



SAMPLE LESSON NOTES-WEEK 10
BASIC FIVE

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 10

BASIC FIVE

Name of School.....


Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.10.3.2-3. B5.2.8.1.3. B5.3.10.1.1. B5.4.15.1.1. B5.5.10.1.1. B5.6.1.1.1.	
Performance Indicator		<p>A. Learners can draw on prior knowledge to identify organizational structure of speech</p> <p>B. Learners can answer questions based on the passage read</p> <p>C. Learners can use prepositions to convey a variety of meanings:</p> <p>D. Learners can write to friends about events using appropriate letter formats</p> <p>E. Learners can use phonics knowledge to spell words</p> <p>F. Learners can read a variety of age- and level appropriate books.</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>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p><u>A. ORAL LANGUAGE</u> (Presentation)</p> <p>Have learners listen to a speech and give the written text to them to read taking note of the features.</p> <p>Discuss the structure of a model speech with learners: e.g. i. Heading ii. Vocative Address iii. Introduction iv. Body</p> <p>Provide sample speeches for discussion to help learners generate ideas for their speeches.</p> <p>Together with learners, discuss the organizational structure of the speeches.</p> <p>In groups have pupils write and present a parallel speech. Have the class critique each group's work based on the discussed structures.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p><u>B. READING</u> (Silent Reading)</p> <p>Learners pose and answer questions that clarify meaning and promote deeper understanding of a text.</p> <p>Questions can be generated by the learner, a peer or an adult. E.g. i. Why did the character do nothing? ii. How did it make them feel?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>C. GRAMMAR <i>(Prepositions)</i></p> <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. Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences.</p> <p>Introduce prepositions that show support or opposition in context. E.g. for you, against you.</p> <p>Let them identify these prepositions in texts they have read e.g. reading passages, stories, etc.</p> <p>Learners now write their own sentences with the prepositions.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.</p>	<p>D. WRITING <i>(Letter writing)</i></p> <p>In groups learners are given samples of friendly letters.</p> <p>Let them brainstorm and write the important features of the letter and other special things they identify in the letters.</p> <p>Learners present their information to the whole class to guide the class to learn about such letters.</p> <p>Guide learners in their groups to choose an imaginary friend they want to write to.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Friday</p>	<p>Engage learners to play the “Board Race” game</p> <p>Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted. The team with the highest score wins!</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Spelling)</i></p> <p>In groups, learners plan a spelling activity. Each selects a number of words. Learners create a context E.g. i. It is eaten at Christmas. ii. It is made of flour, eggs, sugar etc. iii. It is baked.</p> <p>Learners identify the word, say it, spell and use it in a sentence. This is a writing activity that can be done among two groups.</p> <p>The scores are recorded and the champions rewarded.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

	<p>Learners play “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 style="text-align: center;"><u>F.EXTENSIVE READING</u></p> <p>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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Week Ending			
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 107-108		
Learning Indicator(s)	B5.4.1.1.1-2		
Performance Indicator	Explain the difference between first-hand and second-hand data with examples.		
Strand	Geometry And Measurement		
Sub strand	Data Collection & Organization		
Teaching/ Learning Resources	Class registers, school based assessment		
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>Take learners through math mental to solve the following.</p> $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	<p>Explain first-hand data as data that you collect on your own; and second-hand data is data that has been collected and organized by somebody else.</p> <p>E.g. Mrs. Acquaye's class studied the weather. The learners measured the rainfall for 5 days (Monday to Friday). For her class these results are first-hand data. But for another class these results are second-hand data.</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 may need special help.</p>
Tuesday	<p>Take learners through math mental to solve the following.</p> $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	<p>Explain first-hand data as data that you collect on your own; and second-hand data is data that has been collected and organized by somebody else.</p> <p>E.g. Mrs. Acquaye's class studied the weather. The learners measured the rainfall for 5 days (Monday to Friday). For her class these results are first-hand data. But for another class these results are second-hand data.</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 may need special help.</p>
Wednesday	<p>Take learners through math mental to solve the following.</p> $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>Have learners to look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc.</p> <p>Ask learners to study the second-hand data on the league table and write questions for their friends to read and interpret the data. E.g. Which team has not lost in a match? Which team has won only one match?</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 may need special help.</p>



