## TERM TWO BASIC FIVE WEEK EIGHT

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## WEEKLY SCHEME OF LEARNING- WEEK EIGHT

## BASIC FIVE

Name of School.....

Week Endi	ng			
Class		Five		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page	
Learning In	dicator(s)	B5.1.7.1.4.B5.2.7.1.4.B5.5.4.1.3.B5.6.1.1.1	B5.3.3.1.1 B5.4.10.1.1	
Performan	nce Indicator       A. Learners can use background understand and build new knowledge listening to drama         B. Learners can read level-appropriate silen       B. Learners can identify and use Posse pronouns to show possession, e.g. mine, etc         D. Learners can create settings, characters a least one plot in a narrative text, appropriate linking words within and a paragraphs to aid cohesion, and using s literary devices, e.g. direct speech         E.       Learners can use past perfect in speech a writing         F.       Learners can read a variety of age- and appropriate books and present at lea		aild new knowledge while ad level-appropriate texts ntify and use Possessive possession, e.g. mine, ours e settings, characters and at a narrative text, using words within and across cohesion, and using simple direct speech ast perfect in speech and in a variety of age- and level	
Taabiua/I			-	
reaching/ I	Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
-	-	ovation Communication and Thinking and Problem Solvin		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Have learners listen to a	What have we learnt	
	songs and recite familiar	drama.	today?	
	rhymes	<ul> <li>Learners in groups</li> </ul>		
		identify, discuss and relate		

		<ul> <li>the plot of the drama to a familiar text.</li> <li>Have learners listen to the drama a second time.</li> <li>ASSESSMENT: In groups, learners share what they have learnt in the text.</li> </ul>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Revise the Before</li> <li>Reading, During Reading</li> <li>and After Reading</li> <li>strategies introduced to</li> <li>learners.</li> <li>Provide appropriate</li> <li>texts and ensure that the</li> <li>strategies are used.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		ASSESSMENT: let learners read level-appropriate texts silently and closely for comprehension	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>Introduce possessive</li> <li>pronouns with examples</li> <li>in sentences.</li> <li>Discuss the possessive</li> <li>pronouns with learners.</li> <li>Provide a passage and</li> <li>group learners to identify,</li> <li>possessive pronouns</li> <li>and use the pronouns</li> <li>identified in sentences.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		ASSESSMENT: let learners identify and use Possessive pronouns to show possession, e.g. mine, ours etc	

The second -			M/hat have we let and
Thursday	Engage learners to sing	D.WRITING	What have we learnt
	songs and recite familiar	Revise the stages of the	today?
	rhymes	writing process with	
		learners. E.g.	Ask learners to
		prewriting, writing,	summarize the main
		revising, editing and	points in the lesson
		publishing.	
		• Guide learners through	
		the process to write about	
		real or imagined	
		experiences or events.	
		E.g. personal narrative	
		Writing stage	
		• Learners then revise	
		their first draft by	
		ensuring the writing has a	
		beginning, middle and	
		ending.	
		• Learners should ensure	
		they have used descriptive	
		words. They have written	
		about what they saw,	
		heard, smelled, tasted and	
		touched.	
		Revising: checklist for	
		narrative writing	
		i. Does my essay have	
		beginning, middle and	
		ending?	
		ii. Have I used descriptive	
		words?	
		iii. Are my ideas/events	
		arranged in the order in	
		which they occurred? iv.	
		Does my narrative sound	
		natural?	
		v. Do I express how I feel	
		about what happened?	
		Editing	
		Have learners use the	
		checklist above to edit	
		their first draft for the	
		conventions of	
		punctuation,	
		capitalisation, spelling and	
		grammar.	
		Publish	

		l
	<ul> <li>Have learners share their work with peers.</li> </ul>	
	<ul> <li>Discuss personal narrative with learners</li> </ul>	
	ASSESSMENT: let learners create settings, characters and at least one plot in a narrative text	
Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect. • Put learners in groups to write their own narratives on a given topic making use of both simple past and past perfect sentences. • Have groups share their work with the class	What have we learnt today? Ask learners to summarize the main points in the lesson
	ASSESSMENT: let learners use past perfect in speech and in writing	
Guide learners to choose and read books during the library period	<ul> <li><u>E.EXTENSIVE READING</u></li> <li>Have learners read</li> <li>independently books of</li> <li>their choice during the</li> <li>library period.</li> <li>Learners think-pair-</li> <li>share their stories with</li> <li>peers.</li> <li>Ask each learner to</li> <li>write a-two-three</li> </ul>	Have learners to tell what they read to the whole class

