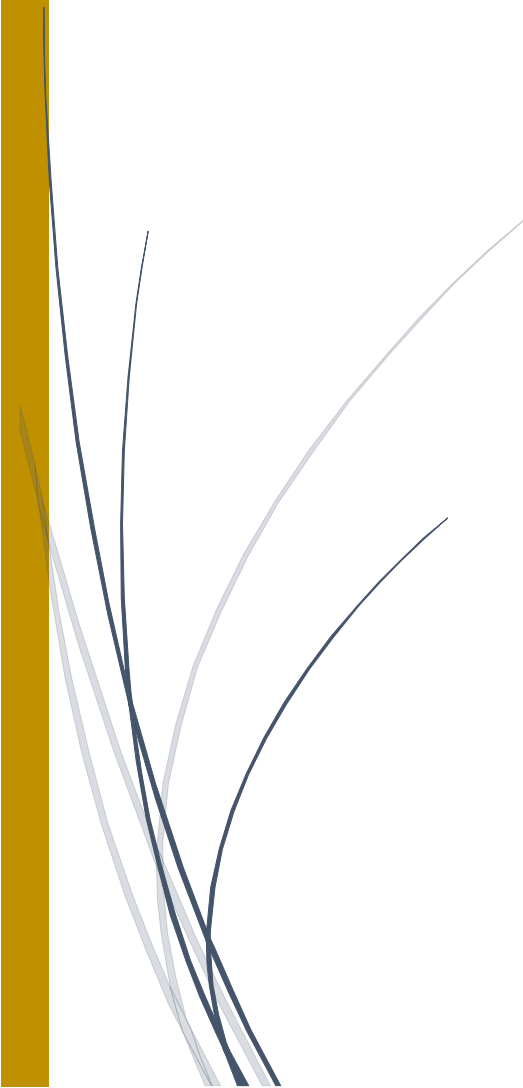


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

**SAMPLE LESSON NOTES-WEEK I**  
BASIC FIVE

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


Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK I

### BASIC FIVE


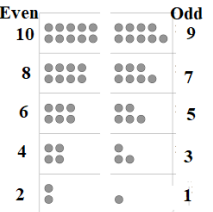

Name of School.....

