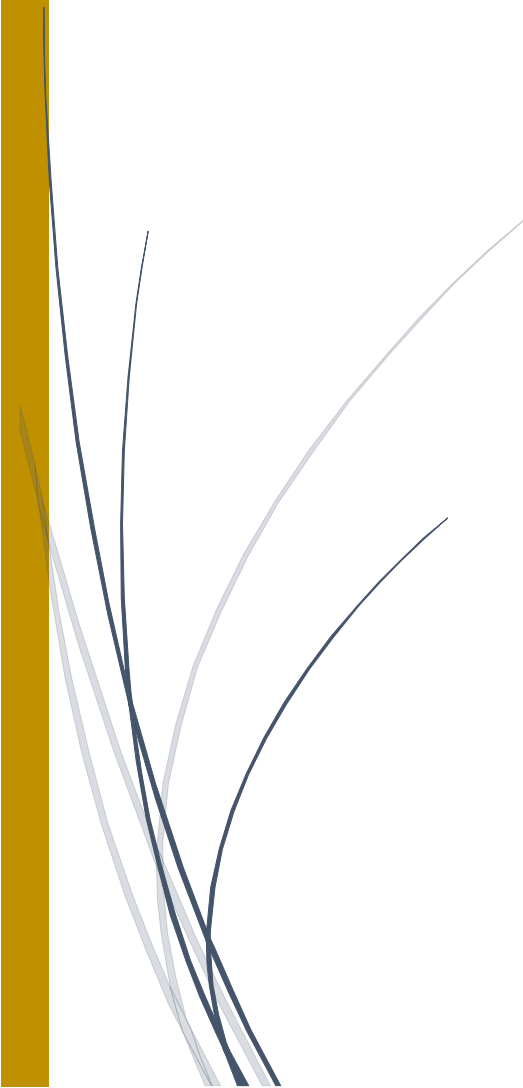


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SAMPLE LESSON NOTES-WEEK 2
BASIC FIVE

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating an abstract, organic shape.

Fayol Inc.
0547824419/0549566881


SCHEME OF LEARNING- WEEK 2

BASIC FIVE

Name of School.....

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| Week Ending | | | |
| Class | | Five | |
| Subject | | ENGLISH LANGUAGE | |
| Reference | | English Language curriculum Page | |
| Learning Indicator(s) | | B5.1.6.3.1. B5.2.6.4.1. B5.3.5.1.6. B5.4.13.2.3. B5.5.8.1.1. B5.6.1.1.1 | |
| Performance Indicator | | <p>A. Learners can engage in collaborative conversation on topics such as social issues, values and manners with adults</p> <p>B. Learners can recognize how words are formed through acronyms</p> <p>C. Learners can use the past continuous form of verbs to talk about actions/events.</p> <p>D. Learners can establish and maintain a formal style</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> | |
| Teaching/ Learning Resources | | Word cards, sentence cards, letter cards and a class library | |
| Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration | | | |
| 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) |
| Monday | <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 style="text-align: center;">A. ORAL LANGUAGE (Conversation. Page 78)</p> <p>Show a video of a talk show or introduce a talk show by drawing on learners background knowledge of such activities on TV. e.g. TV3 Talented Kids</p> <p>Identify an interesting topic e.g. "Children should not WhatsApp". Initiate a conversation using questions. Learners take turns to contribute to the conversation.</p> <p>Put learners in groups and let them choose a topic for conversation.</p> <p>Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation.</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>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 style="text-align: center;">B. READING (Vocabulary. page 98)</p> <p>Have learners revise building vocabulary through affixes. e.g. <i>micro – microscope, in – insert, con – connect, re – return</i></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> |

