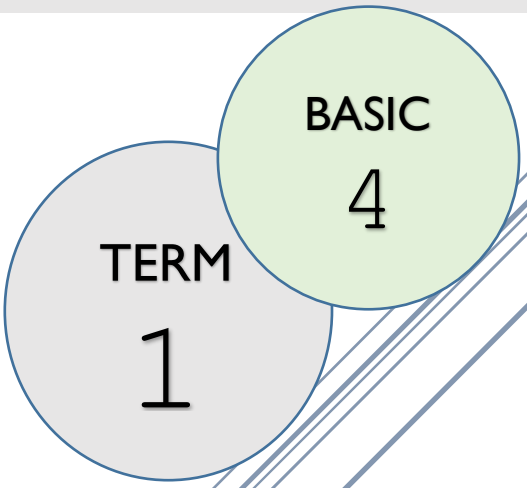
LESSON PLANS FOR PRIMARY SCHOOLS

BASIC FOUR



- Weekly forecast
- Detailed lesson plans

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FIRST TERM LESSON NOTES – BASIC 4

SCHEME OF LEARNING – TERM 1

ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B4.1.1.1	B4.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Oral Language	Poems	B4.1.3.1	B4.1.3.1.1.	
	Oral Language	Story Telling	B4.1.4.1	B4.1.4.1.1	
	Oral Language	Dramatization and Role Play	B4.1.5.1	B4.1.5.1.1	
2	Reading	Phonics	B4.2.2.1	B4.2.2.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Word Families and Common Digraphs	B4.2.3.1	B4.2.3.1.1	
	Reading	Diphthongs	B4.2.4.1	B4.2.4.1.1	
	Reading	Blends and Consonant Clusters	B4.2.5.1	B4.2.5.1.1	
3	Grammar	Nouns	B4.3.1.1	B4.3.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	Grammar	Determiners Pronouns	B4. 3.2.1	B4. 3.2.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
5	Grammar	Adjectives	B4.3.4.1.1	B4.3.4.1.1. 1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

6	Writing	Penmanship and Handwriting	B4.4.2.1	B4.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
7	Writing	Paragraph Development	B4. 4.6.1	B4. 4.6.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
8	Writing	Writing as a Process	B4.4.9.1	B4.4.9.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
9	Writing	Narrative Writing	B4.4.10.1	B4.4.10.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Writing Conventions & Grammar Usage	Using Punctuation	B4.5.2.1	B4.5.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Writing Conventions & Grammar Usage	Using Naming words	B4.5.3.1	B4.5.3.1.1	
11	Writing Conventions & Grammar Usage	Using Action words	B4.5.3.1	B4.5.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	B4.5.5.1	B4.5.5.1.1.	
12	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, representation & cardinality	B2.1.1.1	B2.1.1.1.1 Quantities & place value for multi digit whole numbers up to 100,000 Writing numbers in figures & in words up to 100,000 Numbers in different positions around a given number in a number chart Comparing & ordering whole numbers using >, < or = Rounding numbers(off, up, down) up to 10,000 to the nearest 1000, 100 & 10 Skipping counts forwards & backwards in 50s, 100s, up to 10,000	Counters patterns made from manila cards
2	Number	Counting, Representation, Cardinality & Ordinality (0 to 10,000)	B2.1.1.1	B2.1.1.1.1 Roman numerals system up to XXX (ie. 30) Converting numerals to Roman numerals up to 30 and vice-versa Factors of a given number up to 50 HCF of two whole numbers between 1 and 50 LCM of two numbers up to 100 Relationship between factors & multiples Patterns in square numbers	
3	Number	Counting, Representation, Cardinality &	B2.1.1.1	B2.1.1.1.2 Representing square numbers using factors	Counters patterns made from manila cards

		Ordinality (0 to 10,000)		Real life situations positive & negative values	
4	Number	Counting, Representation , Cardinality & Ordinality (0 to 10,000)	B2.1.2.1	B2.1.2.1.1 Count forwards & backwards with positive & negative numbers through zero	
5	Algebra	Patterns & Relationship	B2.1.2.1	B2.1.2.1.1 Patterns in a given table or chart Missing element and errors in a given table or chart Concrete representation of a given pattern displayed in a table or chart	Counters, bundle and loose straws
6	Algebra	Patterns & Relationship	B2.1.2.2	B2.1.2.2.1 Translating information in a given problem into a table or chart Extending the patterns in a table or chart to solve a given problem	
7	Geometry And Measurement	2D & 3D Shapes	B2.1.4.1	B2.1.4.1.1 Drawing of symmetrical shapes	Counters patterns made from manila cards
8	Geometry And Measurement	2D & 3D Shapes	B2.2.1.1	B2.2.1.1.1 Lines of symmetry of regular & irregular 2D shapes	Counters patterns made from manila cards
9	Geometry And Measurement	Position & Transformation	B2.3.1.1	B2.3.1.1.1 Position & motion of objects in space using the cardinal point (North, South, East & West)	Counters, bundle and loose straws
10	Data	Data collection, organisation, interpretation, presentation & analysis	B2.3.1.1	B2.3.1.1.2 Reading & interpreting data using on-on-one correspondence	Ghana Cedi(notes & coins)
11	Data	Data collection, organisation,	B2.3.1.1	B2.3.1.1.3	

		interpretation, presentation & analysis		Constructing graphs using many-to-one correspondence	
12	Data	Data collection, organisation, interpretation, presentation & analysis	B2.4.1.1.1	Data Comparing graphs to tell how they are the same or different	Counters patterns made from manila cards

SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity of matter	Living & Non Living Things	B4.1.1.1	B4.1.1.1.1 Classifying animals into insects, birds, mammals and reptiles	Pictures of living and non-living things in the environment
2	Diversity of matter	Living & Non Living Things	B4.1.1.1	B4.1.1.1.2 Life processes of animals: movement, nutrition and reproduction	
3	Diversity of matter	Living & Non Living Things	B4.1.1.1	B4.1.1.1.3 Physical appearance of different types of plants	Pictures of living and non-living things in the environment
4	Diversity of matter	Living & Non Living Things	B4.1.1.1	B4.1.1.1.4 Physical features of mammals, reptiles, insects and amphibians	
5	Diversity of matter	Materials	B4.1.2.1	B4.1.2.1.1 Formation and separation of a liquid mixture	Metals, woods plastics, soil stones, paper pencil, crayons balloons, water sand, salt ,sugar
6	Cycles	Earth Science	B4.2.1.1	B4.2.1.1.1 Cyclic movements in the environment	Torch candle matchstick lantern paper pencil pictures of well river stream water
7	Cycles	Earth Science	B4.2.1.1	B4.2.1.1.2 Objects in the sky during day and night	
9	Cycles	Earth Science	B4.2.1.1	B4.2.1.1.3 The concept of evapotranspiration Ways of making water safe for use	
10	Cycles	Earth Science	B4.2.1.1	B4.2.1.1.4	

11	Cycles	Life Cycle Of Organism	B4.2.2.1	B4.2.2.1.1 Parts of plants and their functions The process of seed germination	Plants seeds hand lens paper pencil fruits
12	Cycles	The Human Body System ***(the external parts of the human body)***	B4.2.2.1	B4.2.2.1.2 Organs of the digestive system and their functions	Learners, pictures, videos, paper, pencils, crayons

RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	God's creation and attributes	God the Creator	B4.1.1.1	B4.1.1.1.1 The nature of God as the creator	Wall charts, wall words, posters, video clip, etc.
2	God's creation and attributes	God the Creator	B4.1.1.1	B4.1.1.1.2 The nature of God as the creator	
3	God's creation and attributes	God the Creator	B4.1.1.1	B4.1.1.1.3 Things created by God	Wall charts, wall words, posters, video clip, etc.
4	God's creation and attributes	God the Creator	B4.1.1.1	B4.1.1.1.4 Uniqueness of humankind from other creatures	
5	God's creation and attributes	The Environment	B4.1.2.1	B4.1.2.1.1 Effects of human activities on the environment	Wall charts, wall words, posters, video clip, etc.
6	God's creation and attributes	The Environment	B4.1.2.1	B4.1.2.1.2 Effects of human activities on the environment	
7	God's creation and attributes	The Environment	B4.1.2.1	B4.1.2.1.3 Activities that destroy the environment	Wall charts, wall words, posters, video clip, etc.
8	God's creation and attributes	The Environment	B4.1.2.1	B4.1.2.1.4 Activities that destroy the environment	
9	Religious Practices	Religious worship, prayer and other Religious Practices	B4.2.1.1	B4.2.1.1.1 Various forms of worship	Wall charts, wall words, posters, video clip, etc.
10	Religious Practices	Religious worship, prayer and other Religious Practices	B4.2.1.1	B4.2.1.1.2	

				Purpose of worship in the three main religions	
11	Religious Practices	Religious worship, prayer and other Religious Practices	B4.2.1.1	B4.2.1.1.3 Differentiate between religious and non - religious songs Irreligious songs	
12	Religious Practices	Religious worship, prayer and other Religious Practices	B4.2.1.1	B4.2.1.1.4 Differentiate between religious and non - religious songs Irreligious songs	

HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	My country Ghana	Why & how we study History	B4.2.1.1	B4.2.1.1.1 Importance of studying the History of Ghana	A map of Ghana showing major historical locations/ Resource person
2	My country Ghana	Why & how we study History	B4.2.1.1	B4.2.1.1.1 Importance of studying the History of Ghana	
3	My country Ghana	Why & how we study History	B4.2.1.1	B4.2.1.1.1 Sources of History	
4	My country Ghana	Why & how we study History	B4.2.1.1	B4.2.1.1.1 Primary and Secondary sources of History	A map of Ghana showing major historical locations/ Resource person
5	My country Ghana	Why & how we study History	B4.2.1.1	B4.2.1.1.1 Primary and Secondary sources of History	
6	My country Ghana	The People of Ghana	B4.2.1.1	B4.2.1.1.1 Some major kingdoms that existed	Wall charts, wall words, posters, video clip, etc.
7	My country Ghana	The People of Ghana	B4.2.2.1	B4.2.2.1.1 Some major kingdoms that existed	Wall charts, wall words, posters, video clip, etc.
8	My country Ghana	The People of Ghana	B4.2.2.1	B4.2.2.1.1 How one major kingdom was formed and the reason behind its expansion	
9	My country Ghana	The People of Ghana	B4.2.2.1	B4.2.2.1.1 Factors behind the fall of the kingdoms.	

10	My country Ghana	Major Historical Location	B4.2.2.1	B4.2.2.1.1 Historical locations of Ghana's major historical locations and their uses (flagstaff house, Burma camp, James town light house, Gbewa palace, Larabanga Mosque	Wall charts, wall words, posters, video clip, etc.
11	My country Ghana	Major Historical Location	B4.2.2.1	B4.2.2.1.1 Historical locations of Ghana's major historical locations and their uses (flagstaff house, Burma camp, James town light house, Gbewa palace, Larabanga Mosque	
12	My country Ghana	Major Historical Location	B4.2.2.1	B4.2.2.1.1 Historical locations of Ghana's major historical locations and their uses (flagstaff house, Burma camp, James town light house, Gbewa palace, Larabanga Mosque	

FIRST TERM SCHEME – CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE 1	B2. 1.1.1.1 B2. 1.1.1.2 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/ national/global.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
2	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE 1	B2. 1.1.1.3 B2. 1.1.1.4 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/ national/global.	
3	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE 1	B2. 2.1.1.1 B2. 2.1.1.2 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/ national/global.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
4	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE 1	B2. 2.1.1.3 B2. 2.1.1.4 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/ national/global.	

5	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.2.1 B2.1.2.2.2 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
6	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.2.3 B2.1.2.2.4 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	
7	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.2.1 B2.2.2.2.2 ☐ How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
8	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.2.3 B2.2.2.2.4 ☐ How to organise own ideas through experimenting with available media for	

				creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	
9	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.3.1 B2.1.2.3.2 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
10	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.3.3 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
11	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.3.1 B2.2.2.3.2 How to create expressive artworks based on own ideas by applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
12	Performing Arts	Planning, Making and Composing	CSE 2&3	B2.2.2.2.3	Photos, videos, art paper, colors and traditional art

		(Performing Arts)		How to create expressive artworks based on own ideas by applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc.	tools, other materials available in the community

GHANAIAN LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Reading	Songs	B4.1.1.1	B4.1.1.1.1.	Word cards, sentence cards, letter cards
2	Oral Reading	Poems	B4.1.2.1	B4.1.2.1.1	
3	Oral Reading	Story telling	B4.1.4.1	B4.1.4.1.1	
4	Reading	Phonics: letter and sound knowledge	B4.2.4.1	B4.2.4.1.1-4	Word cards, sentence cards, letter cards
5	Reading	Vocabulary: sight and content vocabulary	B4.2.5.1.1	B4.2.5.1.1.1-3	
6	Writing	Penmanship/Handwriting	B4.3.1.1	B4.3.1.1.1-4	Word cards, sentence cards, letter cards
7	Composition Writing	Creative/ Free Writing	B4.4.2.1	B4.4.2.1.1-2	
8	Composition Writing	Narrative Writing	B4.4.1.1	B4.4.1.1.1-3	
9	Composition Writing	Descriptive Writing	B4.4.2.1	B4.4.2.1.1-2	
10	Writing Convention And Grammar Usage	Integrating grammar in written language (capitalization) Integrating grammar in written language (punctuation)	B4.5.1.1 B4.5.2.1	B4.5.1.1.1-3 B4.5.2.1.1-3	Word cards, sentence cards, letter cards, handwriting on a manila card
11	Writing Convention And Grammar Usage	Integrating Grammar In Written Language (Use Of Action Words)	B4.5.3.1	B4.5.3.1.1-3	
12	Extensive Reading	Building the love and culture of reading in learners	B4.6.1.1	B4.6.1.1.1-2	Word cards, sentence cards, letter cards, class library

COMPUTING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Word Processing	Generation of computers	B4.1.1.1	B4.1.1.1.1 Identify parts of a computer and technology tools (the mouse, keyboard, monitor, system unit and its components (memory, hard disk drive, CD-ROM etc.), speakers, and peripherals.	Mouse, keyboard monitor, system unit and its components
2	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.1 Types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc	
3	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.2 Difference between RAM and ROM	Mouse, keyboard monitor, system unit and its components
4	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.3 Typing short phrases	
5	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.4 Summarise the first generation of computers which used vacuum tubes as a major piece of technology	Mouse, keyboard monitor, system unit and its components
6	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.5 Summarise the first generation of computers which used vacuum tubes as a major piece of technology	

7	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.1 Describe the desktop background and explain its features (e.g. image, icons and Taskbar of the background).	Projected examples of personalized desktop background
8	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.2 How to personalize the Desktop Background using required tools and settings	
9	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.3 The use of the Sections of the Taskbar; Start Menu (Location and Launching only), Pinned Applications (Launched / Minimised programmes) and Notification Area or system tray (Date & Time, and Volume).	Projected examples of personalized desktop background
10	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.4 Adding and removing icons from the desktop	
11	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.5 Moving, selecting and hiding multiple icons on the desktop	Projected examples of personalized desktop background
12	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.6 Creating, naming and renaming a folder	

FIRST TERM LESSON PLAN

BASIC FOUR (ENGLISH LANGUAGE)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Oral Language	
Class: B4	**Class Size:**	**Sub Strand:** Songs	
Content Standard: B4.1.1.1: Demonstrate understanding of variety of songs	**Indicator:** B4.1.1.1.1 sing songs with appropriate stress, rhythm and actions		**Lesson:** 1 of 1
Performance Indicator: Learners can sing songs with appropriate stress, rhythm and actions		**Core Competencies:** Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 2			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **MAIN**	Group learns in groups of three or four according to their background. Each group present and sing their own choice of song to the whole class Make it a little competition to make the class interesting Play or teach learners a new song. Learners sing the new song in groups with appropriate stress, rhythm and actions	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Oral Language	
Class: B4	**Class Size:**	**Sub Strand:** Poems	
Content Standard: B4.1.3.1: Appreciate poems and other pieces of literary materials	**Indicator:** B4.1.3.1.1 identify and discuss values in songs		**Lesson:** 1 of 1
Performance Indicator: Learners can identify and discuss values in songs		**Core Competencies:** Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 3			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **MAIN**	Perform a short poem as learners listen and observe. Teach the key words in the poem in context. Have them read it in small groups, pairs and individually. Emphasize correct stress and rhythm	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Oral Language
Class: B4	**Class Size:**	**Sub Strand:** Story Telling

Content Standard: B4.1.4.1: Respond to stories	**Indicator:** B4.1.4.1.1 retell stories sequentially, including key details	**Lesson:** 1 of 1
Performance Indicator: Learners can retell stories sequentially, including key details	**Core Competencies:** Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 4		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **MAIN**	Tell a suitable story to the class e.g. "The Hawk and the Hen". Have learners identify the parts of the story as beginning part, middle part and ending part. Through questioning, have learners discuss the various parts of the story i.e. beginning, middle and ending, as in the table below Put learners into groups to discuss the central message of the story.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Oral Language
Class: B4	**Class Size:**	**Sub Strand:** Dramatization and Role Play

Content Standard: B4.1.5.1: Perform stories	**Indicator:** B4.1.5.1.1 role-play a story/play	**Lesson:** 1 of 1
Performance Indicator: Learners can role-play a story/play	**Core Competencies:** Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 5		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **MAIN**	Select a suitable story/play learners have heard or read e. g. Ananse and the Black Pot. Have learners identify and discuss the characters and events/key issues in the play/story. Assessment: Guide learners to role-play the key characters in specific scenes.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 2

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Reading	
Class: B4	**Class Size:**	**Sub Strand:** Phonics	
Content Standard: B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	**Indicator:** B4.2.2.1.1 match sounds to their corresponding letter patterns	**Lesson:** 1 of 1	
Performance Indicator: Learners can match sounds to their corresponding letter patterns		**Core Competencies:** Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 17			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **MAIN**	Display word cards on the teachers table. Make letter sounds to learners as you pick them in turns. Assessment: play the game of "Back to the board" with learners. A learner sits in front of the class with his/her back to the board. Teacher writes a letter on the board for the other learners to make its sound. The learner then goes through the word cards to fish out the particular letter. Divide the class into two to make it competitive.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Reading
Class: B4	**Class Size:**	**Sub Strand:** Word Families and Common Digraphs

Content Standard:	**Indicator:**	**Lesson:**
B4.2.3.1: Identify rhyming/endings words and common digraphs	B4.2.3.1.1 use common rhyming/ending words to decode words	1 of 1

Performance Indicator:	**Core Competencies:**
Learners can use common rhyming/ending words to decode words	Communication and Collaboration, Personal

References: English Language Curriculum For Primary Schools Pg. 19

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **MAIN**	Let learners know that just as we have family names (surnames), there are words that have the same ending that belong to the family of rhyming words. Through brainstorming have learners come up with words that belong to a particular rhyming family. Have children identify these rhyming words as they read. Have learners hunt for these words and build a portfolio on them. e.g. –at = cat – bat – hat -all = call – fall – wall - it = sit – pit – hit -ot = tot – pot – cot	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Reading	
Class: B4	**Class Size:**	**Sub Strand:** Diphthongs	
Content Standard: B4.2.4.1: Identify and use diphthongs to decode words	**Indicator:** B4.2.4.1.1 use closing diphthongs to make meaningful sentences.		**Lesson:** 1 of 1
Performance Indicator: Learners can use closing diphthongs to make meaningful sentences.		**Core Competencies:** Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 20			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **MAIN**	Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you. Learners come up with examples of words that have the diphthongs. Have learners identify these diphthongs as they read the words. E.g. ei - take oi - boy ai– why, try Learners form their own sentences using words having diphthongs	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Reading
Class: B4	**Class Size:**	**Sub Strand:** Blends and Consonant Clusters

Content Standard:	**Indicator:**	**Lesson:**
B4.2.5.1: Identify and use consonant blends and clusters in reading	B4.2.5.1.1 orally produce single-syllable words	1 of 1

Performance Indicator:	**Core Competencies:**
Learners can orally produce single-syllable words	Communication and Collaboration, Personal

References: English Language Curriculum For Primary Schools Pg. 21

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **MAIN**	Guide learners to play games like **"**Tapping Out" to bring out the single-syllable words. Demonstrate blending by sounding out letters separately and blending/bringing them together into syllables and words. e.g. **p-l-o-t** = plot, **b-l-a-c-k** = black **g-r-o-w** = grow Have learners identify words containing particular blends e.g. **bl, br, cr, cl, gr, gl**	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 3

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Grammar	
Class: B4	**Class Size:**	**Sub Strand:** Nouns	
Content Standard: B4.3.1.1: Apply knowledge of different types of nouns in communication	**Indicator:** B4.3.1.1.1 identify and use nouns to identify people, animals, events and objects	**Lesson:** 1 of 2	
Performance Indicator: Learners can identify and use nouns to identify people, animals, events and objects		**Core Competencies:** Communication and Collaboration, Personal	
New words	Playing, sweeping, weeding, cooking, etc		
References: English Language Curriculum Pg. 33			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Review some adjectives with learners. Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happy Share performance indicators and introduce the lesson.	
PHASE 2: **MAIN**	Have learners read simple sentences on the sentence cards having names of people, animals, events and objects. Put learners in groups to identify the names of people ,animals, events and objects as nouns Learners to form their own sentence with names of people, animals, places and objects and underline these nouns in the sentence Have learners to note that common nouns start with small letters.	Word cards, paper, letter cards,
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 4

