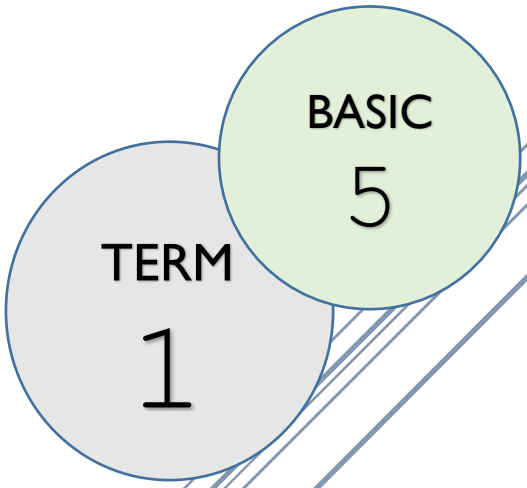
LESSON PLANS FOR PRIMARY SCHOOLS

BASIC FIVE



- Weekly forecast
- Detailed lesson plans

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ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B5.1.1.1	B5.1.1.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Oral Language	Poems	B5.1.3.1	B5.1.3.1.2	
2	Oral Language	Story Telling	B5.1.4.1	B5.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Oral Language	Dramatization and Role Play	B5.1.5.1	B5.1.5.1.1	
3	Reading	Phonics	B5.2.2.1	B5.2.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Word Families and Common Digraphs	B5.2.3.1	B5.2.3.1.1	
	Reading	Diphthongs	B5.2.4.1	B5.2.4.1.1	
	Reading	Blends and Consonant Clusters	B5.2.5.1	B5.2.5.1.2	
4	Grammar	Nouns	B5.3.1.1	B5.3.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
5	Grammar	Determiners	B5.3.2.1	B5.3.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
6	Grammar	Pronouns	B5.3.3.1	B5.3.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
7	Grammar	Adjectives	B5.3.4.1.1	B5.3.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

8	Writing	Penmanship and Handwriting	B5.4.2.1	B5.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
9	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Writing	Writing as a Process	B5.4.9.1	B5.4.9.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Writing	Narrative Writing	B5.4.10.1	B5.4.10.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
12	Writing Conventions & Grammar Usage	Using Capitalization	B5.5.1.1	B5.5.1.1.1	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	B5.1.1.1	B5.1.1.1.1-3 Number quantities up to 1,000,000 using graph sheets & multi-base block Writing numbers in words and vice-versa up to 1,000,000 Different position of numbers in a chart	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks
2	Number	Counting, Representation & Cardinality	B5.1.1.2	B5.1.1.1.4-6 Comparing & Ordering numbers up to 1,000,000 using >, <, = Rounding numbers (off, up and down) to the nearest 10000, 1000, 100, 10 up to 100,000 Skip counts forwards & backwards in 500s, 1000s, up to 100,000	
3	Number	Counting, Representation & Cardinality	B5. 1.2.3 B5.1.2.4	B5.1.1.2.1-2 Roman numerals systems up to C (ie 100) Converting numbers into Roman numerals up to (C) 100 and vice-versa Factors of numbers 1 – 100	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks
4	Number	Counting, Representation & Cardinality	B5.1.3.1	B5.1.1.3.1-3 Prime & Composite numbers up to 100 Even & Odd numbers between 1 – 100	

				HCF of any 2 or 3 numbers by prime factorization Relationship between factors & multiples of numbers from 1 – 100	
5	Algebra	Patterns & Relationships	B5.1.3.1	B5.1.1.3.4-5 Extending patterns with or without concrete materials Describing given pattern using mathematics languages Predicting subsequent elements in a pattern Representing patterns visually to verify predictions Using pattern rules to find subsequent elements in patterns Writing rules in words and in algebra to represent a patterns Finding relationships in a table or char	
6	Geometry & Measurement	Lines & Shapes	B5.1.3.1	B5.1.2.1.1-2 Properties (sides, angles, diagonals) of squares & rectangles Finding properties of squares and rectangles using cut-out papers Knowing regular polygons by verifying equal sides & angles	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks
7	Geometry & Measurement	Perimeter, Area & Volumes	B5.2.1.1	B5.1.2.2.1 B5. 1.2.3.1 B5.1.2.4.1	

				Estimating and calculating actual perimeter of shapes in cm and m Calculating area of shapes in cm^2 and m^2 Justifying units of volumes in cm^3, m^3	
8	Geometry & Measurement	Perimeter, Area & Volumes	B5.2.1.1	B5.1.2.5.1. B5.1.2.6.1 Finding how many $1cm^3$ cubes are in given boxes Boxes with the same volume	
9	Geometry & Measurement	Perimeter, Area & Volumes	B5.2.1.1	B5.1.3.1.1-2 Relationship between capacity and volume as well as litre and $10cm^3$	Paper strips, cut out cards
10	Data	Data collection, organisation, interpretation, presentation & analysis	B5.3.2.1	B5.1.3.1.3-4 Difference between first hand & second hand data Second hand data in print and electronic data (newspapers, magazines, internet)	Patterns made from Manila cards Ruler, rope, meter rule
11	Data	Data collection, organisation, interpretation, presentation & analysis	B5.3.2.2	B5.1.3.1.5-6 Representing collected data on double bar graphs with title, axes, key. Using drawn graphs to solve problems	Patterns made from Manila cards Ruler, rope, meter rule
12	Data	Data collection, organisation, interpretation, presentation & analysis	B5.3.2.2	B5.1.5.1.1-3 Double bar graphs in print & electronic media	

SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity Of Matter	Living and Non Living Things	B5.1.1.1	B5.1.1.1.1 Life processes of living things: Growth, Sensitivity, Respiration, Excretion	Pictures of Plants and animals in the environment, plastics videos paper, metal woods pencil
2	Diversity Of Matter	Living and Non Living Things	B5.1.1.2	B5.1.1.2.1 Differences between living and nonliving things	
3	Diversity Of Matter	Materials	B5.1.2.1	B5.1.2.1.1 Classifying everyday materials based on their properties	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
4	Diversity Of Matter	Materials	B5.1.2.2	B5.1.2.2.1 Reversible and irreversible changes	
5	Diversity Of Matter	Materials	B5.1.2.3	B5.1.2.3.1 Formation and separation of solid-liquid and liquid-liquid mixtures	
6	Diversity Of Matter	Earth Science	B5.2.1.1	B5.2.1.1.1 Formation of day and night Benefits of the sun to the earth	Torch candle matchstick lantern paper pencil pictures of well river stream water
7	Diversity Of Matter	Earth Science	B5.2.1.2	B5.2.1.2.1 Evaporation and condensation in the hydrological (water cycle)	
8	Diversity Of Matter	Earth Science	B5.2.1.3	B5.2.1.3.1-2 Formation of clouds	
9	Diversity Of Matter	Earth Science	B5.2.1.4	B5.2.1.4.1	

				Uses of carbon dioxide and its effects on humans and life on earth	
10	Diversity Of Matter	Earth Science	B5.2.1.5	B5.2.1.5.1-2 Human activities that make water unsuitable for human use Making and keeping air clean	Torch candle matchstick lantern paper pencil pictures of well river stream water
11	Diversity Of Matter	Life Cycle of Organism	B5.2.2.1	B5.2.2.1.1 Structure and functions of parts of plants Differences in germination of maize and beans seeds	Plants seeds hand lens paper pencil fruits
12	Systems	The Human Body Systems	B5.3.1.1	B5.3.1.1.1 Parts of the respiratory system in humans	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 How special each individual is	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 How special each individual is	
3	God's creation and attributes	God the Creator	B4.1.1.1	B4.1.1.1.3 Qualities of God that humankind should demonstrate	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 Why individuals should maintain their God -given gifts of form and colour	
5	God's creation and attributes	The Environment	B4.1.2.1	B4.1.2.1.1 Human activities in 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 Ways to care for 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 Ways to care for the environment	

9	Religious Practices	Religious worship, prayer and other Religious Practices	B4.2.1.1	B4.2.1.1.1 Moral importance 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 Reasons for worshipping	
11	Religious Practices	Religious worship, prayer and other Religious Practices	B4.2.1.1	B4.2.1.1.3 Reasons for worshipping	
12	Religious Practices	Religious worship, prayer and other Religious Practices	B4.2.1.1	B4.2.1.1.4 Moral significance of religious songs and recitations	

HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1 How our ancestors lived in ancient times. (before the 15th century)	Wall charts, wall words, poster, etc.
2	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1 How our ancestors lived in ancient times. (before the 15th century)	Wall charts, wall words, poster, etc.
3	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1 Compare lives of ancient times with today	Wall charts, wall words, poster, etc.
4	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1 Some ancient towns in Ghana	Wall charts, wall words, poster, etc.
5	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1 Ghanaians who have made significant contributions locally and internationally	Wall charts, wall words, poster, etc.
6	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1 Ghanaians who have made significant contributions locally and internationally	Wall charts, wall words, poster, etc.
7	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1 Their contributions	Wall charts, wall words, poster, etc.
8	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1 Those who inspired the most	Wall charts, wall words, poster, etc.
9	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1 Definition of trade	Wall charts, wall words, poster, etc.

10	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1 Why the Europeans began slave trade	Wall charts, wall words, poster, etc.
11	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1 Why the Europeans began slave trade	Wall charts, wall words, poster, etc.
12	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1 How slave trade was conducted	Wall charts, wall words, poster, etc.

