

BASIC 5

WEEKLY LESSON PLAN

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| Learning Indicator(s) | B5.1.1.1.2 B5.2.2.1.2 B5.3.1.1.2 B5.4.2.1.2 B5.5.5.1.2 B5.6.1.1.1 |
| Performance Indicator | <ul style="list-style-type: none"> • Relate values in songs to real life experiences • Learners can read two syllable words with suffixes and "r" controlled words (<i>or, er, ar, ur</i>) when reading continuous texts. • Learners can identify and use nouns • Learners can Write compound sentences clearly and correctly • Learners can write in lower case and capital letters • Learners can Read and critique a variety of age- and level appropriate books and present a onepage critical commentary based on a set of criteria, on each book read |
| Week Ending | 11-10-19 |
| Class | Five |
| Subject | English |
| Reference | English curriculum |
| Teaching/ Learning Resources | Word cards, sentence cards, sample sentence on a manila card and class library |

| 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>Play a recorded song (national anthem) for learners to listen.</p> <p>Ask learners;</p> <p>Whether they have heard the song before?</p> <p>Where they heard that song?</p> | <p>Have learners sing familiar songs as in the previous lesson.</p> <p>Lead learners to discuss the song and have them bring out the meaning.</p> <p>In groups, learners discuss the values in the song, e.g. truthfulness, patience, etc. and relate the values to real life situations.</p> | <p>What have we learnt today?</p> <p>Moral lessons in songs.</p> <p>Assessment: play a variety of songs and let learners identify what moral lessons each song tells.</p> <p>Discourage learners from listening to songs that teach bad moral lessons</p> |
| | <p>Where such song is being sang?</p> <p>Have learners to sing any song they know and hence introduce the lesson.</p> | <p>Have groups share their ideas with the class in the form of presentations.</p> <p>Write salient responses on the chalkboard.</p> | |

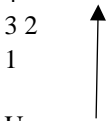
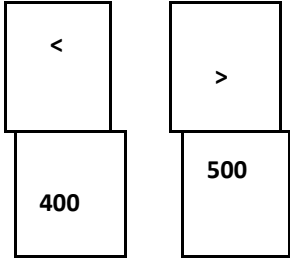
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| | <p>Call out letter sounds for learners to identify the appropriate letters using the word cards</p> | <p>Introduce learners to the “r” controlled words.</p> <p>e.g. or as in lord, ford er as in her, fern, term, herb ar as in arm, car, park ur as in burn, turn, purse • Invite learners to give their examples.</p> <ul style="list-style-type: none"> Put learners into groups and assign each group sounds. Using a dictionary and the internet, have members of each group search for words that contain the sound. Have each group read their words to the class. <p>Get learners to read two syllable words that contain suffixes and “r” controlled words (e.g. return) in sentences</p> | <p>Have learners to say more letter sounds using the word cards</p> <p>Have learners to give out words with ‘r’ and write them in their books</p> |
| | <p>Have learners to mention and write on the board, their full names and where they come from.</p> <p>Ask students the following;</p> <p>Some important places in their community</p> <p>The names of their pets</p> <p>To mention things inside and outside the classroom</p> | <p>Proper nouns</p> <ul style="list-style-type: none"> Introduce the concept in context. <p>E.g. Christmas is coming. The people of Ga celebrate Homowo.</p> <p>- In pairs have learners give more examples of festivals and write them as proper nouns</p> <p>Count and non-count nouns.</p> <ul style="list-style-type: none"> Revise the concept of proper nouns and common nouns. (Proper nouns refer | <p>What have we learnt today?</p> <p>How to identify and use proper and common nouns.</p> <p>Ask students to summarize the main points of the lesson</p> <p>Give learners task for them to identify and underline proper and common nouns in sentence on the board</p> |