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Grammar	
Class: B4	**Class Size:**	**Sub Strand:** Determiners	
Content Standard: B4.3.2.1: Apply knowledge of different types of determiners in communication	**Indicator:** B4.3.2.1.1. identify and use: proper nouns		**Lesson:** 1 of 2
Performance Indicator: Learners can identify and use: proper nouns		**Core Competencies:** Communication and Collaboration, Personal	
New words	Playing, sweeping, weeding, cooking, etc		
References: English Language Curriculum Pg. 42			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Review some adjectives with learners. Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happy Share performance indicators and introduce the lesson.	
PHASE 2: **MAIN**	Have learners read sentences containing articles. − *Indefinite articles: e.g. I bought <u>an</u> orange. <u>a</u> car, <u>a</u> sheep, a tree, an apple, an orange, <u>an</u> egg, etc.* − *Definite article: I put <u>the</u> book on the table.* Use several examples to explain the use of the definite and indefinite articles. Nouns such as music, soup, soap, do not require any determiners. Thus show further that it is possible to say: *i. I love music.* *ii. I enjoy soup.* Put learners into small groups to form sentences with a, an, the.	Word cards, paper, letter cards,
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Grammar	
Class: B4	**Class Size:**	**Sub Strand:** Pronouns	
Content Standard: B4. 3.2.1: Apply knowledge of different types of determiners in communication	**Indicator:** B4.3.3.1.1 identify and use different types of pronouns		**Lesson:** 1 of 2
Performance Indicator: Learners can identify and use different types of pronouns		**Core Competencies:** Communication and Collaboration, Personal	
New words	Playing, sweeping, weeding, cooking, etc		
References: English Language Curriculum Pg. 38			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Review some adjectives with learners. Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happy Share performance indicators and introduce the lesson.	
PHASE 2: **MAIN**	Write sentences with personal pronouns. e. g. You are late. Provide learners with a variety of practice activities. ii. Interrogative pronouns – Who, What, Where, etc. Introduce interrogative pronouns with several examples in context. Provide a passage and have learners identify interrogative pronouns. Let learners use interrogative pronouns in sentences.	Word cards, paper, letter cards,
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 5

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Grammar
Class: B4	**Class Size:**	**Sub Strand:** Adjectives

Content Standard: B4.3.4.1: Apply the knowledge of adjectives in communication	**Indicator:** B4.3.4.1.1.1 use adjectives to make comparison	**Lesson:** 1 of 2
Performance Indicator: Learners can use adjectives to make comparison	**Core Competencies:** Communication and Collaboration, Personal	
New words	Playing, sweeping, weeding, cooking, etc	
References: English Language Curriculum Pg. 39		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Review some adjectives with learners. Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happy Share performance indicators and introduce the lesson.	
PHASE 2: **MAIN**	Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own. Introduce regular adjective forms: - Regular adjectives form their imperative by adding 'er' e.g. small–smaller, big–bigger, etc. Assist learners with examples to use comparative adjectives appropriately. e.g. i. Ama is taller than Kwesi. ii. This ruler is longer than that one. Learners form sentences with the comparative forms of adjectives	Word cards, paper, letter cards,
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 6

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Composition Writing	
Class: B4	**Class Size:**	**Sub Strand:** Penmanship	
Content Standard: B4.4.2.1: Copy and rewrite sentences correctly	**Indicator:** B4.4.2.1.1 write clearly using joined letters of consistent size	**Lesson:** 1 of 2	
Performance Indicator: Learners can write clearly using joined letters of consistent size	**Core Competencies:** Communication and Collaboration, Personal		
References: English Language Curriculum Pg. 47			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Have learners recite familiar rhymes. • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. Share the performance indicators and introduce the lesson.	
PHASE 2: **MAIN**	Have learners to write letters in flick e.g. a, t, r, d, f, s. Learners join pairs of letters e.g. at, or, on, etc. Have learners join letters of a word. e.g. Kettle, can, catch, etc. Learners copy sentences and passages	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 7

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Composition Writing	
Class: B4	**Class Size:**	**Sub Strand:** Paragraph Development	
Content Standard: B4.4.6.1: Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contexts	**Indicator:** B4. 4.6.1.1 choose appropriate ways and modes of writing for a variety of purposes		**Lesson:** 1 of 2
Performance Indicator: Learners can choose appropriate ways and modes of writing for a variety of purposes	**Core Competencies:** Communication and Collaboration, Personal		
References: English Language Curriculum Pg. 48			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Have learners recite familiar rhymes. • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. Share the performance indicators and introduce the lesson.	
PHASE 2: **MAIN**	Select sample essay types/texts showing a variety of modes of writing from learners' readers and/teacher's resource. e.g. i. Expository Writing – how something works. ii. Narrative – how something happened. iii. Description – how something/someone appears. iv. Argument – how an opinion can be stated and supported.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 8

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Composition Writing	
Class: B4	**Class Size:**	**Sub Strand:** Writing as a Process	
Content Standard: B4. 4.9.1: Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing	**Indicator:** B4.4.9.1.1 choose appropriate ways and modes of writing for a variety of purposes		**Lesson:** 1 of 2
Performance Indicator: Learners can choose appropriate ways and modes of writing for a variety of purposes	**Core Competencies:** Communication and Collaboration, Personal		
References: English Language Curriculum Pg. 50			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Have learners recite familiar rhymes. • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. Share the performance indicators and introduce the lesson.	
PHASE 2: **MAIN**	Take learners through the writing process: **Prewriting stage** *Put learners in groups of four* *Each member suggests a topic. Each group discusses it's topics and selects one.* *Each team presents their topic to the class and writes it on the board.* Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece. Invite groups to present their work and have the whole class give feedback.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 9

Week Ending:	**DAY:** THURSDAY	**Subject:** English Language	
Duration: 60mins		**Strand:** Composition Writing	
Class: B4	**Class Size:**	**Sub Strand:** Narrative Writing	
Content Standard: B4.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world	**Indicator:** B4.4.10.1.1 write about real or imagined experiences		**Lesson:** 1 of 2
Performance Indicator: Learners can write about real or imagined experiences	**Core Competencies:** Communication and Collaboration, Personal		
References: English Language Curriculum Pg. 53			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Have learners recite familiar rhymes. • Would you love to sing more songs? • What words did you hear in the song? • Write some of the words you heard. Share the performance indicators and introduce the lesson.	
PHASE 2: **MAIN**	Guide learners to narrate an event they participated in E.g. my first day at the national theatre. Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view. Learners edit their work first in their groups, then across groups. Let learners then publish their stories on the class notice board so each group can read another's story.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 10

Week Ending:	**DAY:** FRIDAY	**Subject:** English Language
Duration: 60mins		**Strand:** Writing Conventions/ Extensive Reading
Class: B4	**Class Size:**	**Sub Strand:** Using Punctuation
Content Standard: B4.5.2.1: Show understanding of how punctuations are used appropriately in writing	**Indicator:** B4.5.2.1.1 use the "comma" appropriately in sentence	**Lesson:** 1 of 2
Performance Indicator: • Learners can use the "comma" appropriately in sentence • Learners can read a variety of age- and level appropriate books.		**Core Competencies:** Communication and Collaboration, Personal
References: English Language Curriculum Pg. 58		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Engage learners to play the "Tapping Out" Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.	
PHASE 2: **MAIN**	Provide learners with sample texts for them to identify the target punctuation marks. E.g. Yes, please. No, thank you. Kofi, can you help me? Give them practice in using the punctuation marks. They may copy and punctuate unpunctuated sentences and short paragraphs. Have them write sentences to demonstrate understanding of the use of the comma before and after "Yes" and "No" in sentences; - after addressing a person. Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<u>Assessment</u> Learners write a-two-paragraph summary of the book read.	
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	**DAY:** FRIDAY	**Subject:** English Language
Duration: 60mins		**Strand:** Writing Conventions/ Extensive Reading
Class: B4	**Class Size:**	**Sub Strand:** Using Naming words

Content Standard:	**Indicator:**	**Lesson:**
B4.5.3.1: Apply knowledge of different types of nouns in communication	B4.5.3.1.1 identify and use nouns in sentences to identify people, animals, events and objects	1 of 2

Performance Indicator:	**Core Competencies:**
• Learners can identify and use nouns in sentences to identify people, animals, events and objects • Learners can read a variety of age- and level appropriate books.	Communication and Collaboration, Personal

References: English Language Curriculum Pg. 59

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Engage learners to play the "Tapping Out" Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.	
PHASE 2: **MAIN**	Have learners read simple sentences with names of people, animals, events and objects on the board. Put learners in groups to identify the names of people, animals, events and objects as nouns. Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences. Have them note that common nouns start with small letters. Have learners identify common nouns from paragraphs/passages Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. <u>Assessment</u> Learners write a-two-paragraph summary of the book read.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson:	

	1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 11

Week Ending:	**DAY:** FRIDAY	**Subject:** English Language	
Duration: 60mins		**Strand:** Writing Conventions/ Extensive Reading	
Class: B4	**Class Size:**	**Sub Strand:** Using Actions words	
Content Standard: B4.5.4.1: Demonstrate understanding of verbs in everyday language	**Indicator:** B4.5.4.1.1 use the singular and plural subjects and the verb forms that go with them		**Lesson:** 1 of 2
Performance Indicator: • Learners can use the singular and plural subjects and the verb forms that go with them. • Learners can read a variety of age- and level appropriate books.		**Core Competencies:** Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 62			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Engage learners to play the "Tapping Out" Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.	
PHASE 2: **MAIN**	Revise the simple present form of verbs and their use to agree with the subject they follow. Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. Learners read their friendly letters in pairs. Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. e.g. we eats – we eat. Have learners do peer editing to identify and correct errors Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. <u>Assessment</u> Learners write a-two-paragraph summary of the book read.	Word cards, sentence cards, letter cards, handwriting on a manila card

PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	**DAY:** FRIDAY	**Subject:** English Language
Duration: 60mins		**Strand:** Writing Conventions/ Extensive Reading
Class: B4	**Class Size:**	**Sub Strand:** Using Adjectives

Content Standard: B4.5.5.1: Demonstrate understanding of adjectives in speech and in writing	**Indicator:** B4.5.5.1.1 use adjectives to make comparisons	**Lesson:** 1 of 2

Performance Indicator: • Learners can use adjectives to make comparisons. • Learners can read a variety of age- and level appropriate books.	**Core Competencies:** Communication and Collaboration, Personal

References: English Language Curriculum Pg. 63

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Engage learners to play the "Tapping Out" Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.	
PHASE 2: **MAIN**	Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. *Ama is fast but Kofi is slow.* Have learners identify adjectives in a given passage. Let learners write sentences using comparative and superlative forms of adjectives Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. <u>Assessment</u> Learners write a-two-paragraph summary of the book read.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson.	

	2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

WEEK 12

Week Ending:	**DAY:** Friday	**Subject:** English Language	
Duration: 60mins		**Strand:** Extensive Reading	
Class: B4	**Class Size:**	**Sub Strand:** Reading	
Content Standard: B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area	**Indicator:** B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them		**Lesson:** 1 of 1
Performance Indicator: Learners can read a variety of age and level-appropriate books and summarize them		**Core Competencies:** Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 112			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; • Whether they enjoyed singing the song? • What words did you hear in the song? • Are these words food, animals, objects? Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Using book tease or book talk, introduce the reading/ library time. Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement. <u>Assessment</u> Using think-pair-share, learners retell their story books to their partners. Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class	Word cards, sentence cards, letter cards.
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

FIRST TERM LESSON PLAN

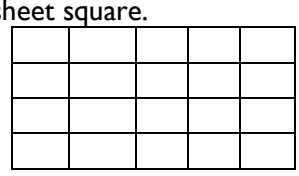
BASIC FOUR (MATHEMATICS)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B4	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality	
Content Standard: B4.1.1.1 Learners can model number quantities, place values for multi-digit using graph sheets	**Indicator:** B4.1.1.1.1-2 Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can model number quantities, place values for multi-digit using graph sheets	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
References: Mathematics Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to model numbers quantities up to 100000 using graph sheets or multi base materials. For instance, with multi base block. a cube=100unit, a rod=1000, a flat=10000, and a block=100000. Learners model 32300 with the appropriate materials.	What have we learnt today? Modeling number quantities using graph sheet. Learners to model number quantities written on the board.
Tuesday	Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to learners to draw what they see on the chart. Review the previous lesson through examples	Ask learners to model the number 12500 shading graph sheet square.  Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note: A cube=100unit	Review lesson with learners. Have learner model number quantities for multi digit using multi base materials

		A rod=1000 Etc. Have learners practice more examples. Give learners teacher made token currency notes on different colored paper and ask them to model or pick given amounts up to GHC10000.	
Wed	Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class. Put them in a box in front of the class. Call out an amount for learners to model it. Do it in groups to create competition.	Read out number figures and have learner to write number in figures and in words up to 100000. Assessment: Play the place value number wheel game: Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000).	What have we learnt today? Have learners summarize the important points of the lesson. Engage pupils in a think pair share activity to . *write number in figures and in words up to 100000
Thursday	Play clap that number (up to 10). Have learner count in unison as they clap the number. Play show me game; Write a number on the board and let learners show number with bundles of 10s and 1s.	Ask learners to write given number on the expanded from of the number: 14031= 10000+4000+30+1 Have learner practice more examples	What have we learnt today? We have learnt how to write number in the expanded form.
Friday	Review previous lesson by solving examples.	Display a number chart or number line with multiples of 500 between 10000 and 50000 and lead learners to identify numbers in different positions around a given number.	Review the lesson with learners. Have pupils practice more examples.

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Number
Class: B4	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality

Content Standard: B4.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000.	**Indicator:** B4.1.1.1.3-4 Compare and order whole numbers up to 10,000 and represent comparisons using the symbols "<", "=", ">"	**Lesson:** 1 OF 1

Performance Indicator: Learners compare and order whole numbers up to 10,000 and represent comparisons using the symbols "<", "=", ">"	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square
References: Mathematics Curriculum Pg. 5	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to learners to draw what they see on the chart. Review the previous lesson through examples	Guide learners to revise counting of natural numbers up to 10,000. Display and paste a number chart in multiples of 500 between 10,000 and 100,000 Lead learners to identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to learners to draw what they see on the chart. Review the previous lesson through examples	Guide learners to revise counting of natural numbers up to 100,000. Display and paste a number chart in multiples of 500 between 10,000 and 100,000 Lead learners to identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		have them identify numbers in different positions around a chosen number.	
Wed	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400. Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. 1200 = 1200; 27345 > 26355,	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to learners to draw what they see on the chart. Review the previous lesson through examples	Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400. Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. 1200 = 1200; 27345 > 26355,	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020,1025, 2673,2873, Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance, 21345 and 21534;	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		➢ 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc.	

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B4	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality	
Content Standard: B4.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000.	**Indicator:** B4. 1.1.1.5 Round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens	**Lesson:** 1 OF 1	
Performance Indicator: Learners can round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
References: Mathematics Curriculum Pg. 6			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage pupils in the memory game. Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words	Guide learners to round off numbers to the nearest 1000, 100 and 10. *For instance;* *9500 is approximately 10,000 and 9100 as approximately 9,000* Let learners practice with more examples. Learners round up and round down to estimate sums and differences E.g. The table below may bring the meaning of these two concepts clearer 14765 / Round up / Round down / Round off to the nearest ten: 14970 / 14760 / 14970 to the nearest hundred: 14800 / 14700 / 14800 to the nearest thousand: 15000 / 14000 / 15000	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Engage pupils to sing the song "we can count" We class four We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well	Guide learners to round off numbers to the nearest 1000, 100 and 10. *For instance;* *9500 is approximately 10,000 and 9100 as approximately 9,000* Let learners practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

<table>
<tr><td></td><td></td><td>Learners round up and round down to estimate sums and differences
E.g. The table below may bring the meaning of these two concepts clearer</td><td></td></tr>
<tr><td>Wednesday</td><td>Engage pupils to sing the song “my head, my shoulders, my knees, my toes”

Have learners to understand that they touch their head shoulders, knees and toes in descending order and rise up n ascending order.
Hence introduce the lesson</td><td>Guide learners to round off numbers to the nearest 1000, 100 and 10.

For instance;
9500 is approximately 10,000 and 9100 as approximately 9,000

Let learners practice with more examples.

Learners round up and round down to estimate sums and differences
E.g. The table below may bring the meaning of these two concepts clearer
<table><tr><td>14765</td><td>Round up</td><td>Round down</td><td>Round off</td></tr><tr><td>to the nearest ten</td><td>14970</td><td>14760</td><td>14970</td></tr><tr><td>to the nearest hundred</td><td>14800</td><td>14700</td><td>14800</td></tr><tr><td>to the nearest thousand</td><td>15000</td><td>14000</td><td>15000</td></tr></table></td><td>Give learners task to complete whiles you go round to guide those who don’t understand.

Give remedial learning to those who special help.</td></tr>
<tr><td>Thursday</td><td>Engage pupils in the memory game.
Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words</td><td>Learners work together to round up and round down to estimate sums and differences.

For instance. as approximately 400 because is approximately while is approximately , therefore
200+200</td><td>Give learners task to complete whiles you go round to guide those who don’t understand.

Give remedial learning to those who special help.</td></tr>
<tr><td>Friday</td><td>Engage pupils to sing the song “we can count”
We class four
We can count
We can count 1,2,3,4,5
We can count 6,7,8,9,10
We class four can count very well</td><td>Learners work together to round up and round down to estimate sums and differences.

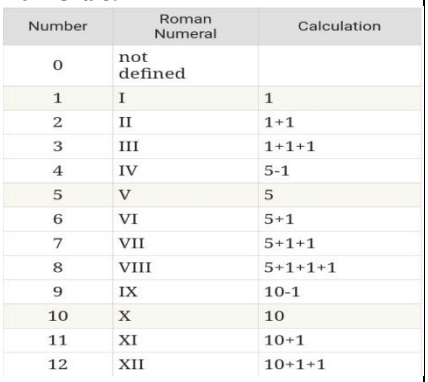
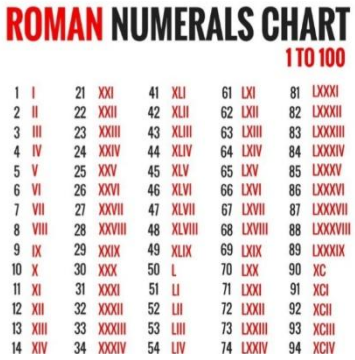
For instance. as approximately 400 because is approximately while is approximately , therefore
200+200</td><td>Give learners task to complete whiles you go round to guide those who don’t understand.

Give remedial learning to those who special help.</td></tr>
</table>

WEEK 2

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B4	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality	
Content Standard: B4.1.1.2. Demonstrate understanding of Roman numerals up XXX (30)	**Indicator:** B4.1.1.1.6. /B4.1.1.2.1 Learners can develop an understanding of Roman Numeral system up XXX (i.e. 30)	**Lesson:** 1 OF 1	
Performance Indicator: Learners can develop an understanding of Roman Numeral system up XXX (i.e. 30)		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
References: Mathematics Curriculum Pg. 7			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Put learners into convenient groups. A learner mentions a number and another skip count in 50s or 100s to include the fifth count. For instance. Learner 1: Shout out "240" …. Learner 2: 290, 340, 390, 440, 490, etc. Learner 3; Shout out "1285" skip counting down in 100s Learner 4; 1185, 1085, 985, 885, 785….etc.	What have we learnt today? We have learnt how to skip counting by 50s and 100s Let learners solve several examples in their workbooks.
Tuesday	Ask everyone to imagine two birds. One named "prr" and the other named "Pukutu". If you call out 'prr', the students need to stand on their toes and move their elbows out sideways. When you call out 'pukutu' the students have to stay still and may not move. If a student moves, he is disqualified.	Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error Eg1: 50,100,150,200,280,300 Eg2: 100,200.300,400,450,560,600 e.g3: 50,60,150,160,250,300,400,420	Can someone tell me what we have learnt today? We have learnt how to skip counting by 50s and 100s Let learners solve several examples in their workbooks

Wednesday	Learners must count in reverse numbers in a range continuously without breaking. For example from (20 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!	Display Roman numeral charts (1-30) arranged in sequential order and lead learners to identify the numerals.  Assessment: Call out a numeral and have learners point at it from the chart.	Can someone tell me what we have learnt today? We have learnt how to identify Roman numerals Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks
Thursday	Learners must count in reverse numbers in a range continuously without breaking. For example from (40 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!	Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, Call out a numeral and have learners point at it from the chart.  Assessment: Call out a numeral and have learners point at it from the chart.	Can someone tell me what we have learnt today? We have learnt how to identify Roman numerals Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks
Friday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15. Assessment: Mention some numerals randomly and have learners point at it on the chart	Review the lesson by giving learners more examples to solve.

