

TERM TWO

BASIC FIVE

WEEK ONE

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WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.6.2.2 B5.2.6.3.1 B5.3.2.1.3. B5.4.9.2.1 B5.5.3.1.4 B5.6.1.1.1	
Performance Indicator		A. Learners can listen and view for the entire duration of a text, speech, presentation, video etc. B. Learners can deduce meaning of words from the word class they belong to and how they relate to one another (synonyms and antonyms) C. Learners can identify and use possessive pronouns to show possession D. Learners can develop ideas into a two-paragraph draft without considering the writing conventions, using appropriate linking words within and across paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after E. Learners can identify and use abstract nouns to refer to concepts and ideas F. Learners can read a variety of age- and level app paragraph summary of each book read	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGAUGE Play an audio video on your phone or laptop and let learners listen carefully. Set a	Have learners play vocabulary games, e.g. The Synonym/Antonym Tree game

		<p>task to guide them to focus on the activity.</p> <ul style="list-style-type: none"> • Discuss what they saw and heard. Learners in their groups describe what they saw and heard and do a presentation. • Select a real life scenario e.g. head teacher addressing the school after winning the sports competition. Learners in groups organise their speech; elect a representative to read while others listen. <p>B.READING Teach meaning of keywords in a text by using them in sentences.</p> <ul style="list-style-type: none"> • In groups of six have learners bring out the contextual meaning of the words using synonyms and antonyms. • Have learners use these words in their own sentences. • Have them present their work to the class for feedback. <p>Assessment: let learners use synonyms and antonyms words to form sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR Provide an interesting story abundant in possessives, e.g. mine, yours, his. E.g., This is mine. Learners Provide an interesting story abundant in possessives, e.g. mine, yours, his.</p> <p>Assessment: let learners identify possessive pronouns to 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	<div>D.WRITING</div> <div>Scaffold the writing process. i. Pre-writing</div> <div><ul style="list-style-type: none">Have learners select and discuss topics of interest on issues in their community with their partners.Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.Have them organise the ideas into a writing plan using an outline, a chart or appropriate graphic organiser.</div> <div>e.g. line diagram</div> <table><tr><td colspan="3">Poor sanitation</td></tr><tr><td>What is poor sanitation</td><td>Causes / effects</td><td>solution</td></tr></table> <div>Assessment: let learners select topics of interest on issues in their community and develop a writing plan for it.</div>	Poor sanitation			What is poor sanitation	Causes / effects	solution	<div>What have we learnt today?</div> <div>Ask learners to summarize the main points in the lesson</div>
Poor sanitation									
What is poor sanitation	Causes / effects	solution							
Friday	Engage learners to sing songs and recite familiar rhymes	<div>E.WRITING CONVENTION AND GRAMMAR USAGE</div> <div>Revise concrete nouns.</div> <div>Introduce abstract nouns as nouns or names of things that cannot be touched, seen or felt. They include ghost, beauty, holiness, mercy, etc.</div> <div><ul style="list-style-type: none">Provide a passage with concrete and abstract nouns and let learners identify each category.</div> <div>Assessment: let learners identify concrete and abstract nouns and let learners i</div>	<div>What have we learnt today?</div> <div>Ask learners to summarize the main points in the lesson</div>						

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. • Invite individuals to present their work to the class for feedback <p>Assessment: Ask learners to write a-two-three paragraph summary of the book read for readings</p>	Have learners to tell what they read to the whole class
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Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B5.1.3.1.3 B5.1.3.1.4	
Performance Indicator		<ul style="list-style-type: none"> Learners can use t fractions in changing fractions to the same denominator for addition and subtraction of like fractions (one denominator being a multiple of the other). Learners can Use the concept of equivalent fractions for addition and subtraction of fractions greater than one (improper or mixed fractions) 	
Strand		1- Number	
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)
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>To add the fractions, $\frac{1}{3}$ and $\frac{2}{6}$, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 6 and their sum is, $= 4/6 = 2/3$ (i.e. its simplest form)</p> <p>subtract the fractions, $2/3$ and $2/5$, we need find the Lowest Common</p>	<p>Review the lesson with learners</p> <p>Assessment: have learners to practice with more examples</p>

		Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are $\frac{10}{15}$ and $\frac{6}{15}$; $= \frac{4}{15}$	
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	To add like mixed fractions that are larger than 1, , we write down the sum of the whole numbers and add the fractions;	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	To subtract like-fractions that are larger than 1, we change the mixed fractions into improper fractions and subtract;	Review the lesson with Learners 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 come pair let us pair	To add or subtract improper fractions with different denominators, (213 and 325) we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions.	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)		B5.2.1.5.1	
Performance Indicator		Learners can identify human activities that make water unsuitable for human use	
Strand		2: CYCLES	
Sub strand		1: EARTH SCIENCE	
Teaching/ Learning Resources		Pictures	
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)
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, identify human activities that make water unsuitable for use, e.g. toxic waste disposal, sewage disposal, deforestation, mining, littering, pesticides, herbicides and fertilizer application and agricultural practices. • Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution. Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution.	Project: Task learners to work in groups to create concept maps on the causes, control and prevention of water pollution.

