.</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>
Friday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Solve simple problems that involve ratios and finding total ratios.</p> <p>e.g. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate</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>

Week Ending:		Subject: Science
Duration: 60mins per lesson		Strand: Cycle
Class: B6	Class Size:	Sub Strand: Earth Science
Content Standard: B6.2.1.4 Recognize water and air as important natural resources	Indicator: B6.2.1.4.1 Investigate ways of conserving water in the home, school and community	Lesson: 1 OF 1
Performance Indicator: Learners can investigate ways of conserving water in the home, school and community		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Plants seeds, hand lens, paper, pencil, fruits	
New words		
References: Science Curriculum Pg. 36		

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 qualities of good drinking water and ways of making water safe for use with learners, e.g. sedimentation, boiling, filtration, adding alum, etc.</p> <p>Learners identify activities in the home that require the use of water.</p> <p>Learners write various activities which portray the right use of water in the home and other activities that show the wastage of water.</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>Discuss ways of using water wisely and efficiently in the home and community with learners.</p> <p>Learners create a flyer or posters on water conservation with cut-out pictures and phrases on how to conserve water</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: B6	Class Size:	Sub Strand: The Environment And The Weather	
Content Standard: B6.2.1.1. Demonstrate understanding of the importance of trees in our environment		Indicator: B6.2.1.1.1. Plant trees in their communities as a civic duty	Lesson: 1 OF 1
Performance Indicator: Learners can plant trees in their communities as a civic duty		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 50			
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>Engage learners undertake a tree planting project in the school to check erosion or provide shade</p> <p>Write down the processes about their project e.g. daily watering, measuring the height of the trees weekly, number of leaves.</p> <p>Learners discuss the importance of trees in their communities e.g. clean air, shade</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>

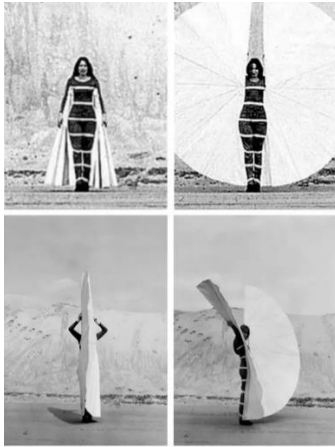
Week Ending:	DAY:	Subject: REL & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B6	Class Size:	Sub Strand: Religious Worship	
Content Standard: B6 2.1.1. Explain the importance of prayer, worship and other acts of worship		Indicator: B6 2.1.1.1: Discuss the importance of prayer in our lives.	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate ways they can commit themselves to the community.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 49			

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 explain commitment.</p> <p>Through discussion, let learners identify ways they can show commitment to the society:- communal labor,-clean-up exercises,-reporting crime,-protecting public property, etc.</p> <p>Let learners dramatize ways of showing commitment to the society.</p> <p>Let learners write group essays on commitment to the society for class discussions</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: Colonization & Development
Class: B6	Class Size:	Sub Strand: Political Development
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957		Indicator: B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		Lesson: 1 OF 1
Core Competencies: Learners to become critical thinkers and digital literates		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.	
New words		
References: History Curriculum Pg. 41		

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>Explain the concepts of 'Indirect' rule</p> <p><i>Indirect rule is a system of administration used by the british colonial government to govern the people through the use of traditional rulers and traditional political institutions. It was thought to be the best system of administration because it helped to solve the problem of language barrier.</i></p> <p>Guide learners to discuss the features of 'Indirect' rule.</p> <p><i>i. it has one Governor ii. it has regional commissioners iii. it has district commissioners iv. there are native authorities v. there is a native treasury</i></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>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>Discuss the advantages and disadvantages of direct rule</p> <p>Advantages</p> <p><i>i. there is no interference in decision making ii. all people are equal before the law iii. everyone gets a fair trial for a crime committed.</i></p> <p>Disadvantages</p> <p><i>i. traditional rulers had no official role in governance ii. The native people do not take part in decision making.</i></p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual & Performing Arts	
Class: B6	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6.1.1.1 Study and make the artworks of some international visual artists	Lesson: 1 OF 1
Performance Indicator: Learners can study and make the artworks of some international visual artists		Core Competencies: Decision Making Creativity, Innovation	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 122,256			

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 international visual artists. e.g. Rebecca Horn <i>Rebecca horn is a German visual artist, who is best known for her installation art, film directing, and her body modifications such as Einhorn, a body suit with a very large horn projecting vertically from the headpiece.</i></p> <p>Let learners study the artworks of Rebecca Horn.</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 Rebecca Horn they wish to create.</p> <p>Demonstrate and guide learners to make a simple sculpture.</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>Allow learners to practice in groups following the steps provided.</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	
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Week Ending:		Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Writing Convention
Class: B6	Class Size:	Sub Strand: Use Of Capitalization
Content Standard: B6.5.1.1: Exhibit knowledge of using capital letters appropriately.	Indicator: B6.5.1.1.1-2 Use the upper case letters after colons and question marks.	Lesson: 1 OF 1
Performance Indicator: Learners can use the upper case letters after colons and question marks.		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.85		

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 well-punctuated sentences on flashcards.</p> <p>Discuss the use of colon with learners.</p> <p>Use the flashcards to help learners understand the use of the upper case letters after the colon.</p> <p>Give a passage and allow learners to put in the colon and the capital letters where necessary.</p> <p>Explain to learners the use of the upper case letters after question mark.</p> <p>Give a passage without the punctuations (question mark and capital letters).</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>Discuss with learners the use of capital letters to begin paragraphs and after an exclamation mark.</p> <p>Give a paragraph consisting of about ten sentences without the punctuations and capital letters.</p> <p>Put learners in groups to read the paragraphs, punctuate it and present to the class for discussion.</p> <p>Check the use of the punctuations used by learners and give the comments.</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: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B6	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: B6.3.1.3.1: Perform 8 minutes running with or without music.	Lesson: 1 OF 1
Performance Indicator: Learners can perform 8 minutes running with or without music.		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources	Videos and pictures		
References: PE Curriculum Pg. 77			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners in a general and specific warm ups. Show pictures of the intended skill to learners.	Learners in files music (any form) run for 8 minutes none stop for fitness test at the beginning of the term. Learners run at their own pace,	End the lesson with a cool down.

