



**WEEKLY LESSON NOTES WEEK ELEVEN (11)**  
**BASIC FIVE**

## WEEKLY SCHEME OF LEARNING- WEEK ELEVEN (11)

### BASIC FIVE

Name of School.....

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>		
<b>Reference</b>	English language curriculum		
<b>Learning Indicator(s)</b>	B5.1.4.1.2. B5.2.4.1.1. B5.3.4.1.1. B5.4.9.3.1. B5.5.4.1.2. B5.6.1.1.1.		
<b>Performance Indicator</b>	<p>A. Learners can tell stories which are parallel to stories heard or read</p> <p>B. Learners can use closing diphthongs, e.g. /au/, /eu/to make meaningful sentences</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons:</p> <p>D. Learners can review, and revise the draft by proposing grammar for improvement</p> <p>E. Learners can use the simple past verb form to express past needs, feelings and interest</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, 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</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>

<p>Monday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HAVE YOU SEEN</u> Have you seen (eye), or heard (ear),</p> <p>About the header (head) who was needed (kneel) in the army (arm).</p> <p>Hip, hip, hip (Hips) Hurraaay (hands up)</p>	<p><b>A. ORAL LANGUAGE</b></p> <p>Use an example to explain a parallel poem or story.</p> <p>Lead the class to write a story parallel to a familiar story.</p> <p>Present another short story on the board.</p> <p>Elicit and discuss areas that can be changed or replaced to create a parallel story.</p>	<p>Review the lesson with learners</p>
		<p><b>Assessment:</b> Assign groups to write and present stories parallel to that on the board.</p>	

<p>Tuesday</p>	<p>Teacher write words on flashcards.</p> <p>The words are shown to the pupils to observe them for some time.</p> <p>Later the teacher removes the flashcards and pupils write the word from memory. The teacher then bring back the flashcards with the words for pupils to check and see whether they had the word right or wrong.</p>	<p><b>B. READING</b></p> <p>Practice the pronunciation of the diphthong /oʊ/</p> <p>To produce this sound, round your lips and start the sound with your tongue and jaw down. Move the back of your tongue up from a relaxed position and move your jaw up a little.</p> <p>Introduce words that contain the target diphthongs, one at a time, by writing examples on the board</p> <p>Have learners to practice pronunciation by reading the following sentences.</p> <ul style="list-style-type: none"> <li>• Children <u>grow</u> up so fast</li> <li>They <u>both</u> like cake.</li> <li>• He was a brave <u>sol</u>dier.</li> <li>• This house is <u>sol</u>d.</li> <li>• Look at the funny <u>shad</u>ow.</li> <li>• My favorite color is <u>yell</u>ow.</li> </ul> <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 sentences</p>	<p>Review the lesson with learners</p> <p>Have learners underline the words that have the target sound /oʊ/</p> <p>Ground Narrow Discount Thousand Window Founder Arrow Mountain Eyebrow Crown Crowd</p>
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<p>Wednesday</p>	<p>Have learners sit in a circle. One child stands and faces another child. The teacher asks a question e.g. What sound is at the end of "sun" Whichever child (of the two facing each other) answer most quickly goes and stands in front of the next child (the</p>	<p><b>C. GRAMMAR</b></p> <p>Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding <b>-er</b>.</p> <p>E.g. Compare the heights of two learners: i. Musah is tall. Safianu is short. ii. Musah is taller than Safianu.</p>	<p>Review the lesson with learners</p>
	<p>slower of the two sits down). The game carries on progressing around the circle.</p>	<p>Guide learners to form the superlative forms of regular adjectives by adding <b>-est</b>.</p> <p>E.g. Ali is the tallest.</p> <p>Provide a text containing irregular forms of adjectives. Start with those that have different spelling for comparative and superlative.</p> <p>E.g. good better best</p> <p>Provide a text for learners to identify the examples.</p> <p>Learners use the irregular forms of adjectives in sentences</p> <p>Assist learners to use the adjectival forms position, more – and most – much more- most intelligent -more intelligent- most intelligent</p> <p><b>Assessment:</b> For each type or form, guide learners with examples to compare classroom objects and things within the vicinity of the</p>	