		Assessment: let learners identify human activities that make water unsuitable for human use	
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Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page	
Learning Indicator(s)		B5.2.1.3.1.	
Performance Indicator		learners can describe the shape of the earth	
Strand		2: ALL AROUND US	
Sub strand		1: The Environment and the Weather	
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 use the globe to study the shape of the earth Learners watch pictures/videos illustrating the shape of the earth– picture and video of an approaching ship Assessment: let learners describe the shape of the earth	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 watch pictures/videos illustrating the shape of the earth– picture and video of an approaching ship Learners sketch the globe to illustrate the shape and angle of the earth on its axis Assessment: let learners sketch the globe to	What have we learnt today? Ask learners to summarize the main points in the lesson

		illustrate the shape of the earth.	
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Week Ending			
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B5.2.1.1.1	
Performance Indicator		Learners can Discuss the moral importance of worship.	
Strand		2: Religious Practices and their Moral Implications	
Sub strand		1: Religious Worship in the Three Major Religions in Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration			
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	Help learners (in groups) to explain modes of worship: charity, prayer, song ministration, evangelism, etc • Let learners give reasons for worshipping: humankind is under the authority of the Creator, we demonstrate that we depend on God for survival, etc Assessment: let learners give the importance of worship	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Five	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B5.4.2.1.2	
Performance Indicator		Learners can Identify some of the health facilities and housing projects in the colonial period	
Strand		Colonisation and Developments under Colonial Rule in Ghana	
Sub strand		2: Social Developments Under Colonial Rule	
Teaching/ Learning Resources		Pictures	
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)
Tuesday	Engage learners to sing songs and recite familiar rhymes What health facilities were built during the colonial period	Discuss the health facilities projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Assessment: let learners identify some of the health facilities and housing projects in the colonial period	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 What health facilities were built during the colonial period?	Discuss the health facilities and housing projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify some of the housing projects in the colonial period	
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Week Ending			
Class		Five	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B5. 1.1.1.3.	
Performance Indicator		Learners can Study some artworks created by Ghanaian and other African visual artists studied that reflect the physical and social environments of some African communities	
Strand		Visual Arts	
Sub strand		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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none">• select the works of Ghanaian and other African visual artists• that reflect ideas from the physical and social environment of some African communities;• appreciate: talk about the works in-pairs and share their views during a plenary session Assessment: Learners are to: <ul style="list-style-type: none">• select the works of Ghanaian and other African visual artists; • compare the works in terms of type, function, materials, methods, etc	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.1.3.1.1:	
Performance Indicator		Learners can organise traditional music and dance	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
Teaching/ Learning Resources		Drums	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After warm up routine, the teacher will organise traditional music and dance for learners. Learners dance in pair’s base on their ability level. Organise dancing competition for learners.	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending			
Class		five	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B5.1.4.1.2 B5.1.4.1.3. 2B5.1.4.1.4.	
Performance Indicator		Learners can Explain the fundamentals of digital system components (hardware, software and networks). Learners can discuss how technology is used to save lives in community and how they are used. Discuss the effects of technology on the community.	
Strand		: INTRODUCTION TO COMPUTING	
Sub strand		4: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION	
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 brainstorm the basics of digital system components such as hardware, software and networks Guide learners to explore how technology is used to save lives in communities. Group them into groups of a maximum of five and let them present their findings to the class Guide learners to brainstorm the effects of technology on the	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>community. Show learners videos or pictures of effects of technology on the community. Let them discuss in groups, the effects of technology on their own community. Positive effects – health care, education, manufacturing, agriculture etc. Negative effects – resource depletion, pollution, privacy and security etc.</p> <p>Assessment: let learners give effects of technology on the community</p>	
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Learning Indicator (s) (Ref. No.)		B5.1.6.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone. B5.1.6.1.2 Demonstrate correct speech, rhythm and tone. B5.1.6.1.3 Demonstrate how some of the items used at home and in school are maintained.	
Performance Indicators		<ul style="list-style-type: none">• The learner should recognise and discuss items used at home.• The learner should Recognise and discuss things used at school.• The learner should demonstrate how some of the items used at home and in school are maintained.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN 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">• Show learners pictures or concrete objects of items at home.• Ask learners to mention the names of the things and write them on the board. E.g. bucket, plates, stool, cooking pot, spoon, etc. Let learners discuss the uses of the items in the home. <ul style="list-style-type: none">• Ask learners to improvise the use of some	What have we learnt today?

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		<p>of the home items to the class.</p> <ul style="list-style-type: none"> • Let learners describe some of the items to the class. <p>Assessment: let learners mention some items used at home.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Take learners round the school environment. • Ask learners to tell you some items learners saw when they return to the classroom. • Show learners pictures or concrete objects of items at school. • Ask learners to mention the names of the things and write them on the board. E.g. books, chalk, pens, chairs, table, etc. • In groups, let learners describe the items and their uses. • Let learners tell which people use the items. • Allow learners to put some of the names of the items into both oral and written sentences. <p>Assessment: let learners mention some things used at school.</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"> • Show learners items found at school and at home. 	What have we learnt today?

		<ul style="list-style-type: none"> • Pick one of the items and show learners how the item is maintained. • Help learners to demonstrate how some of the items used at home and in school are maintained. • Put learners in groups and let learners present to the class how an item is maintained and its benefits that come with maintenance <p>Assessment: let learners mention some of the items used at home and in school are maintained.</p>	<p>Review the lesson with learners</p>
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