<ul> <li>paragraph summary of</li> <li>the book read.</li> <li>Invite individuals to</li> <li>present their work to the</li> <li>class for feedback</li> </ul>	
ASSESSMENT: let learners read a variety of age- and level appropriate books and present at least a- three-paragraph summary of each book read	

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Class		Five		
Subject		MATHEMATICS		
Reference		Mathematics curriculum Page		
Learning In	dicator(s)	B5.2.1.1.2 B5.2.1.1.3		
Performan	ce Indicator	Learners can describe, orally or in wri	ting, a given pattern,	
		using mathematical language, such as	s one more, one less,	
		five more, and one more than or less	than twice, etc.	
		Learners can predict subsequent e	elements in a given	
		pattern		
Strand		2. ALGEBRA		
Sub strand		1: Patterns and Relationships		
Teaching/	Learning Resources	Counters		
Core Comp	etencies: Creativity a	nd Innovation Communication and Coll	aboration Personal	
-	-	itical Thinking and Problem Solving.		
-				
DAYS	PHASE 1:	PHASE 2: MAIN 40MINS	PHASE 3:	
	STARTER 10	(New Learning Including	REFLECTION	
	MINS	Assessment)	10MINS	
	(Preparing The		(Learner And	
	Brain		Teacher)	
	For Learning)			
Monday	Sing songs like:	Lines are drawn to intersect two	Review the lesson	
		lines in each diagram and the	with Learners	
	I'm counting one,	number of points of intersection are		
		an unter dita farma a consumption of Acle		
	what is one	counted to form a sequence. Ask		
	what is one 1 - One is one	learners to tabulate your results for	Assessment: have	
			Assessment: have learners to practice	
	1 - One is one	learners to tabulate your results for		
	1 - One is one alone, alone it	learners to tabulate your results for the next four terms in the sequence	learners to practice	
	1 - One is one alone, alone it shall be.	learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule	learners to practice with more	
	1 - One is one alone, alone it shall be. 2 - Two pair, two	learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule for lines	learners to practice with more	
	1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let	learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule for lines	learners to practice with more	
	<ol> <li>1 - One is one alone, alone it shall be.</li> <li>2 - Two pair, two pair come pair let us pair</li> </ol>	learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule for lines	learners to practice with more	
	<ol> <li>1 - One is one alone, alone it shall be.</li> <li>2 - Two pair, two pair come pair let us pair</li> <li>3 - Turn around</li> </ol>	learners to tabulate your results forthe next four terms in the sequenceand complete the table Find the rulefor lines>>>>Number of11234	learners to practice with more	
	<ol> <li>1 - One is one alone, alone it shall be.</li> <li>2 - Two pair, two pair come pair let us pair</li> <li>3 - Turn around</li> <li>4 - Follow me</li> </ol>	learners to tabulate your results for         the next four terms in the sequence         and complete the table Find the rule         for lines         X       X         Number of       1       2       3       4       5         lines       1       2       3       4       5	learners to practice with more	
	<ol> <li>1 - One is one alone, alone it shall be.</li> <li>2 - Two pair, two pair come pair let us pair</li> <li>3 - Turn around</li> <li>4 - Follow me</li> </ol>	learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule for lines Image: Ward of the sequence       Number of       1       2       2       3       4       5       5       6       1	learners to practice with more	
	<ol> <li>1 - One is one alone, alone it shall be.</li> <li>2 - Two pair, two pair come pair let us pair</li> <li>3 - Turn around</li> <li>4 - Follow me</li> </ol>	learners to tabulate your results for         the next four terms in the sequence         and complete the table Find the rule         for lines         X         Number of       1         1       2       3       4       5         lines       1       2       3       4       5         Intersections       1       2       1       1	learners to practice with more	
	<ol> <li>1 - One is one alone, alone it shall be.</li> <li>2 - Two pair, two pair come pair let us pair</li> <li>3 - Turn around</li> <li>4 - Follow me</li> </ol>	learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule for lines X X X X X Number of 1 2 3 4 5 lines 1 2 1 Intersections 1 2 1 Guide learners to describe the relationship as "intersection is one	learners to practice with more	
	<ol> <li>1 - One is one alone, alone it shall be.</li> <li>2 - Two pair, two pair come pair let us pair</li> <li>3 - Turn around</li> <li>4 - Follow me</li> </ol>	learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule for lines X X X X X Number of 1 2 3 4 5 lines 1 2 1 Intersections 1 2 1 Guide learners to describe the relationship as "intersection is one	learners to practice with more	