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| | <p>After a while teacher speeds up the tempo. For example: jumping, jumping, crazy dance, heading a ball etc.</p> | <p>Learners should find meaning to these affixes and write more examples of affixes.</p> <p>Play a game where learners identify affixes in words. The group with the highest number of words is declared the winner.</p> <p>Introduce acronyms and clipping. e.g.: acronyms – <i>WHO = World Health Organization</i></p> <p>Clipping- <i>telephone = phone</i></p> <p>Put learners into groups and have them research on acronyms and clipping, using dictionaries or online resources, to build more vocabulary.</p> | |
| Wednesday | <p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p> | <p>C. GRAMMAR (Verbs. page 115)</p> <p>Introduce the concept by reviewing the present continuous form of verbs.</p> <p>Use the concept in context and have learners identify the time of the actions.</p> <p>Have learners construct similar sentences. e.g. <i>I am watching television.</i> <i>You are washing your car.</i></p> <p>Explain that the past continuous form of verbs is used to talk about actions/events that were going on when a second action/event took place. e.g. <i>they were drinking coffee when I arrived</i></p> <p>In pairs let learners write sentences using the past continuous form of verbs.</p> | <p>Have learners to underline the past continuous verbs</p> <p>i. <i>I <u>was watching</u> football match on TV when he called.</i></p> <p>ii. <i>The earthquake <u>was scaring</u> all of us.</i></p> <p>iii. <i>We <u>were eating</u> when our friends showed up.</i></p> <p>iv. <i>The police <u>were chasing</u> the man while you were talking.</i></p> <p>v. <i>We <u>were going</u> to the cinema yesterday at this time.</i></p> <p>vi. <i>John <u>was reading</u> an English book while Mary was watching TV.</i></p> |
| Thursday | <p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p> | <p>D. WRITING (Persuasive Writing. page 135)</p> <p>Using models, discuss the basic structure of an argumentative piece:</p> <ul style="list-style-type: none"> – Introduction. – Reasons for the stand taken. – Conclusion. <p>Give learners a topic to debate on. e.g. “is lockdown the only means of curbing a pandemic”</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> |

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| | | <p>Have groups present full compositions using this structure for class discussions and feedback.</p> | |
| <p>Friday</p> | <p>Paste a conjunction chart on the board for learners to read the words and sentences on it.</p>  <p>Have learners guess what they are going to learn.</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>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using <i>Conjunctions</i>, page 158)</p> <p><i>Conjunction is word that joins words or sentences.</i></p> <p>Provide simple sentences and let learners join them using <i>and</i>, <i>or/nor</i>, <i>but</i>.</p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Let learners form sentences and join them with the conjunctions identified.</p> <p>F. EXTENSIVE READING 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>Use the words provided in the bracket to complete the sentence.</p> <ol style="list-style-type: none"> The movie isn't in color. It's in black _____ white. << and or >> He was tired _____ he went to bed. << but so >> I think she's in fourth _____ fifth grade. << and or >> We ran fast _____ missed the bus. << but if >> I like vanilla _____ chocolate ice cream. << and so >> Are we having pizza _____ tacos for lunch? << or so >> The puppy is happy _____ he is playing in the park. << because nor >> Breakfast is _____ lunch. << before during >> <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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| Week Ending | | | |
| Class | Five | | |
| Subject | MATHEMATICS | | |
| Reference | Mathematics curriculum Page | | |
| Learning Indicator(s) | B5.1.1.3.4-5 | | |
| Performance Indicator | <ul style="list-style-type: none"> ❖ Learners can determine the highest common factor of any 2 or 3 numbers by prime factorization ❖ Learners can recognize relationship between factors and multiples of whole numbers from 1 to 100 | | |
| Strand | Number | | |
| Sub strand | Counting, Representation & Cardinality | | |
| Teaching/ Learning Resources | Counters, bundle and loose straws base ten cut square, patterns | | |
| Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | |
| 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) |
| Monday | <p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p> | <p>Have learners use factor tree method to determine prime factors of any given whole number. For example the prime factors of 24 For instance, from the figure $24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are the prime factors of 24.</p> <p>Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have $36 = 2 \times 3 \times 2 \times 3 = 2 \times 2 \times 3 \times 3$ and $48 = 2 \times 3 \times 2 \times 2 \times 2 = 2 \times 2 \times 2 \times 2 \times 3$.</p> | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task. <i>Use the factor tree to determine the prime factors for the following.</i></p> <p>i. 32 iv. 30 ii. 50 v. 120 iii. 48 vi. 24</p> |
| Tuesday | <p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: $888 + 88 + 8 + 8 + 8$</p> | <p>Guide learners use the prime factorization to determine the HCF by underlining the common factors in each product $36 = 2 \times 2 \times 3 \times 3$ $48 = 2 \times 2 \times 2 \times 2 \times 3$ → which is $2 \times 2 \times 3 = 12$;</p> <p>Have learners use the prime factorization by inspection to determine the LCM by underlining the largest number of factors in each product $36 = 2 \times 2 \times 3 \times 3$ $48 = 2 \times 2 \times 2 \times 2 \times 3$ → which is $2 \times 2 \times 2 \times 2 \times 3 \times 3 = 144$</p> | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> |
| Wednesday | <p>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</p> | <p>Learners place factors in a Venn diagrams to find the HCF and LCM of 36 and 48. i.e. the HCF is product of factors in both circles → $2 \times 2 \times 3 = 12$; and the LCM is product of factors in the diagram → $3 \times 2 \times 2 \times 3 \times 2 \times 2 = 144$</p> <p>Learners use the prime factorization to determine the LCM and HCF of three numbers using (i) prime factorization using table and dividing through by prime factors. Example I, find the LCM and</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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| | obtains three numbers in a line. | HCF these sets of numbers: 12, 20 and 30. (see method in figure), i.e. HCF = 2, and LCM = $2 \times 2 \times 3 \times 5 = 60$. | |
| Thursday | <p>Have learners to solve the following within a given duration.</p> <p>Complete with “>”, “<” and “=”</p> <p>45 <input type="text"/> 67</p> <p>475 <input type="text"/> 457</p> <p>17 <input type="text"/> 71</p> <p>4+5 <input type="text"/> 6+7</p> <p>4+3 <input type="text"/> 3+4</p> <p>45-10 <input type="text"/> 70-9</p> | <p>Investigate even and odd numbers. How do you know a number is even or odd?</p> <p>Engage learners to play the sharing game to demonstrate even and odd numbers.</p> <p>First, give two oranges to two learners to share equally. With this, learners get one each. Let learners record the number 2 down in their books,</p> <p>Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be remainder of one. Let learners record the number 3 down in their books.</p> <p>Continue with several examples for learners to list the numbers that are divisible by 2 and those which are not. Example: {2,4,6,8,10,12,14,16...} {3,5,7,9,11,13,15,17,19...}</p> <p>Investigate numbers that are multiples of 4 and 6. How do you know a number is a multiple of 4? a multiple of 6? (This is also known as the divisibility test).</p> | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> <p>1. list prime numbers between 10 and 50</p> <p>2. find the following A={odd numbers between 1 and 10} B={prime numbers between 2 to 20}</p> |
| Friday | <p>Teacher calls out numbers from 1 to 20</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>Investigate perfect numbers, that is, numbers whose factors add up to the number; for instance 6 has factors 1, 2, 3 and 6. The sum of factors other than 6 is $1+2+3=6$, and hence 6 is a perfect number. How many?; more perfect number can we find in the first 100 whole 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> |



