

**WEEK TEN**

**BASIC FIVE**

<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.4.1.1. B5.2.4.1.1. B5.3.3.1.1. B5.4.9.1.1. B5.5.3.1.2. B5.6.1.1.1.		
<b>Performance Indicator</b>	<p>A. Learners can demonstrate understanding of lessons in stories by making relevant comments</p> <p>B. Learners can use closing diphthongs, e.g. /aʊ/, /eɪ/to make meaningful sentences</p> <p>C. Learners can identify and use indefinite pronouns e.g. someone, anyone, everything etc.</p> <p>D. Learners can possessive pronouns to show possession, e.g. mine, ours etc.</p> <p>E. Learners can select a topic of choice on issues in their community, brainstorm and organize ideas before writing</p> <p>F. Learners can identify and use nouns</p> <p>G. 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, handwriting on a manila card and a class library.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>

Monday	Learners to sing songs and recite rhymes in relation to the lesson	<p><b>A. <u>ORAL LANGUAGE</u></b></p> <p>Tell a story using the appropriate procedure or stages.</p> <p>With examples, guide learners to identify the beginning, middle and ending.</p> <p>Invite learners to retell story sequentially</p>	Review the lesson with learners
		<p><b>Assessment:</b> Have learners take turns to comment on the story.</p>	
Tuesday	Engage learners to play segmentation and blending games	<p><b>B. <u>READING</u></b></p> <p>Revise the activity on minimal pair's words.</p> <p>Let learners pick partners, thinkpair-share.</p> <p>Learners use their rhyming words in meaningful sentences.</p> <p>Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g.</p> <p><b>/eʊ/</b> - go, no, boat, load etc. <b>/aʊ/</b> - how, fowl etc.</p> <p><b>Note:</b> Do not write the symbols of the sounds</p> <p>Learners read and identify the common sound in the words.</p> <p><b>Assessment:</b> In groups learners make a list of words containing diphthongs and use some in</p>	Ask learners to summarize the lesson

		sentences e.g. she says today is pay day.	
Wednesday	Learners to sing the alphabet songs	<p><b>C.<u>GRAMMAR</u></b>  Introduce indefinite pronouns with examples in sentences.</p> <p>Discuss the indefinite pronouns with learners.</p> <p>Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences.</p> <p>Repeat the procedure to teach possessive pronouns.</p>	Review lesson with learners
Thursday	Have learners to sing songs and recite familiar rhymes	<p><b>D.<u>WRITING</u></b>  Scaffold the writing process.</p> <p>Pre-writing  Have learners select and discuss topics of interest on issues in their community with their partners.</p> <p>Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.</p> <p>Have them organize the ideas into a writing plan using an outline, a chart or appropriate graphic organizer.</p>	Review the lesson with learners  Ask learners to summarize the lesson

Friday	Have learners to use keywords in the previous lesson to form sentences	<p><b><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></b></p> <p>Singular and Plural (regular, irregular) nouns</p> <p>Introduce singular and plural nouns in context.</p> <p>E.g. I need a table. Can you give me one of these tables?</p> <p>This child looks sick, but those children look healthy.</p> <p>Have learners read the sentences and observe the underlined words.</p> <p>Show pictures of objects/people to help learners identify regular and irregular nouns.</p> <p>E. g. picture of a child and a picture of children.</p> <p>Guide learners to discover the difference between regular and irregular plural forms:</p>	Review the lesson with learners
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	<p>Guide learners to choose and read books during the library period</p>	<p>Have learners discover the plural nouns without plural markers in context.</p> <p><b>F. <u>EXTENSIVE READING</u></b></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a twothree paragraph summary of the book read.</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Have learners to tell what they read to the whole class Have learners to tell what they read to the whole class</p>
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<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 92		
<b>Learning Indicator(s)</b>	B5.2.3.1.1		
<b>Performance Indicator</b>	Learners can express a given problem as an equation where the unknown is represented by a letter to variable		
<b>Strand</b>	Algebra		
<b>Sub strand</b>	Variables and Equations		
<b>Teaching/ Learning Resources</b>	Counters, bundle of sticks, word cards		
<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	Engage learners to play games or sing songs to get them ready for the class	Ask learners to solve word problems; e.g. i. The cost of two pens is twenty ₪15. If one costs ₪5.50, what is the cost the other pen? ii. The product of two numbers is 120. If one of the numbers is 24, what is the other number?	Review the lesson with learners  <b>Assessment:</b> have learners to practice with more examples
Tuesday	Revise the previous with learners	Ask learners to solve word problems  Maria bought 10 notebooks and 5 pens costing 2 dollars each. How much did Maria pay? <b>Solution</b> $2 \times (10 + 5) = 2 \times 10 + 2 \times 5 = 20 + 10 = 30$ dollars	Review the lesson with learners  <b>Assessment:</b> have learners to practice with more examples
Wednesday	Revise the previous with learners	Ask learners to read Ama's problem below, complete the table and solve the problem  Ama is tracking the progress of her plant's growth. Today the plant is 5cm tall. The plant grows 2cm a day	Review the lesson with learners  <b>Assessment:</b> have learners to practice with more examples

