

TERM TWO

BASIC FIVE

WEEK NINE

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WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.5 B5.2.7.2.1 B5.3.4.1.1 B5.4.11.1.1 B5.5.4.1.4. B5.6.1.1.1	
Performance Indicator		A. Learners can ask relevant questions to expand comprehension of details of texts B. Learners can respond to a text with simple judgment C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better D. Learners can write freely on topics of choice on issues in the community E. Learners can use singular and plural subjects and the verb forms that go with them 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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Through discussion, learners identify some interesting stories or texts they have heard or read. <ul style="list-style-type: none">• Assist learners to talk about the content	What have we learnt today? Ask learners to summarize the main points in the lesson

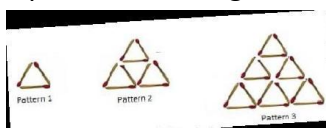
		<p>of the stories/texts after re-telling the story.</p> <p>Encourage learners to ask relevant questions to expand their comprehension of the details of the text.</p> <p>Assessment: let learners talk about the content of the stories/texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Use appropriate questions to guide learners read, identify and present points of view in a text.</p> <ul style="list-style-type: none"> • Learners create a mental image from the text read visualising/ bringing the text to life by engaging the imagination and using all the senses e.g. use questions to guide them do this activity. <p>Can you describe pictures or images you made in your head when you read the text?</p> <ul style="list-style-type: none"> • Through relevant questions, have learners respond to the text with simple judgment. <p>Learners should present their points in written or oral form</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 respond to a text with simple judgment, present their points in writing					
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise the formation of the comparative adjective using er and the superlative using est .e.g. fat, fatter, fattest.</p> <ul style="list-style-type: none">• Introduce learners to formation of comparison for irregular adjectives.• Let them form the comparative forms for irregular adjectives. <p>e.g.</p> <table><tr><td>good</td><td>better</td></tr><tr><td>Bad</td><td>worse</td></tr></table> <p>Assessment: let learners use comparatives forms of regular and irregular adjectives in sentences</p>	good	better	Bad	worse	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
good	better						
Bad	worse						
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Revise the stages of the writing process</p> <ul style="list-style-type: none">• Have learners follow the writing process to create their own pieces on a given topic. <p>Assessment: let learners write freely on topics of choice on issues in the community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>				

Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Note: Let learners use the various tenses(simple, present perfect and past perfect).</p> <ul style="list-style-type: none"> • Revise work done on subject-verb agreement and give additional practice. • Review the listed tenses. • Demonstrate that more than one of these may be used in an essay, e.g. the simple present and the simple past as well as simple past and the past perfect. <p>Assessment: let learners use singular and plural subjects and the verb forms that go with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. 	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none">• Invite individuals to present their work to the class for feedback <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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Week Ending																									
Class		Five																							
Subject		MATHEMATICS																							
Reference		Mathematics curriculum Page																							
Learning Indicator(s)		B5.2.1.1.4 B5.2.1.1.5																							
Performance Indicator		Learners can Represent a given pattern visually to verify predictions Learners can solve a given problem by using a pattern rule to determine subsequent elements																							
Strand		2. ALGEBRA																							
Sub strand		1: Patterns and Relationships																							
Teaching/ Learning Resources		Counters																							
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	Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of triangles.  <table><tr><td>Pattern</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Number (sticks in side)</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of match sticks</td><td>3</td><td>9</td><td>18</td><td></td><td></td></tr></table>				Pattern	1	2	3	4	5	Number (sticks in side)						Number of match sticks	3	9	18			Review the lesson with Learners Assessment: have learners to practice with more examples	
Pattern	1	2	3	4	5																				
Number (sticks in side)																									
Number of match sticks	3	9	18																						

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		Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship.													
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>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares</p> <p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</p> <table><tr><td>Pattern Number (sticks in side)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Number of Pattern 1 triangles</td><td>1</td><td>4</td><td>9</td><td></td><td></td></tr></table> 	Pattern Number (sticks in side)	1	2	3	4	5	Number of Pattern 1 triangles	1	4	9			<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Pattern Number (sticks in side)	1	2	3	4	5										
Number of Pattern 1 triangles	1	4	9												
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to write questions based on number or geometric patterns for their friends to find answers to; e.g. how many match sticks will be used for the 9th pattern of squares? How many match sticks will be used for the 8th pattern of squares</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>Ask learners to describe the pattern rule for each example and determine the next three elements of each:</p>	<p>Review the lesson with Learners</p>												