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,	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

				visual arts, environment, etc.	
12	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.2.3 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

GHANAIAN LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language/Extensive Reading	Songs	B5.1.1.1/ B5.6.3.1	B5.1.1.1.1 B5.6.3.1.1-2	Word cards, sentence cards, letter cards
2	Oral Language/Extensive Reading	Poems	B5.1.3.1 /B5.6.3.1	B5.1.3.1.1-2 B5.6.3.1.3-4	
3	Oral Language	Story telling	B5.1.4.1	B5.1.4.1.1-2	
4	Reading	Phonics: letter and sound knowledge	B5.2.4.1	B5.2.4.1.1-4	Word cards, sentence cards, letter cards
5	Reading	Vocabulary: sight and content vocabulary	B5.2.5.1	B5.2.5.1.1-2	
6	Writing	Penmanship/Handwriting	B5.3.1.1	B5.3.1.1.1-3	Word cards, sentence cards, letter cards
7	Composition Writing	Narrative Writing	B5.4.1.1	B5.4.1.1.1-3	
8	Composition Writing	Creative/ Free Writing Descriptive Writing	B5.4.2.1	B5.4.2.1.1-3	
9	Writing Conventions	Integrating grammar in written language (capitalization)	B5.5.1.1	B5.5.1.1.1-3	
10	Writing Conventions	Integrating grammar in written language (punctuation)	B5.5.2.1	B5.5.2.1.1-3	Word cards, sentence cards, letter cards
11	Writing Conventions	Integrating Grammar In Written Language (Use Of Action Words)	B5.5.3.1	B5.5.3.1.1-3	Word cards, sentence cards, letter cards
12	Writing/Extensive Reading	Building the love and culture of reading in learners	B5.4.8.1 B5.6.2.1	B5.4.8.1.1 B5.6.1.1.1-2	Word cards, sentence cards, letter cards, library

COMPUTING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction To Computing	Generation Of Computers	B5.1.1.1	B5.1.1.1.1-3	Computer, Laptop, Smartphone
2	Introduction To Computing	Generation Of Computers	B5.1.1.1	B5.1.1.1.4-5	
3	Introduction To Computing	Introduction To MS-Windows Interface	B5.1.2.1.	B5.1.2.1.1-2	
4	Introduction To Computing	Introduction To MS-Windows Interface	B5.1.2.1.	B5.1.2.1.1-2	Computer, Laptop, Smartphone
5	Introduction To Computing	Data, Sources And Usage	B5.1.3.1.	B5.1.3.1.1-2	
6	Introduction To Computing	Data, Sources And Usage	B5.1.3.1	B5.1.3.1.3-4	
7	Introduction To Computing	Technology In The Community	B5.1.4.1	B5.1.4.1.1-2	Computer, Laptop, Smartphone
8	Introduction To Computing	Technology In The Community	B5.1.4.1	B5.1.4.1.3-4	
9	Presentation	Introduction To MS-PowerPoint	B5.2.1.1	B5.2.1.1.1-2	Computer, Laptop, Smartphone
10	Word Processing	Introduction To Word Processing	B5.3.1.1	B5.3.1.1.1-2	
11	Programming And Databases	Introduction To Databases, Algorithm And Programming	B5.5.1.3	B5.5.1.3.1-2	Computer, Laptop, Smartphone
12	Programming And Databases	Introduction To Databases, Algorithm And Programming	B5.5.1.3	B5.5.1.3.3-4	

FIRST TERM LESSON PLAN

BASIC FIVE (ENGLISH LANGUAGE)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Oral Language	
Class: B5	**Class Size:**	**Sub Strand:** Songs	
Content Standard: B5.1.1.1: Demonstrate understanding of a variety of songs	**Indicator:** B5.1.1.1.1 explain the central messages in songs		**Lesson:** 1 of 1
Performance Indicator: Learners can explain the central messages in songs		**Core Competencies:** Communication and Collaboration	
Key words	sequentially		
References: English Language Curriculum For Primary Schools Pg. 71			

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	Music box
PHASE 2: **NEW LEARNING**	Have learners sing some familiar patriotic songs. Have learners listen to you sing a selected song. Guide learners to sing lines of the song with appropriate stress and rhythm. Let them sing individually and in groups. Using questions discuss the central message of the target song: Who composed this song? What is the song telling us? Invite individuals to explain the central message(s) of the song.	Word cards, sentence cards, letter cards, handwriting on a manila card
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. Next Lesson: relate values in songs to real life experiences	

WEEK 2

<table>
<tr><td colspan="2">Week Ending:</td><td>DAY:</td><td colspan="2">Subject: English Language</td></tr>
<tr><td colspan="3">Duration: 60mins</td><td colspan="2">Strand: Oral Language</td></tr>
<tr><td colspan="2">Class: B5</td><td>Class Size:</td><td colspan="2">Sub Strand: Story Telling</td></tr>
<tr><td colspan="2">Content Standard:
B5.1.4.1: Respond to stories</td><td colspan="2">Indicator:
B5.1.4.1.1. demonstrate understanding of lessons in stories by making relevant comments</td><td>Lesson:

1 of 1</td></tr>
<tr><td colspan="3">Performance Indicator:
Learners can demonstrate understanding of lessons in stories by making relevant comments</td><td colspan="2">Core Competencies:
Communication and Collaboration</td></tr>
<tr><td>Key words</td><td colspan="4">beginning, middle , ending</td></tr>
<tr><td colspan="5">References: English Language Curriculum For Primary Schools Pg. 74</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>Phase/Duration</td><td colspan="3">Learners Activities</td><td>Resources</td></tr>
<tr><td>PHASE 1:
STARTER</td><td colspan="3">Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.