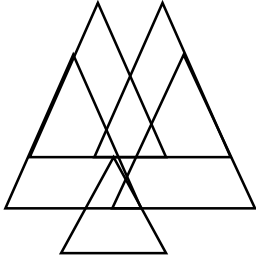
		school and beyond.	
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>PUSSY CAT PUSSY CAT</u></p> <p>Pussy cat, pussy cat, where have you been? I've been down to London to visit the Queen.</p> <p>Pussy cat, pussy cat, what did you do there? I frightened a little mouse under her chair</p>	<p><b><u>D.WRITING</u></b></p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <p>Guide learners with the questions below:</p> <ol style="list-style-type: none"> <li>i. Are your ideas in order and easy to understand?</li> <li>ii. Are all the sentences talking about the main idea of the paragraph?</li> <li>iii. Are all the paragraphs</li> </ol>	Review the lesson with learners

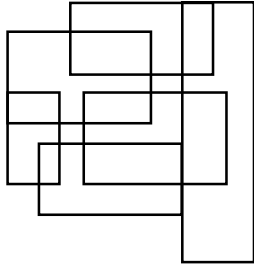
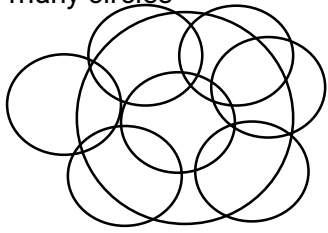
		talking about the topic?	
		Have learners read their partners' draft and offer suggestions.  Encourage learners to feel free to make as many changes as possible to improve their drafts.  Have learners make a clean draft for publishing.	

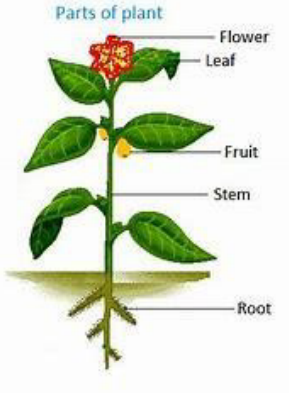
Friday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>SOMETHING PASS</u></p> <p>Something pass Response: something pass through my body to my heart.</p> <p>Something pass Response: something pass through my mouth to my stomach.</p> <p>Lalala laaa Response: lala laa lala lala lala la</p> <p>Lololo loo Response: lolo loo lolo lolo lolo lo</p> <p>Guide learners to choose and read books during the library period</p>	<p><b>E. <u>WRITING CONVENTION</u></b></p> <p>Let learners write on a story. E.g. What happened after school on Monday?</p> <p>Discus the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</p> <p>Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form.</p> <p>Guide learners to rewrite the essay incorporating the corrections.</p> <p>Let learners write on another topic individually using the past verb form.</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-two-three paragraph summary of the book read.</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Review the lesson with learners</p> <p>Have learners to tell what they read to the whole class</p> <p>Have learners to tell what they read to the whole class</p>
<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 95		

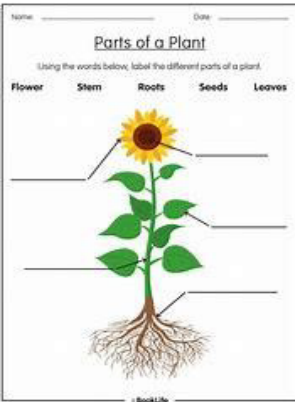


<b>Learning Indicator(s)</b>	B5.3.1.1.2
<b>Performance Indicator</b>	Learners can use paper folding with cut-out squares and rectangles to investigate sides, angles, and diagonals properties
<b>Strand</b>	Geometry And Measurement
<b>Sub strand</b>	Measurement – Perimeter, Area, Capacity/Volume and Angle
<b>Teaching/ Learning Resources</b>	foldable cut-out 2D squares and rectangles
<b>Core Competencies:</b> Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision; Cultural Identity	

<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	Have learners to find how many triangles 	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of sides <table border="1" data-bbox="784 1073 1154 1262"> <thead> <tr> <th>Properties</th> <th>Squares</th> <th>rectangles</th> </tr> </thead> <tbody> <tr> <td>All sides are congruent</td> <td></td> <td></td> </tr> <tr> <td>Opposite sides are congruent</td> <td></td> <td></td> </tr> <tr> <td>Opposite sides are parallel</td> <td></td> <td></td> </tr> </tbody> </table>	Properties	Squares	rectangles	All sides are congruent			Opposite sides are congruent			Opposite sides are parallel			Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples
Properties	Squares	rectangles													
All sides are congruent															
Opposite sides are congruent															
Opposite sides are parallel															
Tuesday	Engage learners to Play show me a number game with learners (up to 10), with fingers.  Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of angles <table border="1" data-bbox="784 1608 1154 1745"> <thead> <tr> <th>Properties</th> <th>Squares</th> <th>rectangles</th> </tr> </thead> <tbody> <tr> <td>Opposite angles are congruent</td> <td></td> <td></td> </tr> <tr> <td>All angles are right angles</td> <td></td> <td></td> </tr> </tbody> </table>	Properties	Squares	rectangles	Opposite angles are congruent			All angles are right angles			Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples			
Properties	Squares	rectangles													
Opposite angles are congruent															
All angles are right angles															