		(i) Write a mathematical sentence that represents the height of the plant after $d$ days;	
		(ii) What will the height of the plant be after 20 days? (iii) How many days will the height take to reach 75cm?	
Thursday	Revise the previous with learners	<p>Ask learners to solve word problems</p> <p>A customer pays 50 dollars for a coffee maker after a discount of 20 dollars</p> <p>What is the original price of the coffee maker?</p> <p><b>Solution</b> Let <math>x</math> be the original price.  <math>x - 20 = 50</math>  <math>x - 20 + 20 = 50 + 20</math>  <math>x = 70</math></p>	<p>Review the lesson with learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>



Friday	Revise the previous with learners	<p>Half a number plus 5 is 11. What is the number?</p> <p><b>Solution</b>  Let <math>x</math> be the number. Always replace "is" with an equal sign</p> $\left(\frac{1}{2}\right)x + 5 = 11$ $\left(\frac{1}{2}\right)x + 5 - 5 = 11 - 5$ $\left(\frac{1}{2}\right)x = 6$ $2 \times \left(\frac{1}{2}\right)x = 6 \times 2$ $x = 12$ <p>The sum of two consecutive even integers is 26. What are the two numbers?</p> <p><b>Solution</b>  Let <math>2n</math> be the first even integer and let <math>2n + 2</math> be the second integer</p> $2n + 2n + 2 = 26$ $4n + 2 = 26$ $4n + 2 - 2 = 26 - 2$ $4n = 24$ $n = 6$	<p>Review the lesson with learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
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<b>Week Ending</b>	15Th November, 2019.
<b>Class</b>	Five
<b>Subject</b>	<b>SCIENCE</b>
<b>Reference</b>	Science curriculum Page
<b>Learning Indicator(s)</b>	B5.2.1.5.1
<b>Performance Indicator</b>	Learners can Identify human activities that make water unsuitable for human use
<b>Strand</b>	Cycle
<b>Sub strand</b>	Earth Science
<b>Teaching/ Learning Resources</b>	Pictures and videos
<b>Core Competencies:</b> Critical Thinking and Problem-Solving Communication 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>
	<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>Begin by discussing the qualities of good drinking water and dangers of using unsafe water.</p> <p>Many factors come into play when we think of choosing the best drinking water for ourselves and our families</p> <p>Drinking clean, healthy, chemical-free water is the foundation to health. However, just because water is safe to drink and tastes good doesn't necessarily mean it is healthy.</p> <p>A good drinking water must be contaminate free, rich in minerals, should have an alkaline pH between 7.0 and 9.5, should be antioxidant and lastly taste good</p>	<p>What have we learnt today?</p> <p>Qualities of good drinking water and dangers of using unsafe water</p> <p>Have learners to summarize the important points in the lesson</p>

		<b>Assessment:</b> have learners to discuss the dangers of using unsafe water	
	Revise with learners on the previous lesson	Learners, in groups, identify human activities that make water unsuitable for use, e.g. toxic waste disposal, sewage disposal, deforestation, mining, littering, pesticides, herbicides and fertilizer application and agricultural practices.	<p>What have we learnt today?</p> <p>Human activities that make water unsuitable for use</p> <p>Have learners to summarize the important points in the lesson</p>
	Revise with learners on the previous lesson	<p>Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution.</p> <p><b>Project:</b> Task learners to work in groups to create concept maps on the causes, control and prevention of water pollution.</p>	<p>What have we learnt today?</p> <p>Ways of preventing, minimizing and controlling water pollution.</p> <p>Have learners to summarize the important points in the lesson</p>

