

# **TERM TWO BASIC FIVE WEEK TWELVE**

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WEEKLY SCHEME OF LEARNING- WEEK TWELVE

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.8.1.1 B5.1.8.2.1. B5.2.7.2.3 B5.3.5.1.1. B5.4.11.1.2 B5.5.5.1.1	
Performance Indicator		A. Learners can use the various “have”, appropriately in questions and responses. Use positive tags, negative tags and auxiliaries in speech. B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion) C. Learners can use different typ sentences: – Main verb – Helping verb (primary auxiliary and modal auxiliary D. Learners can write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts E. Learners can use comparative forms of regular and irregular adjectives to make comparisons F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Revise <b>Wh</b> and <b>Yes/No</b> questions by having learners respond to several of such questions. • Use the various forms of “do” to construct sentences as learners listen to you. e. g. Do you like lots	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>of pepper? Does he teach here? Did we sleep there?</p> <ul style="list-style-type: none"> <li>• Answer each question yourself.</li> <li>• Ask the questions again and have learners give the answer.</li> <li>• In pairs, learners ask questions for their partners to answer.</li> <li>• Repeat the procedure to introduce the various forms of “be” (is, am, are etc.) and “have” (has, have, had).</li> </ul> <p>Play a recorded dialogue containing positive tags or get two learners to engage in a dialogue prepared by the teacher containing positive tags.</p> <ul style="list-style-type: none"> <li>• Learners listen and in pairs, use positive tags in dialogues. Do the same with negative tags. Go through the same procedure to get learners to use the tags in speech. (Explain that question tags are short questions that follow statements).</li> <li>• Together with learners, discuss the formation of tags by listening to and practising using them in speech. e.g. The bad boys aren’t in school today, are they?</li> </ul> <p>In a Question and Answer Drill, pairs of learners ask and answer questions round the class.</p>	
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		Assessment: let learners use positive tags, negative tags and auxiliaries in speech	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion.</p> <ul style="list-style-type: none"> <li>• Have learners use connectives to summarise each part of the text and use these to make a full summary.</li> </ul> <p>Assessment: let learners write a story</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</p> <ul style="list-style-type: none"> <li>• Revise verbs using context.</li> <li>• Let learners identify main verbs in sentences. E.g. The boy has <u>bought</u> a new football.</li> <li>• Provide a text and guide learners to identify auxiliary (Primary and Modal) verbs. E.g. is, was, have, has, had, etc.</li> </ul> <p>Assessment: let learners use different types of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners revise, edit first draft, and publish their writing.</p> <ul style="list-style-type: none"> <li>• Refer to Strand 4, Sub-strand for the details of the stages of the writing process.</li> </ul> <p>Poems and Plays:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>


		<ul style="list-style-type: none"> <li>• Discuss sentences of poems and plays. Guide learners through the writing process to write poems and plays.</li> </ul> <p>Assessment: let learners write poems and imaginative narrative stories</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <p>In groups, learners write a description of the members in each group. Let them edit their work focusing on the use of forms of adjectives appropriately.</p> <ul style="list-style-type: none"> <li>• Learners can add the group picture to their presentation and publish in their class magazine</li> <li>• Learners now write individually by describing the members of their nuclear families demonstrating their knowledge of the positive, comparative and superlative forms.</li> </ul> <p>Assessment: let learners use comparative forms of regular and irregular adjectives to make comparisons</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><b>E.EXTENSIVE READING</b></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> </ul>	Have learners to tell what they read to the whole class

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		<ul style="list-style-type: none"><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>	
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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>		B5.2.1.1.8 B5.2.2.1.1					
<b>Performance Indicator</b>		Learners can describe the relationship in a given table or chart, using a mathematical expression Learners can demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide).					
<b>Strand</b>		2. ALGEBRA					
<b>Sub strand</b>		2: Algebraic Expressions					
<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	This table shows the pattern of cost of boxed lunches for students on a field trip. Ask learners to: (i) explain the pattern of how the cost of lunches changes as more students go on the trip; (ii) use the pattern to determine how many students went on the trip if the cost of lunches is GHC90.				Review the lesson with Learners  <b>Assessment:</b> have learners to practice with more examples	
		Number of students	1	2	3	4	

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		<div>Cost of lunch in cedis</div> <div>36912</div>	
		Ask learners to write questions based on the pattern for their friends to find answers	
Tuesday	<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>1. Write algebraic expressions for word problems:</p> <p>1) Sum of 8 and s</p> <p>2) 8 times the sum of c and 7</p> <p>3) Take away 4 from m</p> <p>4) Subtract 4 from 7 times</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
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>Write algebraic expressions for the perimeter of the following shapes</p> 	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
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</p>	<p>Simplify basic algebraic expressions by grouping like terms. E.g.</p> <p>1) <math>m + 5m</math></p> <p>2) <math>b + (-3b) + b</math></p> <p>3) <math>-7n + 6n</math></p> <p>4) <math>9w - 4 - 10w</math></p> <p>5) <math>8w + 5w</math></p> <p>6) <math>-m + 9 - 5m</math></p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
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>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>Substitute a value for an unknown into an expression and correctly calculate the answer. E.g. Find the values of these algebraic expressions using the values given in the following:</p> <p>1) <math>z + 7d</math> use <math>z = 7</math> and <math>d = 4</math></p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>