Share performance indicators with learners and introduce the lesson.</td><td>Music box</td></tr>
<tr><td>PHASE 2: NEW LEARNING</td><td colspan="3">Tell a story using the appropriate procedure or stages.

With examples, guide learners to identify the beginning, middle and ending.

Invite learners to retell story sequentially.

<table><tr><td>Story Elements</td><td>What are the key details about this story</td></tr><tr><td>Who is the main character?</td><td></td></tr><tr><td>What is the setting?</td><td></td></tr><tr><td>What event(s) happened at the beginning of the story?</td><td></td></tr><tr><td>What event(s) happened at the middle of the story?</td><td></td></tr><tr><td>What event(s) happened at the end of the story?</td><td></td></tr></table>
<u>Assessment</u>
Have learners take turns to comment on the story</td><td>Word cards, sentence cards, letter cards, handwriting on a manila card</td></tr>
<tr><td>PHASE 3:
REFLECTION</td><td colspan="3">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.

Next Lesson: demonstrate awareness of the features of spoken language</td><td></td></tr>
</table>

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Oral Language
Class: B5	**Class Size:**	**Sub Strand:** Dramatization & Role Play

Content Standard: B5.1.5.1: Appreciate pieces of literary materials through dramatization	**Indicator:** B5.1.5.1.1 use costume to dramatize or role-play parts/whole of stories	**Lesson:** 1 of 1
Performance Indicator: Learners can use costume to dramatize or role-play parts/whole of stories		**Core Competencies:** Communication and Collaboration
Key words		
References: English Language Curriculum For Primary Schools Pg. 75		

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	Music box
PHASE 2: **NEW LEARNING**	Lead learners to select a familiar story for dramatization. Ask questions to review the story. Assign groups to prepare (share roles, select costume and rehearse) and dramatize the story using improvised lines. Assessment: Invite groups to perform for the class to critique their performances.	Word cards, sentence cards, letter cards, handwriting on a manila card
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.	

WEEK 3

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Reading	
Class: B5	**Class Size:**	**Sub Strand:** Phonics	
Content Standard: B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	**Indicator:** B5.2.2.1.1 apply common phonic generalizations (e.g. hard and soft "c" and "g") when reading continuous texts.	**Lesson:** 1 of 1	
Performance Indicator: Learners can apply common phonic generalizations (e.g. hard and soft "c" and "g") when reading continuous texts.		**Core Competencies:** Communication and Collaboration, Personal Development	
References: English Language Curriculum For Primary Schools Pg. 91			

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	flashcards
PHASE 2: **NEW LEARNING**	Review the hard form of the sound, e.g. "c" as in cut; "g" as in get. Introduce the soft form using lots of examples, e.g. "c" as in center, cent, circle; "g" as in gent, gin, etc. In groups, encourage learners to come out with words in which the sounds occur. Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to 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? Next Lesson: Use common minimal pairs to decode words. e.g. – sash, wash	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Reading
Class: B5	**Class Size:**	**Sub Strand:** Word Families and Common Digraphs

Content Standard: B5.2.3.1: Identify minimal pairs and common digraphs	**Indicator:** B5.2.3.1.1 use common minimal pairs to decode words. e.g. – sash, wash	**Lesson:** 1 of 1
Performance Indicator: Learners can use common minimal pairs to decode words. e.g. – sash, wash		**Core Competencies:** Communication and Collaboration, Personal Development
References: English Language Curriculum For Primary Schools Pg. 93		

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	flashcards
PHASE 2: **NEW LEARNING**	Give examples of minimal pairs, e.g. watch, catch In groups let learners come up with more examples Identify specific spelling patterns e.g. sh- fish, dish, sash, wash th – both, tooth Drill learners on pronunciation of words. Learners read the words containing minimal pairs, e.g. church, search, perch, fetch. Work together with learners to write simple sentences with the minimal pairs.	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? Next Lesson: use level-appropriate content words and function words appropriately in spoken and written communication.	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Reading
Class: B5	**Class Size:**	**Sub Strand:** Diphthongs

Content Standard:	**Indicator:**	**Lesson:**
B5.2.4.1: Identify and use diphthongs to decode	B5.2.4.1.1 use closing diphthongs to make meaningful sentences	1 of 1

Performance Indicator:	**Core Competencies:**
Learners can use closing diphthongs to make meaningful sentences.	Communication and Collaboration, Personal Development