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| Week Ending | | | |
| Class | Five | | |
| Subject | SCIENCE | | |
| Reference | Science curriculum Page 29 | | |
| Learning Indicator(s) | B5.5.1.1.1 | | |
| Performance Indicator | Learners can know why it is important to wash clothes regularly | | |
| Strand | Humans & The Environment | | |
| Sub strand | Personal Hygiene & Sanitation | | |
| Teaching/ Learning Resources | Soap, water, dirty clothes | | |
| Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | |
| 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>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>Engage learners to watch a video or pictures showing other methods of washing clothes and underwear, apart from the hands.</p> <p>In pairs, learners share ideas on what will happen if they don't wash their clothes and underwear regularly.</p> <p>Guide learners to design personal roster for washing their clothes, indicating the days and times which they will use to wash their dirty clothes.</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 play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p> | <p>Engage learners to watch a video or pictures showing other methods of washing clothes and underwear, apart from the hands.</p> <p>In pairs, learners share ideas on what will happen if they don't wash their clothes and underwear regularly.</p> <p>Guide learners to design personal roster for washing their clothes, indicating the days and times which they will use to wash their dirty clothes.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending | | | |
| Class | Five | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | OWOP curriculum Page 36 | | |
| Learning Indicator(s) | B5.4.1.2.1 | | |
| Performance Indicator | Learners can discuss the importance of being a responsible citizen in the nation | | |
| Strand | Our Nation Ghana | | |
| Sub strand | Being A Citizen | | |
| Teaching/ Learning Resources | Pictures, Charts, Video Clips | | |
| Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship | | | |
| 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) |
| | Engage learners to sing patriot songs they familiar with Example: <u>Arise Ghana Youth</u> Arise ghana youth for your country The nation demands your devotion Let us all unite to uphold her And make her great and strong <i>Chorus:</i> We are all involved 3x In building our mothers land. | Learners describe attitudes and behaviors that show that a person is responsible e.g. <i>obedience to rules and regulations, respect others, accepting responsibility (performing assigned duties), taking initiatives, helping needy people.</i> Let learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc. | Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task |
| | Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers | Learners role-play activities of responsible citizens. Learners identify and talk about what they can do to help the country to develop. | Ask learners to tell you what they have learnt Give learners individual or home task |