team

Tuesday	Sing songs like:	Consider a design on the wall is being made using square tiles of size	Review the lesson with Learners
	I'm counting one,	10cm by 10cm	
	what is one		Assessment: have
	1 - One is one		
		Ask learners to find the number of	learners to practice with more
	alone, alone it shall be.	joints made by the tiles if one, two,	
		three, four	examples
	2 - Two pair, two	Number of         1         2         3         4         5	
	pair come pair let	joints	
		Intersections 0 1	
Wednesday	Sing songs like:	Ask students to respond to find the	
		next two terms in a pattern and	
	I'm counting one,	state the rule for the pattern	
	what is one	* What are the next two terms and what is the pattern? 2, 4, 6, 8, 10, 12,,,	
	1 - One is one	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Assessment: have
	alone, alone it	+3 +3 +3 +3 +3 +3 +3 +3 Three must be ADDED to the previous TERM	learners to practice
	shall be.	Ask learners to complete the table	with more
	2 - Two pair, two	below for the number of match	examples
	pair come pair let	sticks used in this geometric pattern.	
	us pair	Guide learners to describe the	
	3 - Turn around	relationship	
	4 - Follow me		
	5 - Fire	Pattern 1 Parrern 2 Pattern 3	
Thursdays	Sing songs like:	Ask students to respond to find the next two terms in a pattern and state the rule for the pattern	Review the lesson with Learners
	I'm counting one,	Number of         1         2         3         4         5	
	what is one	triangles	Assessment: have
	1 - One is one	Number of 1 2	learners to practice
	alone, alone it	match sticks	with more
	shall be.		examples
			champies
Friday	Sing songs like:	Ask students to respond to find the next two terms in a pattern and state the rule for the pattern	Review the lesson with Learners
	I'm counting one,	Number of         1         2         3         4         5	
	what is one	triangles	
	1 - One is one	Number of 1 2	Assessment: have
	alone, alone it	match sticks	learners to practice
	shall be.		with more
			examples

Week Endi	ng		
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B5.4.1.1.1	
Performan	ce Indicator	Learners can explain how	energy is transformed from
		one form to another	
Strand		4: FORCES AND ENERGY	
Sub strand		1: SOURCES AND FORMS O	F ENERGY
Teaching/ I	earning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvir	ng.
	1		1
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	Explore learners' previous knowledge on the forms of energy (e.g. Electrical, heat, light, sound). • Use some common devices (e.g. torch, radio, television, etc.) to demonstrate transformation of energy. • Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of gong-gong, drumming, etc. ASSESSMENT: let learners explain how energy is transformed from one form to another	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing	<ul> <li>In groups, learner's</li> </ul>	What have we learnt
	songs and recite familiar	identity other forms of	today?
	rhymes	energy transformations in	
		the school community and	Ask learners to
		present their findings for	summarize the important
		discussion in the class.	points of the lesson
		<ul> <li>Learners design a flow</li> </ul>	
		chart to explain how	
		energy from the sun is	
		transformed into energy	
		for walking.	
		ASSESSMENT: let learners	
		explain how energy is	
		transformed from one	
		form to another	