References: English Language Curriculum For Primary Schools Pg. 94

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson. Share performance indicators with learners and introduce the lesson.	flashcards
PHASE 2: **NEW LEARNING**	Revise with learners the meaning of diphthong. *When two vowel sounds come together and create a new sound, the combination they form is called a diphthong*. The diphthong oi, as in join, and oy as in voyage, make the same sound. Teach one diphthong at a time. 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. Let learners pick partners, think-pair-share use their rhyming words in meaningful sentences. Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g. /eʊ/ - go, no, boat, load etc. /aʊ/ - how, fowl etc. Learners read and identify the common sound in the words. <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card

	In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day.	
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? Next Lesson: use the following terms in spoken and written expressions	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Reading
Class: B5	**Class Size:**	**Sub Strand:** Blends and Consonant Clusters

Content Standard:	**Indicator:**	**Lesson:**
B5.2.5.1: Identify and use consonant blends and clusters in reading	B5.2.5.1.1 orally produce two-syllable words by blending sounds	1 of 1

Performance Indicator:	**Core Competencies:**
• Learners can orally produce two-syllable words by blending sounds	Communication and Collaboration, Personal Development

References: English Language Curriculum For Primary Schools Pg. 95

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. Share performance indicators and introduce the lesson	flashcards
PHASE 2: **NEW LEARNING**	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 Introduce two-syllable words with consonant blends. Model the pronunciation and have learners say them after you. Teacher and learners select a reading text to guide the class to identify words containing consonant blends. List words on the board and drill learners in their pronunciation. <u>Assessment</u>: Learners read sentences and pick out the two-syllable words with consonant blends. e.g. **dr**-hundred, **dr**-drumstick, **bl**-problem, **nd**-handcuff	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 4

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Grammar	
Class: B5	**Class Size:**	**Sub Strand:** Nouns	
Content Standard: B5.3.1.1: Apply knowledge of different types of nouns in communication	**Indicator:** B5.3.1.1.1 identify and use nouns or noun phrases to refer to quantities or units		**Lesson:** 1 of 1
Performance Indicator: Learners can identify and use nouns or noun phrases to refer to quantities or units	**Core Competencies:** Communication and Collaboration, Personal Development and Leadership		
New words	Imperative, knowledge		
References: English Language Curriculum Pg. 105			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	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! Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise nouns briefly. Introduce quantities and units in context. e.g.: − Please, give me a piece of paper. − I have a pair of trousers. Have learners identify more examples of these in text and use them in sentences. Learners make up their own noun phrases and use them 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? Next Lesson: identify and use proper nouns	

WEEK 5

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Grammar	
Class: B5	**Class Size:**	**Sub Strand:** Determiners	
Content Standard: B5.3.2.1: Apply knowledge of different types of determiners in communication	**Indicator:** B5.3.2.1.1 identify and use indefinite and definite articles		**Lesson:** 1 of 1
Performance Indicator: Learners can identify and use indefinite and definite articles	**Core Competencies:** Communication and Collaboration, Personal Development and Leadership		
New words	Imperative, knowledge		
References: English Language Curriculum Pg. 109			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	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! Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Provide an appropriate text containing abstract, concrete nouns. Revise the lesson on nouns. Use the same text to introduce definite, indefinites and zero articles. Guide learners with examples to list the articles in the passage. Help learners to form sentences using the articles.	Word cards, paper, 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. Next Lesson: identify and use quantifiers to show qualities	

WEEK 6

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Grammar	
Class: B5	**Class Size:**	**Sub Strand:** Pronouns	
Content Standard: B5.3.3.1: Apply knowledge of different types of pronouns in communication	**Indicator:** B5.3.3.1.1. identify and use indefinite pronouns		**Lesson:** 1 of 1
Performance Indicator: Learners can identify and use indefinite pronouns.	**Core Competencies:** Communication and Collaboration, Personal Development and Leadership		
New words	Imperative, knowledge		
References: English Language Curriculum Pg. 111			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Paste a picture of a cover page of a story book and ask learners to talk about the picture. E.g. the boys are playing football. OR <u>they</u> are playing football. The girl has a pen in <u>her</u> hands OR <u>she</u> has a pen. Brainstorm learners for the meaning of indefinite pronoun *An indefinite pronoun does not refer directly to any other word. Most indefinite pronouns express he idea of quantity.* Introduce indefinite pronouns with examples in sentences. • **Everybody** is welcome at the meeting. • **Many** prefer their coffee with sugar. • Does **anybody** care for a cheese sandwich? Guide learners to explain and discuss the indefinite pronouns in context. *All, each, most, other, another, either, neither, several, any, everybody, nobody, some, anybody, everyone, none, somebody, anyone, few, no one, someone, both, many, one, such.* <u>Assessment</u> Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified 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? Next Lesson: use comparatives forms of regular and irregular adjectives	