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Number
Class: B4	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality

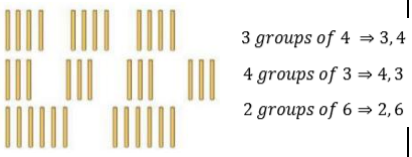
Content Standard: B4.1.1.3 Demonstrate an understanding of factors, multiples and squared numbers	**Indicator:** B4.1.1.3.1 Determine set of factors of a given numbers up to 50	**Lesson:** 1 OF 1

Performance Indicator: Learners can determine set of factors of a given numbers up to 50	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns made from Manila
References: Mathematics Curriculum Pg. 9	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage leaners in the 'double up game' Call out a number between 1and 6. Example 3. Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers.	Have learners recite some multiplication facts up to 12 Explain to learners what factors of numbers means. Factors represent the numbers that we can multiply to get a bigger number called the product or multiple. $4 \times 3 = 12$ Factors Product Since12 = 4 × 3, we can say 4 and 3 are factors of 12; and 12 is a multiple of 3 or a multiple of 4. Guide learners to break given multiples into factors and pairs of factors of given numbers.	Ask learners to tell you what they have learnt Give learners individual or home task. Copy and complete the table Numbers | factors 10 11 12 13 14 15 16 17 18 19 20
Tuesday	Engage learners to sing 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	Use different activities to explain what factors mean to learners. Example: multiplying two whole numbers gives a product. The numbers that we multiply are the factors of the product. 2 x 4 = 8 factors Products	Ask learners to tell you what they have learnt Give learners individual or home task. List the factors for the following numbers a) 4

<table>
<tr>
<td></td>
<td>• 5 - Fire
• 6 - Sister
• 7 - Saviour
• 8 - Eat more fruits
• 9 - Nana Yaw
• 10 - Thank your God</td>
<td>For instance: 3 x 5 = 15 therefore, 3 and 5 are the factors of 15.

Have learners to again understand that factors divides a number completely without leaving any reminder.</td>
<td>b) 5
c) 6
d) 7
e) 8
f) 9
g) 12
h) 14
i) 15
j) 16</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Engage leaners to sing
We class four
We can count
We count 1,2,3,4,5
We count 6,7,8,9,10
We class four can count very well</td>
<td>Engage learners to make formation of sets of equal object from a given quantity.

For example with 12 straws
Learners make groupings such as:
 

Learners to list all the combinations as factors of 12.
{3 4} {4 3} {2 6}

Learners to progress at their own pace by solving for examples.</td>
<td>Ask learners to tell you what they have learnt

Give learners individual or home task.

List the factors for the following numbers
k) 4
l) 5
m) 6
n) 7
o) 8
p) 9</td>
</tr>
<tr>
<td>Thursday</td>
<td>Have leaners to solve for the missing numbers in the empty cells

<table><tr><td>+</td><td>1</td><td>2</td><td>3</td></tr><tr><td>1</td><td>2</td><td></td><td>4</td></tr><tr><td>2</td><td></td><td>4</td><td></td></tr><tr><td>3</td><td>4</td><td></td><td></td></tr></table></td>
<td>Learners pair grouping and the number of equal objects for each formation as factors;

4 groups of 3 straws (4, 3)
6 groups of 2 straws (6, 2)
1 group of 12 straws (1, 12)

3 groups of 4 straws (3, 4)
2 groups of 6 straws (2, 6)
12 groups of 1 straw (12, 1)

Learners collect from the pairs and form a set as the factors of the given number. For example the set of factors of 12 = {1,2,3,4,6,12}</td>
<td>Review lesson with leaners by giving them task to solve in their workbooks.</td>
</tr>
</table>

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B4	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality	
Content Standard: B4.1.1.3 Demonstrate an understanding of factors, multiples and squared numbers	**Indicator:** B4. 1.1.3.3-4 determine the lowest common multiple (LCM) of at least any two given numbers up to 100.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can determine the lowest common multiple (LCM) of at least any two given numbers up to 100.	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns made from Manila		
References: Mathematics Curriculum Pg. 12			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing the song WE CAN COUNT We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Guide learners to identify and list the set multiples of given numbers using skip counting E.g. *The set of multiples 5 and 10.* *5= { 5, 10 15……..100}* *10 = {10, 20, 30 , ……..100}* Guide learners to list the set of common multiples of any two or more given numbers between 0 and 100. *e.g. find the common multiples of 2 and 3.* *2={2,4,6,8,10,12,14,16,18,20}* *3={3,6,9,12,15,18,21,24,27,30}* *The common numbers are ={6,12,18}* Assessment: Engage learners to solve several examples.	Ask learners to tell you what they have learnt Give learners individual or home task. List the multiples for the following numbers q) 4 r) 5 s) 6 t) 7 u) 8 v) 9 w) 12 x) 14 y) 15 z) 16
Tuesday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Introduce the vocabulary terms to learners. That is least common multiples (LCM). Revise with learners on multiples of numbers. Guide learners select the least of the common multiple of given numbers, and identify the least common multiple (LCM). E.g. find the LCM of 5 and 10. 5={5,10,15,20,25,30,35,40,45,50}	Ask learners to tell you what they have learnt Give learners individual or home task. Find the LCM for i. 2 and 3 ii. 4 and 7 iii. 10 and 15 iv. 20 and 5

<table>
<tr><td></td><td></td><td>10={10,20,30,40,50}
Common numbers={10}

Assessment: Engage learners to solve several examples.</td><td></td></tr>
<tr><td>Wednesday</td><td>Review learners understanding in the previous lesson using questions and answers

Engage learners to play games and sing songs to begin the lesson.</td><td>Have learners recite some multiplication facts up to 12

Explain to learners what factors of numbers means.

Factors represent the numbers that we can multiply to get a bigger number called the product or multiple.

4 x 3 = 12
Factors Product

Since 12 = 4 × 3, we can say 4 and 3 are factors of 12; and 12 is a multiple of 3 or a multiple of 4.

Guide learners to break given multiples into factors and pairs of factors of given numbers.</td><td>Ask learners to tell you what they have learnt

Give learners individual or home task.

Copy and complete the table
<table><tr><td>Numbers</td><td>factors</td></tr><tr><td>10</td><td></td></tr><tr><td>11</td><td></td></tr><tr><td>12</td><td></td></tr><tr><td>13</td><td></td></tr><tr><td>14</td><td></td></tr><tr><td>15</td><td></td></tr><tr><td>16</td><td></td></tr><tr><td>17</td><td></td></tr><tr><td>18</td><td></td></tr><tr><td>19</td><td></td></tr><tr><td>20</td><td></td></tr></table></td></tr>
<tr><td>Thursday</td><td>Let learners solve this

Using only addition, how can you use eight eights to get the number 1000?

Answer: 888+88+8+8+8</td><td>Guide learners to Investigate with even and odd numbers.

Engage learners to play the sharing game to demonstrate even and odd numbers.

First, give two oranges to two learners to share equally.
With this, learners get one each.
Let learners record the number 2 down in their books,

Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be reminder of one.
Let learners record the number 3 down in their books.

Continue with several examples for learners to list the numbers that</td><td>Ask learners to tell you what they have learnt

Give learners individual or home task.

List the even numbers between 1 and 50

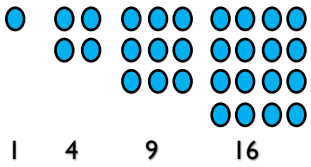
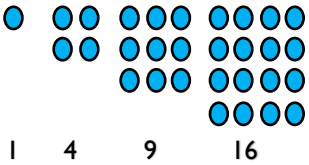
List all the odd numbers between 10 and 100</td></tr>
</table>

		are divisible by 2 and those which are not. *Example:* {*2,4,6,8,10,12,14,16…*} Guide learners to Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is a multiple of 2? a multiple of 3? a multiple of 4? and a multiple of 5? (This is also known as the divisibility test).	

WEEK 3

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 50mins		**Strand:** Number	
Class: B4	**Class Size:**	**Sub Strand:** Counting, Representation And Cardinality	
Content Standard: B4.1.1.3 Demonstrate an understanding of factors, multiples and squared numbers	**Indicator:** B4. 1.1.3.5-6 generate and analyze patterns in square numbers and represent square numbers using factors	**Lesson:** 1 OF 1	
Performance Indicator: Learners can generate and analyze patterns in square numbers and represent square numbers using factors		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas	
Teaching/ Learning Resources	Number line cards, bottle caps, bowls, pebbles		
New words	Roman Numeral		
References: Mathematics Curriculum Pg. 12			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Guide learners to Investigate with even and odd numbers. Engage learners to play the sharing game to demonstrate even and odd numbers. First, give two oranges to two learners to share equally. With this, learners get one each. Let learners record the number 2 down in their books, Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be reminder of one. Let learners record the number 3 down in their books. Continue with several examples for learners to list the numbers that are divisible by 2 and those which are not. Example: {2,4,6,8,10,12,14,16…} Guide learners to Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is a multiple of 2? a	Ask learners to tell you what they have learnt Give learners individual or home task. List the even numbers between 1 and 50 List all the odd numbers between 10 and 100

		multiple of 3? a multiple of 4? and a multiple of 5? (This is also known as the divisibility test).	
	Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Put learners into convenient groups and provide each group adequate number of bottle tops, an A4 sheet and a 30cm ruler and ask them to generate square numbers by continuing the arrangement shown below up to the 10th number; [i.e. 1, 4, 9, 16, 25, 36 …)  1 4 9 16 Investigate the relationship between square numbers and the sum of consecutive odd numbers.	Ask learners to tell you what they have learnt Give learners individual or home task. Study the figure below and continue for the next 4 terms  1 4 9 16
	Let learners draw a picture of a favorite place in the world. Then write five or more words that remind them of that place. Have learners to paste their drawings on the classroom wall to create a gallery.	Learners work in groups to continue the pattern to include the factors of 144. Guide learners to investigate with square numbers. When a number has been multiplied by itself we say the answer is a square number hence $1\times 1=1; 2\times 2=4;\ 3\times 3=9$ and we can write three squared as $3\times 3=32$)	Give learners task to complete while you go round the class to support those who might need extra help.
	Engage learners to cut out some 2D shapes at your start signal. Have learners to paste the cut outs on the classroom wall	Brainstorm learners on happenings which may be represented with positive and negative numbers (e.g. having savings with a bank and owing a bank; profit and loss etc.) Movement on the number line to the right and left of zero. Engage learners in activities to identify positive and negative values.	Give learners task to complete while you go round the class to support those who might need extra help.

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 50mins		**Strand:** Number	
Class: B4	**Class Size:**	**Sub Strand:** Counting, Representation And Cardinality	
Content Standard: B4.1.1.4 Interpret negative and positive numbers in context	**Indicator:** B4.1.1.4.1-2 describe real life situations using positive and negative values		**Lesson:** 1 OF 1
Performance Indicator: Learners can describe real life situations using positive and negative values		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas	
Teaching/ Learning Resources	Number line cards, bottle caps, bowls, pebbles		
New words	Roman Numeral		
References: Mathematics Curriculum Pg. 13			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Engage learners to cut out some 2D shapes at your start signal. Have learners to paste the cut outs on the classroom wall	Brainstorm learners on happenings which may be represented with positive and negative numbers (e.g. having savings with a bank and owing a bank; profit and loss etc.) Movement on the number line to the right and left of zero. Engage learners in activities to identify positive and negative values.	Give learners task to complete while you go round the class to support those who might need extra help.
	Give learners brain teasers to solve. 1. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus? 2. Ms. Alvarez's class has 33 students. She wants to have 3 equal groups for the activity. How many students are in each group?	Brainstorm learners on happenings which may be represented with positive and negative numbers (e.g. having savings with a bank and owing a bank; profit and loss etc.) Movement on the number line to the right and left of zero. Engage learners in activities to identify positive and negative values.	Give learners task to complete while you go round the class to support those who might need extra help.
	Have learners to create patterns of two objects to making meaning.	Learners count from a given interval of positive and negative numbers on the number line. For example, count from 10 backward through zero to negative -8.	Give learners task to complete while you go round the class to support those who might need extra help.

		Continue with the activity until all learners are familiar with negative and positive values.	

WEEK 4

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 50mins		**Strand:** Number
Class: B4	**Class Size:**	**Sub Strand:** Counting, Representation And Cardinality

Content Standard: B4.1.1.4 Interpret negative and positive numbers in context	**Indicator:** B4.1.1.4.1-2 describe real life situations using positive and negative values	**Lesson:** 1 OF 1
Performance Indicator: Learners can describe real life situations using positive and negative values		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas
Teaching/ Learning Resources	Number line cards, bottle caps, bowls, pebbles	
New words	Roman Numeral	
References: Mathematics Curriculum Pg. 13		

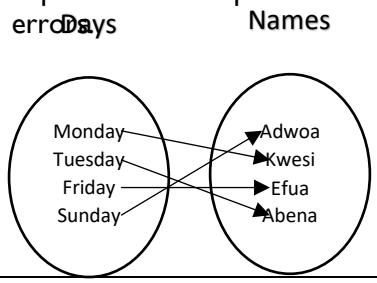
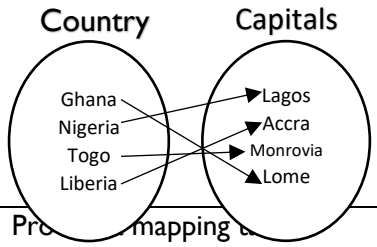
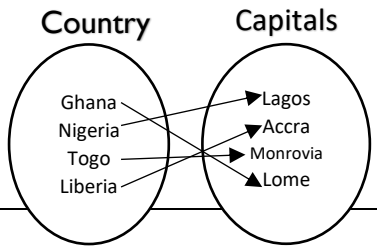
DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Engage learners to cut out some 2D shapes at your start signal. Have learners to paste the cut outs on the classroom wall	Brainstorm learners on happenings which may be represented with positive and negative numbers (e.g. having savings with a bank and owing a bank; profit and loss etc.) Movement on the number line to the right and left of zero. Engage learners in activities to identify positive and negative values.	Give learners task to complete while you go round the class to support those who might need extra help.
	Give learners brain teasers to solve. 1. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus? 2. Ms. Alvarez's class has 33 students. She wants to have 3 equal groups for the activity. How many students are in each group?	Brainstorm learners on happenings which may be represented with positive and negative numbers (e.g. having savings with a bank and owing a bank; profit and loss etc.) Movement on the number line to the right and left of zero. Engage learners in activities to identify positive and negative values.	Give learners task to complete while you go round the class to support those who might need extra help.
	Have learners to create patterns of two objects to making meaning.	Learners count from a given interval of positive and negative numbers on the number line. For example, count from 10 backward through zero to negative -8.	Give learners task to complete while you go round the class to support those who might need extra help.

		Continue with the activity until all learners are familiar with negative and positive values.	

WEEK 5

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 50mins		**Strand:** Algebra	
Class: B4	**Class Size:**	**Sub Strand:** Patterns and Relationships	
Content Standard: B4.2.1.1 Demonstrate an understanding of how to identify and describe patterns found in tables and charts, including a multiplication chart	**Indicator:** B4.2.1.1.2-3 identify the error(s) in a given table or chart		**Lesson:** 1 OF 1
Performance Indicator: Learners can describe the pattern found in a given table or chart		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas	
Teaching/ Learning Resources	Patterns made from Manila cards		
New words	Roman Numeral		
References: Mathematics Curriculum Pg. 30			

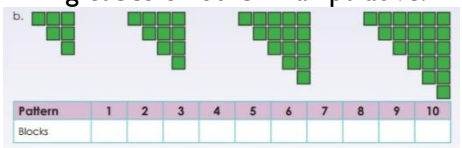
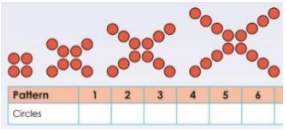
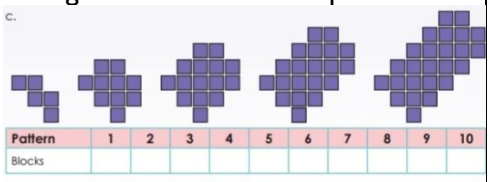
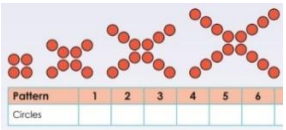
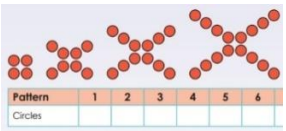
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Provide a mapping table containing errors. Ask students to identify and explain where the pattern has errors. No. of chairs: 1, 2, 3, 4, 5, 6 No. of tables: 4, 8, 12, 18, 20, 24	Ask learners to tell you what they have learnt Give learners individual or home task
Tuesday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Provide a mapping table containing errors. Ask students to identify and explain where the pattern has errors. No. of chairs: 1, 2, 3, 4, 5, 6 No. of tables: 4, 8, 12, 18, 20, 24	Ask learners to tell you what they have learnt Give learners individual or home task

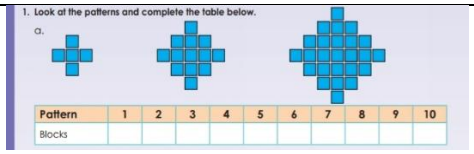
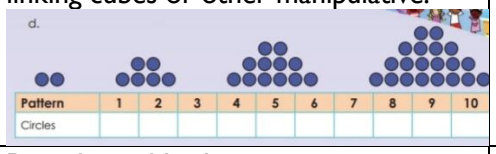
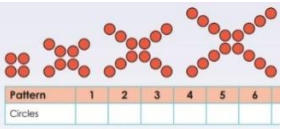
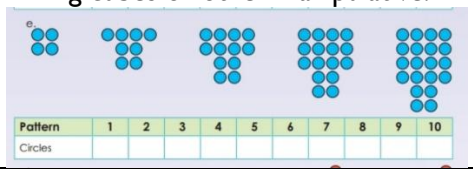
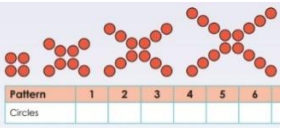
Wednesday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Provide a mapping table containing errors. Ask students to identify and explain where the pattern has errors 	Ask learners to tell you what they have learnt Give learners individual or home task
Thursday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Provide a mapping table containing errors. Ask students to identify and explain where the pattern has errors. 	Ask learners to tell you what they have learnt Give learners individual or home task
Friday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Pro[illegible] mapping t[illegible] containing errors. Ask students to identify and explain where the pattern has errors. 	Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 50mins		**Strand:** Algebra
Class: B4	**Class Size:**	**Sub Strand:** Patterns and Relationships

Content Standard: B4.2.1.2. Translate among different representations of a pattern, such as a table, a chart or concrete material	**Indicator:** B4.2.1.2.1 create a concrete representation of a given pattern displayed in a table or chart	**Lesson:** 1 OF 1

Performance Indicator: Learners can create a concrete representation of a given pattern displayed in a table or chart	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas
Teaching/ Learning Resources	Patterns made from Manila cards
New words	
References: Mathematics Curriculum Pg. 30	

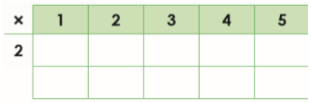
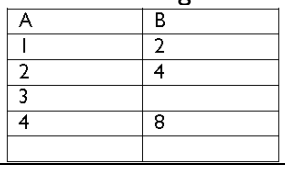
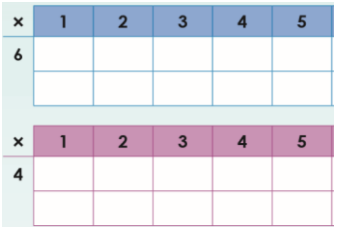
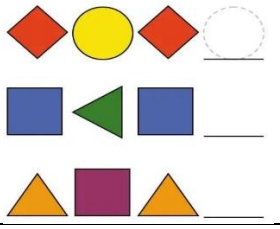
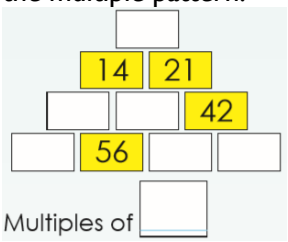
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Provide a table showing a pattern (involving one operation) such as the one below. Students to complete the table and create a concrete representation using linking cubes or other manipulative. 	Ask learners to tell you what they have learnt Give learners individual or home task. 
Tuesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Provide a table showing a pattern (involving one operation) such as the one below. Students to complete the table and create a concrete representation using linking cubes or other manipulative. 	Ask learners to tell you what they have learnt Give learners individual or home task. 
Wednesday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Provide a table showing a pattern (involving one operation) such as the one below. Students to complete the table and create a concrete representation using linking cubes or other manipulative.	Ask learners to tell you what they have learnt Give learners individual or home task. 

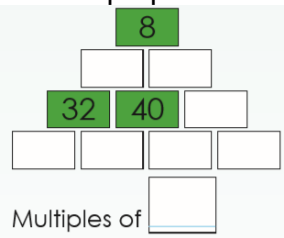
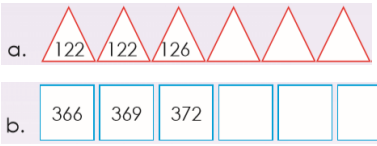
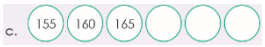
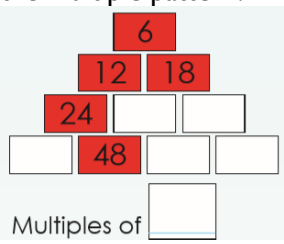
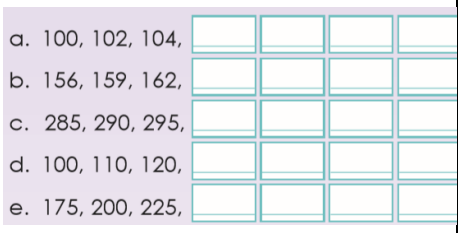
			
Thursday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Provide a table showing a pattern (involving one operation) such as the one below. Students to complete the table and create a concrete representation using linking cubes or other manipulative. 	Ask learners to tell you what they have learnt Give learners individual or home task. 
Friday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Provide a table showing a pattern (involving one operation) such as the one below. Students to complete the table and create a concrete representation using linking cubes or other manipulative. 	Ask learners to tell you what they have learnt Give learners individual or home task. 