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| | | <p>to particular nouns such as names of people, places, mountains, etc.)</p> <ul style="list-style-type: none"> • Elicit examples from learners. • Briefly discuss what common nouns are giving and eliciting several examples. • Use several examples to explain and exemplify count and non-count nouns and provide activities for practice. | |
| | <p>Engage learners in the memory game.</p> <p>The students are shown a chart with many sentences on it. The catch is they are shown it for just a few seconds. The students are then asked to recall what they saw and write it down in their books</p> | <p>Review simple sentences by asking learners to construct them using given verbs.</p> <ul style="list-style-type: none"> • Construct compound sentences and discuss their structure with learners (they are sentences that have at least two subject and predicates joined by a coordinating conjunction). • Give out texts to small groups of learners to search for compound sentences. • Have the groups write them into their exercise books. • Have individual learners write parallel simple sentences (They should follow the structure of the sentences identified by the groups. | <p>Give learners task to construct and copy sentences into their exercise books</p> |
| | <p>Have Learners to describe their best friends to the class.</p> <p>Put learners in pairs and let them say things they know about themselves</p> | <p>Guide learners to write about their friends by reading a sample essay on the topic to them.</p> <ul style="list-style-type: none"> • Guide learners to write one paragraph about their friends after listening to the | <p>What have we learnt today? Writing about your friend</p> <p>Review the lesson by giving learners home task to write three four paragraphs about their friends.</p> |

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| | <p>Guide learners to choose and read books during the library period</p> | <p>teacher read a sample essay on the topic to them.</p> <ul style="list-style-type: none">• Learners in pairs plan their writing.• Let individuals write about their friends. Learners exchange their work with their partners and guide them to edit.• Ask learners to begin their editing by looking at capital letters e.g. Words that need to start with capital letters such as proper names and letters beginning sentences. <p>Using the Author's chair, introduce the reading/library time.</p> <ol style="list-style-type: none">2. Have a variety of age/level-appropriate books for learners to make a choice from.3. Introduce narratives, expository, procedural texts to learners. <p>Assessment: 2. Guide learners to select books for readings</p> | <p>Have learners to tell what they read to the whole class</p> |
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| Learning Indicator(s) | B5.1.1.1.3-5 |
| Performance Indicator | <ul style="list-style-type: none"> Learners can identify numbers in different positions around a given number in a number chart. Learners can compare and order whole numbers up to 10000 and represent comparisons using $<$, $>$, $=$ |
| Week Ending | 11-10-19 |
| Class | Five |
| Subject | Mathematics |
| Reference | Mathematics curriculum page 23 |
| Teaching/ Learning Resources | Counters, bundle of sticks, loose straws, base ten cut square, graph sheets, number chart, number cards |

| 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 pupils in the memory game. Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words | Display a number chart in multiples of 500 between 100000 and 1000000 and lead learners to identify numbers in different positions around a given number. Put learners into pairs and give each group a number grid and have them identify numbers in different positions around a chosen number <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>10000</td> <td>10500</td> <td>11000</td> <td>11500</td> </tr> <tr> <td>20000</td> <td>20500</td> <td>21000</td> <td>21500</td> </tr> <tr> <td>30000</td> <td>30500</td> <td>31000</td> <td>31500</td> </tr> </table> | 10000 | 10500 | 11000 | 11500 | 20000 | 20500 | 21000 | 21500 | 30000 | 30500 | 31000 | 31500 | What have we learnt? How to identify numbers in different positions around a given number. |
| 10000 | 10500 | 11000 | 11500 | | | | | | | | | | | | |
| 20000 | 20500 | 21000 | 21500 | | | | | | | | | | | | |
| 30000 | 30500 | 31000 | 31500 | | | | | | | | | | | | |
| | Engage pupils to sing the song “we can count” We class four We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well | Have learners to identify numbers which are 1,000 and 10,000 more or less than a given Five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400. Learners use words such as: “equal to” “greater than” “less than” and later use symbols such as “ $<$ ”, “ $=$ ”, “ $>$ ” to compare numbers up to 100,000 taking into consideration the Place value of each digit in the given number. E.g. 1200 = 1200; 27345 > 26355, | Review lessons with learners. Have learners to solve more examples | | | | | | | | | | | | |
| | | Have learners to solve more examples | | | | | | | | | | | | | |