Wednesday	Engage learners to Play show me a number game with learners (up to 10), with fingers.	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of diagonals	Review the lesson with learners												
	Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	<table border="1"> <thead> <tr> <th>Properties</th> <th>Squares</th> <th>rectangles</th> </tr> </thead> <tbody> <tr> <td>Diagonals bisect each other</td> <td></td> <td></td> </tr> <tr> <td>Diagonals are congruent</td> <td></td> <td></td> </tr> <tr> <td>Diagonals meet at right angles</td> <td></td> <td></td> </tr> </tbody> </table>	Properties	Squares	rectangles	Diagonals bisect each other			Diagonals are congruent			Diagonals meet at right angles			<b>Assessment:</b> Have learners to practice with more examples
Properties	Squares	rectangles													
Diagonals bisect each other															
Diagonals are congruent															
Diagonals meet at right angles															
Thursday	Have learners to find how many rectangles 	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples												
Friday	Have learners to find how many circles 	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples												

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 22		
<b>Learning Indicator(s)</b>	B5.2.2.1.1		
<b>Performance Indicator</b>	Learners can relate structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Life Cycles of Organisms		
<b>Teaching/ Learning Resources</b>	Sample plants, pictures		
<b>Core Competencies:</b> Creativity and innovation Personal development and leadership 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>
	Paste a chart on the board showing a picture of a plant  Have learners to talk about the picture	Discuss functions of parts of plants with learners.  	What have we learnt today?  Parts and functions of a plant  Ask learners to summarize the main points of the lesson

	<p>Paste a chart on the board showing a picture of a plant</p> <p>Have learners to talk about the picture</p>	<p>Paste a chart on the board showing a picture of a plant</p> <p>Have learners to talk about the picture Learners go on a nature walk to uproot young plants from school surroundings and bring them to class.</p> <p>Learners, in groups, observe parts of the plants and relate them to the functions they perform, e.g.</p>	<p>What have we learnt today?</p> <p>Parts and functions of a plant</p> <p>Ask learners to summarize the main points of the lesson</p>
		<ul style="list-style-type: none"> <li>• <i>The thin and large surface area of leaves and the presence of green coloring matter enhance their work.</i></li> <li>• <i>The roots are for anchorage and absorption of nutrients from the soil.</i></li> <li>• <i>The stem supports the upper part of the plant; conduct water and minerals from the roots to the leaves; carry food from leaves to other parts of the plant.</i></li> </ul>	
	<p>Paste a chart on the board showing a picture of a plant</p> <p>Have learners to talk about the picture</p>	<p>Learners draw and color a plant and label the parts</p>  <p>The worksheet includes a sunflower illustration with five labels: Flower, Stem, Roots, Seeds, and Leaves. Each label has a line pointing to the corresponding part of the plant. There are also blank lines for students to write their answers.</p>	<p>What have we learnt today?</p> <p>Parts and functions of a plant</p> <p>Ask learners to summarize the main points of the lesson</p>

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Five		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 31		
<b>Learning Indicator(s)</b>	B5.2.2.1.1.		
<b>Performance Indicator</b>	Learners can design and make a simple animal house and keep a pet		
<b>Strand</b>	All Around Us		
<b>Sub strand</b>	Plants and Animals		
<b>Teaching/ Learning Resources</b>	Pictures, word cards , chart an videos		
<b>Core Competencies:</b> Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN</b> <i>40MINS</i> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> (Learner And Teacher)


