

**TERM TWO  
BASIC FIVE  
WEEK TEN**

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WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.7.1.6 B5.2.7.2.2. B5.3.4.1.1 B5.4.11.1.1 B5.5.4.1.4. B5.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can distinguish between causes and effects of events in a story</p> <p>B. Learners can relate two or more ideas in a text</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better</p> <p>D. Learners can write freely on topics of choice on issues in the community</p> <p>E. Learners can use singular and plural subjects and the verb forms that go with them</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: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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 sing songs and recite familiar rhymes	Select an appropriate story to be read in class. <ul style="list-style-type: none"> <li>• Have learners read the story and re-tell it to the class.</li> <li>• Work together with learners to identify the events in the story and link them sequentially by</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>identifying cause and effect.</p> <ul style="list-style-type: none"> <li>• Learners in their groups choose stories and identify the causes and effects of events. Let learners present their work as the rest listen to them.</li> </ul> <p>Assessment: let learners distinguish between causes and effects of events in a story</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING Through relevant questions, have learners make personal</p> <ul style="list-style-type: none"> <li>• connections with a text read. e.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather.</li> <li>• Have learners relate two or more ideas within the text or from different texts.</li> </ul> <p>Assessment: let learners relate two or more ideas in a text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR Let them form the comparative forms for irregular adjectives. e.g. good better Bad worse</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> <li>• Introduce drills to give learners practice in their usage.</li> </ul> <p>Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners follow the writing process to create their own pieces on a given topic.</p> <p>Learners present their work for editing.</p> <ul style="list-style-type: none"> <li>• Have pupils publish their works on the notice board</li> </ul> <p>Assessment: let learners write freely on topics of choice on issues in the community</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Note: Let learners use the various tenses(simple, present perfect and past perfect</p> <p>Review the listed tenses</p> <p>Show samples of texts from their reader and elsewhere.</p> <ul style="list-style-type: none"> <li>• Provide topics for learners to practise with their groups.</li> </ul> <p>Assessment: let learners use singular and plural subjects and the verb forms that go with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class
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<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B5.2.1.1.6                      B5.2.1.1.7
<b>Performance Indicator</b>	Learners can determine and explain why a given number is or is not the next element in a pattern Learners can write a rule in words and in algebra to represent a given pattern
<b>Strand</b>	2. ALGEBRA
<b>Sub strand</b>	1: Patterns and Relationships
<b>Teaching/ Learning Resources</b>	Counters
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>	

<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	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Ask students to respond to the following prompt: Shika filled bags with marbles. She placed two marbles in the first bag, four marbles in the second bag, six marbles in the third bag, eight marbles in the fourth bag and twelve in the fifth bag. Her friend Ayerko noticed an error in the pattern. Can you identify and describe the error? <table border="1" data-bbox="578 1486 992 1577"> <tr> <td>Bags</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Marbles</td> <td>2</td> <td>4</td> <td></td> <td></td> </tr> </table>	Bags	1	2	3	4	Marbles	2	4			Review the lesson with Learners  <b>Assessment:</b> have learners to practice with more examples
Bags	1	2	3	4									
Marbles	2	4											
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Ask students to respond to the following prompt: Shika filled bags with marbles. She placed two marbles in the first bag, four marbles in the second bag, six marbles in the third bag, eight marbles in the fourth bag and	Review the lesson with Learners  <b>Assessment:</b> have learners to practice with more examples										

	<p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>twelve in the fifth bag.</p> <p>Her friend Ayerko noticed an error in the pattern. Can you</p> <table border="1"> <tr> <td>Bags</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Marbles</td> <td>2</td> <td>4</td> <td></td> <td></td> </tr> </table> <p>identify and describe the error?</p>	Bags	1	2	3	4	Marbles	2	4			
Bags	1	2	3	4									
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Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns.</p> <table border="1"> <tr> <td>Term/ Input</td> <td>1</td> <td>2</td> <td>Rule for n in words</td> <td>Rule for n in Algebra</td> </tr> <tr> <td>Result/ Output A</td> <td>7</td> <td>14</td> <td>7 times n</td> <td>7n</td> </tr> </table>	Term/ Input	1	2	Rule for n in words	Rule for n in Algebra	Result/ Output A	7	14	7 times n	7n	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
Term/ Input	1	2	Rule for n in words	Rule for n in Algebra									
Result/ Output A	7	14	7 times n	7n									
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns.</p> <table border="1"> <tr> <td>Term/ Input</td> <td>1</td> <td>2</td> <td>Rule for n in words</td> <td>Rule for n in Algebra</td> </tr> <tr> <td>Result/ Output A</td> <td>0</td> <td>4</td> <td>4 times one less n</td> <td>4(n-1)</td> </tr> </table>	Term/ Input	1	2	Rule for n in words	Rule for n in Algebra	Result/ Output A	0	4	4 times one less n	4(n-1)	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
Term/ Input	1	2	Rule for n in words	Rule for n in Algebra									
Result/ Output A	0	4	4 times one less n	4(n-1)									
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns.</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>										