		<table border="1"> <thead> <tr> <th>Team</th> <th>P</th> <th>W</th> <th>D</th> <th>L</th> <th>F</th> <th>A</th> <th>Pts</th> </tr> </thead> <tbody> <tr> <td>Hearts</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>4</td> <td>1</td> <td>6</td> </tr> <tr> <td>Kotoko</td> <td>2</td> <td>1</td> <td>0</td> <td>1</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>Dwafts</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Gold Feilds</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	Team	P	W	D	L	F	A	Pts	Hearts	2	2	0	0	4	1	6	Kotoko	2	1	0	1	3	3	3	Dwafts	2	0	1	1	0	1	1	Gold Feilds	2	0	1	1	0	2	1	
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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>Have learners to look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc.</p> <p>Ask learners to study the second-hand data on the league table and write questions for their friends to read and interpret the data. E.g. Which team has not lost in a match? Which team has won only one match?</p> <table border="1"> <thead> <tr> <th>Team</th> <th>P</th> <th>W</th> <th>D</th> <th>L</th> <th>F</th> <th>A</th> <th>Pts</th> </tr> </thead> <tbody> <tr> <td>Hearts</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>4</td> <td>1</td> <td>6</td> </tr> <tr> <td>Kotoko</td> <td>2</td> <td>1</td> <td>0</td> <td>1</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>Dwafts</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Gold Feilds</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	Team	P	W	D	L	F	A	Pts	Hearts	2	2	0	0	4	1	6	Kotoko	2	1	0	1	3	3	3	Dwafts	2	0	1	1	0	1	1	Gold Feilds	2	0	1	1	0	2	1	<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 may need special help.</p>
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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>Have learners to look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc.</p> <p>Ask learners to study the second-hand data on suggested number of 30 minutes periods that Ghanaian primary school children learn certain subjects every week. Ask them to write questions for their friends to read and interpret the data.</p> <table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="3">Number of weekly periods in each class</th> </tr> <tr> <th colspan="3">Upper primary</th> </tr> <tr> <th></th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Mathematics</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>National language</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>Environmental studies</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Integrated sciences</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	Subject	Number of weekly periods in each class			Upper primary				P4	P5	P6	English	10	10	10	Mathematics	10	10	10	National language	6	6	6	Environmental studies	5	5	5	Integrated sciences	5	5	5	<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 may need special help.</p>									
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Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 31		
Learning Indicator(s)	B5.5.3.1.1		
Performance Indicator	Identify the raw materials used in some local industries		
Strand	Humans & The Environment		
Sub strand	Science and Industry		
Teaching/ Learning Resources	Gari, kenkey, shea butter, cooking oil, blacksmith, basketry		
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 introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>Take learners to a local basketry or pottery production site or show videos of such ventures.</p> <p>Learners observe critically and identify the raw materials used in the various industries.</p>  <p>Engage the learners in a matching activity to match some local products with their raw materials.</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>Take learners to a local carpentry site or show videos of such ventures.</p> <p>Learners observe critically and identify the raw materials used in the carpentry industry</p> <p>Learners plan and design a factory in their locality, showing the raw materials they use and the finished products</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			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 40		
Learning Indicator(s)	B5.4.4.1.1		
Performance Indicator	Participate in transplanting seedlings		
Strand	Our Nation Ghana		
Sub strand	Farming In Ghana		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity			
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 introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Let learners prepare plant house or garden boxes or garden beds for transplanting.</p> <p>Fill them with fertile soil or plant medium; make holes at correct spacing and water ready for seedlings.</p> <p>Ensure that seedlings are ready for transplanting. Water seedlings before transplanting.</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>Use the right tools e.g. hand trowel to lift seedlings from seedbed, use dibber to make holes at the right depth.</p> <p>Visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write weekly report.</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			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 5.2.1.1:		
Performance Indicator	Discuss the importance of being a responsible member of the family.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles Relationship in the family & Character Formation		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication 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)
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> - show commitment in family taking activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. 	<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			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 38		
Learning Indicator(s)	B5.5.3.1.1		
Performance Indicator	Explain why people were unhappy in the country after the Second World War		
Strand	Journey to Independence		
Sub strand	The 1948 Riots		
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)
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. The learner who guess right wins	Show and discuss a documentary on the general state of affairs after the Second World War. –failure to honor the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc. Discuss with learners when the when was the Second World War fought and highlights in the documentary.	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 sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson	Learners to elaborate on what promises were made to the Gold Coast soldiers who fought in the war Discuss with learners why were people unhappy after the war? Discuss how government handled their grievances at the time.	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			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5.1.2.2 B5.1.2.3		
Performance Indicator	Learners can experiment with available relevant visual arts media and methods to create own visual artworks		
Strand	Visual Arts & Performing Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
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)
	<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>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Show learners pictures of the dance for them to talk about it.</p> 	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Adowa dance</p> <p>Guide learners to determine the style and plan for the dance. Show learners a video or pictures of the dance.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 62		
Learning Indicator(s)	B5.5.7.1.1-3		
Performance Indicator	Learners can write seven and eight letter words correctly.		
Strand	Writing Conventions/ Usage		
Sub strand	Integrating Grammar In Written Language (Spelling)		
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)
	Engage learners to sing songs and recite rhymes <u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	Let learners say the letters of the alphabet. Introduce learners to vocabulary words in a passage. Help learners to write seven and eight letter words correctly. Let learners narrate a short story they have heard before. Share the class Readers or Reading books to the learners and lead them to read a passage. Write the first paragraph of the passage on the board taking out some words. Let learners fill in missing the words from short passage.	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	Write some words on the board and lead learners to mention the words. Let learners mention and spell the words as a group. Call learners to mention the words individually. Introduce learners to words that have missing letters. Let students to fill in missing letters from words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes <u>Row, Row, Row Your Boat"</u> Row, row, row your boat, Gently down the stream.	Let learners sing a familiar work song. Write some words on the board and lead learners to pronounce the words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