	1 - One is one alone, alone it shall be.	(i) 1, 10, 7, 70, 67, 670, ... (ii) 10, 12, 16, 22, 30 ... (iii) 50, 48, 47, 45, 44 ...	Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Ask learners to describe the pattern rule for each of the patterns and determine the next three elements: (i) .25, .5, .75, __, __, __, (ii) 2.50, 5, 7.50, __, __, __ (iii) 64, 32, 16, , __, __, __ (iv) 900, 450, 225, , __, __ ,	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending			
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B5.4.1.1.2	
Performance Indicator		Learners can know how to use electricity efficiently in the home	
Strand		4: FORCES AND ENERGY	
Sub strand		1: 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	Learners mention names of things that use electricity in the home. <ul style="list-style-type: none">Brainstorm with learners to come out with how they use the electrical gadgets.Learners talk about what will happen if electrical gadgets are not switched off when not in use.Elaborate on and link learners’ ideas with the issue of power outages and crisis which come as a result of the efficient use of electricity in our homes and industries. Assessment: let learners mention how to use electricity efficiently in the home	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners, in a think-pair-share activity, identify how they can use electricity efficiently in the home, community and school. e.g. ironing in bulk, putting off television sets and freezers when ironing, using energy-efficient bulbs and other electrical gadgets with higher energy efficient ratings: (more stars imply higher energy efficiency). <p>Assessment: let learners mention how to use electricity efficiently in the home</p>	<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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Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page	
Learning Indicator(s)		B5.4.1.1.1	
Performance Indicator		Learners can describe the attitudes needed for effective citizenship	
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 identify attitudes necessary for effective citizenship, e.g. compromise, tolerance, collaboration, dialogue, teamwork, etc. Assessment: let learners describe the attitudes needed for effective citizenship	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the importance of living in harmony with others, e.g. peaceful coexistence, unity, love, respect. Assessment: let learners describe the attitudes needed for effective citizenship	What have we learnt today? Ask learners to summarize the main points in the lesson