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| Week Ending | | | |
| Class | Five | | |
| Subject | RELIGIOUS & MORAL EDUCATION | | |
| Reference | RME curriculum Page 43 | | |
| Learning Indicator(s) | B5.5.1.1.1 | | |
| Performance Indicator | Learners can recognize parents as sources of discipline and character formation. | | |
| Strand | The Family, Authority & Obedience | | |
| Sub strand | Authority & Obedience | | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy | | | |
| 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>Tell learners stories about discipline.</p> <p>Have learners to relate to the story and pledge to be discipline in all aspect of life.</p> <p>Learners to play games and sing songs to begin the lesson.</p> | <p>Revise with learners through questions and answers to mention how they are disciplined by their parents and other elders at home:</p> <ul style="list-style-type: none"> - <i>scolding,</i> - <i>reprimanding,</i> - <i>deprivation of gifts and other interests,</i> - <i>prayer and worship at home,</i> - <i>parents act as role models to the children/learners, etc.</i> <p>Guide learners to talk about the benefits they get from their parents because of their obedience to them.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending | | | |
| Class | Five | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page 34 | | |
| Learning Indicator(s) | B5.5.1.1.1 | | |
| Performance Indicator | Learners can identify the early protest movements in Ghana before 1945. | | |
| Strand | Journey to Independence | | |
| Sub strand | Early Protest Movement | | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates | | | |
| 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>Tell learners a brief story about Ghana.</p> <p>Let learners sing some patriot songs they are familiar with.</p> | <p>Learners to list the main protest movements in Ghana before 1945: e.g. The Gold Coast Youth Conference- 1929</p> <p>Discuss the sequence of events that led to the formation of the movement to learners.</p> <p>The National Congress of British West Africa founded by J.E Casely Hayford and administered by J.B Danqah from its inaugural meeting at Achimota college, 1930 led efforts in establishing and coordinating a tightly-knit intertribal alliance to assert our god given land as one nation and free the oppressed and misgoverned from colonial rule</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Learners to talk about the importance of protest movements.</p> <p>Learners to discuss how protest movements can be used to fight for human and civil rights.</p> <p>Have learners to list issues they can protest peacefully in the school or community.</p> <p>Learners to present their work to the class for feedback</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending | |
| Class | Five |
| Subject | CREATIVE ARTS |
| Reference | Creative Arts curriculum Page |
| Learning Indicator(s) | B5. 2.1.1.3 |
| Performance Indicator | Learners to study some compositions and performances of Ghanaian and other African communities. |
| Strand | Performing Arts |
| Sub strand | Thinking and Exploring Ideas |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | |


| 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) |
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| | <p>Learners sing songs and recite rhymes about work.</p> <p>Show pictures of John Okafor to learners for them to talk about it</p>  | <p>Have learners to study some compositions and performances of artist from Ghana and other African communities. e.g. John Okafor</p> <p>John Okafor, popularly known as Mr. Ibu is a Nigerian actor and comedian. Okafor is considered to be one of Nigeria's most talented comic characters. He acts with a humorous, sometimes stupid outside the normal behavior of a reasonable human being</p> <p>show pictures or play a video of one of John Okafor's performances for pupils to watch.</p> | <p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners to summarize the lesson.</p> |
| | <p>Engage learners in a variety show. Call learners in turns to do short performances in front of the class.</p> <p>The performance can be done in groups.</p>  <p>Use series of questions to review their understanding in the previous lesson</p> | <p>Let learners watch one of the movies of Okafor</p> <p>Have learners to talk about the video. <i>Talk about the lines and dialogues. Discuss the theme and plot of the movie</i></p> <p>Learners to create short drama pieces based on the theme.</p> <p>Discuss learners' drama and let them act in groups.</p> <p>Record performance of learners and upload on social media.</p> <p>Discuss the benefit of the movie with 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>Learners watch the recorded performance and appreciate their own artworks</p> |