<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 29		
<b>Learning Indicator(s)</b>	B5.2.1.1.1.		
<b>Performance Indicator</b>	Learners can record human activities that cause over concentration of greenhouse gases and climate change		
<b>Strand</b>	All Around Us		
<b>Sub strand</b>	The Environment And The Weather		
<b>Teaching/ Learning Resources</b>	Pictures, word cards , chart an videos		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving			
<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>
	Have learners to watch videos and pictures on climate changes	Learners explain climate change and human adaptations.  Learner list human activities in their community that contribute to the emission of greenhouse gases e.g. deforestation, application of fertilizers, smoke from vehicles, bush burning, burning of refuse and charcoal, smoke from industries.	What have we learnt today?  Human activities in their community that contribute to the emission of greenhouse gases.  Have learners to summarize the important points in the lesson
	Revise with learners on the previous lesson	Learners talk about how the atmosphere can be preserved for the provision of quality air, e.g. tree planting, do not cut trees, do not burn refuse etc.	What have we learnt today?  Human activities in their community that contribute to the emission of greenhouse gases.  Have learners to summarize the

			important points in the lesson
	Revise with learners on the previous lesson	Learners talk about how the atmosphere can be preserved for the provision of quality air, e.g. tree planting, do not cut trees, do not burn refuse etc.	Review the lesson with learners.  Ask learners to summarize the important points in the lesson

<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 38		
<b>Learning Indicator(s)</b>	B5.2.1.1.1		
<b>Performance Indicator</b>	Learners can discuss the moral importance of worship.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures and videos		
<b>Core Competencies:</b> Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation 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>
	Engage learners to sing any religious songs they know	<p>Help learners (in groups) to explain modes of worship: charity, prayer, song ministrations, evangelism, etc.</p> <p>Let learners give reasons why we worship: humankind is under the authority of the Creator, we demonstrate that we depend on God for survival, etc.</p> <p>Through questions and answers, assist learners to talk about the importance of worship: to get blessings from God, to get closer to God, etc.</p> <p>Have children show how they pray.</p>	

<b>Week Ending</b>	15Th November, 2019.
<b>Class</b>	Five
<b>Subject</b>	<b>HISTORY</b>
<b>Reference</b>	History curriculum Page
<b>Learning Indicator(s)</b>	B5.3.2.1.1
<b>Performance Indicator</b>	Learners can investigate why the Europeans began trading in humans by the 16th century.
<b>Strand</b>	Europeans in Ghana
<b>Sub strand</b>	International Trade Including the Slave Trade
<b>Teaching/ Learning Resources</b>	

**Core Competencies:** use evidence to interpret and examine European activities in Ghana, they become creative, critical and innovative thinker

<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>
	Enquiry Route: Which Europeans took part in the trade in humans? Why did the Europeans begin trading in humans?	Use a map to explain the concept of Trans-Atlantic slave trade  Role play/show documentary on how the slave trade was conducted.  Brainstorm the reasons why the Europeans began trading in humans	Review the lesson with learners  Ask learners to tell the part of the lesson that interest them most
	Revise with learners on the previous lesson  Let learners sing songs and recite rhymes in relation to the lesson	Visit/show pictures of some forts and castles  In small groups learners develop a poster on the Transatlantic Slave Trade  Groups present their work to the whole class	Review the lesson with learners  Ask learners to tell the part of the lesson that interest them most

<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B5 1.1.1.1 B5 2.1.1.1		
<b>Performance Indicator</b>	Learners can study and talk about visual artworks created by selected Ghanaian visual artist that reflect the history and culture of people of Ghana		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Thinking and Exploring		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools , other materials available in the community		
<b>Core Competencies:</b> Critical Thinking Decision Making Creativity and Innovation Digital Literacy Communication			
<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>
	Have learners to watch documentaries on artworks from Africa	Have learners to Study the artworks e.g. sculpture, textiles, metal arts, paintings, cartoons, photography, ceramics created by Ghanaian and African visual artists e.g. El-Anatsui, Nnenna Okore, Cheri Samba, Goncalo Mabunda, Abdoulaye Konate, Peju Alatise, William J. Kentridge, Justine.	Review the lesson with learners
	Give guidelines of how the project is going to be.  Prepare and plan the days schedule	Learners to make their own sculpture, textiles, metal arts, paintings, cartoons, photography, ceramics etc. based on the documentary watched	Review the lesson with learners