Class       Five         Subject       OUR WORLD OUR PEOPLE         Reference       Our World Our People curriculum Page         Learning Indicator(s)       B5.3.4.1.1         Performance Indicator       Learners can describe the key events in the Ministry of the leaders of the three religions         Strand       3: OUR BELIEFS AND VALUES         Sub strand       Being a Leader         Teaching/ Learning Resources       Pictures         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.       PHASE 1: STARTER 10         MINS       PHASE 1: STARTER 10       PHASE 2: MAIN 40MINS (Nev Learning Including Assessment)       PHASE 3: REFLECTION 10MINS (Learner And Teacher)         Tuesday       Engage learners to sing songs and recite familiar rhymes       Learners describe the key with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ-Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader- training, teaching, etc. in groups, learners role-play some aspects of the Ministry 6: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A Traditional Religious	Week Endi	ng		
Reference       Our World Our People curriculum Page         Learning Indicator(s)       B5.3.4.1.1         Performance Indicator       Learners can describe the key events in the Ministry of the leaders of the three religions         Strand       3: OUR BELIEFS AND VALUES         Sub strand       Being a Leader         Teaching/ Learning Resources       Pictures         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.       PHASE 1: STARTER 10         DAYS       PHASE 1: STARTER 10       PHASE 2: MAIN 40MI/NS (New Learning Including Assessment)       PHASE 3: REFLECTION 10/MI/NS (Learner And Teacher)         Tuesday       Engage learners to sing song and recite familiar rhymes       Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ-Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader- training, teaching, etc. in groups, learners of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad (S.A.W.) –	Class		Five	
Learning Indicator(s)       B5.3.4.1.1         Performance Indicator       Learners can describe the key events in the Ministry of the leaders of the three religions         Strand       3: OUR BELIEFS AND VALUES         Sub strand       Being a Leader         Teaching/ Learning Resources       Pictures         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.       PHASE 1: STARTER 10 MINS (New Learning Including Assessment)       PHASE 3: REFLECTION 10MINS (Learner And Teacher)         Tuesday       Engage learners to sing songs and recite familiar rhymes       Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ–Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader- training, teaching, etc. In groups, learners role-play some aspects of the Ministry of a. The Lord Jesus Christ - Baptism, temptation, call of the disciples, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ - Baptism, temptation, call of the disciples, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ - Buding, tearners role-play some aspects of the Ministry of: a. The Lord Jesus Christ - Buding, tearners role-play some aspects of the Ministry of: a. The Lord Jesus Christ - Buding, tearners role-play some aspects of the Ministry of: a. The Lord Jesus Christ - Buding, tearners role-play some aspects of the Ministry of: a. The Lord Jesus Christ - The Holy Prophet Muhammad c. A <th>Subject</th> <th></th> <th colspan="2">OUR WORLD OUR PEOPLE</th>	Subject		OUR WORLD OUR PEOPLE	
Performance Indicator       Learners can describe the key events in the Ministry of the leaders of the three religions         Strand       3: OUR BELIEFS AND VALUES         Sub strand       Being a Leader         Teaching/ Learning Resources       Pictures         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.       PHASE 1: STARTER 10         MINS       PHASE 1: STARTER 10       PHASE 2: MAIN 40MI/NS (New Learning Including Assessment)       PHASE 3: REFLECTION 10MI/NS (Learner And Teacher)         Tuesday       Engage learners to sing songs and recite familiar rhymes       Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ–Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader- training, teaching, etc. lin groups, learners role-play some aspects of the Ministry of a. The Lord Jesus Christ - Baptism, temptation, call of the Ministry for a. The Lord Jesus Sorte aspects of the Ministry of a. The Lord Jesus Sorte aspects of the Ministry of a. The Lord Jesus Sorte aspects of the Ministry of a. The Lord Jesus Sorte aspects of the Ministry of a. The Lord Jesus Sorte aspects of the Ministry of a. The Lord Jesus Sorte aspects of the Ministry of a. The Lord Jesus Sorte aspects of the Ministry of: a. The Lord Jesus Sorte aspects of the Ministry of: a. The Lord Jesus Sorte aspects of the Ministry of: a. The Lord Jesus Sorte aspects of the Ministry of: a. The Lord Jesus Christ - Baptism, temptation Christ - Baptism, temptation Christ - Baptism, temptatispret aspe	Reference		Our World Our People cur	riculum Page
Strand       3: OUR BELIEFS AND VALUES         Sub strand       Being a Leader         Teaching/ Learning Resources       Pictures         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.       PHASE 1: STARTER 10         DAYS       PHASE 1: STARTER 10       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 the key of the three main religions: i. The Lord Jesus of the three main religions: i. The Lord Jesus Christ-Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader-       Ask learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A	Learning In	ndicator(s)	B5.3.4.1.1	
Strand       3: OUR BELIEFS AND VALUES         Sub strand       Being a Leader         Teaching/ Learning Resources       Pictures         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.       PHASE 1: STARTER 10 MINS       PHASE 1: STARTER 10 MINS       PHASE 2: MAIN 40MINS (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 the key of the three main religions: i. The Lord Jesus Christ-Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader– training, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A	Performan	ce Indicator	Learners can describe the k	ey events in the Ministry of
Sub strand       Being a Leader         Teaching/ Learning Resources       Pictures         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.       PHASE 1: STARTER 10 Mi/NS (Preparing The Brain For Learning)       PHASE 2: MAIN 40M/INS (New Learning Including Assessment)       PHASE 3: REFLECTION 10MI/NS (Learner And Teacher)         Tuesday       Engage learners to sing songs and recite familiar rhymes       Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ-Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader– training, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A			the leaders of the three rel	igions
Teaching/ Learning Resources       Pictures         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.       PHASE 1: STARTER 10       PHASE 2: MAIN 40////NS       PHASE 3: REFLECTION 10//INS         DAYS       PHASE 1: STARTER 10       PHASE 2: MAIN 40///INS       PHASE 3: REFLECTION 10//INS       10//INS         Tuesday       Engage learners to sing songs and recite familiar rhymes       Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ–Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader– training, teaching, etc. ln groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A	Strand		3: OUR BELIEFS AND VALUE	S
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 the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ-Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader– training, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad C. A	Sub strand		Being a Leader	
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 the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ–Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader– training, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A       HASE 3: REFLECTION 10MINS (Learner And Teacher)	Teaching/	Learning Resources	Pictures	
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 the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ-Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader- training, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A	Core Comp	etencies: Creativity and In	novation Communication ar	nd Collaboration Personal
MINS (Preparing The Brain For Learning)(New Learning Including Assessment)10MINS (Learner And Teacher)TuesdayEngage learners to sing songs and recite familiar rhymesLearners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ-Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) - call, triumphant entry to Makkah etc. iii. Traditional Leader- training, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A10MINS (Learner And Teacher)	Developme	ent and Leadership Critical	Thinking and Problem Solvi	ng.
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Jesus Christ b. The Holy Prophet Muhammad c. A			•	
Prophet Muhammad c. A				
			•	
Leader			-	