WEEK 7

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Grammar	
Class: B5	**Class Size:**	**Sub Strand:** Adjectives	
Content Standard: B5.3.4.1: Apply the knowledge of adjectives in communication	**Indicator:** B5.3.4.1.1 use comparatives forms of regular and irregular adjectives		**Lesson:** 1 of 1
Performance Indicator: Learners can use comparatives forms of regular and irregular adjectives	**Core Competencies:** Communication and Collaboration, Personal Development and Leadership		
New words	Imperative, knowledge		
References: English Language Curriculum Pg. 111			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise the formation of the comparative adjective using 'er' and the superlative using 'est' e.g. fat, fatter, fattest. Introduce learners to formation of comparison for irregular adjectives. Let them form the comparative forms for irregular adjectives. e.g. good better Bad worse Introduce drills to give learners practice in their usage	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 8

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Writing	
Class: B5	**Class Size:**	**Sub Strand:** Penmanship	
Content Standard: B5.4.2.1: Copy and rewrite sentences correctly	**Indicator:** B5.4.2.1.1 copy sentences clearly in joint script maintaining legible handwriting		**Lesson:** 1 of 2
Performance Indicator: Learners can copy sentences clearly in joint script maintaining legible handwriting		**Core Competencies:** Communication and Collaboration,	
References: English Language Curriculum Pg. 120			

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: **NEW LEARNING**	Select sentences from texts learners have read and write them on the board, using joint script. e.g. Have learners read out the sentence. (in pairs, small groups, large groups) Have learners copy the sentences into their exercise books. Go round to support struggling learners	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? Next Lesson: Choose appropriate ways and modes of writing for a variety of purposes	

WEEK 9

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Writing
Class: B5	**Class Size:**	**Sub Strand:** Paragraph Development

Content Standard: B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	**Indicator:** B5.4.3.1.1 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,	
References: English Language Curriculum Pg. 131		

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: **NEW LEARNING**	Put learners into small groups and assign each group a mode of writing. Have learners study the sample text. Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience Jumble the paragraphs and have learners in groups re-arrange the paragraphs into a coherent piece	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? Next Lesson: select a topic of choice on issues in their community, brainstorm and organize ideas before writing	

WEEK 10

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Writing	
Class: B5	**Class Size:**	**Sub Strand:** Writing as a Process	
Content Standard: B5.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing	**Indicator:** B5.4.9.1.1 select a topic of choice on issues in their community, brainstorm and organize ideas before writing		**Lesson:** 1 of 2
Performance Indicator: Learners can select a topic of choice on issues in their community, brainstorm and organize ideas before writing		**Core Competencies:** Communication and Collaboration,	
References: English Language Curriculum Pg. 131			

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: **NEW LEARNING**	Scaffold the writing process. i. Pre-writing Have learners select and discuss topics of interest on issues in their community with their partners. Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics. Have them organize the ideas into a writing plan using an outline, a chart or appropriate graphic organizer.	Word cards, sentence cards, letter cards, handwriting on a manila card
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. Next Lesson: select a topic of choice on issues in their community, brainstorm and organize ideas before writing	

WEEK 11

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Writing
Class: B5	**Class Size:**	**Sub Strand:** Narrative Writing

Content Standard: B5.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world	**Indicator:** B5.4.10.1.1 create settings, characters and at least one plot in a narrative text	**Lesson:** 1 of 2
Performance Indicator: Learners can create settings, characters and at least one plot in a narrative text	**Core Competencies:** Communication and Collaboration,	
References: English Language Curriculum Pg. 128		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing. Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative Discuss personal narrative with learners	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? Next Lesson: choose appropriate ways and modes of writing for a variety of purposes	

WEEK 12

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Writing Conventions/ Extensive Reading
Class: B5	**Class Size:**	**Sub Strand:** Capitalization
Content Standard: B5.5.1.1: Use capital letters to start the first words in a direct speech	**Indicator:** B5.5.1.1.2 Write lower case and capital letters	**Lesson:** 1 of 1
Performance Indicator: • Learners can write lower case and capital letters • Learners can read a variety of age- and level appropriate books.	**Core Competencies:** Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 138		

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: **NEW LEARNING**	Guide learners to write about their friends by reading a sample essay on the topic to them. Guide learners to write one paragraph about their friends after listening to the teacher read a sample essay on the topic to them. Learners in pairs plan their writing. Let individuals write about their friends. Learners exchange their work with their partners and guide them to edit 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. <u>Assessment</u> Ask learners to write a-three-paragraph summary of the book read.	Word cards, sentence cards, letter cards, handwriting on a manila card
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 FIVE (MATHEMATICS)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B5	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality	
Content Standard: B5.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000	**Indicator:** B5.1.1.1.1-3 Read and write number in figures and words up to 1000000	**Lesson:** 1 OF 1	
Performance Indicator: Learners can read and write number in figures and words up to 1000000		**Core Competencies:** Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws		
New words			
References: Mathematics Curriculum Pg. 55			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Tuesday	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 1000000 using graph sheets or multi base materials. For instance, with multi base block. A cube=1000unit, a rod=10000, a flat=100000, and a block=1000000. Learners model 436000 with the appropriate materials. <u>Assessment</u> Use multi base materials to represent these numbers 1. 422,500,000 2. 38,400,000 3. 161,200,00 4. 21,800,00	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson <u>Home work</u> Use multi base materials to represent these numbers 1. 9,200,000 2. 800,000 3. 586,200,000 4. 827,200,000 5. 489,300,000
Wednesday	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 137000 shading graph sheet square. Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note:	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. <u>Homework</u>