<b>Week Ending</b>	15Th November, 2019.
<b>Class</b>	Five
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian language curriculum Page
<b>Learning Indicator(s)</b>	B5.4.1.1.1 B5.4.1.1.2 B5.4.1.1.3
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can recognize and use commas, full stops, and question marks appropriately in narrative writing.</li> <li>Learners can understand and use exclamation mark in narrative writing appropriately</li> <li>Learners can know the appropriate use of colon and quotation marks in narrative writing.</li> </ul>
<b>Strand</b>	Composition Writing
<b>Sub strand</b>	Creative Writing
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card

**Core Competencies:** Creativity and innovation Communication 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>
	Engage learners to play games or sing songs to get them ready for the class	<p>Discuss with learners types of writing and explain what narrative writing is.</p> <p>Give examples of narrative writing to learners to examine.</p> <p>Discuss with learners the structure and features of narrative writing.</p> <p>Assist learners to recognize the use of commas, full stops, and question marks appropriately in narrative writing given.</p> <p>Allow learners to write a narrative of about two hundred words.</p>	Review the lesson with learners

	<p>Revise with learners on the previous lesson</p>	<p>Give a long narrative writing piece to learners.</p> <p>Discuss the content of the narrative writing with learners.</p> <p>Allow learners to recognize the exclamation marks used in the given piece.</p>	<p>Review the lesson with learners</p>
		<p>Let learners read the narrative piece in their groups.</p> <p>Assist learners to understand the use of exclamation marks in narrative writing appropriately.</p>	
	<p>Revise with learners on the previous lesson</p>	<p>With a given narrative writing piece.</p> <p>Allow learners to discuss in groups the punctuations used in the narrative writing.</p> <p>Assist learners to know the use of the colon and quotation marks in narrative writing appropriately through discussion.</p>	<p>Review the lesson with learners</p>

<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 65		
<b>Learning Indicator(s)</b>	B5.4.1.4.1:		
<b>Performance Indicator</b>	Learners can monitor the intensity of one's heart rate during physical activity.		
<b>Strand</b>	Physical Fitness Concepts, Principles And Strategies		
<b>Sub strand</b>	Fitness		
<b>Teaching/ Learning Resources</b>	Drums, laptop, speakers, videos and pictures		
<b>Core Competencies:</b> Learners develop personal and communication skills such as physical fitness knowledge, aerobic capacity knowledge as learners monitor the intensity of one's heart rate during physical activity.			
<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>
	Engage learners to play games or sing songs to get them ready for the class	Learners determine heart rate using their age. Learners learn how to take the heart beat by palpating at the radial artery or carotid artery.  During exercise, learners should be encouraged to take heart rates for 15 seconds and multiply by 4 to obtain beat per minutes.  Learners use various gadgets (polar wrist watches, polar vests, heart rate monitors, etc.) that determine exercise intensity and heart rate during and after physical activity. There are treadmills that determine calories burnt, distance covered.	Review the lesson with learners

<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 16		
<b>Learning Indicator(s)</b>	B5.1.4.1.1. B5.1.4.1.2.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can list the effects of technology on the community.</li> <li>• Learners can explain the fundamentals of digital system components (hardware, software and networks).</li> </ul>		
<b>Strand</b>	Introduction to computing		
<b>Sub strand</b>	Technology in the community		
<b>Teaching/ Learning Resources</b>	Pictures of automated irrigation for farming, eco-friendly pesticides and manure		
<b>Core Competencies:</b> 1. 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>
	Engage learners to play games or sing songs to get them ready for the class	<p>Guide learners to investigate the types and importance of compression of document</p> <p>Positive effects</p> <ul style="list-style-type: none"> <li>– Health care, education, manufacturing, agriculture etc.</li> </ul> <p>Negative effects</p> <ul style="list-style-type: none"> <li>– resource depletion ,pollution, privacy and security etc.,</li> </ul> <p>Guide learners to brainstorm the basics of digital system components such as hardware, software and networks).</p>	Review the lesson with learners