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| Week Ending | |
| Class | Five |
| Subject | GHANAIAN LANGUAGE |
| Reference | Ghanaian Language curriculum Page |
| Learning Indicator(s) | B5.1.10.1.1-2 |
| Performance Indicator | Learners can recognize landmarks in your area and other areas. Use landmarks to give directions. |
| Strand | Oral Language (Listening and Speaking) |
| Sub strand | Giving & Following Instructions |
| Teaching/ Learning Resources | Word cards, sentence cards, letter cards, handwriting on a manila card |
| Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking | |

| 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) |
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| | <p>Show learners pictures or concrete objects of items at home.</p> <p>Ask learners to mention the names of the things and write them on the board. E.g. bucket, plates, stool, cooking pot, spoon, etc.</p> | <p>Discuss with learners what landmarks are.</p> <p><i>A landmark is an object or feature of a place that is easily seen and recognized from a distance, especially one that enables someone to establish their location.</i></p> <p>Display a sketch of an area on the board.</p> <p>Show them some of the landmarks on the sketch. <i>e.g. church buildings, Mosque, police station, market, hospital etc.</i></p> <p>show learners a picture of a town with some important landmarks.</p> <p>In groups, let learners identify all the landmarks on the picture.</p> | <p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</p> |
| | <p>Engage learners to play games and sing songs to get them ready for the lesson.</p> <p>Show learners pictures or concrete objects of items at school.</p> | <p>Ask learners to mention some landmarks that they see in their communities. <i>e.g. church buildings, Mosque, police station, market, hospital etc.</i></p> <p>Lead learners to recognize landmarks in their area and other areas.</p> <p>Allow a learner to give directions to their home making reference to any landmark in their area. E.g. post office, palace, church, mosque, school etc.</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 get them ready for the lesson.</p> <p>Show learners items found at school and at home.</p> | <p>Display a sketch of an area on the board.</p> <p>Ask the learners to mention some of the landmarks seen on the sketch displayed.</p> <p>Point to two locations on the sketch and ask learners to give directions from one location to another point on the sketch.</p> | <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p> |

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| | | <p>Assist learners to use more landmarks on the sketch to give directions correctly. E.g. Take the route on your right. Turn to the left of the mosque and descend the hill near the post office.</p> <p>Expose learners to Global Positioning System (GPS), especially the Ghana Post digital address system.</p> <p>Show learners how to use it.</p> | |
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| Week Ending | |
| Class | Five |
| Subject | PHYSICAL EDUCATION |
| Reference | PE curriculum Page |
| Learning Indicator(s) | B5.1.12.1.14 |
| Performance Indicator | Learners can dribble a ball and kick (shoot) it towards a goal while being guarded. |
| Strand | Motor Skill And Movement Patterns |
| Sub strand | Locomotive Skills |
| Teaching/ Learning Resources | Pictures and Videos |
| Core Competencies: Learners develop these skills such as agility, precision, power, direction, coordination | |

| 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 to jog and run within a demarcated area to warm up their bodies.</p> <p>Show pictures of the skill to be learnt.</p>  | <p>Arrange 5 cones in front of a goal post.</p> <p>The last cone should be about 5-10m away from the target or the goal post.</p> <p>Learners in front with the ball dribbles through the cones base on their capabilities and after the last cone kicks it into the goal post.</p> <p>Learners progress at their own pace.</p> <p>Assessment: Learners play mini football game in groups.</p> | <p>Learners cool-down to end the lesson.</p> <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Ask learners to summarize the lesson</p> |

| | |
|---|--|
| Week Ending | |
| Class | Five |
| Subject | COMPUTING |
| Reference | Computing curriculum Page 23 |
| Learning Indicator(s) | B5.6.3.1.3-4 |
| Performance Indicator | Learners can create favorite folder and use the links toolbar. |
| Strand | Internet And Social Media |
| Sub strand | Surfing The Worldwide Web |
| Teaching/ Learning Resources | Computer sets, modem and Pictures |
| Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy | |

| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
|-------------|--|---|--|
| | <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 create a favorite folder.</p> <p>To create a folder:</p> <ol style="list-style-type: none"> 1. click the Favorites button, then select the Add to favorites drop down menu. 2. select organize favorites 3. the organize favorites dialog box will appear. Select the New Folder button at the bottom left. 4. a new folder will appear 5. the new folder will now appear in the favorites menu. <p>Guide learners to use the links toolbar.</p> <p>This is to help the learner with the fundamental skills of surfing and navigating the internet.</p> | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Examples: state the steps in creating a new favorite folder in a web browser</p> <p>Ask learners to summarize the lesson</p> <p>Give learners home task to create a favorite link in a named folder.</p> |