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


	<p>If they are unsure of the word encourage them to sound it out e.g. fun-sun-sin-sit-sat-cat-mat-pat-pan-pin etc.</p>	<p>Have learners use these words in their own sentences.</p> <p>Have them present their work to the class for feedback.</p> <p>Have learners play vocabulary games, e.g. The Synonym /Antonym Tree game.</p>																											
Wednesday	<p>Gather 10 objects that can be found in the classroom and lay them all Out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask learners to write down as many items they remember on a piece of paper.</p>	<p><b>C. GRAMMAR</b> (Verbs)</p> <p>Revise regular verbs in simple past forms</p> <p>Introduce the simple past forms of irregular verb in context.</p> <p>Irregular verbs is one that does not form its simple past tense by adding ed or d to the base form. <i>E.g. begin-began, eat-ate, come-came, etc.</i></p> <p>In groups, have learners come out with more simple past forms of irregular verbs.</p> <p>Let groups read their verbs to the class.</p> <p>Have learners use the verbs (past forms) in sentences.</p>	<p>Have learners match the irregular verbs to their base form.</p> <p>Name: _____ Date: _____</p> <p><b>Irregular Verb Match</b></p> <p>Draw a line from the present tense to the past tense of each verb below. The first one is done for you.</p> <table border="0"> <tr> <td>say</td> <td>went</td> </tr> <tr> <td>tell</td> <td>taught</td> </tr> <tr> <td>go</td> <td>took</td> </tr> <tr> <td>win</td> <td>said</td> </tr> <tr> <td>teach</td> <td>came</td> </tr> <tr> <td>make</td> <td>told</td> </tr> <tr> <td>draw</td> <td>made</td> </tr> <tr> <td>meet</td> <td>won</td> </tr> <tr> <td>come</td> <td>cried</td> </tr> <tr> <td>take</td> <td>found</td> </tr> <tr> <td>find</td> <td>ran</td> </tr> <tr> <td>cry</td> <td>met</td> </tr> <tr> <td>run</td> <td>drew</td> </tr> </table> 	say	went	tell	taught	go	took	win	said	teach	came	make	told	draw	made	meet	won	come	cried	take	found	find	ran	cry	met	run	drew
say	went																												
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meet	won																												
come	cried																												
take	found																												
find	ran																												
cry	met																												
run	drew																												
Thursday	<p>Engage learners in the “Change your style” game</p> <p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.</p> <p>After a while teacher speeds up the tempo.</p> <p>For example: jumping, jumping, crazy dance, heading a ball etc.</p>	<p><b>D. WRITING</b> (Argumentative Writing Pg. 134)</p> <p>Engage learners in a debate on the topic. “should children be allowed to use mobile phones in school”</p> <p>learners provide reasons for the opinions they hold on the topic.</p> <p>Guide groups to provide evidence for the opinions they hold.</p> <p>Have groups present their work for discussions.</p> <p>Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms.</p> <p>You may read out models of argumentative essays to guide learners.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>																										
Friday	<p>Engage learners in a debate on the topic. “should children be allowed to use mobile phones in school”</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Conjunctions)</p> <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>Introduce <b>because, since, so, although,</b> in context. e.g. i. <i>I'm late because I missed the bus.</i> ii. <i>Although Afi has eye problems, she doesn't wear glasses.</i> iii. <i>He eats well, so he is healthy.</i></p>	<p>have learners to fill the blanks with conjunctions.</p> <p>because    so    then    if since    and    while    but</p> <p><b>WORD BANK</b></p> <p>★ He went to the toy store _____ bought a stuffed animal.</p> <p>★ We went to the movies _____ out to dinner.</p> <p>★ I baked cookies _____ they burned in the oven.</p> <p>★ Ted stayed home from school _____ he was sick.</p> <p>★ We flew our kite _____ the wind blew.</p> <p>★ I will eat my vegetables _____ I can have a cookie for dessert.</p> <p>★ I can go out to play _____ I finished all of my homework.</p> <p>★ Will brought a pail and shovel to the beach _____ he could build a sandcastle.</p>																										

	<p>Engage learners in the “popcorn reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Provide a passage and have learners identify the conjunctions in the passage.</p> <p>Let learners form sentences and join them with the conjunctions identified.</p> <p><b>F.EXTENSIVE READING</b>  Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a three-paragraph summary of the book read.</p>	<p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>
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<b>Week Ending</b>																		
<b>Class</b>	Five																	
<b>Subject</b>	<b>MATHEMATICS</b>																	
<b>Reference</b>	Mathematics curriculum Page																	
<b>Learning Indicator(s)</b>	B5.1.1.3.1-3																	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>❖ Learners can identify the factors of whole numbers 1 - 100</li> <li>❖ Learners can generate and identify prime numbers and composite numbers between 1 and 100</li> <li>❖ Learners can identify even and odd numbers between 1 and 100</li> </ul>																	
<b>Strand</b>	Number																	
<b>Sub strand</b>	Counting, Representation & Cardinality																	
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square, patterns																	
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision																		
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>															
Monday	<p>Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1).</p> <p>Divide the class into groups. One person from each group countdown the range without breaking.</p> <p>The group with the highest score wins!</p>	<p>Ask learners to use different arrangements of arrays of objects to find factors of whole numbers 1 – 100.</p> <p>For instance the factors of 24 can be obtained from the following arrays of objects.</p> <p>Ask learner to collect from the arrays, pairs of number as the factors of the given number, 24. Hence the set of factors of 24 = {1,2,3,4,6,8,12,24}</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>															
Tuesday	<p>Engage learners to solve this brain teaser</p> <p>A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?</p> <p>Answer: 7</p>	<p>Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below.</p> <p>Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number</th> <th>Factors</th> <th>Number of factors</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>1,2</td> <td>2</td> </tr> <tr> <td>3</td> <td>1,3</td> <td>2</td> </tr> <tr> <td>4</td> <td>1,2,4</td> <td>3</td> </tr> </tbody> </table>	Number	Factors	Number of factors	1	1	1	2	1,2	2	3	1,3	2	4	1,2,4	3	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Number	Factors	Number of factors																
1	1	1																
2	1,2	2																
3	1,3	2																
4	1,2,4	3																