		A ☐ cube = 1000unit A ▭ rod = 10000unit 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 GHC100,000	Represent 146,000,000 on a graph sheet
Thursday	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 groups to create competition.	Read out number figures and have learners to write numbers 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)	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
Friday	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 groups to create competition.	Read out number figures and have learners write them in words up to 10,000,000. **Assessment**: Engage learners to 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) Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around a given number.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Next Lesson: Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="

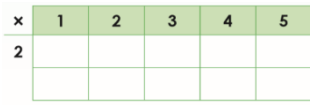
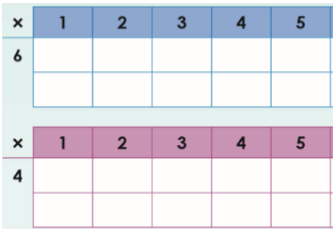
		Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number	

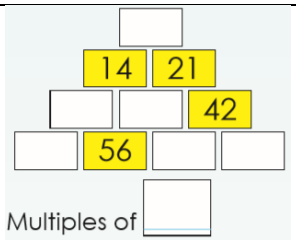
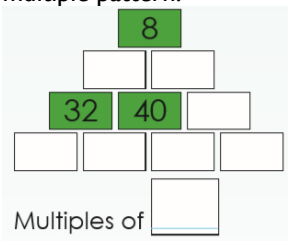
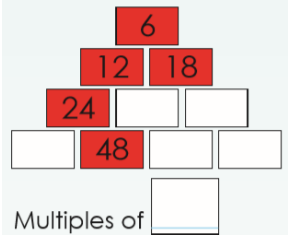
WEEK 2

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Number
Class: B5	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality

Content Standard: B5.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000	**Indicator:** B5.1.1.1.4 -5 Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="	**Lesson:** 1 OF 1

Performance Indicator: Learners can model number quantities up to 1000000 using graph sheets or multi base block and identify numbers in different positions around a given number in a number chart	**Core Competencies:** Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Counters, bundle and loose straws
References: Mathematics Curriculum Pg. 58	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Have learners to complete the table.  	Guide Learners to identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 > 132,635	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Tuesday	Have learners to complete the table.  	Guide Learners to identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 > 132,635	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Wed	Have learners to complete the multiple pattern.	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	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

		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 1022345 and 1022534; 1022345 is less than (smaller than) than1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc.	
Thursday	Have learners to complete the multiple pattern. 	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 1022345 and 1022534; 1022345 is less than (smaller than) than1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Friday	Have learners to complete the multiple pattern. 	Learners round off numbers to the nearest 10,000, 1000 and 100. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000 Learners round up and round down to estimate sums and differences 214765 / Round up / Round down / Round off to the nearest ten: 214770 / 214760 / 214770 to the nearest hundred: 214800 / 214700 / 214800 to the nearest thousand: 215000 / 214000 / 215000	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. Next Lesson: Count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa

WEEK 3

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B5	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality	
Content Standard: B5.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000	**Indicator:** B5.1.1.1.1-3 Read and write number in figures and words up to 1000000	**Lesson:** 1 OF 1	
Performance Indicator: Learners can read and write number in figures and words up to 1000000		**Core Competencies:** Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws		
New words			
References: Mathematics Curriculum Pg. 55			

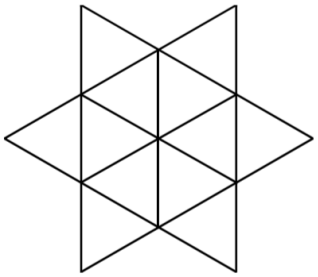
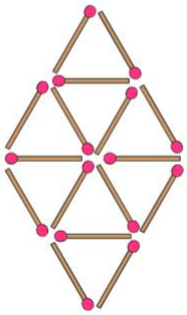
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Tuesday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to model numbers quantities up to 1000000 using graph sheets or multi base materials. For instance, with multi base block. A cube=1000unit, a rod=10000, a flat=100000, and a block=1000000. Learners model 436000 with the appropriate materials. <u>Assessment</u> Use multi base materials to represent these numbers 5. 422,500,000 6. 38,400,000 7. 161,200,00 8. 21,800,00	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson <u>Home work</u> Use multi base materials to represent these numbers 6. 9,200,000 7. 800,000 8. 586,200,000 9. 827,200,000 10. 489,300,000
Wednesday	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 137000 shading graph sheet square. Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note: A □ cube = 1000unit A ▭ rod = 10000unit Etc. Have learners practice more examples. Give learners teacher made token currency notes on different colored	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. <u>Homework</u> Represent 146,000,000 on a graph sheet