WEEK 6

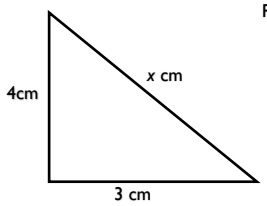
Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 50mins		**Strand:** Algebra
Class: B4	**Class Size:**	**Sub Strand:** Patterns and Relationships

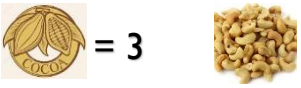
Content Standard: B4.2.1.3. Represent, describe and extend patterns and relationships, using charts and tables, to solve problems	**Indicator:** B4.2.1.3.1-2 Identify and extend the patterns in a table or chart to solve a given problem	**Lesson:** 1 OF 1
Performance Indicator: Learners can identify and extend the patterns in a table or chart to solve a given problem		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns	
New words		
References: Mathematics Curriculum Pg. 32		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Have learners to complete the table.  	Given the numerical pattern, ask students to extend the pattern and explain how they determined the pattern and its missing elements.  	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Have learners to complete the table.  	Ask students to use manipulative to represent this pattern and describe the relationship between the chart and the concrete representations. 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Have learners to complete the multiple pattern.  	Give students two tables with patterns that are related in some way. Students should first extend each one by three more numbers. Then they should explain how the two patterns are alike and how they are different.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		<table><tr><th colspan="2">Pattern A</th></tr><tr><td>1</td><td>5</td></tr><tr><td>2</td><td>10</td></tr><tr><td>3</td><td>15</td></tr><tr><td>4</td><td>20</td></tr><tr><td>5</td><td>25</td></tr></table> <table><tr><th colspan="2">Pattern B</th></tr><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>7</td></tr><tr><td>3</td><td>12</td></tr><tr><td>4</td><td>17</td></tr><tr><td>5</td><td>22</td></tr></table>	
Thursday	Have learners to complete the multiple pattern. 	Guide students to make up their own pairs of patterns and challenge other students to discover how they are alike and how they are different. 	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Friday	Have learners to complete the multiple pattern. 	Guide students to make up their own pairs of patterns and challenge other students to discover how they are alike and how they are different. 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

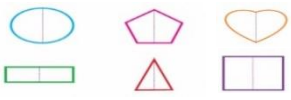
Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 50mins		**Strand:** Algebra	
Class: B4	**Class Size:**	**Sub Strand:** Patterns and Relationships	
Content Standard: B4.2.2.1 Express a given problem as an equation in which a symbol is used to represent an unknown number	**Indicator:** B4.2.2.1.1-2 write a given problem as an equation in which a symbol is used to represent an unknown number		**Lesson:** 1 OF 1
Performance Indicator: Learners can write a given problem as an equation in which a symbol is used to represent an unknown number.		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns		
New words			
References: Mathematics Curriculum Pg. 32			

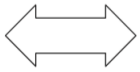
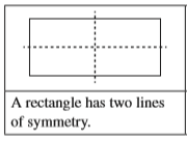
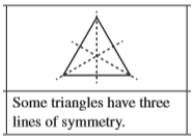
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Take learners through math mental to solve the following. 15 – ☐ = 10 9 + ☐ = 11 ☐ + 3 = 10 ☐ – 4 = 1 14 – ☐ = 7	Ask students to explain the purpose of the box symbol in the following equation: 15 – ☐ = 8 Guide learners to find what the box stands for in the equation. Guide learners to solve a given one-step equation using manipulatives. Ask students to solve the following using a pan balance: (i) 7 + ☐ = 12 (ii) 19 – ☐ = 11	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Take learners through math mental to solve the following. ☐ + 3 = 6 ☐ – 8 = 0 6 – ☐ = 2 2 + ☐ = 7 ☐ + 1 = 9	Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation. Students need not solve their equations. (i) The perimeter of a triangle is 12 cm. One side is 3 cm and another side is 4 cm. What is the length of the third side? P= 12 cm  	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

Wednesday	Take learners through math mental to solve the following. 8 – ☐ = 2 ☐ + 5 = 14 ☐ – 10 = 7 1 + ☐ = 4	Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation. Students need not solve their equations. (iii) Kojo's age and his sister's age add up to 18. If Kojo is 12, how old is his sister? Let kojo age = k sister age = S K + S = 12 if K = 12 Then 12 + S = 12	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	Take learners through math mental to solve the following. ☐ – 4 = 1 14 – ☐ = 7 8 + ☐ = 14 18 – ☐ = 9	Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation. Students need not solve their equations. (ii) Mansa has three types of stickers. She has 25 stickers, 3 are Cocoa stickers and 18 are Cashew stickers. How many of the third type does she have?  Then 3 + 18 + ? = 25	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Take learners through math mental to solve the following. 2 + ☐ = 7 ☐ + 1 = 9 ☐ – 1 = 2 ☐ + 6 = 11	Learners to describe orally, the meaning of a given one-step equation with one unknown. E.g. 1. Ask students to solve the following equations and explain their thinking. (i) ☐ – 13 = 20 (ii) 25 + ☐ = 100 Guide learners to solve a given equation when the unknown is on the left or right side of the equation. E.g. 1. Ask students to solve the following using base ten materials: (i) 109 + ☐ = 164 (ii) ☐ – 50 = 150	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

WEEK 7

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 50mins		**Strand:** Geometry & Measurement
Class: B4	**Class Size:**	**Sub Strand:** 2D and 3D Shapes
Content Standard: B4.3.1.1 Identify the lines of symmetry of regular and irregular 2D shapes	**Indicator:** B4.3.1.1.1 Complete drawings of shapes to make them symmetrical	**Lesson:** 1 OF 1
Performance Indicator: Learners can identify lines of symmetry of 2D shapes.	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal	
Teaching/ Learning Resources	Cut out shapes, Grid paper • Mirror • Newspaper or magazine pictures • Scissors	
New words	Symmetry; symmetrical; asymmetrical	
References: Mathematics Curriculum Pg. 36		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Engage learners to sing songs and recite familiar rhymes <u>SHAPES</u> I am a square, I am square You can see me everywhere I have 4 sides, I am a square, I am square I am circle, I am circle I go round and round and round I have only one side I am a circle round and round I am a triangle, triangle Am a pointing little shape I have 3 sides I am a triangle, triangle. • *Did you enjoy the song?* • *What shapes did you hear in the song?* • *Mention the shapes you heard?* • *Draw the shapes you heard.*	Begin the lesson by brainstorming learners on the meaning of symmetrical. *Something is symmetrical when it is the same on both sides.* *A shape has symmetry if a central dividing line can be drawn on it, to show that both sides of the shape are exactly the same.* • When something is the same on both sides it is called? Guide learners to demonstrate the line of symmetry to create a chain through paper folding and reflection. *i. Fold a sheet of paper into eight rectangles* *ii. Draw half of yourself along the left folded side with arms extending to the cut edge.* *iii. Use scissors to cut around the outline* iv. *Unfold the paper strip and decorate it. Join the strips and decorate the classroom with it.* <u>Assessment</u> Present learners with sample 2D shapes and ask them to draw lines of symmetry on them 	What have we learnt today? Review the lesson with learners. <u>Home work</u> Learners to create your own symmetrical shape with a vertical axis of symmetry by following these steps: • *Fold a piece of paper into two halves along the center crease.* • *Spill drops of paint on one half of the sheet to create a pattern.* • *Gently press both the halves together and rub all around the folded paper.* • *This will give you a symmetrical shape. The fold of the paper is the line of symmetry. Draw the line of symmetry on the shape.*

Tuesday	Engage learners to sing songs and recite familiar rhymes <u>SHAPES</u> I am a square, I am square You can see me everywhere I have 4 sides, I am a square, I am square I am circle, I am circle I go round and round and round I have only one side I am a circle round and round I am a triangle, triangle Am a pointing little shape I have 3 sides I am a triangle, triangle. • *Did you enjoy the song?* • *Which shapes did you hear in the song?* • *Mention the shapes you heard?* • *Draw the shapes you heard.*	Present learners with regular shapes for them to assess learner's understanding of symmetry • *How many lines of symmetry in this shape?*  • *Explain why the dotted line on the shape is a line of symmetry* • *Insert a line of symmetry on the flag of ghana.* • *Explain whether or not the dotted line on the shape is a line of symmetry.* Have learners deduce a general observation for the activities carried out so far. *Expected Answer: A shape is not symmetrical, if there is no mirror image on either side of the line.* <u>Assessment</u> Ask learners to cut out pictures from magazines to identify and draw in the symmetry lines.	What have we learnt today? Review the lesson with learners <u>Home work</u> Ask learners to cut out pictures from magazines to identify and draw in the symmetry lines.
Wednesday	Engage learners to sing songs and recite familiar rhymes <u>SHAPES</u> I am a square, I am square You can see me everywhere I have 4 sides, I am a square, I am square I am circle, I am circle I go round and round and round I have only one side I am a circle round and round I am a triangle, triangle Am a pointing little shape I have 3 sides I am a triangle, triangle.	Present learners with regular shapes for them to think of how many lines of symmetry they can find. 1. Rectangle : have learners investigate with the rectangle shape to find how many lines of symmetry it has  2. Triangle: learners to investigate with the triangle shape to find how many lines of symmetry it has.  3. Square: guide learners to investigate with the square shape to find how many lines of symmetry it has.	What have we learnt today? Review the lesson with learners <u>Home work</u> Ask learners to cut out pictures from magazines to identify and draw in the symmetry lines.

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- *Did you enjoy the song?*
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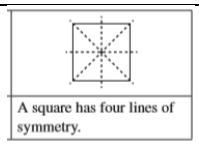

Have learners deduce a general observation for the activities carried out so far.
Expected Answer: A shape can have more than one line of symmetry.

<u>Assessment</u>
In groups, learners investigate with other shapes to find how many lines of symmetry it has. (kite, rhombus, pentagon, hexagon)

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Engage learners to sing songs and recite familiar rhymes

<u>SHAPES</u>
I am a square, I am square
You can see me everywhere
I have 4 sides,
I am a square, I am square
I am circle, I am circle
I go round and round and round
I have only one side
I am a circle round and round
I am a triangle, triangle
Am a pointing little shape
I have 3 sides
I am a triangle, triangle.

- *Did you enjoy the song?*
- *Which shapes did you hear in the song?*
- *Mention the shapes you heard?*
- *Draw the shapes you heard.*

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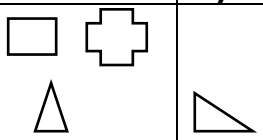
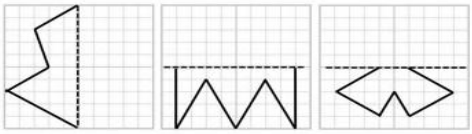
Have learners sort and classify shapes according to various properties, including line of symmetry.

Present learners with several 2D shapes and have them put them in a carol diagram as follows

	Has a line of symmetry	**Has no lines of symmetry**
Has four sides or more		
Has fewer than four sides		

Learners are given half a shape with a mirror line and asked to draw the other half.

Give learners graph sheets to copy the incomplete 2D shape and complete it to make a symmetrical picture



<u>Assessment</u>
Give learners more shape with a mirror line and asked to draw the other half.

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What have we learn today?

Review the lesson with learners

<u>Home work</u>
Ask learners to cut out pictures from magazines to identify and draw in the symmetry lines.

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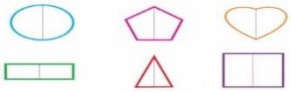
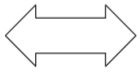
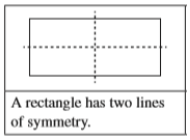
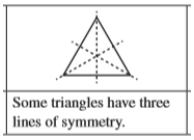
WEEK 8

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 50mins		**Strand:** Geometry & Measurement
Class: B4	**Class Size:**	**Sub Strand:** 2D and 3D Shapes
Content Standard: B4.3.1.1 Identify the lines of symmetry of regular and irregular 2D shapes	**Indicator:** B4.3.1.1.1 Complete drawings of shapes to make them symmetrical	**Lesson:** 1 OF 1
Performance Indicator: Learners can identify lines of symmetry of 2D shapes.	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal	
Teaching/ Learning Resources	Cut out shapes, Grid paper • Mirror • Newspaper or magazine pictures • Scissors	
New words	Symmetry; symmetrical; asymmetrical	
References: Mathematics Curriculum Pg. 36		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Engage learners to sing songs and recite familiar rhymes <u>SHAPES</u> I am a square, I am square You can see me everywhere I have 4 sides, I am a square, I am square I am circle, I am circle I go round and round and round I have only one side I am a circle round and round I am a triangle, triangle Am a pointing little shape I have 3 sides I am a triangle, triangle. • *Did you enjoy the song?* • *What shapes did you hear in the song?* • *Mention the shapes you heard?* • *Draw the shapes you heard.*	Begin the lesson by brainstorming learners on the meaning of symmetrical. *Something is symmetrical when it is the same on both sides.* *A shape has symmetry if a central dividing line can be drawn on it, to show that both sides of the shape are exactly the same.* • When something is the same on both sides it is called? Guide learners to demonstrate the line of symmetry to create a chain through paper folding and reflection. *v. Fold a sheet of paper into eight rectangles* *vi. Draw half of yourself along the left folded side with arms extending to the cut edge.* *vii. Use scissors to cut around the outline* viii. *Unfold the paper strip and decorate it. Join the strips and decorate the classroom with it.* <u>Assessment</u> Present learners with sample 2D shapes and ask them to draw lines of symmetry on them 	What have we learnt today? Review the lesson with learners. <u>Home work</u> Learners to create your own symmetrical shape with a vertical axis of symmetry by following these steps: • *Fold a piece of paper into two halves along the center crease.* • *Spill drops of paint on one half of the sheet to create a pattern.* • *Gently press both the halves together and rub all around the folded paper.* • *This will give you a symmetrical shape. The fold of the paper is the line of symmetry. Draw the line of symmetry on the shape.*

Tuesday	Engage learners to sing songs and recite familiar rhymes <u>SHAPES</u> I am a square, I am square You can see me everywhere I have 4 sides, I am a square, I am square I am circle, I am circle I go round and round and round I have only one side I am a circle round and round I am a triangle, triangle Am a pointing little shape I have 3 sides I am a triangle, triangle. • *Did you enjoy the song?* • *Which shapes did you hear in the song?* • *Mention the shapes you heard?* • *Draw the shapes you heard.*	Present learners with regular shapes for them to assess learner's understanding of symmetry • *How many lines of symmetry in this shape?*  • *Explain why the dotted line on the shape is a line of symmetry* • *Insert a line of symmetry on the flag of ghana.* • *Explain whether or not the dotted line on the shape is a line of symmetry.* Have learners deduce a general observation for the activities carried out so far. *Expected Answer: A shape is not symmetrical, if there is no mirror image on either side of the line.* <u>Assessment</u> Ask learners to cut out pictures from magazines to identify and draw in the symmetry lines.	What have we learnt today? Review the lesson with learners <u>Home work</u> Ask learners to cut out pictures from magazines to identify and draw in the symmetry lines.
Wednesday	Engage learners to sing songs and recite familiar rhymes <u>SHAPES</u> I am a square, I am square You can see me everywhere I have 4 sides, I am a square, I am square I am circle, I am circle I go round and round and round I have only one side I am a circle round and round I am a triangle, triangle Am a pointing little shape I have 3 sides I am a triangle, triangle.	Present learners with regular shapes for them to think of how many lines of symmetry they can find. 4. Rectangle : have learners investigate with the rectangle shape to find how many lines of symmetry it has  5. Triangle: learners to investigate with the triangle shape to find how many lines of symmetry it has.  6. Square: guide learners to investigate with the square shape to find how many lines of symmetry it has.	What have we learnt today? Review the lesson with learners <u>Home work</u> Ask learners to cut out pictures from magazines to identify and draw in the symmetry lines.

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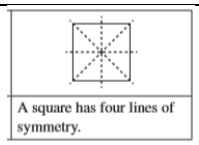

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Expected Answer: A shape can have more than one line of symmetry.

<u>Assessment</u>
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Am a pointing little shape
I have 3 sides
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Present learners with several 2D shapes and have them put them in a carol diagram as follows

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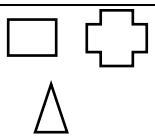
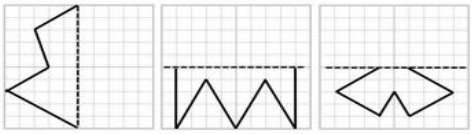
Has four sides or more		
Has fewer than four sides		

Learners are given half a shape with a mirror line and asked to draw the other half.

Give learners graph sheets to copy the incomplete 2D shape and complete it to make a symmetrical picture



<u>Assessment</u>
Give learners more shape with a mirror line and asked to draw the other half.

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What have we learn today?

Review the lesson with learners

<u>Home work</u>
Ask learners to cut out pictures from magazines to identify and draw in the symmetry lines.

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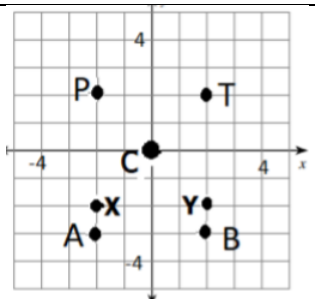
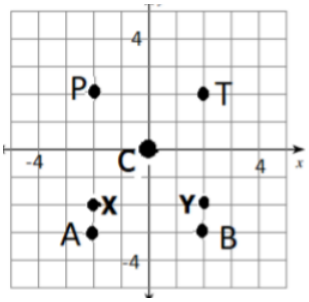
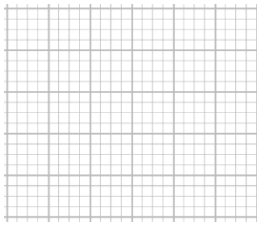
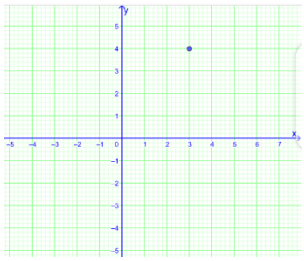
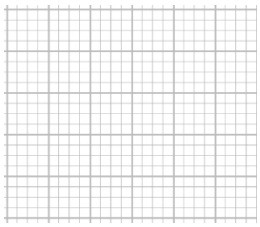
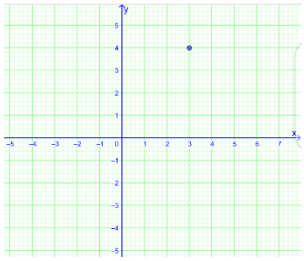
WEEK 9

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 50mins		**Strand:** Geometry & Measurement	
Class: B4	**Class Size:**	**Sub Strand:** Position/transformation	
Content Standard: B4.3.2.1 Describe the position of objects in space using the cardinal points	**Indicator:** B4.3.2.1.1 Tell the position and motion of objects in space using the cardinal points north, south, east and west		**Lesson:** 1 OF 1
Performance Indicator: • Learners can describe the position of objects using the cardinal points		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal	
Teaching/ Learning Resources	Poster showing the cardinal points north, south, east and west		
New words	Cardinal points, north, south, east, west		
References: Mathematics Curriculum Pg. 38			

DAYS	**PHASE 1: STARTER**	**PHASE 2: MAIN**	**PHASE 3: PLENARY**
Monday	Engage learners in an activity to determine from the position they stand; north, south and west. • What is a cardinal point? • What are the four basic cardinal point? • Describe the direction of your house using the cardinal points. • Draw the four basic cardinal point. Share lesson indicators and introduce the lesson	Brainstorm learners to describe the cardinal point and to demonstrate how they will determine the North, East, West and South without a cardinal point. • *What is a cardinal point?* • *What are the four basic cardinal point?* • *Describe the direction of your house using the cardinal points.* • *Draw the four basic cardinal point.* Demonstrate to learners how objects are motioned in space and how they change from one position to the other. Remind learners that when objects move from one location to another in space, the shape and size doesn't change. Guide learners to describe the position and motion of objects from one point to another using the 4 main cardinal points. e.g. The point P is north of the point X but north-west of point C. Y is south of T but south-west of C.	What have we learnt today? Motion of objects in space using the cardinal points. Engage learners to summarize the lesson activities. <u>Home work</u> Give the learners a diagram of the school's floor plan and let them give directions to find a certain place using the cardinal points