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Introduction To Computers	
Class: B6	Class Size:	Sub Strand: Data, Sources And Usage	
Content Standard: B6.1.3.1. Demonstrate the use of Data and identify sources of data		Indicator: B6.1.3.1.10 -II Demonstrate how to store data and manipulate data to gain required output	Lesson: I OF I
Performance Indicator: Learners can demonstrate how to store data and manipulate data to gain required output		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer set up	
References: Computing Curriculum Pg. 35			

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 use the tools stated above to store data in different formats. E.g. handwriting, phone recording, magnetic tapes, optical disc etc.</p> <p>Guide learners to find the mode, product, minimum value, maximum value etc</p> <p>NB : This is to help the learner with fundamental principle of problem solving skills and creativity in computing and Computer Science.</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 SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Presentation
Content Standard: B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech		Indicator: B6.1.10.1.3 demonstrate awareness of how meaning is conveyed through. appropriate pace, stress and tone
Performance Indicator: Learners can demonstrate awareness of how meaning is conveyed through. appropriate pace, stress and tone		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal Dev.		
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Revise how meaning is conveyed through appropriate pace, stress and tone. Model presenting news or have learners watch a news presentation.</p> <p>Put learners into groups to discuss pace, stress and tone of news presented.</p> <p>Guide learners to prepare and present news on given topics. Demonstrate a model speech: Choose a familiar topic and make a short but moving speech on it.</p> <p>Have learners discuss the speech focusing on its pace and expressiveness. Let learners speak on very short and simple topics using appropriate voice quality.</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: 50mins		Strand: Reading	
Class: B6	Class Size:		Sub Strand: Silent Reading
Content Standard: B6.2.8.1: construct meaning from text read		Indicator: B6.2.8.1.1 read silently and reasonably for meaning from a level-appropriate text	Lesson: 1 of 1
Performance Indicator: Learners can read silently and reasonably for meaning from a level-appropriate text		Core Competencies: Communication and Collaboration, Personal Development	
Keywords	diphthongs		
References: English Language Curriculum For Primary Schools Pg. 171			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Have learners stop and think about the text and know what to do when meaning is not clear. By setting a target in the text for them. Have them read silently and at a reasonable pace to get the meaning from the text. Direct learners' reading with "While Reading" questions.	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.		

Week Ending:	DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B6	Class Size:	Sub Strand: Conjunctions	
Content Standard: B6.3.8.1: Apply the knowledge of conjunctions in speech and in writing		Indicator: B6.3.8.1.1 identify and use simple conjunctions	Lesson: 1 of 2
Performance Indicator: Learners can identify and use simple conjunctions		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 194			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Conjunction is a word that joins words or sentences. The conjunctions 'and', 'or' and 'but' are called coordinating conjunctions.</p> <p>e.g. i. Henry brought a desk, a table <u>and</u> two chairs. ii. Esther can bring a table <u>or</u> chair iii. Chantal didn't bring a chair but a desk</p> <p>Provide sentences for learners to join them with coordinating and subordinating conjunctions.</p> <p>Provide passages and let learners identify conjunctions.</p> <p>Let them do other activities like filling blanks with suitable conjunctions and using conjunction in their own sentences.</p>	Word cards, paper, letter cards,	
PHASE 3: REFLECTION	Learners are guided to summarize the lesson through questions and answers.		

Week Ending:		DAY: THURSDAY	Subject: English Language
Duration: 60mins		Strand: Writing	
Class: B6	Class Size:		Sub Strand: Persuasive Writing
Content Standard: B6.4.13.1: Support an opinion in writing		Indicator: B6.4.13.1.1 write explanations and examples to support opinions	Lesson: 1 of 1
Performance Indicator: Learners can write explanations and examples to support opinions		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 207			
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 lawyer 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 and write down what they think about it. Groups read out their opinions to the class for discussions.</p>		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Orally help learners to complete the writers reflection worksheet.</p> <ul style="list-style-type: none"> • My piece of writing is about? • My favorite part of my writing is..... • Something I found difficult was..... <p>Summarize the important points in the lesson with learners.</p>		

Week Ending:	DAY: FRIDAY	Subject: English Language
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading
Class: B6	Class Size:	Sub Strand: Using Conjunctions
Content Standard: B6.5.6.1: Understand and use adverbs correctly in speech and in writing	Indicator: B6.5.8.1.1 identify and use conjunctions	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can identify and use conjunctions Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 215		
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 use of conjunctions learners have learnt. e.g. <i>and, but, or, nor, so that, when, while, if, unless etc.</i> to express purpose, time, condition etc.</p> <p>Learners write stories on topics of their choice using the conjunctions to link ideas in their sentences.</p> <p>Have learners peer-edit one another's work.</p> <p>Engage learners in the "popcorn reading" game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary of the book read. 	Word cards, sentence cards, letter cards, handwriting on a manila card

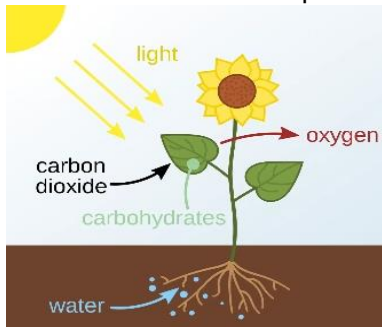

PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.	
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Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B6	Class Size:	Sub Strand: Ratio And Proportion	
Content Standard: B6.1.4.1 Demonstrate understanding of the concept of ratios and its relationship to fractions and to the multiplication and division of whole numbers		Indicator: B6.1.4.1.2 Express ratios in equivalent forms, compare and order ratios	Lesson: I OF I
Performance Indicator: Learners can express ratios in equivalent forms, compare and order ratios		Core Competencies: Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources		Counters, bundle and loose straws	
Key words			
References: Mathematics Curriculum Pg. 135			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing the song <u>WE CAN COUNT</u> We class six We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.	Use the concept of ratio as a fraction to find equivalent ratios that can be easily compared. The ratio 2:3 can be expressed as $\frac{2}{3}$ Assessment: Have learners practice with several examples.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task
Tuesday	Engage learners to solve this brain teaser 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? Answer: 7	Guide learners to determine which ratio is larger/largest change to equivalent ratios with same denominator and compare or order. E.g. Afia, Bedu and Caro each mix orange squash (S) and water (W) in the ratio 3:14, 2:7 and 1:4 respectively. Whose drink tastes strongest of squash? To determine the one Whose drink tastes strongest of squash we need to have the same unit of water, hence Bedu's. Assessment: Have learners practice with several examples.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task
Wednesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class six We can count	Guide learners to solve simple problems that involve simplifying, comparing, finding missing and total ratios. E.g. (i) Given that 10: q = 2 : 3, find q.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

