

# **TERM TWO**

## **BASIC FIVE**

### **WEEK SIX**

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## WEEKLY SCHEME OF LEARNING- WEEK SIX

## 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>		B5.1.7.1.2. B5.2.7.1.2. 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 make connections with events in drama B. Learners can note and recall main ideas in a sequence 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 an audio drama or watch a video. • Guide learners to identify the sequence of events in the story, i.e. events at the beginning, middle and ending. • Ask relevant questions to guide learners to relate the events in the drama to their lives.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners make connections with events in drama	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING Using SQ3R guide learners to present facts and ideas in a sequential order.</p> <p>Assessment: let learners note and recall main ideas in a sequence</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 Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage.</p> <ul style="list-style-type: none"> <li>• Create a scenario for them to use the demonstratives appropriately in sentences.</li> </ul> <p>Assessment: let learners identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to</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 Encourage learners to copy neatly their writing and submit them for publication in the class magazine, school magazine or notice board, The Junior Graphic</p> <p>Assessment: let learners display writing piece for peers to read and publish it in the class magazine</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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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>• Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form.</li> <li>• Guide learners to rewrite the essay incorporating the corrections.</li> <li>• Let learners write on another topic individually using the past verb form.</li> </ul> <p>Assessment: let learners use the simple past verb form to express past needs, feelings and interest</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</p>	Have learners to tell what they read to the whole class

		level appropriate books and present at least a- three-paragraph summary of each book read	
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Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B51511 B51512	
Performance Indicator		Learners can Determine the percentage of a given quantity (limit to 2-digit whole number) and vice versa. Learners can Determine the benchmark percentages from their common fractions and use these to estimate percentages of quantities	
Strand		Number	
Sub strand		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.  Review multiplying a fraction by a whole number. e.g.25 ×10	To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.40% ×10 means $\frac{40}{100} \times 10 = 4$ . To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.40% ×10 means $\frac{40}{100} \times 10 = 4$ ;  What is 20% of 45?  $20\% \text{ of } 45 = 20\% \times 45$ $= \frac{20}{100} \times \frac{45}{1}$ $= 9$	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I’m counting one, what is one 1 - One is one alone, alone it shall be.	To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.60% ×10	Review the lesson with Learners

		means $\frac{100}{10} = 10$ ; $10 \times 4 = 40$ ;	<b>Assessment:</b> have learners to practice with more examples														
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>Use pictorial representations and chart to display common or benchmarks percentages and ask pupils to determine these from their equivalent common fractions</p> <table><tr><td>Percent</td><td>10%</td><td>20%</td><td>25%</td><td><math>33\frac{1}{3}\%</math></td><td>50%</td><td><math>66\frac{2}{3}\%</math></td></tr><tr><td>Fraction</td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{5}</math></td><td><math>\frac{1}{4}</math></td><td><math>\frac{1}{3}</math></td><td><math>\frac{1}{2}</math></td><td><math>\frac{2}{3}</math></td></tr></table> <p>Give learners practice through drills and games to learn the equivalences of the benchmark fractions</p>	Percent	10%	20%	25%	$33\frac{1}{3}\%$	50%	$66\frac{2}{3}\%$	Fraction	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
Percent	10%	20%	25%	$33\frac{1}{3}\%$	50%	$66\frac{2}{3}\%$											
Fraction	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$											
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 pupils to use the benchmarks for estimating percentages of given quantities. E.g. for “what is 60% of 45?” using the nearest benchmark fraction (i.e. 50%) the learner will know the expected result is close to 30; the learner can use benchmark fractions to determine the result mentally by finding which can easily multiply 45, and in this case 15 to give 9. Since 15 is 20%, then the 60% required will be 3 times 9 which is 27.</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>														