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| | <p>Engage pupils to sing the song “my head, my shoulders, my knees, my toes”</p> <p>Have learners to understand that they touch their head shoulders, knees and toes in descending order and rise up n ascending order. Hence introduce the lesson</p> | <p>Use the counting up strategy to teach learners how numbers ascend example.</p> <p>4 3 2 1</p>  <p>Use the countdown strategy to teach pupils how numbers descend. Example 5,4,3,2,1</p> <p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873</p> | <p>Have learners to arrange numbers in ascending and descending order</p> |
| | <p>Review the previous lesson by solving examples</p> | <p>Assessment: Display number cards on the table in front of the class. Example</p>  <p>Call two learners to pick up any number card. Call another learner to pick a symbol that could be placed the two numbers picked</p> <p>Give two numbers between 10,000 and 100,000 to each group and encourage Learners to say as many things as possible about the two numbers. For instance, 21345 and 21534; 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc.</p> | <p>Have pupils to summarize the lesson by using learners as teacher’s strategy. Here group class into two. Appoint learners from each group to teach the class.</p> |

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| | <p>Engage pupils to sing the song “we can count” We class four We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well</p> | <p>Assessment: Display number cards on the table in front of the class. Example</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"><</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">></div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">400</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">500</div> </div> <p>Call two learners to pick up any number card. Call another learner to pick a symbol that could be placed the two numbers picked</p> <p>Do it in groups to encourage pupil’s participation.</p> | <p>What have we learnt? Comparisons of numbers</p> |
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| Learning Indicator(s) | B5.1.1.2.1 |
| Performance Indicator | Compare the differences among things that are living, dead and things that have never been alive |
| Week Ending | 11-10-19 |
| Class | Five |
| Subject | Science |
| Reference | Science curriculum |
| Teaching/ Learning Resources | Pictures bf products made with different materials |

| 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>Paste a chart on the board showing living, non living and dead animals for learners to observe.</p> <p>Learners to discuss and comment on the chart. Learner to identify the names of animals on the chart.</p> | <p>Assemble living things (e.g. plants, insects, etc.), nonliving things (e.g. firewood, pencils, paper, etc.) and things that have never lived (rocks, soil, water, etc.) for class activities.</p> <p>NB: encourage learners to wear protectives when gathering or handling specimen.</p> <p>Learners observe and comment on the samples</p> | <p>What have we learnt today? Comparing living, non living and dead things Have learners summarize the lesson in groups</p> |

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| | <p>Paste a chart on the board showing living, non living and dead animals for learners to observe.</p> <p>Learners to discuss and comment on the chart. Learner to identify the names of animals on the chart.</p> | <p>Assessment: Learners, in an activity, classify the provided specimen as Things that are alive, once alive or never been alive. Learners are guided to compare the differences among things that are alive, once alive or never been alive</p> | <p>What have we learnt today? Comparing living, non living and dead things Have learners summarize the lesson in groups</p> |
| | <p>Have learners write on a sheet of paper three characteristics of humankind. Ask learners to compare those characteristics with that of stones, wood,sand etc. and make judgments</p> | <p>Learners explain why they (learners) are classified as living things Guide learners to compare human beings to non-living things using their characteristics</p> | <p>Learners to appreciate for being a living thing</p> |

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| Learning Indicator(s) | B5.1.1.1.1 |
| Performance Indicator | Learners can explain that human beings are unique compared to other creatures. |
| Week Ending | 11-10-19 |
| Class | Five |
| Subject | Our world our people |
| Reference | OWOP curriculum |
| Teaching/ Learning Resources | Pictures charts and videos |

| 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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| | Take a nature walk with learners around the school to observe things in the natural environment. Use questions and answers to have learners talk about some of the natural things they observed. | Learners display their posters for class discussion and peerreview. Learners reflect on why God created human beings and why God made man different from other creatures. | Have learners to review the lesson through peer teaching. Learners are given home to write on the importance and purpose for creating man |
| | Sing a song about nature | Learners debate on the topic 'animals do not reason' Learners do this in groups of two | What have we learnt today? Human beings are unique Have learners to summarize the important points in the lesson |