<p>Wednesday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below.</p> <p>Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite</p> <table border="1" data-bbox="680 411 1066 575"> <thead> <tr> <th>Number</th> <th>Factors</th> <th>Number of factors</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>1,2,5,10</td> <td>4</td> </tr> <tr> <td>15</td> <td>1,3,5,15</td> <td>4</td> </tr> <tr> <td>20</td> <td>1,2,4,5,10,20</td> <td>6</td> </tr> <tr> <td>30</td> <td>1,2,3,5,6,15,30</td> <td>7</td> </tr> </tbody> </table>	Number	Factors	Number of factors	10	1,2,5,10	4	15	1,3,5,15	4	20	1,2,4,5,10,20	6	30	1,2,3,5,6,15,30	7	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
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10	1,2,5,10	4																
15	1,3,5,15	4																
20	1,2,4,5,10,20	6																
30	1,2,3,5,6,15,30	7																
<p>Thursday</p>	<p>Engage learners to solve this number pattern</p> <p>If: <math>2+2=4</math> <math>3+3=9</math> <math>4+4=16</math> <math>5+5=25</math></p> <p>Then: <math>6+6=?</math></p> <p>Answer: 36</p>	<p>In convenient groups, have learners use the “Sieve of Eratosthenes” to identify prime numbers between 1 and 100, i.e. dividing through by whole numbers starting from 2; numbers that cannot be divided by other numbers except the number itself are prime numbers</p> 	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>															
<p>Friday</p>	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Ask learners to use arrangements of twos arrays of objects to find even and odd numbers between 1 and 100</p>  <p>Ask learner to collect from the arrays, pairs to skip count in twos starting from 1 to generate odd numbers, and skip count in twos starting from 2 to generate even numbers.</p> 	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>															

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

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

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




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

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Tell learners a brief story about Ghana.</p> <p>Let learners sing some patriot songs they are familiar with.</p> <p>Yɛn ara asaase ni;          Ɛyɛ abɔ den den de ma yɛn,          Mogyɛ a nananom hwie gu          Nya de to hɔ ma yɛn,          Aduru me ne wo nso so,          Sɛ yɛbɛyɛ bi atoɔ so.          Nimdeɛ ntraso, nkoto-          kranne; Ne          pɛsɛmenkomenya,          Adi yɛn bra mu dem, ama          yɛn asaase hɔ dɔ atomu sɛ.</p> <p><b>Chorus 2x:</b>          ɔman no, sɛ ɛbɛyɛ yie o          ɔman no, sɛ ɛrenyɛ yie o;          Ɛyɛ nsɛnnahɔ sɛ,          ɔmanfo bra na ɛkyerɛ.          ɔman no, sɛ ɛbɛ yɛ yie o!          ɔman no, sɛ ɛrenyɛ yie o!;          Ɛyɛ nsɛ nahɔ sɛ, ɔmanfo          mmra na yɛnnkyerɛ.</p>	<p>Guide learners to explain what a protest movement is.</p> <p><i>A protest movement is a form of political expression that seeks to bring about social or political change by influencing the knowledge, attitudes and behavior of the public or the policies of an organization or institution.</i></p> <p>Guide learners to list the main protest movements in Ghana before 1945:          e.g. Aborigines Rights Protection Society- ARPS- 1897</p> <p>Discuss the sequence of events that led to the formation of the movement.</p> <p>The Gold Coast Aborigines Rights Protection Society was an African association formed in 1897. Originally established by traditional leaders and the educated elite to protest the crown lands bill of 1896 and lands bill of 1897. This was to protect the traditional land tenure practices of the indigenous gold coast peoples from being usurped by the colonial government of Britain. The co-founders were J.W de Graft Johnson, Jacob Wilson Sey, J.P Brown, J.E Casely Hayford And John Mensah Sarbah.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners to list the main protest movements in Ghana before 1945:          e.g. National Congress of British West Africa</p> <p>Discuss the sequence of events that led to the formation of the movement.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p>