	<p>We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.</p>	<p>To find q, change the ratios to fractions $10:q = \frac{10}{q}$ and $2:3 = \frac{2}{3}$ $\frac{10}{q} = \frac{2}{3}$, now cross multiply $Q \times 2 = 10 \times 3$ $2q = 30 = 15$ $Q = 15$</p> <p>Assessment: Have learners practice with several examples.</p>	<p>Give learners individual or home task</p> <p>e.g. The ratio of boys to girls in a class room is 7 to 11. If there are a total of 49 boys in the classroom, then how many boys and girls are there altogether?</p>
Thursday	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=44$ $3+3=96$ $4+4=168$ $5+5=2510$</p> <p>Then: $6+6=?$</p> <p>Answer: 3612</p>	<p>Guide learners to solve simple problems that involve ratios and finding total ratios.</p> <p>E.g. Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. The number of boys = $24-10=14$ The ratio of boys to girls = $14:10 = 7:5$</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>e.g. A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses.</p>
Friday	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Guide learners to solve simple problems that involve ratios and finding total ratios.</p> <p>E.g. (i) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate?</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>

Week Ending:		Subject: Science
Duration: 60mins per lesson		Strand: Cycle
Class: B6	Class Size:	Sub Strand: Life Cycle Of Organism
Content Standard: B6.2.2.1 Demonstrate understanding of the life cycle of a plant	Indicator: B6.2.2.1.1 Know the materials needed for the survival of plants in the environment	Lesson: I OF I
Performance Indicator: Learners can know the materials needed for the survival of plants in the environment	Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Plants seeds, hand lens, paper, pencil, fruits	
New words		
References: Science Curriculum Pg. 37		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start the lesson with a debate.</p> <p>Teacher chooses a topic or allow learners to choose their own topic. e.g. "should children under 18 be allowed to vote?".</p> <p>Elaborate on learners points and summarise the debate</p>	<p>Engage learners to investigate the materials required for plant survival. (<i>water, carbon dioxide, oxygen, sunlight</i>)</p> <p>Learners present their findings on the materials required for plant survival.</p> <p>Using annotated diagrams, learners show sources and point of entry of the essential materials into the plants.</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>Engage learners to play games and sing songs to begin the lesson.</p> <p>Use questions to review learners understanding in the previous lesson.</p>	<p>Learners are guided to conduct an experiment to show the effect of water on plants' survival.</p>  <p>Learners are assigned to find out the specific functions of oxygen, carbon</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>

		dioxide, sunlight and water in the survival of plants	
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Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All Around Us	
Class: B6	Class Size:	Sub Strand: The Environment And The Weather	
Content Standard: B6.2.1.1. Demonstrate understanding of the importance of trees in our environment		Indicator: B6.2.1.1.1. Plant trees in their communities as a civic duty	Lesson: 1 OF 1
Performance Indicator: Learners can plant trees in their communities as a civic duty		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 50			
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>Engage learners undertake a tree planting project in the school to check erosion or provide shade</p> <p>Write down the processes about their project e.g. daily watering, measuring the height of the trees weekly, number of leaves.</p> <p>Learners discuss the importance of trees in their communities e.g. clean air, shade</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: REL & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B6	Class Size:	Sub Strand: Religious Worship	
Content Standard: B6 2.1.1. Explain the importance of prayer, worship and other acts of worship		Indicator: B6 2.1.1.1: Discuss the importance of prayer in our lives.	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate ways they can commit themselves to the community.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 49			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games and sing songs and recite rhymes in relation to the lesson</p> <p><u>PRAYER IS THE KEY</u> Prayer is the key Prayer is the key Prayer is the master's key Jesus started with prayer and ended with prayer Prayer is the master key</p> <p><u>READ YOUR BIBLE PRAY EVERYDAY</u> Read your bible pray everyday Pray every day, Pray every day Read your bible pray everyday If you want to grow</p> <p>If you want to grow If you want to grow Hallelujah Read your bible pray everyday If you want to grow</p>	<p>Guide learners to discuss the meaning of prayer: a communication between the worshipper and the object of worship.</p> <p>Let learners talk about the types of prayer:</p> <p>Christianity - thanksgiving, intercession, supplication, confession, etc. Islam - Salat (five daily compulsory prayers), congregational (Ju`mah), etc. Traditional - thanksgiving, intercession, supplication, confession, etc.</p> <p>Lead learners to discuss the importance of prayer: - brings us closer to God, - it shows our dependence on God, etc.</p> <p>Ask learners to demonstrate how prayer is performed in the three major religions.</p>	<p>What have we learnt today?</p> <p>The importance of prayer in our lives</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Colonization & Development	
Class: B6	Class Size:	Sub Strand: Political Development	
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957		Indicator: B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957	Lesson: 1 OF 1
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
New words			
References: History Curriculum Pg. 41			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners questions to review their understanding in the previous lesson	Revise with learners the concept indirect rule used by the colonial masters. Have learners to discuss the features of the indirect rule of governance	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Discuss the advantages and disadvantages of indirect rule Advantages <i>i. recognition of traditional chiefs</i> <i>ii. preservation of native institutions</i> <i>iii. it was cheaper</i> <i>iv. eliminated bad traditional practices.</i> Disadvantages <i>i. sidelined the educated elite</i> <i>ii. dilemma of chiefs</i> <i>iii. puppets of the british</i> <i>iv. imposition of unqualified chiefs</i>	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual & Performing Arts	
Class: B6	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6 2.2.3 Create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world	Lesson: I OF I
Performance Indicator: Learners can create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world		Core Competencies: Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 122,256			