		ASSESSMENT: let learners	
		describe the key events in	
		the Ministry of the	
		leaders of the three religions	
		Teligions	
Thursday	Engage learners to sing	Learners in groups to	What have we learnt
	songs and recite familiar	identify the significant	today?
	rhymes	roles by the religious	
		leaders their ministries:	Ask learners to
		obedience; commitment;	summarize the main
		patience, leadership,	points in the lesson
		sacrifice etc.	
		In groups, learners	
		dramatise portions of the	
		scripture that depict	
		moral lessons, e.g.	
		submissiveness, humility,	
		loyalty, etc., and how they	
		can emulate such values	
		as individuals.	
		ASSESSMENT: let learners	
		describe the key events in	
		the Ministry of the	
		leaders of the three	
		religions	

Week Endi	ng		
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning In	dicator(s)	B5.3.1.1.1	
Performance	ce Indicator	Learners can describe the k	ey events in the ministry of
		the leaders of the three reli	gions.
Strand		Religious Leaders	
Sub strand		Ministry of the Leaders of t	he Three Major Religions
		in Ghana	
Teaching/ L	earning Resources	Pictures	
-	-	novation Communication and	
Developme	nt and Leadership Critical	Thinking and Problem Solvin	g.
	<u></u>	Γ	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	In groups, let learners role	What have we learnt
	songs and recite familiar	play some aspects of the	today?
	rhymes	ministry of: - The Lord	
		Jesus Christ, - The Holy	Ask learners to
		Prophet Muhammad and	summarize the main
		- A Traditional Religious	points in the lesson
		Leader	
		ASSESSMENT: let learners	
		describe the key events in	
		the ministry of the leaders	
		of the three religions	
		1	

Week Endir	ng		
Class		Five	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B5.5.1.1.1	
Performanc	ce Indicator	Learners can identify the ea	arly protest movements in
		Ghana before 1945.	
Strand		Journey to Independence	
Sub strand		Early Protest Movements	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvir	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Discus the sequence of	What have we learnt
	songs and recite familiar	events that led to the	today?
	rhymes	formation of these	
		movements.	Ask learners to
		- Aborigines Rights	summarize the main
		Protection Society (ARPS)	points in the lesson
		1897 -	
		ASSESSMENT: let learners	
		identify the early protest	
		movements in Ghana	
		before 1945	
Thursday	Engage learners to sing	Discus the sequence of	What have we learnt
	songs and recite familiar	events that led to the	today?
	rhymes	formation of these movements.	Ask learners to
			summarize the main
		- Aborigines Rights	points in the lesson
		Protection Society (ARPS) 1897 –	
		ASSESSMENT: let learners	
		identify the early protest	
		identity the early protest	