		<p>The National Congress of British West Africa, founded in 1917, was one of the earliest nationalist organizations in west Africa, and one of the earliest formal organizations working toward African emancipation. It was largely composed of an educated elite in the gold coast, who felt under threat from the incorporation of traditional authorities in colonial system.</p> <p>The cofounders included Thomas Hutton Mills, J.E Casely Hayford, Edward Francis Small, F.V Nanka Bruce, A.B Quartey Papafio, Henry Van Hien, A. Sawyerr And Kobina Sekyi.</p>	Give learners individual or home task
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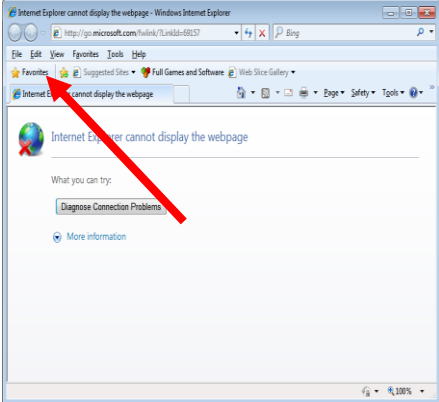
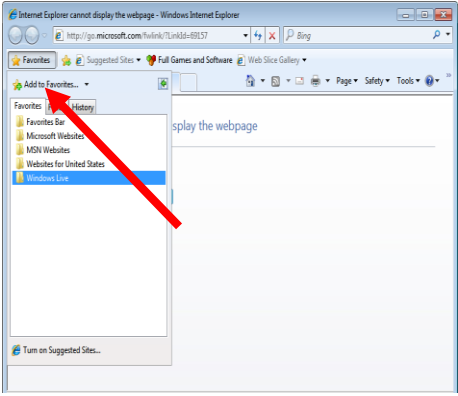
<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B5. 1.1.1.3.		
<b>Performance Indicator</b>	Learners can study some artworks created by Ghanaian and other African visual artists studied that reflect the physical and social environments of some African communities		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners sing songs and recite rhymes about work.  Learners mention some visual artworks produced in Ghana.	Learners are to study the artworks produced or found in other countries in Africa.  <u>Cheri Samba</u> Cheri Samba was born in Kinto M'Vuila, Democratic Republic of Congo, as the eldest son of his family. He is one of the most famous contemporary African artist. Samba started painting in 1975 in his own studio in Kinshasa. Samba's painting is said to emphasize poverty, stupidity about his culture, corruption, and chaos in his work. Etc.	Learners talk about what was interesting and made meaning to them in the lesson.  Learners retell the history of Cheri Samba in groups
	Call learners to recall some history facts about Cheri Samba.  Use series of questions to review their understanding in the previous lesson	Show pictures of his artworks to learners for them to generate their own ideas.  Assessment: learners to use ideas generated to create their own artworks	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Teacher moves round the classroom to monitor the progress of learners based on the task given them  Learners display their artworks for appreciation

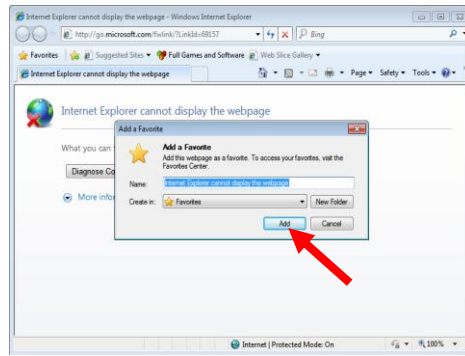
<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 39
<b>Learning Indicator(s)</b>	B5.1.9.1.1-2
<b>Performance Indicator</b>	Learners can recognize, explain and use polar question markers
<b>Strand</b>	Oral Language (Listening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

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

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

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

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



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

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