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 the world. Example: Pandemics(COVID-19)</p> <p>Have learners to recall images of visual artworks on the topical issues.</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:		Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Writing Convention
Class: B6	Class Size:	Sub Strand: Use Of Punctuation
Content Standard: B6.5.2.1: Show an understanding of using punctuation marks appropriately in writing.		Indicator: B6.5.2.1.1-3 Use punctuation marks appropriately in writing essays.
Performance Indicator: Learners can use punctuation marks appropriately in writing essays.		Lesson: 1 OF 1
Teaching/ Learning Resources		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking
		Word cards, sentence cards, letter cards, handwriting on a manila card
References: Ghanaian Language Curriculum Pg.86		

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.	Write well punctuated sentences on flashcards. Teach learners what a paragraph is. Help learners to show an understanding of using punctuation marks appropriately in writing paragraphs.	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.	Revise punctuation marks with learners. Give a topic for learners to write a short essay on. Take learners' essays and discuss the punctuation used in them. Give another essay topic for learners to write and discuss among themselves the punctuations used.	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.	Write well punctuated on flashcards. Use the flashcards to help learners write their own reports. Give a topic for learners to write a report on and check the use of their punctuations.	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

		Give a report with no punctuation, ask learners to put in the punctuations marks and discuss them.	
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Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B6	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: B6.3.2.3.2: Perform 15 continuous sit-ups	Lesson: 1 OF 1
Performance Indicator: Learners can perform 15 continuous sit-ups		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources		Pictures and Videos	
References: PE Curriculum Pg. 77			

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 sit on a mat with in a 'v' shaped legs position. Keep their arms by their side.</p> <p>Perform continuous sit-ups the body continuously for 15 times.</p>  <p>Learners test their abdominal muscular strength by counting and logging the number they are able to perform in a set at their own pace</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 Computers	
Class: B6	Class Size:	Sub Strand: Technology In The Community	
Content Standard: B6.1.4.1. Demonstrate the use of Technology in the community.		Indicator: B6.1.4.1.1-4 Define communication and Identify technological tools for communicating in the community.	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate how to store data and manipulate data to gain required output		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer set up	
References: Computing Curriculum Pg. 36			

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>Put learners into groups, to discuss communication and present findings to the class.</p> <p>Guide learners to mention and describe the importance of technology in communication</p> <p>Demonstrate communication with others. Guide learners to demonstrate communication (explain how communication is done via TV, radio, phone call, satellite etc.).</p> <p>Identify three more importance of technology in communication. Guide learners to mention the importance of technology in communication</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 SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Dramatization and Role Play
Content Standard: B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech		Indicator: B6.1.5.2.1 can dramatize/role-play whole/parts of stories or scenes
		Lesson: 1 of 1
Performance Indicator: Learners can dramatize/role-play whole/parts of stories or scenes		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Guide learners through discussion to identify some stories/scenes, events etc.</p> <p>Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending.</p> <p>Have learners prepare and dramatize/role-play whole/parts of stories/scene, events). Ensure the role-play/dramatization depicts selected theme.</p> <p>Ensure appropriate vocabulary use as well as correct pronunciation.</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: 50mins		Strand: Reading	
Class: B6	Class Size:		Sub Strand: Comprehension
Content Standard: B6.2.7.1: Process and comprehend level appropriate texts		Indicator: B6.2.7.1.3 scan/skim for details and read level-appropriate texts silently and closely for comprehension	Lesson: 1 of 1
Performance Indicator: Learners can scan/skim for details and read level-appropriate texts silently and closely for comprehension		Core Competencies: Communication and Collaboration, Personal Development	
Keywords	diphthongs		
References: English Language Curriculum For Primary Schools Pg. 171			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Use texts to guide learners to grasp the main ideas as they skim in 3-4 minutes and have them present their points for class discussion. This must be a regular feature of reading and comprehension lessons. Give frequent and regular practice in silent and close reading using the Directed Reading Activity (DRA) strategy.	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.		

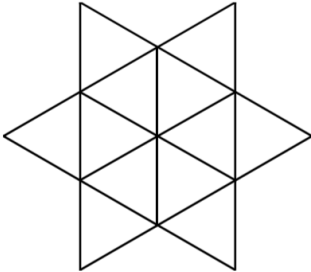
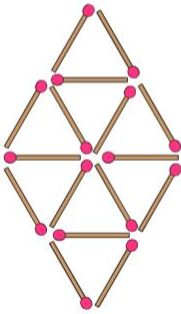
Week Ending:		DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B6		Class Size:		Sub Strand: Conjunctions
Content Standard: B6.3.8.1: Apply the knowledge of conjunctions in speech and in writing		Indicator: B6.3.8.1.1 identify and use simple conjunctions		Lesson: 1 of 2
Performance Indicator: Learners can identify and use simple conjunctions			Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 194				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Conjunction is a word that joins words or sentences. The conjunctions 'and', 'or' and 'but' are called coordinating conjunctions.</p> <p>e.g. i. Henry brought a desk, a table <u>and</u> two chairs. ii. Esther can bring a table <u>or</u> chair iii. Chantal didn't bring a chair <u>but</u> a desk</p> <p>Provide sentences for learners to join them with coordinating and subordinating conjunctions.</p> <p>Provide passages and let learners identify conjunctions.</p> <p>Let them do other activities like filling blanks with suitable conjunctions and using conjunction in their own sentences.</p>			Word cards, paper, letter cards,
PHASE 3: REFLECTION	Learners are guided to summarize the lesson through questions and answers.			