		<p>2) <math>4 - 5s + 3b</math> use <math>s = 6</math> and <math>b = 2</math></p> <p>3) <math>8k + d</math> use <math>k = 2</math> and <math>d = 3</math></p> <p>4) <math>-7 - 2b + 6 - 3r</math> use <math>b = 3</math> and <math>r = 4</math></p> <p>5) <math>7(5f - 3n) - 8</math> use <math>n = 3</math> and <math>f = 7</math></p> <p>6) <math>-5d - k</math> use <math>k = 14</math> and <math>d = 5</math></p>	
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Week Ending			
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B1.4.1.2.2	
Performance Indicator		Learners can measure and record temperature using thermometer	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	2.2 Measure and record temperature using thermometer • Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water.  • If available, bring clinical and laboratory thermometers to class.  • Learners recall their previous knowledge on the concept, “temperature”.  • Learners discuss the relationship between hotness and coldness in terms of heat transfer, (when an object loses heat, it cools and when it gains heat, it becomes warm or hot).	What have we learnt today?  Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> <li>• Learners identify the instrument used for measuring the amount of heat in a body and give examples of places where the thermometer is used.</li> </ul> <p>Assessment: let learners give examples of places where the thermometer is used</p>	
Thursday		<ul style="list-style-type: none"> <li>• Learners identify the instrument used for measuring the amount of heat in a body and give examples of places where the thermometer is used.</li> </ul> <p>Learners are assisted to use the clinical thermometer to measure and record their body temperatures, and the laboratory thermometer to measure the temperature of warm water.</p> <p>Assessment: let learners measure and record temperature using thermometer</p>	Ask learners to summarize the important points of the lesson

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		HISTORY	
<b>Reference</b>		History curriculum Page	
<b>Learning Indicator(s)</b>		B5.5.1.1.2	
<b>Performance Indicator</b>		Learners can examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897	
<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	Identify the key leaders of the ARPS by pictures/documentary. Find out from the internet how the ARPS got the land bill withdrawn.  Assessment: let learners describe sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897	
Thursday	Engage learners to sing songs and recite familiar rhymes	Find out from the internet how the ARPS got the land bill withdrawn. Present report as a poster  Assessment: let learners describe sources of	What have we learnt today?  Ask learners to summarize the main points in the lesson

		evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS-1897	
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<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 1.4.7.2                      B5 2.4.7.2	
<b>Performance Indicator</b>		Learners can analyse and appreciate own or others’ visual artworks and present reports as feedback on artworks that reflect the physical and social environments of some communities in Africa. Learners can analyse and appreciate own or others’ performing artworks and present reports as feedback on compositions 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>		4: Appreciating and Appraising 4: Appreciating and Appraising	
<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: ☐ display (real/photographs/video) selected works (own or that of others) that reflect the physical and social environments of some communities in Africa; ☐ talk about the works dispassionately using agreed guidelines; ☐ use the outcome of the appreciation/appraisal to modify the product or to produce similar or another artwork; ☐ record/document the	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p> <p>Assessment: let learners appreciate own or others' visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: <input type="checkbox"/> display (photographs/video) of selected performances (own or that of others) that reflect the physical and social environments of some communities in Africa; <input type="checkbox"/> talk about the performances dispassionately using agreed guidelines; <input type="checkbox"/> use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance; <input type="checkbox"/> record/document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p> <p>Assessment: let learners appreciate own or others' performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Week Ending			
Class		Five	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B5.6.3.1.3 B5.6.3.1.4.	
Performance Indicator		Learners can create favourite folder Learners can use the links toolbar	
Strand		Internet and social media	
Sub strand		SURFING THE WORLD WIDE WEB	
Teaching/ Learning Resources		Laptop	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to create a favourite folder. Guide learners to use the links toolbar. NB: This is to help the learner with the fundamental skills of surfing and navigating the internet.  Assessment: let learners create favourite folder	What have we learnt today?  Ask learners to summarize the main points in the lesson



Week Ending			
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.3.1.3.1	
Performance Indicator		Learners can perform 10 minutes jogging with music	
Strand		PHYSICAL FITNESS	
Sub strand		STRENGTH	
Teaching/ Learning Resources		drums	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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)
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	Choose music that can aid learners to jog. Learners jog at their own pace for 10 minutes. Learners communicate with their teachers and peers signs and symptoms as they progress in the activity.	End the lesson with cool down activities and use questions to summarise the lesson

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Week Ending			
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B5 3.1.1.2:	
Performance Indicator		Learners can outline the moral lessons from the ministry of the various leaders	
Strand		3: Religious Leaders	
Sub strand		1: Ministry of the Leaders of the Three Major Religions in Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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)
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

Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page	
Learning Indicator(s)		B5.4.1.2.1.	
Performance Indicator		Learners can discuss the importance of being a responsible citizen in the nation	
Strand		4: OUR NATION GHANA	
Sub strand		1: Being a Citizen	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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)
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.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners explain the importance of 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 explain 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>Learning Indicator (s) (Ref. No.)</b>		B5.6.3.1.3 Retell the short stories or narratives read	
<b>Performance Indicators</b>		The learner should retell the short stories or narratives read	
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			
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 leaners to sing songs and recite familiar rhymes	Read a passage to the hearing of learners. • Guide learners to re-tell the short stories or narratives read.  Assessment: let learners retell the short stories or narratives read	What have we learnt today?  Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	Read a passage to the hearing of learners. • Guide learners to re-tell the short stories or narratives read.  Assessment: let learners retell the short stories or narratives read	What have we learnt today?  Review the lesson with learners

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	Engage leaners to sing songs and recite familiar rhymes	Read a passage to the hearing of learners. <ul style="list-style-type: none"><li>• Guide learners to re-tell the short stories or narratives read.</li></ul>	What have we learnt today?  Review the lesson with learners
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