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	<p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	Term/ Input	1	2	Rule for n in words	Rule for n in Algebra
		Result/ Output A	4	7	1 more than 3 times n	$1 + 3n$

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.1.2.1		
<b>Performance Indicator</b>	Learners can show the relationship between heat and temperature		
<b>Strand</b>	4: FORCES AND ENERGY		
<b>Sub strand</b>	1: SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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 sing songs and recite familiar rhymes  Review previous lesson on temperature with learners	In a group discussion, learners find out what will happen when heat is applied to a substance or lost from a substance, e.g. when a substance is placed in the sun for a while or when a substance is put in a fridge. <ul style="list-style-type: none"> <li>• Learners undertake an activity of placing objects such as metal plates, pieces of stone in the sun.</li> <li>• Learners initially touch the objects to feel their degree of warmness before they are put in the sun.</li> <li>• After 20 minutes, learners touch the objects again and feel the</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>difference in temperature.</p> <ul style="list-style-type: none"> <li>• Learners should then place the stones or metals in a bowl of water and afterwards, touch again to determine whether they become hotter or colder.</li> </ul> <p>Assessment: let learners show the relationship between heat and temperature</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>In a group discussion, learners find out what will happen when heat is applied to a substance or lost from a substance, e.g. when a substance is placed in the sun for a while or when a substance is put in a fridge.</p> <p>Elaborate on learners' ideas, emphasising heat as the factor that changes temperature.</p> <ul style="list-style-type: none"> <li>• Summarise lesson by explaining to learners that when heat is lost, temperature reduces, when heat is gained, temperature increases.</li> </ul> <p>Assessment: let learners show the relationship between heat and temperature</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	OWOP curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.1.2.1.		
<b>Performance Indicator</b>	Learners can discuss the importance of being a responsible citizen in the nation		
<b>Strand</b>	4: OUR NATION GHANA		
<b>Sub strand</b>	1: Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe attitudes and behaviours that show that a person is responsible e.g. obedience to rules and regulations, respect others, accepting responsibility (performing assigned duties), taking initiatives, helping needy people.  Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.  Assessment: let learners discuss the importance of	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		being a responsible citizen in the nation	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.</p> <p>Learners role-play activities of responsible citizens. Learners identify and talk about what they can do to help the country to develop.</p> <p>Assessment: let learners discuss the importance of being a responsible citizen in the nation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5 3.1.1.2:		
<b>Performance Indicator</b>	Learners can outline the moral lessons from the ministry of the various leaders		
<b>Strand</b>	3: Religious Leaders		
<b>Sub strand</b>	1: Ministry of the Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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>
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc.  Assessment: let learners outline the moral lessons from the ministry of the various leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	Journey to Independence		
<b>Performance Indicator</b>	Learners can identify the early protest movements in Ghana before 1945.		
<b>Strand</b>	5: Journey to Independence		
<b>Sub strand</b>	1: Early Protest Movements		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discus the sequence of events that led to the formation of these movements. The Gold Coast Youth Conference, 1929  Assessment: let learners identify the early protest movements in Ghana before 1945.	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Discus the sequence of events that led to the formation of these movements. The Gold Coast Youth Conference, 1929  Assessment: let learners identify the early protest movements in Ghana before 1945.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5 1.2.3.2      B5 2.2.3.2		
<b>Performance Indicator</b>	Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa.  Learners can create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa		
<b>Strand</b>	1: Visual Arts 2: Performing Arts		
<b>Sub strand</b>	2: Planning, Making and Composing 2: Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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 sing songs and recite familiar rhymes	Learners are to: ☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own visual artworks based on own ideas and experiences; ☑ make own comprehensive designs based on reflections	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>on the physical and social environment of some communities in Africa;</p> <p>☑ follow own design to produce personal artwork by selecting and using available but suitable and appropriate:</p> <p>a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving); b) tools and equipment e.g. - brush for painting; - scissors and cutting knives for cutting; - spray diffuser for spraying - chisel for carving - spatulas for modelling - craft tools for punching, perforating, etc.;</p> <p>c) manual/mechanical production methods/techniques;</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques</p> <p>Assessment: let learners create own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts, instruments, equipment and techniques freely in creative and expressive ways to produce</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>own music, dance, drama, poetry, etc. based on own ideas and experiences; 2 make own compositions based on reflective memory of the physical and social environments of some communities in Africa;</p> <p>a) produce music, dance, drama, etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate: b) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props);</p> <p>c) manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements, dramatization);</p> <p>d) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production</p> <p>Assessment: let learners create own performing artworks</p>	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.5.2.5:		
<b>Performance Indicator</b>	Learners can Distinguish between volleying and kicking and describe the similarities and differences.		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Strategies		
<b>Teaching/ Learning Resources</b>	ball		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Volleying is when a ball is strike before it touches the ground. It is common in soccer, volleyball, tennis, cricket etc. Kicking is the act of striking a ball from the ground which is common in Soccer. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.6.2.1.7 B5.6.2.1.8 B5.6.2.1.9		
<b>Performance Indicator</b>	Learners can explain what a Web Page is. Learners can explain what a home page is. Learners can move within and between web pages using hyperlinks.		
<b>Strand</b>	Internet and social media		
<b>Sub strand</b>	2: WEB BROWSERS AND WEB PAGES		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore features of a Web Page (text, graphics, audio, video, animation etc. through practical lessons)  Guide learners to identify a home page from other web pages, through practical lessons  Guide learners to practise clicking hyperlinks, through practical lessons.  NB: This is to help the learner with the fundamental skills of creativity in computing and Computer Science	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners move within and between web pages using hyperlinks.	
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<b>Learning Indicator (s) (Ref. No.)</b>		B5.5.5.1.1 Recognise and use postpositions in complex sentences B5.5.5.1.3 Recognise postpositions in paragraphs B5.5.6.1.1 Recognise single conjunctions such as “but” and “because” in compound sentences.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should recognise and use postpositions in complex sentences</li> <li>• The learner should recognise postpositions in paragraphs</li> <li>• The learner should recognise single conjunctions such as “but” and “because” in compound sentences.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Revise postpositions with learners.</li> <li>• Let learners give some examples of postpositions.</li> <li>• Write the postpositions on the board and read them aloud.</li> <li>• Allow learners to form some sentences.</li> <li>• Write sentences with postposition words on flashcards. Read aloud the sentences and allow learners to also read.</li> <li>• Guide learners to recognise post positions in complex sentences.</li> </ul>	What have we learnt today?