		<p>What is 60% of 45?</p> $60\% \text{ of } 45 = 60\% \times 45$ $= \frac{60}{100} \times \frac{45}{1}$ $= 27$	
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>Ask pupils to use the benchmarks for estimating and determining the results of finding percentages of given quantities and then verify by working; that is, changing the percentage to common fraction and multiplying by the quantity</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)		B5.3.2.1.1	
Performance Indicator		Learners can identify the components of the solar system	
Strand		SYSTEMS	
Sub strand		THE SOLAR SYSTEM	
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	Learners recite the poem, “I see the moon, and the moon sees me”.	<ul style="list-style-type: none"><li>Initiate a discussion on the importance of the sun to life on earth.</li></ul> <p>Present learners with a chart, model or video depicting the solar system or draw the solar system on the board, using different colours to illustrate the different bodies.</p> <ul style="list-style-type: none"><li>Explain to the learners that the earth orbits (moves around) the sun, leading to changes in seasons (it takes a year for the earth to move around the sun).</li><li>Learners are made to understand that heavenly bodies that move around the sun are called planets.</li></ul>	<p>What have we learnt today?</p> <p>.</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> <li>• Learners observe the planet Venus, the brightest object in the sky before sunset or several hours after sunrise.</li> </ul> <p>Learners should understand that all the planets move around the sun.</p> <ul style="list-style-type: none"> <li>• Learners to observe the planet Venus, the brightest object in the sky before sunset or several hours after sunrise.</li> </ul> <p>Assessment: let learners identify the components of the solar system</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners are guided to role- play the sun and the planets in the solar system.</li> <li>• Share folktales about the sun and moon with learners</li> </ul> <p>Assessment: let learners identify the components of the solar system</p>	<p>Project: Planning, designing and making a model of the Solar System</p> <p>Learners build a model of the solar system using suitable materials such as blu tack, clay, cardboard and wood. etc.</p>

Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B5.3.2.1.1	
Performance Indicator		Learners can describe various celebrations in Ghana	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Festivals	
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 talk about types of celebrations in Ghana e.g. Birthday, Indolence Day, Naming babies, festivals  Learners talk about importance of celebrations in Ghana: teaches about love and sacrifice, unity, brotherliness, appreciation, generosity, kindness, forgiveness, bravery, reconciliation  Assessment: let learners describe various celebrations in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Thursday	Learners talk about types of celebrations in Ghana e.g. Birthday, Indolence Day, Naming babies, fes	<p>Learners role play various celebrations, showing important activities like sharing, reconciliation, unity and brotherliness, etc.</p> <p>Assessment: let learners write essay on any of the celebrations</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		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B5.2.2.1.1	
Performance Indicator		Learners can identify the moral significance of sacred passages and oral traditions in the three main religions	
Strand		2: Religious Practices and their Moral Implications	
Sub strand		2: Festivals in the Three Major Religions	
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	<ul style="list-style-type: none"><li>• Guide learners to identify sacred passages and oral traditions in the three main religions in Ghana.</li><li>• Let learners isolate moral elements that can be found in the passages and narratives: this reinforces trust in God, helps to control stress, gives hope, guides our behaviours, etc.</li></ul> Assessment: let learners identify the moral significance of sacred passages and oral traditions in the three main religions	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>		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  Enquiry routes: What were these economic development under colonial rule? How do sources of evidence help you to understand these developments under colonial rule?	Show pictures of any of these facilities e.g. Tetteh Quarshie farm.  agricultural station at Bunso, botanical garden at Aburi Agricultural College at Kwadaso, Takoradi Harbour, construction of roads and railways to link their main centres vehicles to evacuate and export items and facilitate movement.  Assessment: let learners describe the economic measures introduced during the colonial period	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	<p>Enquiry routes: What were these economic development under colonial rule?</p> <p>How do sources of evidence help you to understand these developments under colonial rule?</p>	<p>Enumerate contributions of the colonial government to mining sector</p> <p>Assessment: let learners describe the economic measures introduced during the colonial period</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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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 2.3.4.2	
<b>Performance Indicator</b>		Learners can plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa	
<b>Strand</b>		Performing Arts	
<b>Sub strand</b>		Displaying and Sharing	
<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:  ☐ watch a short video or live performances that reflect the physical and social environment of Africa;  ☐ discuss the need for performing compositions of own music, dance, drama, poetry etc.;  ☐ develop a roadmap for the performances by: - fixing a date - selecting a venue - inviting an audience  ☐ brainstorm to agree on a theme for the performance  ☐ send manual and/or electronic invitations to target audience, for example parents, PTA/SMC members.	What have we learnt today?  Ask learners to summarize the main points in the lesson