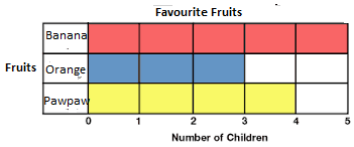
		 Assessment Learners use the diagram above to tell the position of the points in relation to the point B.	
Tuesday	Engage learners in an activity to determine from the position they stand; north, south and west. • What is a cardinal point? • What are the four basic cardinal point? • Describe the direction of your house using the cardinal points. • Draw the four basic cardinal point. Share lesson indicators and introduce the lesson	Brainstorm learners to describe the cardinal point and to demonstrate how they will determine the North, East, West and South without a cardinal point. • *What is a cardinal point?* • *What are the four basic cardinal point?* • *Describe the direction of your house using the cardinal points.* • *Draw the four basic cardinal point.* Demonstrate to learners how objects are motioned in space and how they change from one position to the other. Remind learners that when objects move from one location to another in space, the shape and size doesn't change. Guide learners to describe the position and motion of objects from one point to another using the 4 main cardinal points. e.g. The point P is north of the point X but north-west of point C. Y is south of T but south-west of C. 	What have we learnt today? Motion of objects in space using the cardinal points. Engage learners to summarize the lesson activities. Home work Learners can create a map of their house with step by step directions leading to their bedroom or kitchen. The directions must include cardinal directions

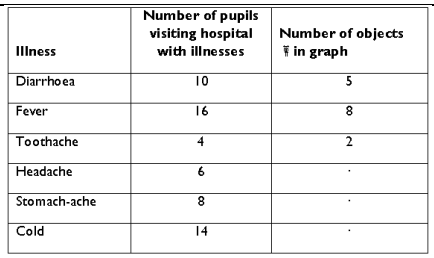
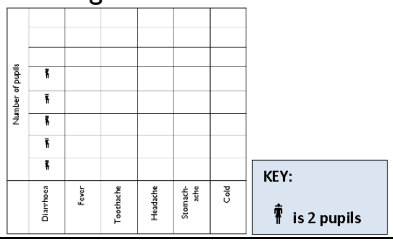
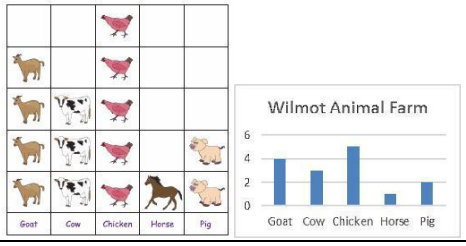
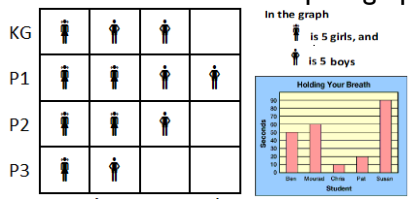
		<u>Assessment</u> Learners use the diagram above to tell the position of the points in relation to the point B.	
Wednesday	Flip through a graph book and let learners talk about it. • What is the name of this book? • What is it used for? Share performance indicators and introduce the lesson	Lead learners to describe what a graph book is and its uses. • What is the name of this book? • What is it used for?  Demonstrate to learners how to label the axes of a graph sheet. Allow learners to practice on their own labeling the axes of graph sheets.  Guide learners to plot and locate points on the graph sheet. e.g. B is (2,3) and T is (2,2) Put learners in convenient groups and give each group with a worksheet on graph with different labelled coordinates; some with axes labelled and other not etc. Learners discuss their worksheets in their groups, then with whole class, describing coordinates, axes and pointing out errors on graphs if any <u>Assessment</u> Have learners plot points on their graph sheets	What have we learnt today? Describing the position of places in a grid using cardinal points terminologies. Engage learners to summarize the lesson activities. <u>Homework</u> learners plot points on their graph sheets

Thursday	Flip through a graph book and let learners talk about it. • What is the name of this book? • What is it used for? Share performance indicators and introduce the lesson	Lead learners to describe what a graph book is and its uses. • What is the name of this book? • What is it used for?  Demonstrate to learners how to label the axes of a graph sheet. Allow learners to practice on their own labeling the axes of graph sheets.  Guide learners to plot and locate points on the graph sheet. e.g. B is (2,3) and T is (2,2) Put learners in convenient groups and give each group with a worksheet on graph with different labelled coordinates; some with axes labelled and other not etc. Learners discuss their worksheets in their groups, then with whole class, describing coordinates, axes and pointing out errors on graphs if any <u>Assessment</u> Have learners plot points on their graph sheets	What have we learnt today? Describing the position of places in a grid using cardinal points terminologies. Engage learners to summarize the lesson activities. <u>Homework</u> learners plot points on their graph sheets <u>Announce the next indicator</u> In our next lesson, we are going to measure the perimeter of irregular shapes.

WEEK 10

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Data	
Class: B4	**Class Size:**	**Sub Strand:** Data Collection And Organization	
Content Standard: B4.4.1.1 Demonstrate an understanding of many-to-one correspondence in displaying, and reading or interpreting, graphs	**Indicator:** B4.4.1.1.1- 4 read and interpret graphs	**Lesson:** 1 OF 1	
Performance Indicator: Learners can read and interpret graphs	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Class registers, school based assessment		
References: Mathematics Curriculum Pg. 47			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Give learners graphs that use one-to-one correspondence in displaying data. For example, the graph below shows the favorite fruits of children in a P4 class. Each colored box in the graph represents a pupil.  Ask the following questions for children to read and interpret graphs i. How many pupils said they like pawpaw? ii. What is the most favorite food of the class? iii. How many pupils are in the class? Etc.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Display a table for of illnesses P4 pupils have had in school last academic year. Discuss with pupils how many objects/cut-outs will be required to display or construct a graph of the illnesses in the table if represents 2 pupils	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

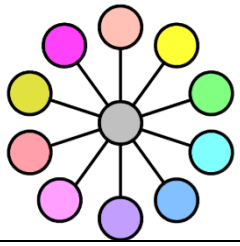
			
Wednesday	Engage learners to sing the song WE CAN COUNT We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Put a chart with labelled axes on the board; place several cut-outs card of the object. " " on the table. Ask pupils to go in turns to construct the graph of the illnesses in the chart by pasting the right number of cut-outs in the columns above each illness as in the figure below. 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Give learners several graphs that have used one-to-one correspondence in displaying the same data. For instance, the graph below shows the animals at Mr. Wilmot's farm. Ask children to explain how they are the same and different 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Engage learners to sing the song WE CAN COUNT We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Give learners several graphs that have used many-to-one correspondence in displaying the same data. E.g. The graphs below show the number of pupils in a KG to P3 in a school and the time five pupils can take to hold their breath. Ask questions for children to read and interpret graphs 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help. Next lesson; Identify common features of graphs and use understanding of many-to-one correspondence to solve simple problems

		How many pupils are in KG and P1? How many pupils more pupils are in P1 than P3? How long did Ben hold his breath? Who can hold her breath longest? Etc.	

WEEK 11

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Data	
Class: B4	**Class Size:**	**Sub Strand:** Data Collection And Organization	
Content Standard: B4.4.1.1 Demonstrate an understanding of many-to-one correspondence in displaying, and reading or interpreting, graphs	**Indicator:** B4.4.1.2.1 -2 Identify common features of graphs and use understanding of many-to-one correspondence to solve simple problems	**Lesson:** 1 OF 1	
Performance Indicator: Learners can Identify common features of graphs and use understanding of many-to-one correspondence to solve simple problems	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal		
Teaching/ Learning Resources	Class registers, school based assessment		
References: Mathematics Curriculum Pg. 53			

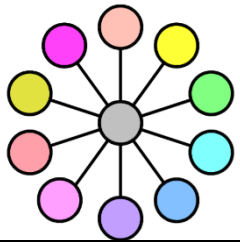
DAYS	**PHASE 1: STARTER**	**PHASE 2: MAIN**	**PHASE 3: REFLECTION**
Monday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Examine such features as title, vertical axis and label, horizontal axis and label, key or legend. Give students data presented in a table to draw bar graph complete with title, labelled axes, key. The table show amount of rainfall recorded in Kumasi in the half of the year.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Give pupils data on energy usage by households in a community over a period (e.g. six months) presented in tables for them to draw bar graph complete with title, labelled axes, key. Ask questions for pupils to read and interpret graphs.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Give learners several graphs that have used many-to-one correspondence in displaying the same data. For example, the graph below on the number of pupils treated for malaria in a school. Ask questions for children to read and interpret graphs. i) How many pupils were treated for malaria in the hospital in April?	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		ii) How many pupils were treated for malaria in the hospital in May and June?	
Thursday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Give learners several graphs that have used many-to-one correspondence in displaying the same data. For example, a graph on the number of pupils admitted into school in 2019. Ask questions for children to read and interpret graphs	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Can you put the digits 1 to 11 in the circles do that every line has the same total? 	Give learners several graphs that have used many-to-one correspondence in displaying the same data. For example, a graph on the number of pupils and the days they were born. Ask questions for children to read and interpret graphs	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

WEEK 12

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Data	
Class: B4	**Class Size:**	**Sub Strand:** Data Collection And Organization	
Content Standard: B4.4.1.1 Demonstrate an understanding of many-to-one correspondence in displaying, and reading or interpreting, graphs	**Indicator:** B4.4.1.2.1 -2 Identify common features of graphs and use understanding of many-to-one correspondence to solve simple problems	**Lesson:** 1 OF 1	
Performance Indicator: Learners can Identify common features of graphs and use understanding of many-to-one correspondence to solve simple problems	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal		
Teaching/ Learning Resources	Class registers, school based assessment		
References: Mathematics Curriculum Pg. 53			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Examine such features as title, vertical axis and label, horizontal axis and label, key or legend. Give students data presented in a table to draw bar graph complete with title, labelled axes, key. The table show amount of rainfall recorded in Kumasi in the half of the year.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Give pupils data on energy usage by households in a community over a period (e.g. six months) presented in tables for them to draw bar graph complete with title, labelled axes, key. Ask questions for pupils to read and interpret graphs.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Give learners several graphs that have used many-to-one correspondence in displaying the same data. For example, the graph below on the number of pupils treated for malaria in a school. Ask questions for children to read and interpret graphs. i) How many pupils were treated for malaria in the hospital in April?	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		ii) How many pupils were treated for malaria in the hospital in May and June?	
Thursday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Give learners several graphs that have used many-to-one correspondence in displaying the same data. For example, a graph on the number of pupils admitted into school in 2019. Ask questions for children to read and interpret graphs	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Can you put the digits 1 to 11 in the circles do that every line has the same total? 	Give learners several graphs that have used many-to-one correspondence in displaying the same data. For example, a graph on the number of pupils and the days they were born. Ask questions for children to read and interpret graphs	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

FIRST TERM LESSON PLAN

BASIC FOUR (SCIENCE)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Diversity of matter
Class: B4	**Class Size:**	**Sub Strand:** Living & Non Living Things

Content Standard: B4.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them`	**Indicator:** B4.1.1.1.1 classify animals into insects, birds , mammals and reptiles	**Lesson:** 1 OF 1

Performance Indicator: Learners can classify animals into insects, birds , mammals and reptiles	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Pictures of living and non-living things in the environment
References: Science Curriculum Pg. 2	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch a documentary on the life processes of some plants and animals	Learners embark on a walk to observe and record names of different kinds of animals in their community or show videos and pictures of different kinds of animals. Learners talk about the different animals based on their limbs, body covering, height, shape, size, where they live, how they move, what they eat. Etc. Provide flashcards of many different animals to learners in groups.	What have we learnt today? classify animals into insects, birds , mammals and reptiles Have learners to summarize the important points of the lesson Have learners to talk about their observations to class
	Engage learners in the odd one out game The student will look at; for example four pictures or four different. Three of which	Assist learners to sort the pictures into insects, birds, mammals and reptiles and produce animal classification cards or tables.	What have we learnt today? classify animals into insects, birds , mammals and reptiles

	have something in common and one is the odd one. The learner is to pick the odd one out. This game could be done in groups to bring competition	Learners display and do presentations on their group work Learners to give reasons for their classifications. Ask Learners to identify things which are common to all the different kinds of animals. Assist learners to mould different kinds of animals using suitable materials (such as papers, tack, clay, cardboard etc.).	Have learners to summarize the important points of the lesson Give learners task to draw some insects, birds and color them

WEEK 2

Week Ending:	**DAY:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Diversity of matter
Class: B4	**Class Size:**	**Sub Strand:** Living & Non Living Things
Content Standard: B4.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them	**Indicator:** B4.1.1.1.2 Know life processes of animals	**Lesson:** 1 OF 1
Performance Indicator: Learners can know life processes of animals	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures of living and non-living things in the environment	
References: Science Curriculum Pg.2		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners observe videos and pictures depicting movement and nutrition in animals. Learners describe how various animals (insects, birds, reptiles and mammals) move and feed. Learners role-play or pantomime movement and nutrition of animals. In groups, learners discuss the importance of and movement nutrition to animals.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners observe videos and pictures depicting reproduction in animals. Learners describe how various animals reproduce. I In groups, learners discuss the importance of reproduction to animals.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson

WEEK 3

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity of matter	
Class: B4	**Class Size:**	**Sub Strand:** Living & Non Living Things	
Content Standard: B4.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them	**Indicator:** B4.1.1.2.2 Describe the physical appearance of different types of plants	**Lesson:** 1 OF 1	
Performance Indicator: Learners can know life processes of animals	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Pictures of living and non-living things in the environment		
References: Science Curriculum Pg.2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes **"If wishes were horses** If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Take learners out to observe different types of plants. Paste a chart showing pictures of different types of plants *(trees, shrubs, climbing, creeping)*. Learners describe the physical features of different types of plants -in terms of their structure and size.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes **Hot Cross Buns** Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Let learners bring samples of plants to class. They explore the physical characteristics of the plants in groups. Guide learners to draw some of the plants in their books. Learners create a plant album of different types of plants. (shrubs, trees, climbing and creeping plants).	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 4

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity of matter	
Class: B4	**Class Size:**	**Sub Strand:** Living & Non Living Things	
Content Standard: B4.1.1.1 Understand the physical characteristics and life processes of living things and use this understanding to classify them	**Indicator:** B4.1.1.2.2 Identify and describe physical characteristics of mammals, reptiles, insects, and amphibians	**Lesson:** 1 OF 1	
Performance Indicator: Learners can identify and describe physical characteristics of mammals, reptiles, insects, and amphibians	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Pictures of living and non-living things in the environment, charts, videos		
References: Science Curriculum Pg.2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Show pictures of various animals. Ask: What do you notice? Which ones are alike? Introduces 'physical features' and why we use them to group animals.	Discuss characteristics of **mammals** (hair/fur, warm-blooded, babies drink milk). Show samples. Group activity: Identify and list local mammals. Discuss why each is a mammal.	Each learner mentions one mammal and its key feature. What is one thing you learned about mammals today?
	Recap on mammals. Show new pictures (different animals). Ask: Do these look like mammals? What's different?	Discuss **reptiles** (scaly skin, cold-blooded, lay eggs on land) and **amphibians** (moist skin, live on land/water, lay eggs in water). Compare and contrast with mammals. Group sorting: Classify animals as reptiles or amphibians with reasons.	Learners share which group was easiest/hardest to identify and why. What are two differences between reptiles and amphibians?
	Review previous groups. Show pictures of insects. Ask: What is special about these animals?	Discuss **insects** (six legs, three body parts, exoskeleton, most have wings). Group work: Label parts of insect diagrams. Compare to mammals, reptiles, and amphibians.	Class discussion: How could you tell an insect from other groups? Assign: Draw one insect and label its parts at home.

WEEK 5

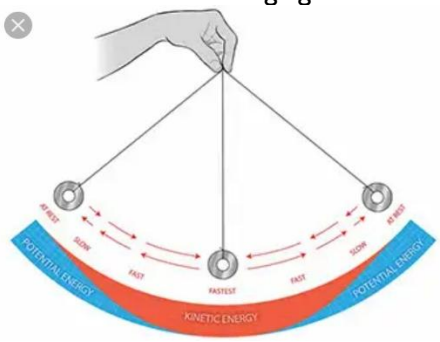
Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity of matter	
Class: B4	**Class Size:**	**Sub Strand:** Materials	
Content Standard: B4.1.2.2 Understand mixtures, their types, formation, uses and ways of separating them into their components	**Indicator:** B4.1.2.2.1 Identify a liquid-liquid mixture and describe how to separate its components	**Lesson:** 1 OF 1	
Performance Indicator: Learners can describe the physical appearance of different types of plants	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Metals, woods plastics, soil stones, paper pencil, crayons		
References: Science Curriculum Pg.4			

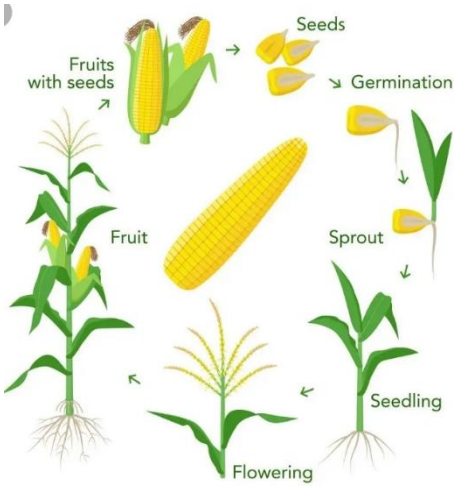
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to write answers for the following questions on sheet of papers. What is force? How is force described? What forces do you observe in everyday life?	Display different types of liquids for learners to observe, *e. g. water, kerosene, cooking oil, milk, soft drinks, etc.* Task learners to identify the liquids provided. In groups, learners mix liquids of the same kind, different kinds and then observe and record their findings, e.g., vinegar and water, palm oil and water, etc. Engage learners in discussion to describe the different types of liquid-liquid mixtures.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Engage learners in an experiment to separate a mixture of immiscible liquids. Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water. Guide learners to choose the right laboratory tools for this activity. E.g. separating funnel or an improvised version of it.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task

		Caution learners to not bring liquids that are flammable or poisonous to class for this lesson	

WEEK 6

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B4	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B4.2.1.1 Recognize that some events in our environment occur recurrently	**Indicator:** B4.2.1.1.1 Demonstrate understanding of cyclic movements in the environment	**Lesson:** 1 OF 1	
Performance Indicator: Learners can demonstrate understanding of cyclic movements in the environment	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil		
References: Science Curriculum Pg.5			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.	Guide learners to build a pendulum (a ball hanging on a string) and let them observe the swinging motion.  Learners observe the following movements: *(1) the second hands on an analogue clock* *(2) merry-go-round* *(3) a swinging pendulum,* *(4) movement of their limbs during walking.* Assist learners to come out with one thing that is common to all the movements.	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.	Learners investigate the life cycle of a maize plant and report on their findings.	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.

	Discuss what is trending and invite learners to share their opinions on them		Have learners to read and spell the key words written on the board

WEEK 7

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B4	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B4.2.1.2 Recognize the relationship between the earth and the sun	**Indicator:** B4.2.1.2.1 Identify the objects in the sky during day and night		**Lesson:** 1 OF 1
Performance Indicator: Learners can Identify the objects in the sky during day and night	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil		
References: Science Curriculum Pg.5			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Ask learners to step outside the classroom and name the objects in the daytime sky Guide learners to identify some objects to see during the day • *The sun* • *The moon* • *The planets* • *Earth-orbiting satellites* • *Stars* Have learners to use markers to color a cut out circular shape to look like the earth. Learners to glue the cut out shape to the center of a paper, labelling it "Day sky". Have learners to draw and label pictures of objects that can be seen during the day sky.	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Have learners to Identify the differences and similarities in day and night sky. Learners draw Venn diagrams (2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky and then in	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.

		both skies and display their work on the classroom walls. Answer the question: what happens to the sky in a 24-hour cycle? Learners write about the importance of the things they see in the skies.	Have learners to read and spell the key words written on the board

WEEK 8

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B4	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B4.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle	**Indicator:** B4.2.1.3.1 Demonstrate the process of evapotranspiration	**Lesson:** 1 OF 1	
Performance Indicator: Learners can demonstrate the process of evapotranspiration	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Glass or plastic bottle		
References: Science Curriculum Pg.5			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Learners to explain the terms evaporation and transpiration. Guide learners are guided to breathe out or blow air onto a transparent surface, e.g. a glass or plastic bottle and share their observations. Explain to learners that just as humans release water vapor when they respire, so do plants when they transpire. Put learners into groups and give each group a young potted plant, plastic wrap bag and a rubber band to undertake the following activities: *(1) Let learners examine the surface of the leaves of the plants and mop off any water droplets on the leaves.* *(2) Tie the plastic wrap bag around the plant up to the stem and leave it for an hour.* *(3) Observe both plant and plastic wrap surfaces.* *(4) Let learners report on what happens*	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.