	<p>Merrily, merrily, merrily, merrily, Life is but a dream. Engage learners to sing songs and recite rhymes</p>	<p>Let learners pronounce the words individually.</p> <p>Introduce learners to a short passage and lead learners to read the passage.</p> <p>Dictate the first four sentences of the passage to learners to write.</p> <p>Let learners exchange their works and discuss their works with them</p>	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 66		
Learning Indicator(s)	B5.4.4.4.5		
Performance Indicator	List factors that cause injuries when using PE equipment.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Substance		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: As learners list factors that cause injuries they develop their cognitive domain.			
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 play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners explains that injuries may occur when the learner had not gone through proper warm-up and stretching.</p> <p>Warm up prevents injuries to the muscles and the joints, increases the elasticity in the muscles to adapt to the ensuing vigorous activities.</p> <p>Teacher should ensure that the environment and the equipment are safe for use.</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			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 27		
Learning Indicator(s)	B5.6.9.1.1-2.		
Performance Indicator	Learners can describe private and personal information. Learners can discuss various techniques on online protection from online identity theft.		
Strand	Internet And Social Media		
Sub strand	Digital Literacy		
Teaching/ Learning Resources	Mobile phones, 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)
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Encourage learners to tell you what they know about private and personal information online. Ask leading questions to help them bring out points they could not make out. Guide learners to discuss security measures online such as logging out after browsing, etc.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.