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			
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	Put learners in groups to identify the significant roles by the religious leaders in their ministries: obedience; commitment; patience, leadership, sacrifice etc. Assessment: let learners outline the moral lessons from the ministry of the various leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Five	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)			
Performance Indicator		Learners can identify the early protest movements in Ghana before 1945.	
Strand		Journey to Independence	
Sub strand		1: Early Protest Movements	
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	Discuss the sequence of events that led to the formation of these movements. -National Congress of British West Africa (NCBWA) 1917 Assessment: let learners identify the early protest movements in Ghana before 1945.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss the sequence of events that led to the formation of these movements. -National Congress of British West Africa (NCBWA) 1917	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners identify the early protest movements in Ghana before 1945.	
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Week Ending			
Class		Five	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B5. 1.1.1.4 B5. 2.1.1.4	
Performance Indicator		Learners can generate own ideas for designing and creating own visual artworks that reflect the physical and social environments of some African communities Learners can generate own ideas for composing and performing own artworks that will reflect the physical and social environments of some African communities	
Strand		1: Visual Arts 2: Performing Arts	
Sub strand		1: Thinking and Exploring Ideas 1: Thinking and Exploring Ideas	
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: ☐ go out for field observation to interact with the physical and social environment; ☐ observe and record by sketching or taking photographs (still/moving) of a) structures (e.g. buildings, bridges) styles, shapes and forms). b) automobiles c) consumer services packaging designs, etc., referencing the connection between the sale of slaves and liquor	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>use open educational resources (OERs) such as libraries, internet, audio visuals to study the physical and social environments of other African communities.</p> <p>☐ reflect on experiences of the field study and OER studies to analyse and generate concepts for designing and making own artworks that will reflect the physical and social environments of communities in Africa.</p> <p>Assessment: let learners generate own ideas for designing and creating own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☐ use open educational resources (OERs) such as libraries, internet, audio-visuals to study the physical and social environment of other African communities; ☐ observe the movement patterns, arrangements and activities of the physical and social environment:</p> <p>a) structures (e.g. buildings, bridges), styles, shapes and forms);</p> <p>b) automobiles; c) commercials and jingles;</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>environmental sounds: tooting of vehicle horns, birds singing, children laughing, at the market, at the Trotro station, etc.;</p> <p>e) reflect on the information gathered through the OER studies, analyse and generate concepts for composing and performing own music, dance and drama that will reflect the physical and social environments of communities in Africa.</p> <p>Assessment: let learners generate own ideas for composing and performing own artworks</p>	
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Week Ending			
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.2.4.2.4	
Performance Indicator		Learners can explain the purpose of using a side orientation when striking a ball from a batting tee.	
Strand		Movement Concepts, Principles and Strategies	
Sub strand		Body Management	
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	Learners explain the purpose of using the side orientation as: i. Give accuracy ii. Speed iii. Direction iv. Spinning, etc. 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)		B5.6.2.1.4 B5.6.2.1.5 B5.6.2.1.6.	
Performance Indicator		Learners can show how to create and remove a favourites link. Learners can create favourites folder Learners can use the links toolbar	
Strand		Internet and social media	
Sub strand		2: WEB BROWSERS AND WEB PAGES	
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 practice how to create or remove favourite links in practical session(s). Guide learners to practice how to create a favourites folder through practical session(s) Guide learners to practise the use of link toolbar through practical session(s). NB: This is to help the learner with the fundamental skills of creativity in computing and Computer Science10 Assessment: let learners create favourites folder	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)	B5.5.3.1.2 Use simple past tense action words in sentences
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	B5.5.4.1.1 Recognise and use the types of adjectives (dimension, colour, age) B5.5.4.1.2 Use of comparative and superlative words/adjectives forms in sentences		
Performance Indicators	<ul style="list-style-type: none">• The learner should use simple past tense action words in sentences• The learner should recognise and use the types of adjectives (dimension, colour, age)• The learner should use of comparative and superlative words/adjectives forms in sentences		
Week Ending			
Reference	Ghanaian Language curriculum		
Subject	GHANAIAIN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: 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">• Ask learners to recount what they did the day before.• Write some of the action words mentioned by the learners on the board.• Read aloud to learners the written action words.• Talk to learners about the action and explain to them the action has happened already.• Allow learners to give more action words orally and guide them to put the words in past tense.	What have we learnt today? Review the lesson with learners

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		<ul style="list-style-type: none"> • Ask learners to use the past tense action words to form simple sentences in writing, or orally. <p>Assessment: let learners use simple past tense action words in sentences</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show objects to the class and let learners touch the objects. • Ask learners to describe the objects. • Write on the board some of the words used in describing the objects. • Read aloud the words to learners e.g. blue, big, small, round etc. • Allow learners to use some of the qualifying words to form sentences either written or orally. • Write sentences containing adjectives on flashcards. • Use the flashcards with adjectives written on them to help learners recognise the type of adjectives. (Dimension, colour, physical propensity, age, etc.) • Ask learners to mention adjectives and write them on the board. • Allow learners to use some of the adjectives to form sentences. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> • Ask learners to put the adjectives written on the board into the different types taught to the learners. • Put learners into groups and give each group one type of adjective to form some sentences with them and read aloud to the class. <p>Assessment: let learners use the types of adjectives in sentences</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show two objects of the same type to learners. • Ask learners to compare the objects in terms of size, colour, age, etc. • Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan 'kyen' /sen is a comparative word, Ga uses 'fe' for comparing. • Explain to learners that the comparative is done either with the use of a word, or the adjectival form changes depending on the language in question. 	What have we learnt today?

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		<ul style="list-style-type: none"> • Talk about the superlative and discuss the words used in a sentence to tell that the object that is described is superlative e.g. in Ga ‘fefεε’ occurs in the sentence. <p>Assessment: let learners use comparative and superlative words/adjectives forms in sentences</p>	Review the lesson with learners
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