WEEK 9

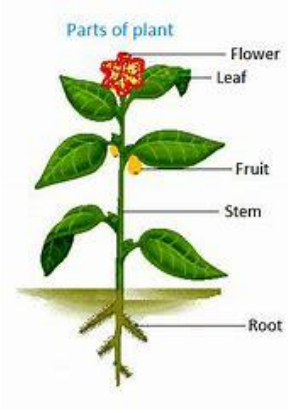
Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B4	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B4.2.1.5 Recognize water and air as important natural resources	**Indicator:** B4.2.1.5.1 Demonstrate ways of making water safe for use		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate ways of making water safe for use		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Glass or plastic bottle		
References: Science Curriculum Pg.6			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous/current lesson. The class is allowed to pose questions to the leaders.	Learners identify the sources of water in the community. Some of the sources of water are; *Well water* *Stream water* *Tap water* *Bore hole* Learners discuss qualities of good drinking water. • *Water should be contaminate free* • *Should be rich in minerals* • *Should have alkaline pH of 9 or above* • *Should taste good and etc.*	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous/current lesson. The class is allowed to pose questions to the leaders.	Provide learners with samples of water from the following sources: rivers, wells, lagoons, boreholes, ponds and standpipe, etc. Learners brainstorm on how to make water safe for use. Learners, in groups, demonstrate the different ways of making water safe. For example, filtering, boiling, addition of iodine tablets, use of chlorine, and sand use of	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help

		water filters, addition of alum, etc. Learners discuss the dangers of drinking unsafe water.	

WEEK 10

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B4	**Class Size:**	**Sub Strand:** Cycle Of Organism	
Content Standard: B4.2.2.1 Demonstrate understanding of the life cycle of plants	**Indicator:** B4.2.2.1.1. Observe, identify and give functions of the parts of a plant	**Lesson:** 1 OF 1	
Performance Indicator: Learners can observe, identify and give functions of the parts of a plant	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Pictures of seedlings		
References: Science Curriculum Pg.7			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Learners, in groups, uproot young plants from the school surroundings for a class activity. Learners observe, identify and give functions of parts of the plants (roots, stem, leaves and flower). 	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners draw annotated diagrams of the plants and display them in class. Learners relate the functions of the parts to their positions on the plant. *i. the root is the part of the plant that* ***takes in water and minerals*** *for the plant*	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

		*ii. the stem has **vessels** that transport **sap and water** throughout the plant*	

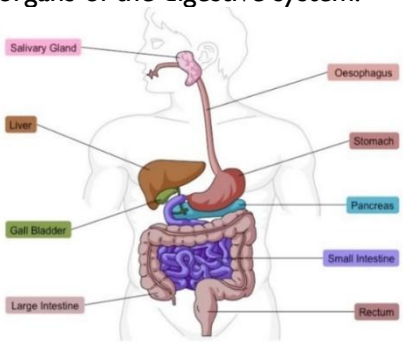
WEEK 11

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B4	**Class Size:**	**Sub Strand:** Cycle Of Organism	
Content Standard: B4.2.2.1 Demonstrate understanding of the life cycle of plants	**Indicator:** B4.2.2.1.2. Examine some common seeds and how they germinate		**Lesson:** 1 OF 1
Performance Indicator: Learners can observe, identify and give functions of the parts of a plant		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures of seedlings		
References: Science Curriculum Pg.7			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition.	Review learner's knowledge that seeds can germinate with or without soil. Learners will work with beans or maize seeds. Learners first observe the dry seed coat, then when it absorbs water to swell rapturing of seed coat, sprouting of the root, sprouting of the stem and seed leaves, the elongation of the root and stem. Learners follow the process and write reports.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

WEEK 12

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Systems	
Class: B4	**Class Size:**	**Sub Strand:** The Human Body System	
Content Standard: B4.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	**Indicator:** B4.3.1.1.1 know the organs of the digestive system and their functions	**Lesson:** 1 OF 1	
Performance Indicator: Learners can know the organs of the digestive system and their functions	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Pictures, videos, paper, pencils		
References: Science Curriculum Pg. 8			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Show videos, pictures and models of the digestive system. Learners to observe and talk about the pictures Have learners to relate to the pictures	Learners keenly observe the organs of the digestive system.  Explain to learners the functions of the various organs in the digestive system.	Ask learners series of questions to review their understanding of the lesson Example: what is the importance of the digestive system? Ask learners to tell how they are apply what they have learnt in real life situation.
	Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available	Explain to learners the functions of the various organs in the digestive system. Example: Mouth: break down food particles Salivary glands: moistens and lubricates food etc. Assessment: Learners demonstrate the functions of organs of the digestive system	Ask learners to talk about what they have learnt.
	Tell learners a few jokes to get their attention. Call two learners to share their jokes as well	Draw a diagram of the digestive system and cut out the various parts of the system into flash cards	Ask learners to talk about what they enjoyed most during the lesson

		Assessment: Learners match organs to their functions using the flash cards	

FIRST TERM LESSON PLAN

BASIC FOUR (RELIGIOUS & MORAL EDUCATION)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's creation and attributes	
Class: B4	**Class Size:**	**Sub Strand:** God the Creator	
Content Standard: B4.1.1.1. mention the names of some of the things god created	**Indicator:** B1.1.1.1.2 Explore the nature of God as the Creator	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can mention the names of some of the things god created	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to watch video on creation. Ask learners to mention parts of the video that interest them Learners sing songs on creation	Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains. Let learners draw, color and model some of the things God created. Help learners to role play, recite rhymes and sing songs about some of the things God created.	Engage pupils in a think pair share activity to Name some of the things god created Uses of some of the creation

WEEK 2

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's creation and attributes	
Class: B4	**Class Size:**	**Sub Strand:** God the Creator	
Content Standard: B4.1.1.1. Explore the nature of God as the Creator	**Indicator:** B1.1.1.1.2 mention the names of some of the things god created	**Lesson:** 1 OF 1	
Performance Indicator: Learners can mention the names of some of the things god created	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to watch video on creation. Ask learners to mention parts of the video that interest them Learners sing songs on creation	Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains. Let learners draw, color and model some of the things God created. Help learners to role play, recite rhymes and sing songs about some of the things God created.	Engage pupils in a think pair share activity to Name some of the things god created Uses of some of the creation

WEEK 3

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's creation and attributes	
Class: B4	**Class Size:**	**Sub Strand:** God the Creator	
Content Standard: B4.1.1.1. Explore the nature of God as the Creator	**Indicator:** B1.1.1.1.2 mention the names of some of the things god created	**Lesson:** 1 OF 1	
Performance Indicator: Learners can mention the names of some of the things god created	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to watch video on creation. Ask learners to mention parts of the video that interest them Learners sing songs on creation	Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains. Let learners draw, color and model some of the things God created. Help learners to role play, recite rhymes and sing songs about some of the things God created.	Engage pupils in a think pair share activity to Name some of the things god created Uses of some of the creation

WEEK 4

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's creation and attributes	
Class: B4	**Class Size:**	**Sub Strand:** God the Creator	
Content Standard: B4 1.1.2. Appreciate the uniqueness of humankind and other creatures	**Indicator:** B4.1.1.2.1: Identify the uniqueness of humankind from other creatures.		**Lesson:** 1 OF 1
Performance Indicator: • Learners can identify the uniqueness of humankind from other creatures.	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Get out 5-10 index cards and write the new words in the lesson on it. Place the cards on the ground in order or scattered apart to encourage mid-size jumps Invite learners to hop on each card by reading each card aloud.	Have learners in groups identify how different humankind is from other creatures of God: *e.g.* *- human beings versus animals* *- human beings versus plants* Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak, knowing what is good and evil, etc. Let each group present its list for peer-review and class discussion. Let learners draw an animal and a human being and draw the comparison between the two. Let learners write down the characteristics of humankind that are different from animals.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

WEEK 5

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION
Duration: 60mins		**Strand:** God's creation and attributes
Class: B4	**Class Size:**	**Sub Strand:** The Environment

Content Standard: B4. 1.2.1. Explain the effects of human activities on the environment	**Indicator:** B4.1.2.1.1 Discuss the effects of human activities on the environment.	**Lesson:** 1 OF 1

Performance Indicator: • Learners can discuss the effects of human activities on the environment.	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.
References: RME Curriculum Pg. 25	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Guide learners to talk about the human activities in the environment. Show pictures on human activities that destroy the environment*: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.* Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

WEEK 6

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's creation and attributes	
Class: B4	**Class Size:**	**Sub Strand:** The Environment	
Content Standard:	**Indicator:** B4.1.2.1.1 Discuss the effects of human activities on the environment.	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can discuss the effects of human activities on the environment.	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 25			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Guide learners to talk about the human activities in the environment. Show pictures on human activities that destroy the environment*: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.* Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

WEEK 7

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's creation and attributes	
Class: B4	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B4. 1.2.1. Explain the effects of human activities on the environment	**Indicator:** B4.1.2.1.1 Discuss the effects of human activities on the environment.	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can discuss the effects of human activities on the environment.	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 25			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group. Paste pictures on the board for learners to observe about it 	Guide learners to talk about the human activities in the environment. Show pictures and video clips on human activities that destroy the environment: illegal mining, indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc. Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.	What have we learnt today? Effects of human activities on the environment. Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

WEEK 8

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's creation and attributes	
Class: B4	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B4. 1.2.1. Explain the effects of human activities on the environment	**Indicator:** B4.1.2.1.1 Discuss the effects of human activities on the environment.	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can discuss the effects of human activities on the environment.	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 25			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Revise with learners to talk about the human activities in the environment. Let learners write the effects of human activities on the environment: *Human activities affect the environment by contributing to air pollution, or the emission of harmful substances into the air. These toxins can exert tremendous effects on the natural world, leading to environmental degradation and problems like acid rain and harmful algal blooms in the ocean, heat, floods, rain storms, less rainfall, famine, drought, etc.* 	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board

WEEK 9

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** Religious Practices	
Class: B4	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B4.2.1.1.Appreciate the importance of prayer, worship and other acts of worship	**Indicator:** B4.2.1.1.1: Name the various forms of worship	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can name the various forms of worship	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 26			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Ask learners to mention the various forms of worship in the Christianity religion. Let learners observe pictures depicting various forms of worship and discuss them. In groups, let learners write down the activities that go on during worship in church. Let learners dramatize the modes of worship among christians.	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** Religious Practices	
Class: B4	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	**Indicator:** B4.2.1.1.1: Name the various forms of worship	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can name the various forms of worship	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 26			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Ask learners to mention the various forms of worship in the Islamic religion. Let learners observe pictures depicting various forms of worship in the Islamic religion and discuss them. In groups, let learners write down the activities that go on during worship in mosque. Let learners dramatize the modes of worship among Muslims.	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.

WEEK 10

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION
Duration: 60mins		**Strand:** Religious Practices
Class: B4	**Class Size:**	**Sub Strand:** Religious Worship

Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	**Indicator:** B4 2.1.1.2: State the purpose of worship in the three main religions.	**Lesson:** 1 OF 1
Performance Indicator: Learners can state the purpose of worship in the three main religions.	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
References: RME Curriculum Pg. 26		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Together with learners, discuss why we worship God / Allah: i. to draw closer to God, ii. to communicate with Allah, iii. to show obedience to God, etc. In groups, learners should recognize the need to take active part in worship. Let learners draw and color a worship scene	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

WEEK 11

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION
Duration: 60mins		**Strand:** Religious Practices
Class: B4	**Class Size:**	**Sub Strand:** Religious Worship
Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	**Indicator:** B4 2.1.1.2: Differentiate between religious and non -religious songs Irreligious songs	**Lesson:** 1 OF 1
Performance Indicator: Learners can state the difference between religious and irreligious songs	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
References: RME Curriculum Pg. 26		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners: "What is worship?" Display images/video clips of different acts of worship in Christianity, Islam, and African Traditional Religion. Let learners describe what they see.	Discuss the **purpose of worship** in the three main religions (Christianity, Islam, African Traditional Religion). Facilitate a conversation about similarities and differences in how worship is done and why people worship.	Ask: "Why do you think people worship?" Allow learners to share. Summarize main reasons for worship.
	Play short clips of different songs (religious and non-religious). Ask learners to identify which are used for worship.	Explain the difference between **religious and non-religious (irreligious) songs** . Guide learners to differentiate with examples from the three main religions and popular cultures.	Learners state with reasons whether a song is religious or not. Share how songs can influence mood and devotion.
	Review previous lessons. Use wall words/posters to recap: worship, prayer, praise, song, etc.	Groups sort pictures and song excerpts into religious and non-religious categories. Discuss as a class the importance of choosing appropriate songs for worship.	Reflection: "How will you choose songs for worship in your religion?" Encourage respectful listening to all views.

WEEK 12

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION
Duration: 60mins		**Strand:** Religious Practices
Class: B4	**Class Size:**	**Sub Strand:** Religious Worship

Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	**Indicator:** B4 2.1.1.2: Differentiate between religious and non -religious songs Irreligious songs	**Lesson:** 1 OF 1
Performance Indicator: Learners can state the difference between religious and irreligious songs	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
References: RME Curriculum Pg. 26		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask: "Can you pray or worship anytime and anywhere?" Learners discuss where they have seen people pray or worship.	Explore the **variety of places and forms of prayer** in the three religions (eg, mosques, churches, at home, shrines). Share why space and time matter in worship.	Learners reflect: "Where is your favorite place to pray or worship, and why?" Share with class.
	Display wall chart/posters of major religious festivals. Quick discussion: "What festivals do we celebrate?"	Discuss the link between prayer/worship and **festivals or special religious occasions** in different faiths. Engage the class in finding examples from each religion.	Each learner names a favorite religious festival and describes an act of worship involved in it.
	Play a video or read a story about a child who learns a new worship song/prayer. "How did it make them feel?"	Learners practice composing a short prayer or choosing a religious song suitable for worship. Encourage creativity and respectful critique among peers.	Close with each learner sharing their prayer/song with the class; discuss how it makes them feel.

FIRST TERM LESSON PLAN

BASIC FOUR (HISTORY)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** Why & how we study History	
Content Standard: B4.1.1.1. Show understanding of the importance of studying history	**Indicator:** B4.1.1.1.1 explain the importance of studying the history of Ghana		**Lesson:** 1 OF 1
Performance Indicator: Learners can explain the importance of studying the history of Ghana		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	A map of Ghana showing major historical locations/ Resource person		
References: History Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have leaners watch videos of some of the history of the major ethnic groups in Ghana Have learners to tell which of part of the video interest them.	Engage learners to discuss how history promote our identity as Ghanaians Engage learners to discuss how history promote the survival of the ethnic groups. Engage learners to discuss how history promote national integration Engage learners to discuss how history promote national pride and patriotism?	What have we learnt today? The importance of studying history Have learners to talk in groups about *i. How does history promote our identity as Ghanaians?* *ii. How does history promote the survival of the ethnic groups?* *iii. How does history promote national integration?* *iv. How does history promote national pride and patriotism*
	Have leaners watch videos of some of the history of the major ethnic groups in Ghana	Engage learners to discuss how history defines our identity as Ghanaians	What have we learnt today?

	Have learners to tell which of part of the video interest them.	Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation. Role play how history can promote national pride, patriotism and integration	How history promote national pride, patriotism and integration Have learners to summarize the important points in the lesson

WEEK 2

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** Why & how we study History	
Content Standard: B4.1.1.1. Show understanding of the importance of studying history	**Indicator:** B4.1.1.1.1 explain the importance of studying the history of Ghana		**Lesson:** 1 OF 1
Performance Indicator: • Learners can explain the importance of studying the history of Ghana		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	A map of Ghana showing major historical locations/ Resource person		
References: History Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have leaners watch videos of some of the history of the major ethnic groups in Ghana Have learners to tell which of part of the video interest them.	Engage learners to discuss how history promote our identity as Ghanaians Engage learners to discuss how history promote the survival of the ethnic groups. Engage learners to discuss how history promote national integration Engage learners to discuss how history promote national pride and patriotism?	What have we learnt today? The importance of studying history Have learners to talk in groups about *i. How does history promote our identity as Ghanaians?* *ii. How does history promote the survival of the ethnic groups?* *iii. How does history promote national integration?* *iv. How does history promote national pride and patriotism*
	Have leaners watch videos of some of the history of the major ethnic groups in Ghana Have learners to tell which of part of the video interest them.	Engage learners to discuss how history defines our identity as Ghanaians Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation. Role play how history can promote national pride, patriotism and integration	What have we learnt today? How history promote national pride, patriotism and integration Have learners to summarize the important points in the lesson

WEEK 3

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** Why & How We Study History	
Content Standard: B4.1.1.1. Identify the sources of history	**Indicator:** B4.1.1.1.1 Sources of History		**Lesson:** 1 OF 1
Performance Indicator: • Describe sources of History		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures, story books, artifacts		
References: History Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask: "What does 'history' mean?"	Teacher introduces 'sources of history' (oral, written, artifacts, buildings). Shows real objects or pictures.	Students share local examples. **Assessment:** Oral quiz – Name 2 sources of history. Write 1 example of a source in your book.
	Review: Recall sources from previous day.	Discuss importance of sources. Share a short story preserved orally or written.	In pairs, describe how the class story was preserved. **Assessment:** Match 3 examples to correct source (worksheet).
	Quick recap: Ask students to name objects or places with history in their area.	Mini-tour (class/school) to identify "historical objects." If possible, resource person or video on local preservation.	Groups tell class one historical object or story found. **Assessment:** Group presentation (assessment rubric), and short quiz: State 2 ways history is preserved in your community.

WEEK 4

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** Why & How we study history	
Content Standard: B4.1.1.1. Primary and Secondary sources of History	**Indicator:** B4.1.1.1.1Identify primary and secondary sources of History	**Lesson:** 1 OF 1	
Performance Indicator: • Learners ability to dentify primary and secondary sources of History		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	Map of Ghana showing major historical locations, resource person		
References: History Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Brainstorm: "Share a story your grandparent or parent told you."	Teacher introduces the idea of primary and secondary sources using real-life examples and a map.	Students decide if their family story is primary or secondary. Assessment: State whether the given classroom story is a primary or secondary source.
	Show pictures/artifacts; ask if they are from the past or are retold.	Explore characteristics of primary sources (original, first-hand) and secondary sources (copied, retold).	In groups, sort classroom items (photos, oral stories, printed materials) as primary or secondary. Assessment: Complete a sorting worksheet.
	Quiz game: "Is it primary or secondary?" List 3 historical things you know.	Invite a resource person or use a video to explain how stories and objects are passed down in Ghana.	Each group explains why they classified an item as primary or secondary. Assessment: Group presentation and quick individual quiz.

WEEK 5

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** Why & How we study history	
Content Standard: B4.1.1.1. Primary and Secondary sources of History	**Indicator:** B4.1.1.1.1Identify primary and secondary sources of History		**Lesson:** 1 OF 1
Performance Indicator: • Learners ability to identify primary and secondary sources of History		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	Map of Ghana showing major historical locations, resource person		
References: History Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review: List one primary and one secondary source from last week.	Teacher presents a list of examples; students classify each as primary or secondary (group and class activity).	Each student picks one example and explains their choice. Assessment: Worksheet with 5 examples to classify.
	Oral quiz: "Which is more important: hearing history or reading about it?"	Discuss with students how historians use both source types; practical demonstration with artifacts/news reports.	Students discuss in pairs which source they'd use to learn about their family. Assessment: Label family-history items as primary or secondary.
	"Which sources do we see in our community most?"	Role-play: Some act as storytellers (primary), others as textbook writers (secondary). Share their findings.	Peer feedback on performances. Assessment: Group report—list two examples per type, explain their importance.

WEEK 6

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** The people of Ghana	
Content Standard: B4.1.1.1. Identify some major kingdoms that existed	**Indicator:** B4.1.1.1.1 Some major kingdoms that existed		**Lesson:** 1 OF 1
Performance Indicator: • Learners ability to Identify some major kingdoms that existed		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	Map of Ghana showing major historical locations, resource person		
References: History Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Question: "Can you name any famous groups or kingdoms from Ghana's past?"	Teacher presents wall charts/posters and introduces kingdoms such as Ashanti, Mole-Dagbani, Gonja, etc.	Students mention one new kingdom learned. Assessment: Written—List two kingdoms and where each was located.
	Show a video or images of an ancient Ghanaian kingdom and ask for students' first thoughts.	Create a timeline together: When did each major kingdom exist? Discuss key contributions and events.	Students draw a symbol or flag for a Ghanaian kingdom. Assessment: Match kingdoms to their achievements on a worksheet.
	Quick quiz: "Name a kingdom we've discussed so far."	Research in groups: Prepare a short presentation or poster on one kingdom using books/charts/videos.	Groups present; class asks questions. Assessment: Group gives two unique facts per kingdom; individual quiz on names/locations.

WEEK 7

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:**	
Class: B4	**Class Size:**	**Sub Strand:** The People of Ghana	
Content Standard: B4.1.1.1. Identify characteristics of major Ghanaian kingdoms	**Indicator:** B4.1.1.1.1 Some major kingdoms that existed	**Lesson:** 1 OF 1	
Performance Indicator: •		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	Map of Ghana showing major historical locations, resource person		
References: History Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Starter: "What made kingdoms powerful or respected?"	Introduce characteristics: leadership, government, trade, festivals, crafts. Use wall charts/posters.	Students relate characteristics to their school or community. Assessment: List two features of ancient kingdoms.
	Compare: "Which kingdoms had the best leaders/traders?"	Groupwork: Each group explores a kingdom's main features and presents findings with supporting visuals.	Share top 3 features per group. Assessment: Peers score on content, accuracy, presentation.
	Recap: "An interesting fact about any kingdom we learned."	Organize debate: Which characteristic—leadership, trade, culture—was the most important for kingdom power?	Summarize importance of these features in present day. Assessment: Short paragraph on community vs. ancient kingdoms.