		<p>stakeholders, colleague learners;</p> <p>☐ select compositions by considering factors such as creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance;</p> <p>☐ decide on mode and arrangement of performances, e.g. monologue/solo/group, costumes, props, etc.;</p> <p>☐ getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities ,characters, directors, stage managers, audience, health and security personnel;</p> <p>☐ clean and prepare the venue and its environment and make it ready for the performance.</p> <p>☐ plan for post performance activities such as cleaning, appreciation, evaluation, reporting, etc.</p> <p>Assessment: let learners write a plan for display of own portfolio of performing artworks</p>	
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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>• clean and prepare the venue and its environment and make it ready for the performance.</li> <li>• plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc.</li> </ul> <p>Assessment: let learners write a plan for display of own portfolio of 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		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.2.3.2.1	
Performance Indicator		Learners can compare the difference in throwing a ball with the “left hand and right hand” and kicking a ball with “left foot and right foot for distance”.	
Strand		Movement Concepts, Principles and Strategies	
Sub strand		Relations	
Teaching/ Learning Resources		ball	
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	Learners compare and discuss the difference as obviously, one hand would be stronger than the other. It is much easier for the stronger hand to execute a task. Any of the hands that is stronger can throw faster than the other.  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

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Week Ending			
Class		Five	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B5.5.1.2.1. B5.5.1.2.2. B5.5.1.2.3.	
Performance Indicator		Learners can identify Electronic Spreadsheets and their uses Learners can discuss the importance of Electronic Spreadsheets Learners can get familiar with the interface of MS-Excel	
Strand		Programming and databases	
Sub strand		2: introduction to electronic spreadsheet(tabs and ribbons manipulation	
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	Play video on Electronic Spreadsheets and their uses in society. Assist learners to list examples of Electronic Spreadsheets (MS Excel, Numbers, Google sheets, Lotus 1-2-3 etc.). Guide learners to explore the uses of electronic spreadsheets Guide learners to discuss the importance of Electronic Spreadsheets and what they are used for.  Guide Learners to demonstrate how to access MS-Excel on any computer or gadget and display text in MS-Excel.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners mention the importance of Electronic Spreadsheets	
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<b>Learning Indicator (s) (Ref. No.)</b>		B5.4.3.1.3 Write their own simple descriptive essays on given topics B5.4.4.1.1 Write a simple persuasive essay through controlled composition. B5.4.4.1.2 Write simple persuasive essays about domestic issues	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• The learner should write their own simple descriptive essays on given topics</li><li>• The learner should write a simple persuasive essay through controlled composition.</li><li>• The learner should write simple persuasive essays about domestic issues</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 leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Use controlled composition to write a simple descriptive essay on a cardboard.</li><li>• Guide learners to write simple descriptive essays on given topics of at least three paragraphs and read some aloud in class</li></ul> Assessment: let learners write their own simple descriptive essays on given topics	What have we learnt today?   

		<p>simple persuasive essay on a cardboard.</p> <ul style="list-style-type: none"> <li>• Read the sample persuasive essays on the cardboard and discuss some of its structure and features.</li> <li>• Let learners compose a simple persuasive essay through controlled composition individually and read some aloud to class</li> </ul> <p>Assessment: let learners write a simple persuasive essay through controlled composition.</p>	<p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Discuss domestic issues with learners.</li> <li>• Use controlled composition to write a simple persuasive essay on a cardboard.</li> <li>• Allow learners to write simple persuasive essays about domestic issues</li> </ul> <p>Assessment: let learners write simple persuasive essays about domestic issues</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