Week Ending:		DAY: THURSDAY	Subject: English Language
Duration: 60mins		Strand: Writing	
Class: B6	Class Size:		Sub Strand: Persuasive Writing
Content Standard: B6.4.13.2: Write arguments to support claims with clear reasons and relevant evidence		Indicator: B6.4.13.2.4 provide a concluding statement that follows from argument presented and pose a rhetorical question on the topic	Lesson: 1 of 1
Performance Indicator: Learners can provide a concluding statement that follows from argument presented and pose a rhetorical question on the topic		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 207			
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 them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept the opinion or point of view.</p> <p>Teach the features of a debate e.g. vocatives, taking a stand etc.</p> <p>Put learners in groups and have them select a controversial or debatable topic.</p> <p>Divide the class into two to prepare using the writing process as a guide, and to debate on the topic</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	<p>Orally help learners to complete the writers reflection worksheet.</p> <ul style="list-style-type: none"> • My piece of writing is about? • My favorite part of my writing is..... • Something I found difficult was..... <p>Summarize the important points in the lesson with learners.</p>		

Week Ending:	DAY: FRIDAY	Subject: English Language	
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading	
Class: B6	Class Size:	Sub Strand: Using Simple and Compound Sentences	
Content Standard: B6.5.9.1: Apply knowledge of grammatical rules to form words, phrases and sentences		Indicator: B6.5.9.1.1 identify subjects and verb in complex sentences	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can use identify subjects and verb in complex sentences Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 219			
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 nouns and verbs by having learners identify them and use them in sentences.</p> <p>Revise simple subjects and predicates in sentences.</p> <p>Elicit sentences from learners and let them identify the subjects and predicates of their own sentences.</p> <p>Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences.</p> <p>Let learners describe an event they had participated in using complex sentences. They edit it to demonstrate their knowledge of subject and predicate.</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. 	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the important points in the lesson with learners.</p>	

Week Ending:	DAY:	Subject: Mathematics
Duration: 60mins per lesson		Strand: Number
Class: B6	Class Size:	Sub Strand: Ratio And Proportion
Content Standard: B6.1.4.2 Understand the concept of proportion and its relationship to ratios and rates. Use proportional reasoning and rates to solve real world and mathematical problems		Indicator: B6.1.4.2.1 Use models to explain proportion as a comparison between quantities with equal ratios
Performance Indicator: Learners can use models to explain proportion as a comparison between quantities with equal ratios		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Problem Solving skills; Critical Thinking;
Counters, bundle and loose straws		
Key words		
References: Mathematics Curriculum Pg. 135		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>How many triangles can you see in this picture?</p> 	<p>Guide learners to multiply a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3}$</p> $+ \frac{2}{3} + \frac{2}{3} = \frac{10}{3} = 3 \frac{2}{3}$ <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. $3 \times 2 \frac{2}{3} = (3 \times 2) + (3 \times \frac{2}{3})$ $= 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6 + \frac{6}{3} = \frac{24}{3} = 8$</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>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;</p> <p>i.e. $3 \times 2 \frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3}$ $= \frac{24}{3} = 8$</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>Wednesday</p>	<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> ◊ Finish</tr></table>	4	9	7	7	4
4	9	7	7	4		
8	9	4	5	7		
6	6	4	9	9		
7	8	8	8	6		
Start ◊	5	5	6	5	5	

Add the numbers as you go. Can you make exactly 53 ?

 To multiply a fraction (i.e. common or mixed) by a whole number e.g. $4\frac{4}{5} \times 5$ first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. $4\frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{24 \times 5}{5 \times 1} = \frac{120}{5} = \frac{24}{1} = 24.$ Assessment: Have learners practice with several examples | || Thursday | **Which number should go in the empty triangle?** | Use mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios. Example: The mapping diagram shows that the ratio of number of hens to number of eggs are equal, hence the number of hens is proportional to the number of eggs. Assessment: Give learners mappings to identify those that are proportional and those that are not | 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. |
| Friday | **There is something strange about this addition square. Can you work out what the missing number is?** | | | | | |----|----|----|----| | + | 3 | 8 | 11 | | 3 | 6 | 11 | 2 | | 8 | 11 | 4 | 7 | | 11 | 2 | 7 | | | Guide learners to work out proportion in given contexts and use them in solving problems; e.g. 200 bottles of equal capacity hold 350 liters of water. How much water does each bottle hold? If 200bottles=350litres Then 1bottle= $\frac{350litres}{200bottles}$ = 1.75 liters Therefore each bottle holds 1.75liters of water Assessment: Have learners practice with several 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. |