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		<ul style="list-style-type: none"> <li>• Allow learners to use some of the written postpositions on the board to form complex sentences.</li> <li>• Explain the structure of a complex sentence to learners.</li> <li>• Assist learners to use postpositions in writing complex sentences.</li> </ul> <p>Assessment: let learners use postpositions in complex sentences</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Give learners a passage to read or read it to them.</li> <li>• Assist learners to recognise post positions in paragraphs.</li> <li>• Present learners with a mixture of words and allow them to select the postpositions</li> </ul> <p>Assessment: let learners use postpositions in paragraphs</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to give simple sentences orally and write the sentences on the board.</li> <li>• Discuss how some of the sentences can be put together as one sentence.</li> <li>• Explain to the learners the use of conjunctions as</li> </ul>	What have we learnt today?

		<p>words used to link the sentences.</p> <ul style="list-style-type: none"><li>• Give a sample compound sentence and guide learners to recognise the conjunction in it.</li><li>• Write out other conjunctions and read aloud to learners.</li><li>• Use flashcards with single conjunctions written on them to assist learners to recognise single conjunctions such as “but”, “because” in compound sentences.</li></ul> <p>Assessment: let learners use single conjunctions such as “but” and “because” in compound sentences.</p>	<p>Review the lesson with learners</p>
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