	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>OLD MACDONALD HAD A FARM</u>          Old MacDonald had a farm          E-I-E-O          And on his farm he had a cow          E-I-E-O          With moo, moo here          And moo, moo there          Here a moo, there a moo          Everywhere a moo, moo          Old MacDonald had a farm          E-I-E-O</p> <p><i>(continue with the sounds of other animals)</i></p>	<p>Learners watch pictures/films on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for animals e.g. sheep, goats, rabbits, poultry and pigs.</p> <p>Learners engage in practical activities to design and make simple animal houses such as: pens for goats and sheep coop for hen cage for dog</p>	<p>What have we learnt today?</p> <p>Domestic animals and their housing</p> <p>Ask learners to summarize and tell the class what interest them most and what they would like to learn in the next lesson</p>
	<p>Paste a chart on the board showing pictures of domestic animals and their housing</p> <p>Have learners to talk about the pictures on the chart</p>	<p>Learners sketch domestic animals and their housing</p> <p>Learners talk about values of keeping animals such as learning to become responsible and committed to hard work, etc.</p>	<p>Ask learners to summarize and tell the class what interest them most and what they would like to learn in the next lesson</p>

<b>Week Ending</b>	22 <sup>nd</sup> 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 2.1.1.2
<b>Performance Indicator</b>	Learners can explain the moral significance of religious songs and recitations.
<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

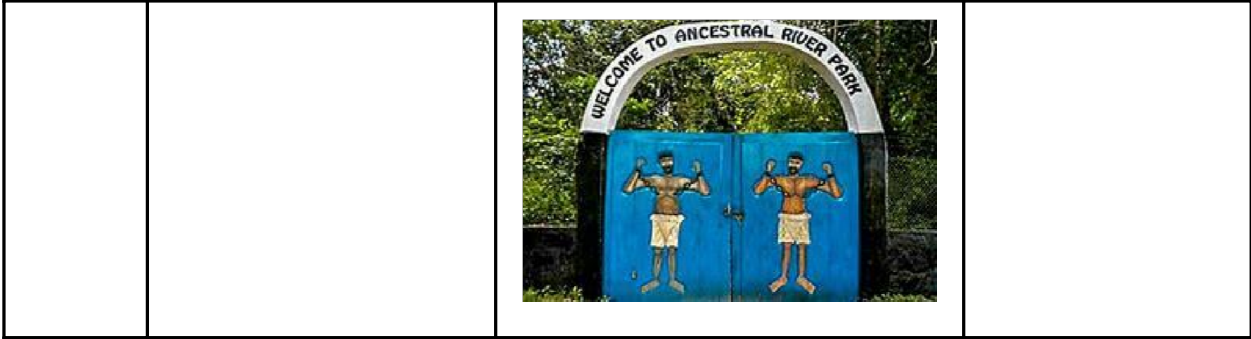
**Core Competencies:** Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship


DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p> <p><u>UNDER THE CANOPY</u> Under the canopy, Under the canopy Under the canopy of God My savior will cover me Give me security Under the canopy of God</p> <p>Have learners to sing the song with actions</p>	<p>Let learners identify religious songs of the three major religions in Ghana.</p> <p>Let learners listen to cassette (CD) player of religious songs in the three major religions and indicate how they can apply the theme in their daily lives.</p> <p>Put learners into religious groups to take turns to perform various religious music and dance.</p> <p>Let learners, in groups, discuss the importance of religious songs in worship: they encourage worship; they make worship lively, they tell us about the nature and attributes of God in melodious and harmonious manner, etc.</p> <p>Let Learners compose simple religious songs and poems</p>	<p>What have we learnt today?</p> <p>Moral significance of religious songs and recitations.</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Five

<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 32		
<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>	Videos and pictures		
<b>Core Competencies:</b> use evidence to interpret and examine European activities in Ghana, they become creative, critical and innovative thinker			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
	<p>Have learners to watch videos and pictures on slave trade</p> <p>Have learners to answer the following questions on a sheet of paper</p> <p>Which Europeans took part in the trade in humans? Why did the Europeans begin trading in humans?</p>	<p>Use a map to explain the concept of Trans-Atlantic slave trade</p> <p>Role play/show documentary on how the slave trade was conducted.</p> <p>Brainstorm the reasons why the Europeans began trading in humans</p> 	<p>Review the lesson with learners</p> <p>Ask learners to tell the part of the lesson that interest them most</p>
	<p>Revise with learners on the previous lesson</p> <p>Let learners sing songs and recite rhymes in relation to the lesson</p>	<p>Visit/show pictures of some forts and castles</p> <p>In small groups learners develop a poster on the Transatlantic Slave Trade</p> <p>Groups present their work to the whole class</p>	<p>Review the lesson with learners</p> <p>Ask learners to tell the part of the lesson that interest them most</p>