Week Ending:		Subject: Science
Duration: 60mins per lesson		Strand: Cycle
Class: B6	Class Size:	Sub Strand: Life Cycle Of Organism
Content Standard: B6.2.2.1 Demonstrate understanding of the life cycle of a plant	Indicator: B6.2.2.1.2 Observe the life cycle of a plant	Lesson: 1 OF 1
Performance Indicator: Learners can observe the life cycle of a plant	Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures of okra and maize plant.	
New words		
References: Science Curriculum Pg. 37		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start the lesson with a debate.</p> <p>Teacher chooses a topic or allow learners to choose their own topic. e.g. "should children under 18 be allowed to vote?".</p> <p>Elaborate on learners points and summarise the debate</p>	<p>Brainstorm learners to talk about how okra or maize plant grow.</p> <p>Let learners share their experiences on farm activities.</p> <p>Guide learners to plant viable maize and okra seeds and care for them until they bear fruits.</p> <p>Learners observe the growing plants weekly and record the changes that take place until other viable seeds are produced.</p> <p>Learners write a report based on their observations.</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>Engage learners to play games and sing songs to begin the lesson.</p> <p>Use questions to review learners understanding in the previous lesson.</p>	<p>Learners to prepare a poster on how plants grow.</p> <p>Guide learners to base their report and poster on the observation made.</p> <p>Learners to present their drawings to whole class for discussion.</p> <p>Encourage learners to pose questions of what they don't understand.</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>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All Around Us	
Class: B6	Class Size:	Sub Strand: Plants And Animals	
Content Standard: B6.2.2.1. Demonstrate understanding of the importance of animals to plants in the environment		Indicator: B6.2.2.1.1 Explain the importance of animal waste to plants	Lesson: 1 OF 1
Performance Indicator: Learners can explain the importance of animal waste to plants		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 50			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson. Use questions to review learners understanding in the previous lesson.	Learners watch pictures/videos of manure and discuss the importance of manure e.g. soil fertility Obtain different plant and animal waste from the community and use such materials to prepare manure.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing songs to begin the lesson. Use questions to review learners understanding in the previous lesson.	Learners watch pictures/videos of manure and discuss the importance of manure e.g. soil fertility Obtain different plant and animal waste from the community and use such materials to prepare manure.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending:	DAY:	Subject: REL & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B6	Class Size:	Sub Strand: Religious Worship	
Content Standard: B6 2.2.1. Discuss the significance of religious festivals		Indicator: B6 2.2.1.1: Gather and record data on religious festivals.	Lesson: I OF I
Performance Indicator: Learners can gather and record data on religious festivals.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 50			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson. Use questions to review learners understanding in the previous lesson.	In groups, let learners talk about the need to be a committed citizen. Let learners list the need to be committed to the society:-It attracts material and spiritual blessings.-It ensures peace and harmony.-It leads to progress and development, etc. Through drama, let learners show how they can be committed citizens.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Colonization & Development	
Class: B6	Class Size:	Sub Strand: Political Development	
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957		Indicator: B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957	Lesson: 1 OF 1
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
New words			
References: History Curriculum Pg. 41			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners questions to review their understanding in the previous lesson	Revise with learners the concept indirect rule used by the colonial masters. Have learners to discuss the features of the indirect rule of governance	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Discuss the advantages and disadvantages of indirect rule Advantages <i>i. recognition of traditional chiefs</i> <i>ii. preservation of native institutions</i> <i>iii. it was cheaper</i> <i>iv. eliminated bad traditional practices.</i> Disadvantages <i>i. sidelined the educated elite</i> <i>ii. dilemma of chiefs</i> <i>iii. puppets of the british</i> <i>iv. imposition of unqualified chiefs</i>	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual & Performing Arts	
Class: B6	Class Size:	Sub Strand: Displaying and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6.2.3.5. stage a display of own artworks to share creative experiences ³	Lesson: I OF I
Performance Indicator: Learners can stage a display of own artworks to share creative experiences		Core Competencies: Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 122,256			

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:		Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Writing Convention
Class: B6	Class Size:	Sub Strand: Use Of Action Words
Content Standard: B6.5.3.1: Demonstrate knowledge on the appropriate use of action words.	Indicator: B6.5.3.1.1-3 Recognize and use perfect tense action words in sentences.	Lesson: 1 OF 1
Performance Indicator: Learners can recognize and use perfect 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.87		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches	<p>Let learners mention some action words and use them in sentences.</p> <p>Write the sentences on the board and discuss the perfect tense with learners.</p> <p>Allow a learner to give an action word (verb) and another learner to use it to form a sentence with the verb in the perfect tense.</p> <p>Talk about the perfect tense and give examples on the board.</p> <p>Write some sentences and allow learners to identify the perfect action words in the sentences.</p> <p>Allow the learners to use the verbs to form sentences orally.</p> <p>Tell the learners to put the verbs in the perfect tense.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	Get a tall list of action words on it. Select a student to stand at the front of the room and act out a word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly can act the next word	<p>Write sentences with the subject in singular form and discuss with learners the agreement between the verb and the subject.</p> <p>Allow learners to give more sentences orally and talk about the subject-verb agreement.</p> <p>Give other sentences with the subject in the plural form.</p> <p>Discuss the agreement between the verb and plural subject.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		<p>Ask learners to give more examples and write them on the board.</p> <p>Call learners in turns to underline the verb.</p> <p>Let learners change the verbs in the sentences into the perfect tense</p>	
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Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Values And Psycho-Social Concepts	
Class: B6	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: B6.4.1.4.1: Develop a one-day personal physical fitness plan	Lesson: 1 OF 1
Performance Indicator: Learners can develop a one-day personal physical fitness plan		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources		Pictures and Videos	
References: PE Curriculum Pg. 79			

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 groups let learners discuss physical fitness.</p> <p>Physical fitness is the process attained through quality instructional physical education.</p> <p>Participation in physical activity and knowledge of fitness components coupled with an appreciation for good health.</p> <p>Learners develop a one-day personal fitness which include: Jogging-muscular endurance, running-cardio-respiratory endurance, push-ups-muscular strength, aerobic dance-flexibility, etc</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: Presentation	
Class: B6	Class Size:	Sub Strand: Introduction To MS-PowerPoint	
Content Standard: B6.2.1.1 Demonstrate how to use Microsoft PowerPoint		Indicator: B6.2.1.1.1-3. Demonstrate how to use icons in the Text group in the Insert Ribbon	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate how to use icons in the Text group in the Insert Ribbon		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Computer set up	
References: Computing Curriculum Pg. 37			

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>Demonstrate how to use the File menu, the Insert and Design Ribbon from B5.</p> <p>Guide learners to use File menu, Insert and Design Ribbons.</p> <p>Demonstrate how to use icons in the Text group in the Insert Ribbon.</p> <p>Guide learners to properly use the icons in the Insert Ribbon.</p> <p>Guide learners to give a 5-slide presentation in MS-PowerPoint using the tools of the ribbons studied.</p> <p>Guide learners to present their work to the 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 12

BASIC SIX

Name of School.....

Week Ending:	DAY: MONDAY	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B6	Class Size:	Sub Strand: Dramatization and Role Play
Content Standard:	Indicator: B6.1.10.2.1 create and present simple instructions or a manual on how to play a game	Lesson: 1 of 1
Performance Indicator: Learners can create and present simple instructions or a manual on how to play a game		Core Competencies: Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Guide learners through discussion to identify some stories/scenes, events etc.</p> <p>Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending.</p> <p>Have learners prepare and dramatize/role-play whole/parts of stories/scene, events). Ensure the role-play/dramatization depicts selected theme.</p> <p>Ensure appropriate vocabulary use as well as correct pronunciation.</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: 50mins		Strand: Reading	
Class: B6	Class Size:	Sub Strand: Comprehension	
Content Standard:		Indicator: B6.2.9.1.1 read grade-level text with meaning	Lesson: 1 of 1
Performance Indicator: Learners can read grade-level text with meaning		Core Competencies: Communication and Collaboration, Personal Development	
Keywords	diphthongs		
References: English Language Curriculum For Primary Schools Pg. 171			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. <ul style="list-style-type: none"> • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Use texts to guide learners to grasp the main ideas as they skim in 3-4 minutes and have them present their points for class discussion. This must be a regular feature of reading and comprehension lessons. Give frequent and regular practice in silent and close reading using the Directed Reading Activity (DRA) strategy.	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.		