WEEK 8

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** The People of Ghana	
Content Standard: B4.2.1.1. Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom	**Indicator:** B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion.		**Lesson:** 1 OF 1
Performance Indicator: • Learners can describe how one major Kingdom was formed and the reasons behind its expansion.		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures of some outstanding entrepreneurs in Ghana		
References: History Curriculum Pg. 22			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Tell learners a brief story about Ghana. Let learners sing some patriot songs they are familiar with.	Using the map of Ghana, guide them to locate the Gonja Kingdom. Engage learners to discuss about the history of the Gonja Kingdom. *The Gonja kingdom was originally divided into sections overseen by male siblings of Sumaila Ndewura Jakpa. By 1675, the Gonja established a paramount chief called the Yagbongwura to control the kingdom.* Learners to Identify the reasons for the rise, expansion and decline of the Gonja Kingdom.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Using the map of Ghana, guide learners to locate the Mole-Dagbani Kingdom. Engage learners to discuss about the history of the Mole-Dagbani Kingdom. *Ya-Na is the king of the Dagbon traditional kingdom. The court and administrative capital of this kingdom are at Yedi. The seat of the king of*	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task

		Dagbon known as king of absolute power is a collection of cow and lion skin Learners to Identify the reasons for the rise, expansion and decline of the Mole-Dagbani Kingdom.	

WEEK 9

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** The People of Ghana	
Content Standard: B4.2.1.1. Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom	**Indicator:** B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied.	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can state the factors that led to decline of the Kingdom you have studied.		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc		
References: History Curriculum Pg. 22			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Revise with learners on some of the major kingdoms in ghana. In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Akwamu Kingdom *The akwamu empire lasted from 750 AD to 1200 AD and collapsed as a result of political instability, decline of trade and the rise of the Sosso and Mali kingdoms. Also their ancestors left for Kong present day ivory coast.*	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Revise with learners on some of the major kingdoms in ghana. In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Denkyira kingdom *The battle of feyiase was the decisive battle in the struggle that led to the Ashanti empire replacing Denkyira as the dominant power among the twi speaking Akan peoples. The Denkyira kingdom started to*	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson

		decline in the year 1701 due to their in war by the Ashanti	

WEEK 10

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** Major Historical Location	
Content Standard: B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana	**Indicator:** B4.1.4.1.1 Describe the history of Ghana's major historical locations	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can state the factors that led to decline of the Kingdom you have studied.		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc		
References: History Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	With the use of internet, identify the major historical locations in Ghana Example: Burma camp Retell the stories behind some of the historical location *Burma camp is the headquarters of the ghana armed forces and the ghanaian ministry of defense. The camp is in accra, ghana. It retains its notoriety and fear from previous ghanaian military regimes, when civilians who entered the camp might not reemerged.*	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Explain some of the uses to which these historical locations have been put since they were built. Match these historical locations to where they can be located Show and discuss a documentary on these locations in Ghana	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson

WEEK 11

Week Ending:	**DAY:**	**Subject:** History
Duration: 60mins per lesson		**Strand:** My country Ghana
Class: B4	**Class Size:**	**Sub Strand:** Major Historical Location
Content Standard: B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana	**Indicator:** B4.1.4.1.1 Describe the history of Ghana's major historical locations	**Lesson:** 1 OF 1
Performance Indicator: Learners can state the factors that led to decline of the Kingdom you have studied.		**Core Competencies:** critical thinkers and digital literates
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
References: History Curriculum Pg. 24		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	With the use of internet, identify the major historical locations in Ghana Example: James Town light house Retell the stories behind some of the historical location *The Jamestown light house is located in the Jamestown neighborhood of accra, ghana. The 28meter structure was originally built in the 1930s, replacing an earlier lighthouse that had been built in 1871. It consist of a stone tower with lantern and gallery, attached to keepers house.*	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Explain some of the uses to which these historical locations have been put since they were built. Match these historical locations to where they can be located	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson

		Show and discuss a documentary on these locations in Ghana	

WEEK 12

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My country Ghana	
Class: B4	**Class Size:**	**Sub Strand:** Major Historical Location	
Content Standard: B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana	**Indicator:** B4.1.4.1.1 Describe the history of Ghana's major historical locations		**Lesson:** 1 OF 1
Performance Indicator: • Learners can state the factors that led to decline of the Kingdom you have studied..		**Core Competencies:** critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc		
References: History Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	With the use of internet, identify the major historical locations in Ghana Example: Flagstaff house Retell the stories behind some of the historical location	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Explain some of the uses to which these historical locations have been put since they were built. Match these historical locations to where they can be located Show and discuss a documentary on these locations in Ghana	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson

FIRST TERM LESSON PLAN

BASIC FOUR (CREATIVE ARTS)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Visual Arts	
Class: B4	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4.1.1.1.2. create their own artworks by studying the visual artworks created by some selected Ghanaians	**Lesson:** 1 OF 1	
Performance Indicator: Learners can create their own artworks by studying the visual artworks created by some selected Ghanaians		**Core Competencies:** Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 30			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Learners sing songs and recite rhymes about work. Learners mention some visual artworks produced in Ghana.	Let Learners study the visual artworks of some selected Ghanaians. <u>Benjamin Offei-Nyarko</u> Benjamin Offei-Nyarko, more commonly known as "BON", is an award winning Ghanaian painter. He teaches at the College Of Arts at KNUST in Kumasi, Ghana. BON's paintings focus on women in rural communities who toil daily to provide bread for her family and help their husband in this complex life journey.	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Benjamin Offei-Nyarko in groups
	Call learners to recall some history facts about Benjamin Offei-Nyarko. Use series of questions to review their understanding in the previous lesson	Show pictures of his artworks to learners for them to generate their own ideas. 	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Teacher moves round the classroom to monitor the progress of learners based on the task given them Learners display their artworks for appreciation

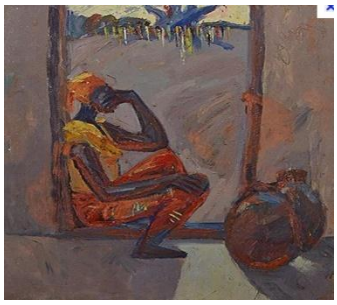
		Assessment: learners to use ideas generated to create their own artworks	

WEEK 2

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Visual Arts
Class: B4	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas

Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4.1.1.1.2. create their own artworks by studying the visual artworks created by some selected Ghanaians	**Lesson:** 1 OF 1

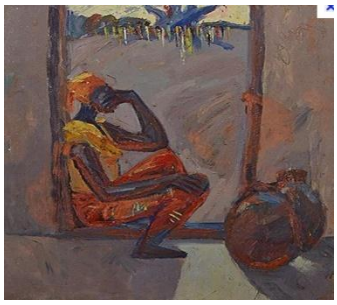
Performance Indicator: Learners can create their own artworks by studying the visual artworks created by some selected Ghanaians	**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools
References: Creative Arts Curriculum Pg. 30	

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Learners sing songs and recite rhymes about work. Learners mention some visual artworks produced in Ghana.	Let Learners study the visual artworks of some selected Ghanaians. <u>Benjamin Offei-Nyarko</u> Benjamin Offei-Nyarko, more commonly known as "BON", is an award winning Ghanaian painter. He teaches at the College Of Arts at KNUST in Kumasi, Ghana. BON's paintings focus on women in rural communities who toil daily to provide bread for her family and help their husband in this complex life journey.	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Benjamin Offei-Nyarko in groups
	Call learners to recall some history facts about Benjamin Offei-Nyarko. Use series of questions to review their understanding in the previous lesson	Show pictures of his artworks to learners for them to generate their own ideas.  Assessment: learners to use ideas generated to create their own artworks	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Teacher moves round the classroom to monitor the progress of learners based on the task given them Learners display their artworks for appreciation

WEEK 3

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Visual Arts
Class: B4	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas

Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4.1.1.1.2. create their own artworks by studying the visual artworks created by some selected Ghanaians	**Lesson:** 1 OF 1
Performance Indicator: Learners can create their own artworks by studying the visual artworks created by some selected Ghanaians	**Core Competencies:** Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 30		

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Learners sing songs and recite rhymes about work. Learners mention some visual artworks produced in Ghana.	Let Learners study the visual artworks of some selected Ghanaians. <u>Benjamin Offei-Nyarko</u> Benjamin Offei-Nyarko, more commonly known as "BON", is an award winning Ghanaian painter. He teaches at the College Of Arts at KNUST in Kumasi, Ghana. BON's paintings focus on women in rural communities who toil daily to provide bread for her family and help their husband in this complex life journey.	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Benjamin Offei-Nyarko in groups
	Call learners to recall some history facts about Benjamin Offei-Nyarko. Use series of questions to review their understanding in the previous lesson	Show pictures of his artworks to learners for them to generate their own ideas.  Assessment: learners to use ideas generated to create their own artworks	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Teacher moves round the classroom to monitor the progress of learners based on the task given them Learners display their artworks for appreciation

WEEK 4

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Performing Arts
Class: B4	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas

Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4 2.1.1.2. study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana	**Lesson:** 1 OF 1

Performance Indicator: Learners can study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana	**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools
References: Creative Arts Curriculum Pg. 30	

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Learners sing songs and recite rhymes about work. Learners mention some visual artworks produced in Ghana.	Study the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists <u>Grace Omaboe</u> Grace Omaboe, also known as Maame Dokono, is a Ghanaian actress, television personality, author and a former politician. She runs the former peace and love orphanage which is now graceful grace school in Accra etc. Assessment: Let learners watch two dramas of Grace Omaboe and analyze how she plays her role as an actress	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Grace Omaboe in groups
	Call learners to recall some history facts about Grace Omaboe. Use series of questions to review their understanding in the previous lesson	Discuss with learners some of her influences she had on culture and environment with her performances • Obra series • By the fire side • Matters of the heart Assessment: Let learners play a role like Grace Omaboe in a class organized drama	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

WEEK 5

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Performing Arts
Class: B4	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas

Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4 2.1.1.2. study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana	**Lesson:** 1 OF 1

Performance Indicator: Learners can study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana	**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools
References: Creative Arts Curriculum Pg. 30	

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Learners sing songs and recite rhymes about work. Learners mention some visual artworks produced in Ghana.	Study the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists <u>Grace Omaboe</u> Grace Omaboe, also known as Maame Dokono, is a Ghanaian actress, television personality, author and a former politician. She runs the former peace and love orphanage which is now graceful grace school in Accra etc. Assessment: Let learners watch two dramas of Grace Omaboe and analyze how she plays her role as an actress	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Grace Omaboe in groups
	Call learners to recall some history facts about Grace Omaboe. Use series of questions to review their understanding in the previous lesson	Discuss with learners some of her influences she had on culture and environment with her performances • Obra series • By the fire side • Matters of the heart Assessment: Let learners play a role like Grace Omaboe in a class organized drama	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

WEEK 6

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Performing Arts
Class: B4	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas

Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4 2.1.1.2. study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana	**Lesson:** 1 OF 1

Performance Indicator: Learners can study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana	**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools
References: Creative Arts Curriculum Pg. 30	

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Learners sing songs and recite rhymes about work. Learners mention some visual artworks produced in Ghana.	Study the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists <u>Grace Omaboe</u> Grace Omaboe, also known as Maame Dokono, is a Ghanaian actress, television personality, author and a former politician. She runs the former peace and love orphanage which is now graceful grace school in Accra etc. Assessment: Let learners watch two dramas of Grace Omaboe and analyze how she plays her role as an actress	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Grace Omaboe in groups
	Call learners to recall some history facts about Grace Omaboe. Use series of questions to review their understanding in the previous lesson	Discuss with learners some of her influences she had on culture and environment with her performances • Obra series • By the fire side • Matters of the heart Assessment: Let learners play a role like Grace Omaboe in a class organized drama	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

WEEK 7

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Visual Arts	
Class: B4	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4 1.2.2.2./B4 1.2.3.2 create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities		**Lesson:** 1 OF 1
Performance Indicator: Learners can create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities		**Core Competencies:** Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 30			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic. Guide learners to make a simple mosaic	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Engage learners to play games and sing songs to get them ready for the lesson	Allow learners to practice in groups following the steps 1. choose your colors and cut pieces of papers from the magazine 2. cut small pieces of squares or any other shapes you want 3. draw the outline of your image. E.g. fish 4. with the help of the paint brush, apply and glue the paper pieces to form the image. Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

WEEK 8

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Visual Arts	
Class: B4	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4 1.2.2.2./B4 1.2.3.2 create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities		**Lesson:** 1 OF 1
Performance Indicator: Learners can create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities		**Core Competencies:** Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 30			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic. Guide learners to make a simple mosaic	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Engage learners to play games and sing songs to get them ready for the lesson	Allow learners to practice in groups following the steps 1. choose your colors and cut pieces of papers from the magazine 2. cut small pieces of squares or any other shapes you want 3. draw the outline of your image. E.g. fish 4. with the help of the paint brush, apply and glue the paper pieces to form the image. Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

WEEK 9

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Performing Arts
Class: B4	**Class Size:**	**Sub Strand:** Planning, Making and Composing

Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4 2.2.2.2 /B4 2.2.3.2 experiment with available performing arts media and techniques to create performing artworks	**Lesson:** 1 OF 1
Performance Indicator: Learners can experiment with available performing arts media and techniques to create performing artworks		**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 30		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches	In the previous lesson, we learned about how Grace Omaboe's drama performances and compositions reflect the lives of Ghanaians. Guide learners to create own drama to reflect their culture. Guide learners to choose a theme or title for their story. e.g. "the disobedient boy" "the greedy man" "Sarah the proud girl" etc. Guide learners to identify the characters and plan the story.	Ask learners to talk about what they enjoyed most during the lesson Let learners tell how they are going to apply what they have learnt in real life
	Engage learners to sing songs and recite familiar rhymes.	Tell them the story of "ANANSE AND THE POT OF WISDOM" Learners to act the story about ANANSE AND THE POT OF WISDOM. Share roles to learners and have them to perform the drama in front of the whole class Guide learners to play their selected roles.	Learners to tell what was interesting about the lesson Discuss the performance

WEEK 10

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Performing Arts
Class: B4	**Class Size:**	**Sub Strand:** Planning, Making and Composing

Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4 2.2.2.2 /B4 2.2.3.2 experiment with available performing arts media and techniques to create performing artworks	**Lesson:** 1 OF 1
Performance Indicator: Learners can experiment with available performing arts media and techniques to create performing artworks		**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 30		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches	In the previous lesson, we learned about how Grace Omaboe's drama performances and compositions reflect the lives of Ghanaians. Guide learners to create own drama to reflect their culture. Guide learners to choose a theme or title for their story. e.g. "the disobedient boy" "the greedy man" "Sarah the proud girl" etc. Guide learners to identify the characters and plan the story.	Ask learners to talk about what they enjoyed most during the lesson Let learners tell how they are going to apply what they have learnt in real life
	Engage learners to sing songs and recite familiar rhymes.	Tell them the story of "ANANSE AND THE POT OF WISDOM" Learners to act the story about ANANSE AND THE POT OF WISDOM. Share roles to learners and have them to perform the drama in front of the whole class Guide learners to play their selected roles.	Learners to tell what was interesting about the lesson Discuss the performance

WEEK 11

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Visual Arts
Class: B4	**Class Size:**	**Sub Strand:** Planning, Making and Composing

Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4 1.3.4.2 /B4 1.3.5.2 display own artworks to share creative experiences based on own ideas, knowledge and understanding	**Lesson:** 1 OF 1
Performance Indicator: Learners can display own artworks to share creative experiences based on own ideas, knowledge and understanding		**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 30		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival. Ask learners to talk about parts of the video or pictures that interest them.	Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists. Guide learners to plan for the exhibition by: - *fixing a date* - *selecting a venue* - *inviting an audience* Brainstorm to agree on a theme for the exhibition (e.g. Our Environment); Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn
	Ask learners questions to review learners understanding in the previous lesson.	Decide on mode of display, e.g. hanging, draping, spreading; Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); Clean and prepare the hall and its environment and make it ready for the exhibition; Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson

WEEK 12

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Performing Arts
Class: B4	**Class Size:**	**Sub Strand:** Planning, Making and Composing

Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.	**Indicator:** B4 2.3.4.2 /B4 2.3.5.2 plan a performance of compositions to share creative experiences based on own ideas	**Lesson:** 1 OF 1

Performance Indicator: Learners can plan a performance of compositions to share creative experiences based on own ideas	**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools
References: Creative Arts Curriculum Pg. 30	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Show pictures and videos of the artwork to exhibit. Engage learners to sing songs about work.	Select and rehearse some previous songs, drama or dance learnt. Select a suitable date for the performance Decide and choose a suitable venue. Draw the audience from the school	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Show pictures and videos of the artwork to exhibit. Engage learners to sing songs about work.	Organize the place for the exhibition. Invite other teachers to witness the artwork. Set the stage for learners to perform their artwork. Evaluate individual roles played in the dance and allow pupils to talk about them in the form of appraisal. Discuss the moral lessons in the song.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

FIRST TERM LESSON PLAN

BASIC FOUR (GHANAIAN LANGUAGE)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Oral Reading
Class: B4	**Class Size:**	**Sub Strand:** Songs
Content Standard: B4.1.1.1: Exhibit knowledge of traditional and occupational songs by recognizing their types and their related songs.	**Indicator:** B4.1.1.1.1. Sing and discuss songs connected to traditional occupations and their importance.	**Lesson:** 1 OF 1
Performance Indicator: Learners can sing and discuss songs connected to traditional occupations and their importance.	**Core Competencies:** Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 5		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Let learners sing a familiar traditional song. Show learners a video of a traditional song being performed. Discuss the lyrics of the song with learners. Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). After watching a video on a performed traditional occupation, allow the learners to discuss some importance of traditional occupation songs.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to play the "What letter am I writing" game. Put learners into groups of two. The teacher writes a letter in the air.	Let learners sing a familiar traditional song. Discuss the lyrics of the song with learners. Let learners sing songs connected to the traditional occupation in	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	Learners makes the letter sound and tell the teacher the sound that has been written	their locality (Pick one occupation at a time). Show learners a video of a traditional song being performed.	
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Let learners sing a familiar traditional song. Discuss the lyrics of the song with learners. Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). Show learners a video of a traditional song being performed.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 2

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Oral Reading	
Class: B4	**Class Size:**	**Sub Strand:** Poems	
Content Standard: B4.1.2.1: Demonstrate knowledge and understanding of selected poems by discussing them.	**Indicator:** B4.1.2.1.1. Explore the poems of about five lines correctly and discuss the moral lessons in the poem.		**Lesson:** 1 OF 1
Performance Indicator: Learners can explore the poems of about five lines correctly and discuss the moral lessons in the poem.		**Core Competencies:** Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 5			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word	Let learners sing a popular traditional song. Explore a poem to learners. Let them listen and take note of keywords words in the poem. Ask learners to mention the words they heard. Write the words on the board.	Learners to tell what was interesting about the lesson. Engage learners to play the phonic games.
	Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.	Lead learners to say the words aloud. Let learners say the words and use them to form their own sentences. Let learners explore the poem correctly. Put learners in groups. Let them discuss the moral lessons in the poems in groups and tell the class.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.
	Split your class into small groups of 4. Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group.	Let learners sing a popular traditional song. Let learners explore the poem correctly themselves. Put learners in groups.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.

	Call the groups in turns to discuss what the letters in the acronym stands for	Let them discuss the moral lessons in the poems in groups and tell the class.	

WEEK 3

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Oral Reading	
Class: B4	**Class Size:**	**Sub Strand:** Story telling	
Content Standard: B4.1.4.1: Demonstrate knowledge on the structure and features of folktales.	**Indicator:** B4.1.4.1.1. Retell a folktale of about three scenes	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can retell a folktale of about three scenes		**Core Competencies:** Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 6			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.	Let learners sing a popular song. Play a video of someone telling a folktale. Encourage learners to take note of whatever they see and hear. Teach learners what a folktale is. Call learners individually to retell what they saw and heard in the video. Put learners into groups and ask them to compose a folktale on any topic of their choice. Let learners present their folktales to the class.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.
	Split your class into small groups of 4. Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group. Call the groups in turns to discuss what the letters in the acronym stands for	Let learners sing a popular song. Tell them a folktale and encourage learners to take note of whatever they hear. Call learners individually to retell what they heard in the tale. Put learners into groups and ask them to compose a folktale on any topic of their choice. Let learners present their folktales to the class.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.

	Discuss what is trending and invite learners to share their opinions on them.	Tell learners a folktale. Discuss the beginning and end of the folktale with learners. E.g. Beginning or opening, middle or body and end or conclusion. Let learners discuss the features of the folktale. *E.g.* *-People, animals, spirits, tress, river, mountains, etc.* *-It has a moral lesson and is very interesting. It is usually a comedy or tragedy.*	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.