	movements in Ghana before 1945	

Week Endi	ng		
Class		Five	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B5 2.4.6.2	
Performan	ce Indicator	Learners can develop guide	lines for appreciating and
		appraising own and others'	performing artworks that
		reflect the physical and soc	ial environment of some
		communities in Africa	
Strand		2: Performing Arts	
Sub strand		4: Appreciating and Apprais	ing
	Learning Resources	Pictures	Sing
-	-	novation Communication and	d Collaboration Personal
-	-	Thinking and Problem Solvin	
Bevelopine			۵ <b>.</b>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	discuss and accept a guide	
	songs and recite familiar	for analysing and	
	rhymes	appreciating/appraising	
		own and/or others'	
		compositions and	
		performances on the	
		guide guidelines	
		suggested below;	
		Identify the correct	
		vocabulary to use for	
		appreciating and	
		appraising music, dance	
		and drama;	
		agree on what to use	
		the appraisal report for	
		and how to share it;	
		and how to share it; agree on the	
		and how to share it; agree on the approach/method	
		and how to share it; agree on the approach/method (manual/digital) to use in	
		and how to share it; agree on the approach/method	

		Suggested guidelines Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music. Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.	
		ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	appreciating and appraising own and others' performing artworks that reflect the physical and social environment of some communities in Africa	What have we learnt today? Ask learners to summarize the main points in the lesson

	ASSESSMENT: let learners	
	develop guidelines for	
	appreciating and	
	appraising own and	
	others' performing	
	artworks	

Week Endi	ng		
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning In	dicator(s)	B5.2.5.2.1	
Performan	ce Indicator	Learners can Distinguish be and describe the similaritie	tween volleying and kicking s and differences
Strand		Movement Concepts, Principles and Strategie	
Sub strand		Strategies	
	earning Resources	ball	
	-	novation Communication an	d Collaboration Personal
-	-	Thinking and Problem Solvir	
	•	J J	-
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
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 struck 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

Week Ending	g		
Class		Five	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Ind	icator(s)	B5.6.2.1.1. B5.6.2.1.2	B5.6.2.1.3.
Performance		Learners can explain what a	web browser is and its use
		Learners can identify web b	
		Learners can demonstrate the use of MS-Internet	
		Explorer	
Strand		Internet and social media	
Sub strand		2: WEB BROWSERS AND W	EB PAGES
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developmen	t and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to	What have we learnt
Wednesday	songs and recite familiar	understand the concept	today?
	rhymes	and use of browsers	
		through practical lessons.	Ask learners to
		Show interfaces or images	summarize the main
		of browsers to learners.	points in the lesson
		Guide learners to list the	
		various types of browsers	
		e.g. Firefox, Internet	
		Explorer, Chrome etc.	
		through practical lessons	
		or the use of pictures.	
		Guide learners to launch	
		MS-Internet Explorer and	
		use the components	
		(navigation, browse, etc.)	
		ASSESSMENT: let learners	
		demonstrate the use of	
		MS-Internet Explorer	

Learning Indicator (s) (Ref. No.)		B5.4.5.1.3 Write a simple argumentative essay on a	
		given topic B5.4.6.1.1 Write articles for a journal and edit the	
		articles.	a journal and curt the
Performance Indicators		The learner should write a simple     argumentative essay on a given topic     The learner should write articles for a	
		journal and edit the	articles.
Week Endi	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, reco	orded audios visual
Core Com	petencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Use controlled composition to write a simple argumentative essay on a cardboard.</li> <li>Guide learners to write a simple argumentative essay on a given topic of about four paragraphs.</li> <li>ASSESSMENT: let learners write a simple argumentative essay on a given topic</li> </ul>	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Show learners a copy of an article.</li> <li>Discuss with learners some types of articles and their structure.</li> </ul>	What have we learnt today?

	<ul> <li>Discuss with learners what a journal is.</li> <li>Talk to learners about types of journals.</li> <li>Guide learners to write a simple article in their groups, and discuss in class</li> </ul>	Review the lesson with learners
	ASSESSMENT: let learners write articles for a journal.	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Create a class journal.</li> <li>Let learners write articles for their class journal.</li> <li>Show learners a copy of an article.</li> <li>Assist learners to edit the articles for their class journal by bringing out the features and structure of the article in the journal.</li> </ul>	What have we learnt today?
	ASSESSMENT: let learners write articles for a journal and edit the articles.	Review the lesson with learners