Week Ending:		DAY: WEDNESDAY	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B6		Class Size:		Sub Strand: Conjunctions
Content Standard: B6.3.8.1: Apply the knowledge of conjunctions in speech and in writing		Indicator: B6.3.9.1.1 use modals to express a variety of meanings		Lesson: 1 of 2
Performance Indicator: Learners can use modals to express a variety of meanings			Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 194				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)</p> <p>The words that we use to describe people are called adjectives.</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Conjunction is a word that joins words or sentences. The conjunctions 'and', 'or' and 'but' are called coordinating conjunctions.</p> <p>e.g. i. Henry brought a desk, a table <u>and</u> two chairs. ii. Esther can bring a table <u>or</u> chair iii. Chantal didn't bring a chair <u>but</u> a desk</p> <p>Provide sentences for learners to join them with coordinating and subordinating conjunctions.</p> <p>Provide passages and let learners identify conjunctions.</p> <p>Let them do other activities like filling blanks with suitable conjunctions and using conjunction in their own sentences.</p>			Word cards, paper, letter cards,
PHASE 3: REFLECTION	Learners are guided to summarize the lesson through questions and answers.			

Week Ending:	DAY: THURSDAY	Subject: English Language	
Duration: 60mins		Strand: Writing	
Class: B6	Class Size:	Sub Strand: Informative Writing	
Content Standard: B6.4.14.1: Write the event of the day		Indicator: B6.4.14.1.1. Write short paragraphs to describe incidents. E.g. accidents, fire outbreak	Lesson: 1 of 1
Performance Indicator: Learners can write short paragraphs to describe incidents		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 208			
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>Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage.</p> <p>Have learners select a topic and brainstorm to generate ideas.</p> <p>Put them into groups to organize the points for the development of paragraphs.</p> <p>Assign learners to individually develop the points into outlines and then into a draft.</p> <p>Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<p>Orally help learners to complete the writers reflection worksheet.</p> <ul style="list-style-type: none"> • My piece of writing is about? • My favorite part of my writing is..... • Something I found difficult was..... <p>Summarize the important points in the lesson with learners.</p>		

Week Ending:	DAY: FRIDAY	Subject: English Language	
Duration: 60mins		Strand: Writing Conventions/ Extensive Reading	
Class: B6	Class Size:	Sub Strand: Spelling	
Content Standard: B6.5.10.1: Spell words accurately		Indicator: B6.5.10.1.1. Check pieces of literary work for spelling	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can check pieces of literary work for spelling Learners can read a variety of age- and level appropriate books 		Core Competencies: Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 220			
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>Give learners an extract containing wrongly spelt words. Guide them to correct the spellings.</p> <p>Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince.</p> <p>Let their story begin from this end. Use a variety of local stories.</p> <p>Each effort is followed by editing focused on spelling.</p> <p>Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words</p> <p>Engage learners in the “popcorn reading” game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Encourage them to visit the local library to read and borrow books</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. 	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the important points in the lesson with learners.</p>	

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B6	Class Size:	Sub Strand: Ratio And Proportion	
Content Standard: B6.1.4.2 Understand the concept of proportion and its relationship to ratios and rates. Use proportional reasoning and rates to solve real world and mathematical problems		Indicator: B6.1.4.2.3 Use various strategies to solve proportional reasoning problems involving rates and scales	Lesson: 1 OF 1
Performance Indicator: Learners can use various strategies to solve proportional reasoning problems involving rates and scales		Core Competencies: Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources		Counters, bundle and loose straws	
Key words			
References: Mathematics Curriculum Pg. 137			



DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Take learners through math mental to solve the following. $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	Guide learners to use diagrams to explain the concept of rate a ratio that compares two different quantities measured in different units; e.g. the ratio → cost: weight = 8:2 = 4:1. This ratio is the unit ratio and show the rate for selling a unit or 1kg of the meat.	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	Take learners through math mental to solve the following. $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	Guide learners to work out rates and use them in solving problems. E.g. A litre of sachet water costs 40p. Find the cost of (i) 12 litre (ii) 7 liters (iii) 9 liters	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	Take learners through math mental to solve the following.	Learners to use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model; e.g. plan of a house or room. Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

	$8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>room. What is the actual length of</p> <p>(i) the room if it measures 41 2 cm;</p> <p>(ii) the bed if it measures 1.8cm?]</p>	
Thursday	<p>Take learners through math mental to solve the following.</p> $\square - 4 = 1$ $14 - \square = 7$ $8 + \square = 14$ $18 - \square = 9$	<p>Learners to use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model;</p> <p>e.g. plan of a house or room. Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of</p> <p>(i) the room if it measures 41 2 cm;</p> <p>(ii) the bed if it measures 1.8cm?]</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>Take learners through math mental to solve the following.</p> $2 + \square = 7$ $\square + 1 = 9$ $\square - 1 = 2$ $\square + 6 = 11$	<p>Work out scales and use them in solving problems; e.g. If 10cm on a map stands for 10km, what distances on the map stands for (i) 1km (ii) 7km (iii) 41km?</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:		Subject: Science
Duration: 60mins per lesson		Strand: Cycle
Class: B6	Class Size:	Sub Strand: Life Cycle Of Organism
Content Standard: B6.2.2.1 Demonstrate understanding of the life cycle of a plant	Indicator: B6.2.2.1.2 Observe the life cycle of a plant	Lesson: 1 OF 1
Performance Indicator: Learners can observe the life cycle of a plant	Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures of okra and maize plant.	
New words		
References: Science Curriculum Pg. 37		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start the lesson with a debate.</p> <p>Teacher chooses a topic or allow learners to choose their own topic. e.g. "should children under 18 be allowed to vote?".</p> <p>Elaborate on learners points and summarise the debate</p>	<p>Brainstorm learners to talk about how okra or maize plant grow.</p> <p>Let learners share their experiences on farm activities.</p> <p>Guide learners to plant viable maize and okra seeds and care for them until they bear fruits.</p> <p>Learners observe the growing plants weekly and record the changes that take place until other viable seeds are produced.</p> <p>Learners write a report based on their observations.</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>Engage learners to play games and sing songs to begin the lesson.</p> <p>Use questions to review learners understanding in the previous lesson.</p>	<p>Learners to prepare a poster on how plants grow.</p> <p>Guide learners to base their report and poster on the observation made.</p> <p>Learners to present their drawings to whole class for discussion.</p> <p>Encourage learners to pose questions of what they don't understand.</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>



Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All Around Us	
Class: B6	Class Size:	Sub Strand: Plants And Animals	
Content Standard: B6.2.2.1. Demonstrate understanding of the importance of animals to plants in the environment		Indicator: B6.2.2.1.1 Explain the importance of animal waste to plants	Lesson: 1 OF 1
Performance Indicator: Learners can explain the importance of animal waste to plants		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
New words			
References: OWOP Curriculum Pg. 50			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Use questions to review learners understanding in the previous lesson.</p>	<p>Learners watch pictures/videos of manure and discuss the importance of manure e.g. soil fertility</p>  <p>Obtain different plant and animal waste from the community and use such materials to prepare manure.</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>Engage learners to play games and sing songs to begin the lesson.</p> <p>Use questions to review learners understanding in the previous lesson.</p>	<p>Learners watch pictures/videos of manure and discuss the importance of manure e.g. soil fertility</p>  <p>Obtain different plant and animal waste from the community and use such materials to prepare manure.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>

Week Ending:	DAY:	Subject: REL & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B6	Class Size:	Sub Strand: Religious Worship	
Content Standard: B6 2.2.1. Discuss the significance of religious festivals		Indicator: B6 2.2.1.1: Gather and record data on religious festivals.	Lesson: 1 OF 1
Performance Indicator: Learners can gather and record data on religious festivals.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 50			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson. Use questions to review learners understanding in the previous lesson.	Let learners identify religious songs of the three major religions in Ghana. Let learners listen to cassette (CD) player of religious songs in the three major religions and indicate how they can apply the theme in their daily lives. Put learners into religious groups to take turns to perform various religious music and dance. Let learners, in groups, discuss the importance of religious songs in worship. Let Learners compose simple religious songs and poems	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: Colonization & Development	
Class: B6	Class Size:	Sub Strand: Political Development	
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957		Indicator: B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957	Lesson: I OF I
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
New words			
References: History Curriculum Pg. 41			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners questions to review their understanding in the previous lesson	Revise with learners the concept indirect rule used by the colonial masters. Have learners to discuss the features of the indirect rule of governance	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Discuss the advantages and disadvantages of indirect rule Advantages <i>i. recognition of traditional chiefs</i> <i>ii. preservation of native institutions</i> <i>iii. it was cheaper</i> <i>iv. Eliminated bad traditional practices.</i> Disadvantages <i>i. sidelined the educated elite</i> <i>ii. dilemma of chiefs</i> <i>iii. puppets of the british</i> <i>iv. imposition of unqualified chiefs</i>	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B6	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B6.1.4.6 /B6.2.4.7 Use the agreed guidelines to examine and derive meaning from own artworks	Lesson: I OF I
Performance Indicator: Learners can use the agreed guidelines to examine and derive meaning from own artworks		Core Competencies: Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 63			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. a painting</p>  <p>Have learners to talk about the painting.</p> <ol style="list-style-type: none"> what's going on in the painting what do you see that makes you say that? what more can we find? 	<p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p>  <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p> <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p>	<p>Review the lesson activities through questions and answers.</p>

Week Ending:		Subject: Ghanaian Language
Duration: 60mins per lesson	Strand: Extensive Reading	
Class: B6	Class Size:	Sub Strand: Reading
Content Standard: B6.1.1: Exhibit knowledge of understanding and appreciating magazines	Indicator: B5.6.1.1.1-2 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.		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Sing songs and rhyme sin relation to the lesson	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.	Review the lesson with learners
	Play games, sing songs and rhyme sin relation to the lesson	Guide learners to demonstrate correct speech, rhythm and tone when reading. Read a newspaper or novel aloud to learners with the correct tone and rhythm. Allow learners to demonstrate correct speech, rhythm and tone	Review the lesson with learners

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Values And Psycho-Social Concepts	
Class: B6	Class Size:	Sub Strand: Healthy Diet	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities		Indicator: B6.4.1.4.2 Explain the role that weight bearing activities play in bone strength.	Lesson: 1 OF 1
Performance Indicator: Learners can explain the role that weight bearing activities play in bone strength.		Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 79			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through general and specific warm ups	<p>Guide learners to explain the role that weight bearing activities play in bone strength.</p> <p>Learners explain that weight training develops muscular strength, makes the bones strong for fitness activities, stabilizes the body position, etc.</p>	<p>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 Word Processing	
Class: B6	Class Size:	Sub Strand: Word Processing	
Content Standard:		Indicator: B6.3.1.1.1-3 Demonstrate how to use the menu bar command buttons	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate how to use the menu bar command buttons		Core Competencies: Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources		Pictures or projected images	
References: Computing Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Revise with learners on the previous lesson	<p>File menu and Insert, Design, and Layout Ribbons from B5. Guide learners to use File menu, Insert, Design and Layout Ribbon.</p> <p>Demonstrate how to use icons in the Text group in the Insert Ribbon. Guide learners to properly use the icons in the Insert Ribbon.</p> <p>Be able to use the attributes of the ribbons studied in a paragraph. Guide the learners to create and format text in a document.</p>	Ask learners to summarize the main points in the lesson