WEEK 4

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Reading	
Class: B4	**Class Size:**	**Sub Strand:** Letter and Sound knowledge	
Content Standard: B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	**Indicator:** B4.2.4.1.1-3 Read and recognize sounds and diagraphs in sentences.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can read and recognize sounds and diagraphs in sentences.	**Core Competencies:** Creativity and innovation, Communication and collaboration		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 11			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners sing songs related to the lesson	Let learners say the letters of the alphabet as a group and then individually. Write a number of words on the board. Lead learners to say the words as a group and then individually. Let learners use the knowledge they have on letters and sounds and sorting to group words with the same initial sounds together in a group. Let learners show their works to another group.	Review the lesson with learners Have learners talk about what they have leant.
	Review learners RPK as they sing the new song learnt. Have learners to summarize the notes they took after watching they folktale	Let learners say the letters of the alphabet as a group and individually. Write a number of sentences on the board. Lead learners to read the sentences as a group and individually. Lead learners to recognize the diagraphs in the sentences. Let learners read the diagraphs in the words that are in sentences.	Review the lesson with learners Have learners talk about what they have leant.

	Learners sing songs related to the lesson	Revise the lesson on syllables with learners. Write two syllable words on the board and help learners to read them. Put learners into groups and ask them to form as many words as they can by blending two-syllable words and mention their words to the class.	Review the lesson with learners Have learners talk about what they have leant.

WEEK 5

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Reading
Class: B4	**Class Size:**	**Sub Strand:** Vocabulary: sight and content vocabulary

Content Standard: B4.2.5.1: Show an understanding of, recognize and read about things in their environment	**Indicator:** B4.2.5.1.1-3 Read aloud with correct pronunciation and tone.	**Lesson:** 1 OF 1

Performance Indicator: • Learners can read aloud with correct pronunciation and tone.	**Core Competencies:** Creativity and innovation, Communication and collaboration
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
References: Ghanaian Language Curriculum Pg. 12	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Sing a song with learners. Read aloud a passage. Read the passage again while learners read after you. Let learners read aloud the passage with correct pronunciation and tone (correct them where necessary).	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to play the "What letter am I writing" game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written	Read aloud the passage again. Mention some words and write them on the board. Lead learners to find the meaning of the words in context. Let learners find the meanings of more unfamiliar words in context.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Read a passage aloud. Write the figurative expressions in the passage on the board. Lead learners through discussions to find the meanings of the figurative expressions. Let learners find the meanings of more figurative expressions	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 6

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Writing	
Class: B4	**Class Size:**	**Sub Strand:** Penmanship/Handwriting	
Content Standard: B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	**Indicator:** B4.3.1.1.1-3 Recognize the use of full stops, commas and question mark	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can recognize the use of full stops, commas and question mark	**Core Competencies:** Creativity and innovation, Communication and collaboration		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 16			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Let learners sing a song they know. Engage learners in the "Lucky Dip game" Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep	Write a number of sentences on a cardboard. Use full stops at the end of each sentence you write. Lead learners to read the sentences as a group and in turns. Tell them that the full stop is used at the end of a complete sentence. Write more sentences on the board without full stops and ask learners to use the full stop to punctuate them.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound	Draw some items on a cardboard. Call learners to mention the names of the items you have drawn on the board and write the names down horizontally. Use commas to separate the items you have written. Let learners recognize that a comma is used to separate a list of items in a row. Let learners make list of items in sentences using commas.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Write nine key words used in the previous lesson, in boxes on the board. Challenge students to make a (historically accurate)	Revise command and response with learners. Write some questions on a cardboard. Lead learners to read the questions.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	sentence of at least three lines or a short paragraph using them all	Use question marks at the end of each of the questions. Let learners recognize that question marks are used at the end of a question. Write more questions on the board and call learners to come out to punctuate them using the question mark.	

WEEK 7

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Composition Writing	
Class: B4	**Class Size:**	**Sub Strand:** Creative/ Free Writing	
Content Standard: B4.4.2.1: Show an understanding of composing short simple stories	**Indicator:** B4.4.2.1.1-2 Write a one paragraph story describing a past event.		**Lesson:** 1 OF 1
Performance Indicator: • Learners can write a one paragraph story describing a past event.		**Core Competencies:** Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 20			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Let learners sing a popular traditional song they know. Share the class Readers to learners and ask them to open to a page where there is a passage made up more than one paragraph. Lead learners to read the passage. Use the passage to assist learners to recognize a paragraph.	Use questions to review learners understanding of the lesson. Ask learners to tell the class what they have learnt. Call learners to summarize the main points of the lesson.
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Narrate a past event to learners and put them into groups to write a one paragraph story describing the event narrated to them. Show learners a short video. In groups, let learners discuss the scenes they saw in the movie. Let learners write a short story on the scene they saw and read their story to the class. Discuss their stories with them.	Use questions to review learners understanding of the lesson. Ask learners to tell the class what they have learnt. Call learners to summarize the main points of the lesson.

WEEK 8

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Composition Writing	
Class: B4	**Class Size:**	**Sub Strand:** Narrative Writing	
Content Standard: B4.4.1.1: Show an understanding in using punctuation marks appropriately in writing sentences.	**Indicator:** B4.4.1.1.1-3 Demonstrate the use of commas, full stops and question marks appropriately in narrative writing.		**Lesson:** 1 OF 1
Performance Indicator: • Learners can demonstrate the use of commas, full stops and question marks appropriately in narrative writing.		**Core Competencies:** Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Discuss what a narrative writing is with learners. Group learners and ask them to write a short narrative essay. Let the groups read their essays to the class for the class to discuss (*the discussion should focus on the parts in the essay that learners think a comma had been used or left out*).	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson.	Write a number of sentences on a cardboard. Use full stops at the end of each sentence you write. Show the cardboard to learners and call them to read the sentences individually. Help learners recognize that full stop is used at the end of a complete sentence. Let them show their sentences to the class and discuss the sentences with the class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson.	Give learners a narrative writing that has question marks used in the right way. Let learners read aloud the narrative writing in turns. As they read, let them take note of how question marks have been used. Let them recognize and use the question marks appropriately in narrative writing.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

WEEK 9

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Composition Writing	
Class: B4	**Class Size:**	**Sub Strand:** Descriptive Writing	
Content Standard: B4.4.3.1: Exhibit the knowledge in writing of descriptive essays using controlled composition	**Indicator:** B4.4.3.1.1-3 give a description of a building or a structure using controlled composition	**Lesson:** 1 OF 1	
Performance Indicator: Learners can give a description of a building or a structure using controlled composition	**Core Competencies:** Creativity and innovation, Communication and collaboration		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 20			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Let learners mention some landmarks in the locality. Show learners a number of pictures. Let learners pick any of the displayed pictures and describe it. Using the controlled composition approach, let learners describe a picture.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Engage learners to play the "What letter am I writing" game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written	Let learners mention some traditional occupations they know. Write the points you will use to describe a building or structure on the board and lead learners to read them. Describe the building you live in to learners using the points you have written on the board.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson.	Let learners also give a description of buildings or a structure using the points on the board. Let learners mention some things in the environment. Show a couple of objects to learners. Use some words to describe the objects.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

		Encourage learners to describe objects within the environment on their own.	

WEEK 10

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Grammar Usage	
Class: B4	**Class Size:**	**Sub Strand:** Capitalization	
Content Standard: B4.5.1.1: Exhibit knowledge of using capital letters appropriately	**Indicator:** B4.5.1.1.1-3 Demonstrate an understanding of the use of capital letters after colons.	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can demonstrate an understanding of the use of capital letters after colons.	**Core Competencies:** Creativity and innovation, Communication and collaboration		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Let learners write their names on a paper and show it to the class. Create a game about using a capital letter to begin a sentence. Play the game with learners. Write the sentences on the board and let learners read the sentences. Encourage learners to begin sentences with capital letters.	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Create a game about using a capital letter after a full stop. Play the game with learners. Let learners use capital letters after full stops. Create a game about using a capital letter after a colon. Play the game with learners. Help learners to understand the use of capital letters after a colon. Encourage learners to use capital letters to begin a sentence after a colon	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Grammar Usage
Class: B4	**Class Size:**	**Sub Strand:** Punctuation

Content Standard: B4.5.2.1: Demonstrate an understanding on the use of punctuation marks appropriately in writing sentences.	**Indicator:** B4.5.2.1.1-3 Write sentences using full stops and question marks appropriately.	**Lesson:** 1 OF 1

Performance Indicator: • Learners can write sentences using full stops and question marks appropriately.	**Core Competencies:** Creativity and innovation, Communication and collaboration
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
References: Ghanaian Language Curriculum Pg. 25	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Use commas in sentences on the board. Let learners demonstrate the use of commas by writing sentences in groups. Let learners show their work to the class and discuss it with them.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Write sentences on cardboards and show it to learners. Let learners read the sentences as a group. Call learners to put the full stop at the right positions in the sentences. Let learners write sentences using full stops effectively.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Write questions on the board using question marks appropriately. Encourage learners to recognize and use the question marks appropriately in writing. Write a piece on the board and call learners to put in the correct punctuations	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task

WEEK 11

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Grammar Usage
Class: B4	**Class Size:**	**Sub Strand:** Use Of Action Words
Content Standard: B4.5.3.1: Demonstrate knowledge on recognition and use of action words	**Indicator:** B4.5.3.1.1-3 Recognize past tense action words in short sentences.	**Lesson:** 1 OF 1
Performance Indicator: Learners can recognize past tense action words in short sentences.	**Core Competencies:** Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 26		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Revise the lesson on commands with learners. Write sentences using past action words. Lead learners to recognize the present tense action words in the sentences. Let learners write past tense action words on their own.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Use past tense action words to write short sentences on the board. Call learners to read the sentences. Help learners to recognize past tense action words in the short sentences. Allow learners to narrate what they did yesterday. Let learners recognize the past tense action words in the narration.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	With the learners' contribution use past tense action words to write short sentences on the board. Let learners read the sentences on the board.	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task

		Lead learners to recognize the past tense action words in the sentences. Let learners use past tense action words in short sentences on their own and read aloud for other learners to recognize the past tense action word. Let learners use the past tense action words to form sentences	

WEEK 12

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Extensive Reading	
Class: B4	**Class Size:**	**Sub Strand:** Reading	
Content Standard: B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation.	**Indicator:** B4.6.1.1.1 Building the love and culture of reading in learners	**Lesson:** 1 OF 1	
Performance Indicator: Learners can read long stories aloud correctly	**Core Competencies:** Creativity and innovation, Communication and collaboration		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 31			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Using questions and answers, review their understanding of the previous lesson.	Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt
	Engage learners to play games and sing songs to begin the lesson.	Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Have learners play games and recite familiar rhymes to begin the lesson.	Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt

FIRST TERM LESSON PLAN

BASIC FOUR (COMPUTING)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Generation of computers	
Content Standard: B4.1.1.1: Identify parts of a computer and technology tools	**Indicator:** B4.1.1.1.1. Identify parts of a computer and technology tools	**Lesson:** 1 OF 1	
Performance Indicator: Learners can Identify parts of a computer and technology tools	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Images of clipboard, styles, fonts, paragraph		
References: Computing Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.	Bring items such as memory(i.e. memory cards, memory sticks),hard disk drive, CD-ROM etc. or pictures of these items to class and ask the learners to label selected items or computer parts in their note books. List functions on the board and ask students to identify which tool will match the function. Show video depicting the output devices of a computer.	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

WEEK 2

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Generation of computers	
Content Standard: B4.1.1.1: Identify parts of a computer and technology tools	**Indicator:** B4.1.1.1.2. Describe the types of input devices of a computer and their uses	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can describe the types of input devices of a computer and their uses	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Mouse, keyboard monitor, system unit and its components		
References: Computing Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners write on a sheet of paper -List any five common parts of the computer -learners to mention more technological tools and hence introduce the lesson	Explain to learners that input devices are the computer hardware device that are used to feed the computer with data. *E.g. joystick, light pen, mouse, pointing stick etc.* Bring input devices to class. Guide learners to explore the types of input devices and their uses. Let learners match the various input devices with their uses. Demonstrate the use of some of the input devices to learners. Engage learners to play the "input devices ball game" with learners	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

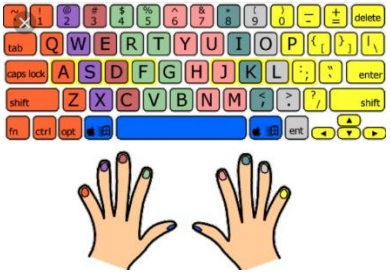
WEEK 3

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Generation of computers	
Content Standard: B4.1.1.1: Identify parts of a computer and technology tools	**Indicator:** B4.1.1.1.3. Differentiate between RAM and ROM	**Lesson:** 1 OF 1	
Performance Indicator: Learners can differentiate between RAM and ROM	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Pictures of computer memory, hard disk etc. set of computers		
References: Computing Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Bring a RAM or ROM to class or a picture of RAM and ROM to class Pass them around and get students to guess what they are Assist learners to identify the devices provided	Open up a computer cabinet (computer tower) Have leaners come closer or use a projector to display the internal parts of a system unit Point to the RAM (Random Access Memory) and have learners to know that RAM is a hardware element of a computer where programs, operating system and data that's currently being used is stored so that the processor can be retrieved it quickly Point to the ROM (Read only memory) and have leaners to know that ROM is a type of memory where data has been prerecorded and contains the programming that helps the computer boot up Guide learners to differentiate between ROM and RAM Guide learners to type different phrases using any Word Processing Application. **Assessment**: Engage learners in a Think Pair Share Activity to: state two difference between a RAM and ROM	What have we learnt today? Difference between RAM and ROM State its functions. Independent Activity/Homework Draw the system unit and color it.

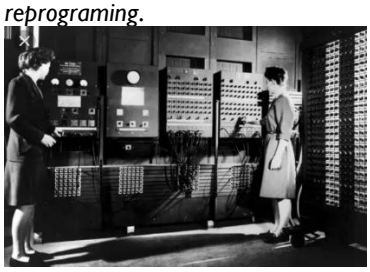
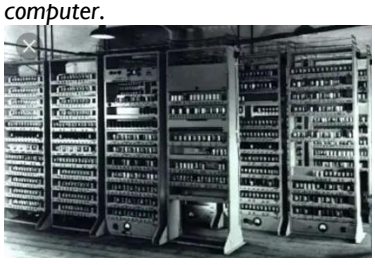
WEEK 4

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Generation of computers	
Content Standard: B4.1.1.1: Identify parts of a computer and technology tools	**Indicator:** B4.1.1.1.4. Type short phrases.		**Lesson:** 1 OF 1
Performance Indicator: • Learners can type short phrases.	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Mouse, keyboard monitor, system unit and its components		
References: Computing Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.	Revise with learners on the fingers used in typing and the characters they type. That is the; ➢ *Thumb finger* ➢ *Little finger* ➢ *Ring finger* ➢ *Index finger* ➢ *Middle finger*  Guide learners to type different phrases using any Word Processing Application.	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

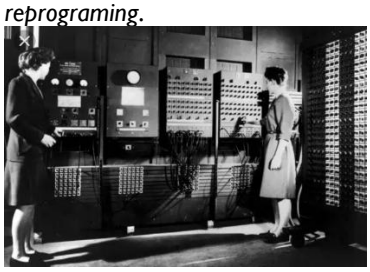
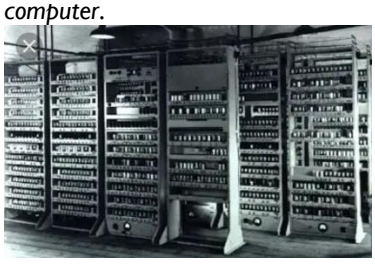
WEEK 5

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Generation of computers	
Content Standard: B4.1.1.1: Identify parts of a computer and technology tools	**Indicator:** B4.1.1.1.5. Summarize the first generation of computers	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can summarize the first generation of computers	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Mouse, keyboard monitor, system unit and its components		
References: Computing Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take some extreme close-up pictures of first generation of computers. Pass them around and get the students to guess what they are and hence introduce the lesson for the day	Guide learners to discuss about the first generation of computers. e.g. ENIAC- *It was the first programmable electronic, general purpose digital computer. It was able to solve a large class of numerical problems through reprograming.*  EDVAC- *It was one of the earliest electronic computers. It was rather binary rather than decimal and was designed to be a stored program computer.*  Let learners discuss other generation of computers which include; UNIVAC, IBM-701 etc	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

WEEK 6

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Generation of computers	
Content Standard: B4.1.1.1: Identify parts of a computer and technology tools	**Indicator:** B4.1.1.1.5. Summarize the first generation of computers	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can summarize the first generation of computers	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Mouse, keyboard monitor, system unit and its components		
References: Computing Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take some extreme close-up pictures of first generation of computers. Pass them around and get the students to guess what they are and hence introduce the lesson for the day	Guide learners to discuss about the first generation of computers. e.g. ENIAC- *It was the first programmable electronic, general purpose digital computer. It was able to solve a large class of numerical problems through reprograming.*  EDVAC- *It was one of the earliest electronic computers. It was rather binary rather than decimal and was designed to be a stored program computer.*  Let learners discuss other generation of computers which include; UNIVAC, IBM-701 etc	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

WEEK 7

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Introduction to MS Windows Interface	
Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders.	**Indicator:** B4.1.2.1.1. Describe the desktop background and explain its features	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can describe the desktop background and explain its features	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Projected examples of personalized desktop background		
References: Computing Curriculum Pg. 3			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Get a viral picture, a trending technology on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them	Guide learners to explore the desktop background and explain its features wallpaper icons Mouse pointer taskbar	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

		Show different desktop background images to learners. Assist them to explain its features.	

WEEK 8

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Introduction to MS Windows Interface	
Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders.	**Indicator:** B4.1.2.1.2. Demonstrate how to Personalize the Desktop Background	**Lesson:** 1 OF 1	
Performance Indicator: Learners can demonstrate how to Personalize the Desktop Background	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Projected examples of personalized desktop background		
References: Computing Curriculum Pg. 3			

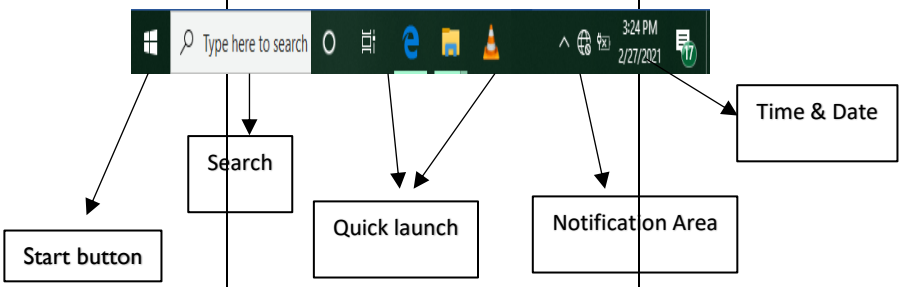
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Show projected examples of personalized Desktop Background to learners with the aid of a projector or pictures. *Desktop personalization is the process of adjusting the look, feel and organization of the windows end-user experience. It involves desktop backgrounds, window color schemes, sounds and screen savers.* Guide learners to personalize the Desktop Background using the required tools and settings.	Use questions to review learners understanding of the lesson. Ask learners to tell the class what they have learnt. Call learners to summarize the main points of the lesson.

WEEK 9

Week Ending:	**DAY:**	**Subject:** Computing
Duration: 60mins		**Strand:** Introduction To Computing
Class: B4	**Class Size:**	**Sub Strand:** Introduction to MS Windows Interface

Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders.	**Indicator:** B4.1.2.1.3. Demonstrate the use of the Sections of the Taskbar	**Lesson:** 1 OF 1

Performance Indicator: • Learners can demonstrate the use of the Sections of the Taskbar	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.
Teaching/ Learning Resources	Projected examples of personalized desktop background
References: Computing Curriculum Pg. 3	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson	Guide learners to explore the use of the Taskbar, Start Menu, and Pinned Applications and Notification Area. Task bar is the horizontal bar that lies at the bottom of a desktop.  Learners to navigate and explore the use of the start menu. 	Use questions to review learners understanding of the lesson. Call learners to summarize the main points of the lesson

WEEK 10

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Introduction to MS Windows Interface	
Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders.	**Indicator:** B4.1.2.1.4. Adding and removing icons from the desktop	**Lesson:** 1 OF 1	
Performance Indicator: Learners can adding and removing icons from the desktop	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Projected examples of personalized desktop background		
References: Computing Curriculum Pg. 3			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Revise with learners the features of the desktop. Learners to identify the function or use of the various features. Guide learners to add and remove icons from the desktop.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help

WEEK 11

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Introduction to MS Windows Interface	
Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders.	**Indicator:** B4.1.2.1.5. Moving, selecting and hiding multiple icons on the desktop.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can moving, selecting and hiding multiple icons on the desktop.	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Projected examples of personalized desktop background		
References: Computing Curriculum Pg. 3			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Using questions and answers, review their understanding of the previous lesson	Revise with learners the features of the desktop. Learners to identify the function or use of the various features. Guide learners to add and remove icons from the desktop. Guide learners to move, select and hide icons on the desktop.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help

WEEK 12

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B4	**Class Size:**	**Sub Strand:** Introduction to MS Windows Interface	
Content Standard: B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders.	**Indicator:** B4.1.2.1.6. Creating, naming and renaming a folder.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can creating, naming and renaming a folder.	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Pictures of a computer desktop, a computer setup.		
References: Computing Curriculum Pg. 4			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.	Guide learners to create, name and rename a folder. Learners can practice with the keyboard only in the absence of the applications. Learners should be guided to play computer games to reinforce keyboard and mouse skills.	Use questions to review learners understanding of the lesson. Call learners to summarize the main points of the lesson