

# **TERM TWO**

## **BASIC FIVE**

### **WEEK FIVE**

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## WEEKLY SCHEME OF LEARNING- WEEK FIVE

## BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English language curriculum	
<b>Learning Indicator(s)</b>		B5.1.7.1.1 B5.2.7.1.1 B5.3.2.1.5. B5.4.9.3.3. B5.5.4.1.2. B5.6.1.1.1	
<b>Performance Indicator</b>		A. Learners can employ the Think-Aloud strategy to convey meaning from level-appropriate texts. B. Learners can construct meaning from text read C. Learners can identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to D. Learners can display writing piece for peers to read and publish it in the class magazine E. Learners can use the simple past verb form to express past needs, feelings and interest F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read	
<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	Have learners listen to a teacher-read text. • Model Think-Aloud strategy to make meaning from the text. • Have learners practise the Think-Aloud strategy to construct meaning.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners employ the Think-Aloud strategy to convey meaning from level-appropriate texts.	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Choose different texts for learners to make meaning from using the different strategies they are familiar with: – Use of prior knowledge/experience. – Making predictions – Contextual meaning of vocabulary to connect with the other words to make meaning</p> <p>Assessment: let learners construct meaning from text read</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> <p>Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage.</p> <p>Assessment: let learners identify and use interrogative determiners 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 share their writing with their peers classmates and families</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners display writing piece for peers to read and publish it in the class magazine	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write on a story. E.g. What happened after school on Monday?</p> <ul style="list-style-type: none"> <li>• Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</li> <li>• Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form.</li> </ul> <p>Assessment: let learners edit a draft focusing on the past verb form and past participle form</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>	Have learners to tell what they read to the whole class

		<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> <p>Assessment: let learners</p>	
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Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B51414 B51415	
Performance Indicator		Learners to explain the result of addition of decimals (up to the thousandths). Learners can use models to explain the result of multiplying a decimal (upto the thousandths) by a whole number	
Strand			
Sub strand		3: Number: Fractions	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. 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	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	To add 0.645 and 0.39, means sum $6451000 + 39100$ which is $645+3901000 = 10351000 = 1.035$ . That is, since one is hundredths and other thousandths (i.e. one has 2 decimal places and the other 3 decimal places) we can line up the decimal points to align the place values and add as whole numbers  $\begin{array}{r} 0.645 \\ + 0.390 \\ \hline 1.035 \end{array}$	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I’m counting one, what is one	To subtract 0.395 from 0.6 and, one number is in tenths and other is in thousandths (i.e. one has	Review the lesson with Learners

	<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>1 decimal place and the other 3 decimal places) it is important to line up the decimal points to align the place values and add as whole numbers.</p> $\begin{array}{r} 0.6 \\ - 0.396 \\ \hline 0.204 \end{array}$	<p>Assessment: 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,</p>	<p>Review multiplying a fraction by a whole number. e.g. <math>25 \times 10</math> means shade <math>2 \times (15 \text{ o } 2 \text{ o } 10)</math> ; i.e. <math>2 \times (2) = 4</math>;</p>	<p>Review the lesson with Learners</p> <p>Assessment: 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 come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To multiply a decimal fraction by a whole number, change the decimal number to common fraction and multiply e.g. <math>0.4 \times 10</math> means <math>\frac{4}{10} \times 10 = 4.0</math>; Or multiply the whole numbers 4 and 10, and place the decimal point at one decimal place, since</p>	<p>Review the lesson with Learners</p> <p>Assessment: 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>To multiply a decimal fraction (up to thousandths) by a whole number, first ignore the decimal point and multiply the whole numbers, check the number of decimal places and place the decimal point</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B5.3.1.1.1	
Performance Indicator		Learners can know the parts of the respiratory system in humans	
Strand		3: SYSTEMS	
Sub strand		1: THE HUMAN BODY SYSTEMS	
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)
	Introduce the lesson with songs on the parts of the body, e.g. head, shoulders, knees and toes.	Ask learners to breathe in and out for some time. <ul style="list-style-type: none"><li>• Relate the act of breathing to the respiratory system and guide learners to identify the organs of the system using charts or models.</li><li>• Use role-play to guide learners to identify the functions of each part (different learners assume and role-play the functions of parts of the respiratory system, e.g. Ama is the lungs and Amina is the diaphragm)</li></ul> . Assessment: let learners identify the parts of the respiratory system in humans	Engage learners in an activity to design a breathing model using plastic bags, balloons, rubber bands and polythene bags.



Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners draw and label the respiratory system and state its function</li> </ul> <p>Assessment: let learners draw and label the respiratory system and state its function</p>	<p>Learners are tasked to find out the diseases and lifestyles that affect the respiratory system adversely.</p> <p>Project: Assist learners to design an improvised breathing apparatus using plastics.</p>
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<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		OUR WORLD OUR PEOPLE	
<b>Reference</b>		Our World Our People curriculum Page	
<b>Learning Indicator(s)</b>		B5. 3.1.1. 1.	
<b>Performance Indicator</b>		Learners can identify the moral significance of Sacred Passages and Oral Traditions in the three main religions	
<b>Strand</b>		3: OUR BELIEFS AND VALUES	
<b>Sub strand</b>		Worship	
<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	<p>Learners recall the modes of worship (charity, prayer, song ministration, evangelism,) and give reasons why we worship: human beings are under the authority of the Creator, we demonstrate that we depend on God for survival, etc.</p> <p>Learners listen to and sing religious songs of the three major religions in Ghana.</p> <p>Learners recite selected passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20), Al-Fathiha’, Folktales, etc., and show how they can apply them in their daily lives</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners identify the moral significance of Sacred Passages and Oral Traditions in the three main religions</p>	
Thursday	<p>Learners recite selected passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20), Al-Fathiha',.</p>	<p>Learners relate the moral values they have learned to their lives e.g. honesty, sacrifice, dedication, commitment, forgiveness, etc.</p> <p>Assessment: let learners identify the moral significance of Sacred Passages and Oral Traditions in the three main religions</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>		B5.2.2.1.1	
<b>Performance Indicator</b>		Learners can identify the moral significance of sacred passages and oral traditions in the three main religions	
<b>Strand</b>		2: Religious Practices and their Moral Implications	
<b>Sub strand</b>		2: Festivals in the Three Major Religions	
<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	<p>Give selected passages and or oral traditions for learners to study e.g. the Ten Commandments - (Exodus 20,), Al-Fātihah, folktales, etc. and show how they can apply them in their daily lives.</p> <ul style="list-style-type: none"><li>• Guide learners to identify sacred passages and oral traditions in the three main religions in Ghana</li></ul> <p>Assessment: let learners identify sacred passages and oral traditions in the three main religions</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>		HISTORY	
<b>Reference</b>		History curriculum Page	
<b>Learning Indicator(s)</b>		B5.4.3.2.1	
<b>Performance Indicator</b>		Learners can describe the economic measures introduced during the colonial period including transport and communication projects.	
<b>Strand</b>		Colonisation and Developments under Colonial Rule in Ghana	
<b>Sub strand</b>		Economic Developments Under Colonial Rule	
<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  What were these economic development under colonial rule?	Enumerate contributions in the agricultural sector (e.g. setting up of agricultural station at Bunso, botanical garden at Aburi and Agricultural College at Kwadaso, promotion and marketing of cocoa farming), the construction of the Takoradi Harbour, construction of roads and railways and introduction of vehicles to link their main centres to evacuate and export items and facilitate movement.  Assessment: let learners describe the economic	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		measures introduced during the colonial period	
Thursday	What were these economic development under colonial rule How do sources of evidence help you to understand these developments under colonial rule?	<p>Discuss the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become</p> <p>Assessment: let learners narrate the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Five	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B5 1.3.4.2	
Performance Indicator		Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the physical and social environments in some communities in Africa	
Strand		Visual Arts	
Sub strand		Displaying and Sharing	
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	Learners are to: 1 watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); 2 discuss the need for displaying portfolio of own visual artworks; 3 develop a roadmap for the exhibition by: - fixing a date - selecting a venue - inviting an audience 4 brainstorm to agree on a theme for the exhibition (e.g. Our Environment); 5	What have we learnt today?  Ask learners to summarize the main points in the lesson What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>☐ select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance;</p> <p>☐ decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to</p> <ul style="list-style-type: none"> <li>• plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</li> <li>• clean and prepare the hall and its environment and make it ready for the exhibition;</li> <li>• plan for post exhibition activities such as cleaning,</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



		<p>appreciation, evaluation, reporting,</p> <p>Assessment: let learners Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks</p>	
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Week Ending			
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.2.2.2.1	
Performance Indicator		Learners can Explain the differences in applying and receiving force when jumping for height and distance	
Strand		Movement Concepts, Principles and Strategies	
Sub strand		Dynamics	
Teaching/ Learning Resources			
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	Teacher explains to learners that in jumping for height, the performer has to displace the force of gravity acting on the body from the sky by placing it outside the centre of the body. At the same time, the performer should take advantage of reaction force by pushing hard on the ground during take-off so as to gain height. 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>		B5.5.1.3.4. B5.5.1.3.5. B5.5.1.3.6.	
<b>Performance Indicator</b>		Learners can identify types of databases and data. Learners can explain fundamental database concepts Discuss programming languages and their use (e.g. scratch, vb.net etc.)	
<b>Strand</b>		5: PROGRAMMING AND DATABASES	
<b>Sub strand</b>		1: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.	
<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 investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection and manipulation, security, and backup and restore. Guide learners to investigate in groups on the programming languages and their use (e.g. scratch, vb.net etc.)	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify programming languages and their use	
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<b>Learning Indicator (s) (Ref. No.)</b>		B5.3.1.1.3 Recognise that a colon is used to list and explain a statement, or to mention a list of items. B5.3.1.1.4 Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• The learner should recognise that a colon is used to list and explain a statement, or to mention a list of items.</li><li>• The learner should recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.</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			
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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Write a passage on the board with all the appropriate punctuations.</li><li>• Discuss the use of the colon in the passage.</li><li>• Assist learners to recognise that a colon is used to list and explain a statement, or to mention a list of items.</li></ul> Assessment: let learners use a colon to list and explain a statement, or to mention a list of items.	What have we learnt today?   <

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Call learners to make some utterances by asking questions.</li> <li>• Write the utterance in quotation marks on the board and discuss with learners.</li> </ul> <p>Assessment: let learners write sentences with quotation marks</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>• Write a passage on the board with all punctuations.</li> <li>• Assist learners to recognise that, quotation marks are used when you want to write the same words a person said or wrote</li> </ul> <p>Assessment: let learners write sentences with quotation marks</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