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| Learning Indicator(s) | B5.2.1.1.2 |
| Performance Indicator | Describe some ancient towns in Ghana. |
| Week Ending | 11-10-19 |
| Class | Five |
| Subject | History |
| Reference | History curriculum |
| Teaching/ Learning Resources | Pictures of past events of the school, community and Ghana, Videos of past events of the school, community and Ghana. Map of Ghana |

| 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>Have learners write on a sheet of paper the following</p> <p>Which were the ancient towns in Ghana?</p> <p>Where were they located?</p> <p>Who founded them?</p> | <p>List some ancient towns and places in Ghana (Begho, BonoManso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya)</p> <p>Locate some of these towns and places on a map of Ghana</p> | <p>What have we learnt today?</p> <p>Ancient towns in Ghana</p> <p>have learners to summarize the important points in the lesson</p> |
| | <p>Have learners write on a sheet of paper the following</p> <p>Which were the ancient towns in Ghana?</p> <p>Where were they located?</p> <p>Who founded them?</p> | <p>Have learners to Use the internet to learn more about these places and share in class</p> <p>Show and discuss a documentary/pictures of some of these towns and places</p> | <p>What have we learnt today?</p> <p>Ancient towns in Ghana</p> <p>have learners to summarize the important points in the lesson</p> |

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| Learning Indicator(s) | B5 2.1.1.1 B5 1.2.2.1 |
| Performance Indicator | <ul style="list-style-type: none"> Explore and study some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa Experiment with available relevant visual arts media and methods to create own visual artworks that reflect the history and culture of the people of Africa |
| Week Ending | 11-10-19 |
| Class | Five |
| Subject | Creative arts |
| Reference | Creative arts curriculum |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools , other materials available in the community |

| 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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| | Show a video for learners to Study the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists | <p>Have learners to study the compositions and performances of Ghanaian and other African performing artists (e.g. Salif Keita, Angelique Kidjo, Chinua Achebe, Jack Mapanje, Dada Masilo, Anton Robert Krueger, Hugh Masekela, Miriam Makeba, Asabea Cropper, John Okafor, Ositalkema) by</p> <p>Have learners to gather information through OERs: library studies, internet surfing recorded videos, documentaries and other social media, as well as visits to recording studios, theatre, festival, cultural performances, concert parties, For example, 'Things fall Apart' by Chinua Achebe, and 'Shaka the Zulu' a South African television series was written by Joshua Sinclair and directed by William C. Faure;</p> <p>Have learners to appreciate and discuss the compositions</p> | <p>Have learners summarize the important points in the lesson</p> <p>Assessment: Have learners to appreciate and discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans</p> |

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| | | <p>and performances of selected artists and find out how their works reflect the history and culture of Africans;</p> <p>c) write a brief about any of the artists of their choice using the following guidelines: -</p> <p>Name</p> <ul style="list-style-type: none"> - Country of origin - Training - Type of compositions and performances - Title of some works - Style | |
| | <p>Show a video for learners to Study the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists</p> | <p>Have Learners to explore the local environment to select available materials and tools that are good for making artworks</p> <p>Have learners to study and experiment with available materials and tools to create simple artworks that reflect the history and culture of the people using appropriate methods and skills e.g.</p> <ul style="list-style-type: none"> - clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting; - straw, yarn, paper, etc. for weaving; - odds and ends for constructing and assembling; - brushes and paint for painting; - craft tools for perforating, shaping and punching; - folding and shaping paper to make origami and quilling; - spatula and scooping tools for modelling; - needle for sewing, etc | <p>Have learners to summarize the important points in the lesson.</p> <p>Have learners to study and experiment with available materials and tools to create simple artworks that reflect the history and culture of the people using appropriate methods and skills</p> |