<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
Three	Five		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B5 1.3.4.1 B5 2.3.4.1		
<b>Performance Indicator</b>	Learners can plan an exhibition of own portfolio of artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa		
<b>Strand</b>	Visual Arts And Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<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 and Innovation			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40 <i>MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner And Teacher)</b>
	<p>Have Learners to watch a short video on an exhibition or visit an exhibition center or gallery</p>	<p>Have learners to trace and make drawings of different images of objects on manila cards.</p> <p>Show samples of Christmas cards to learners and have them do same on their own.</p> <p>Learners to make and color paper wall hangings for Christmas</p> 	<p>Teacher guides learners in any difficulties</p>

	Prepare and set the stage for the exhibition	Have learners to display their artworks on the exhibition stage.  Teacher(s) go round and observe artworks created by learners.	Teacher(s) express their judgments on the artworks
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<b>Week Ending</b>	22 <sup>nd</sup> 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>	B5.5.2.1.1 B5.5.2.1.2 B5.5.2.1.3		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can recognize and use commas, full stops, and question marks appropriately in writing.</li> <li>• Learners can understand and use exclamation mark in writing appropriately.</li> <li>• Learners can use colon and quotation marks in writing appropriately.</li> </ul>		
<b>Strand</b>	Writing Conventions		
<b>Sub strand</b>	Integrating Grammar In Written Language (punctuation)		
<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			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
			<b>3:</b>

	<p>Engage learners to sing the alphabet songs</p>	<p>Show a passage to learners and allow the learners to read.</p> <p>Read the passage aloud to learners.</p> <p>Let learners recognize the punctuation used in the passage.</p> <p>Write a paragraph on a flash card without any punctuations.</p> <p>Guide learners to use commas, full stops, and question marks appropriately in the writing.</p>	<p>Review the lesson with learners</p> <p>Have learners to tell what they have learnt in the lesson</p>
	<p>Revise with learners on the previous lesson</p>	<p>Allow learners to read a passage and discuss the punctuations with learners.</p> <p>Talk about the exclamation mark.</p> <p>Write a paragraph on a flash card without some punctuations, e.g. the exclamation mark.</p> <p>Read the paragraph aloud to learners.</p>	<p>Review the lesson with learners</p> <p>Have learners to tell what they have learnt in the lesson</p>
		<p>Assist learners to use exclamation marks to punctuate the writing appropriately.</p>	
	<p>Revise with learners on the previous lesson</p>	<p>Revise the lesson on colon with learners and discuss quotation marks with learners.</p> <p>Give a short passage and ask learners to put in the colon and quotation marks appropriately.</p>	<p>Review the lesson with learners</p> <p>Have learners to tell what they have learnt in the lesson</p>

<b>Week Ending</b>	22 <sup>nd</sup> 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>	B5.4.2.4.3:
<b>Performance Indicator</b>	Learners can explain why dehydration impairs temperature regulation and physical and mental performance.
<b>Strand</b>	Physical Fitness Concepts, Principles and Strategies
<b>Sub strand</b>	Safety And Injuries
<b>Teaching/ Learning Resources</b>	Videos and pictures

**Core Competencies:** Learners develop knowledge on dehydration and physical performance as well as speaking and listening by explain why dehydration impairs temperature regulation and physical and mental performance.

<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 the importance of water to the body	<p>The body is made of 75% water.</p> <p>Water lubricates our joints and keeps the body temperature in check by releasing unwanted heat through sweat.</p> <p>The brain cell is composed mostly of water and the lack of it causes imbalance in the functioning of the brain.</p>	<p>Review the lesson with learners</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Five
<b>Subject</b>	<b>COMPUTING</b>

<b>Reference</b>	Computing curriculum Page 17		
<b>Learning Indicator(s)</b>	<b>B5.2.1.1.2.</b>		
<b>Performance Indicator</b>	Learners can show a 5-slide presentation using of insert, design, animation and transition of the ribbons studied.		
<b>Strand</b>	Presentation		
<b>Sub strand</b>	Introduction to MS PowerPoint		
<b>Teaching/ Learning Resources</b>	Images of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section17		
<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>
	Revise with learners on the previous lesson	Ask learners to use “File menu”, “Insert” and “Design Ribbons” to design a colorful 5-paged MS-PowerPoint on the topic “Myself”  NB. This is to help learners with software knowledge). to understand the concept well in office applications (Microsoft PowerPoint)	Review the lesson with learners