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| Learning Indicator(s) | B5.1.1.1.2 |
| Performance Indicator | Learners can state the qualities of God that humankind should demonstrate |
| Week Ending | 11-10-19 |
| Class | Five |
| Subject | RME |
| Reference | RME curriculum |
| Teaching/ Learning Resources | Wall charts, word walls, videos depicting how to care for the environment, pictures showing use of the things in our natural environment |

| 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>Have learners to mention some biblical moral standards or values they know.</p> <p>Learners to discuss the need for that values or standards</p> | <p>Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc.</p> <p>Let learners discuss among those qualities of God they should possess to make them God's children.</p> <p>Let learners, in pairs or in groups, discuss how they can</p> | <p>What have we learnt today?</p> <p>Moral qualities God requires from humankind</p> <p>Learners to demonstrate and role play some qualities God wants from humankind e.g. love,patience,kindness,forgiveness,kindness etc.</p> |

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| Learning Indicator(s) | B5.1.3.1.1. B5.1.3.1.2 |
| Performance Indicator | <ul style="list-style-type: none"> • Explore a poem of about six to seven lines correctly. • Recognize the key words in the poem and discuss the theme of the poem. |
| Week Ending | 11-10-19 |
| Class | Five |
| Subject | Ghanaian language |
| Reference | Ghanaian language curriculum |
| Teaching/ Learning Resources | Drums, drum sticks, recorded audios, manila cards, recorded audios visual |

| 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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| | Learners recite familiar poems they know. Show video to learners of people reciting poems | Ask learners to explore a poem and listen to a poem accompanied by audio <ul style="list-style-type: none"> • Let the learners perform the gestures that accompany the poems. • Explore a poem for learners to listen. • Lead learners to explore poems correctly | Learners recite poems with gestures and explore them |
| | Flash word cards showing keywords in the poem to learners Have learners recite any familiar poems they know | Let learners listen to a poem recital. <ul style="list-style-type: none"> • Read a poem and discuss key issues in the poem. • Let learners explore poems they know. • Lead learners to recognize the key words in the poem they explore. | Learners recite poems with gestures and explore them |
| | | Assessment: Put learners into groups and let the groups discuss the key issues and present to the class. Have learners to explore a poem for class to listen <ul style="list-style-type: none"> • Allow learners to write down what they think about the poem and let them discuss. • In groups, help learners to discuss the theme of the poem | Learners discuss and explore their friends poem. |

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| Learning Indicator(s) | B5.1.4.1.3: | | |
| Performance Indicator | Roll ball using a stick through obstacles (arranged cones) | | |
| Week Ending | 11-10-19 | | |
| Class | Five | | |
| Subject | Physical education | | |
| Reference | PE curriculum | | |
| Teaching/ Learning Resources | Ball , sticks, videos | | |
| 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) |
| | Take learners through 5 minutes jogging to warm the body up | Arrange ten cones in a straight form and zigzag. Learners roll balls through in turns. As learners move, the teacher checks their movements, control of the balls with the stick and gives corrective feedback for correct mastery of skill. Learners are allowed to progress at their own pace during practice | Have learners to practice individually and in groups how to roll a ball with stick. Help those who finds it difficult and help them Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson |

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| Learning Indicator(s) | B5.1.1.1.2 | | |
| Performance Indicator | Learners can describe the types of output devices and identify their uses | | |
| Week Ending | 11-10-19 | | |
| Class | Five | | |
| Subject | Computing | | |
| Reference | Computing curriculum | | |
| Teaching/ Learning Resources | Images or pictures of printer, projector, speakers etc | | |
| 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>Take some extreme close up pictures of the output devices of the computer</p> <p>Pass them around and get students to guess what they are and hence introduce the lesson</p> <p>Engage students in a short debate to speaker for and against "which of the output devices is more important"</p> <p>Randomly choose and ask for volunteers to share their answers</p> | <p>Show video depicting the different types of output devices of a computer.</p> <p>Explore the different types of output devices of a computer</p> <p>Using sticky notes to label the computer Distribute to learners different colored sticky notes for learners to identify each part</p> <p>Guide students how to connect and use output devices of a computer</p> | <p>What have learnt today? Ask learners to summarize the main points of the lesson</p> <p>Give learners independent activity/homework.</p> <p>Put learners in groups of threes or fours.</p> <p>Each group is to connect a number of output devices to the computer within a given time. The group that uses less time becomes the winner.</p> |