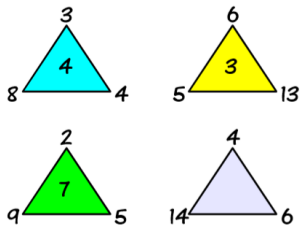
		paper and ask them to model or pick given amounts up to GHC100,000	
Thursday	Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class. Put them in a box in front of the class. Call out an amount for learners to model it. Do it groups to create competition.	Read out number figures and have learners to write numbers 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)	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
Friday	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 groups to create competition.	Read out number figures and have learners write them in words up to 10,000,000. **Assessment**: Engage learners to 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) Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners 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	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Next Lesson: Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Number
Class: B5	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality

Content Standard: B5.1.1.2 Demonstrate understanding of Roman Numerals up to C (i.e. 100)	**Indicator:** B5.1.1.2.1-2 Count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa	**Lesson:** 1 OF 1

Performance Indicator: Learners can count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa	**Core Competencies:** Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Counters, bundle and loose straws
References: Mathematics Curriculum Pg. 59	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	**How many triangles can you see in this picture?** 	Display roman numeral charts (1-50) arranged in sequential order and lead learners to identify the numerals. 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, L and C. Call out a numeral and have learners point at it from the chart Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some numerals randomly and have learners point at it on the chart.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Tuesday	**Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.** 	Display roman numeral charts (1-50) arranged in sequential order and lead learners to identify the numerals. 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, L and C. Call out a numeral and have learners point at it from the chart Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5:	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

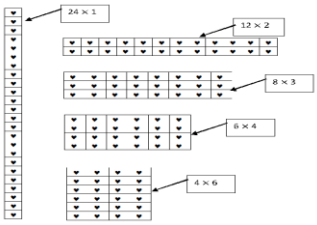
		IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some numerals randomly and have learners point at it on the chart.	
Wednesday	**Start at the bottom left square and move up, down, left or right until you reach the finish.** 4 9 7 7 4 ⇨ Finish 8 9 4 5 7 6 6 4 9 9 7 8 8 8 6 Start ⇨ 5 5 6 5 5 **Add the numbers as you go. Can you make exactly 53 ?**	Guide learners to count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa Paste a the roman numeral chart on the board and have learners read the chart sequentially forwards and backwards, vertically Invite 2-3 learners to read to the class. Call a Roman numeral and ask learners to write. Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Thursday	**Which number should go in the empty triangle?**  	Guide learners to count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa Paste a the roman numeral chart on the board and have learners read the chart sequentially forwards and backwards, vertically Invite 2-3 learners to read to the class. Call a Roman numeral and ask learners to write. Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. Next Lesson: Generate and identify prime numbers and composite numbers between 1 and 100

WEEK 4

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Number
Class: B5	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality

Content Standard: B5.1.1.3 Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100	**Indicator:** B5.1.1.3.1-3 Generate and identify prime numbers and composite numbers between 1 and 100	**Lesson:** 1 OF 1

Performance Indicator: Learners can generate and identify prime numbers and composite numbers between 1 and 100	**Core Competencies:** Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Counters, bundle and loose straws
References: Mathematics Curriculum Pg. 60-62	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	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!	Ask learners to use different arrangements of arrays of objects to find factors of whole numbers 1 – 100. For instance, the factors of 24 can be obtained from the following arrays of objects.  Ask learner to collect from the arrays, pairs of number as the factors of the given number, 24. Hence the set of factors of 24 = {1,2,3,4,6,8,12,24}	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Tuesday	Engage learners to solve this brain teaser A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left? Answer: 7	Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below. Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

Number	Factors	Number of factors
1	1	1
2	1,2	2
3	1,3	2
4	1,2,4	3

<table>
<tr>
<td>Wednesday</td>
<td>Engage learners to sing the song

<u>WE CAN COUNT</u>
We class five
We can count
We count 1,2,3,4,5
We count 6,7,8,9,10
We class five can count very well.</td>
<td>Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below.

Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite
<table>
<tr><th>Number</th><th>Factors</th><th>Number of factors</th></tr>
<tr><td>10</td><td>1,2,5,10</td><td>4</td></tr>
<tr><td>15</td><td>1,3,5,15</td><td>4</td></tr>
<tr><td>20</td><td>1,2,4,5, 10,20</td><td>6</td></tr>
<tr><td>30</td><td>1,2,3,5, 6,15,30</td><td>7</td></tr>
</table>
</td>
<td>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

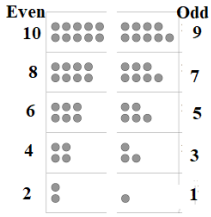
Give learners individual or home task.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Engage learners to solve this number pattern

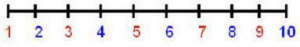
If: 2+2=44
3+3=96
4+4=168
5+5=2510

Then: 6+6=?

Answer: 3612</td>
<td>In convenient groups, have learners use the “Sieve of Eratosthenes” to identify prime numbers between 1 and 100, i.e. dividing through by whole numbers starting from 2; numbers that cannot be divided by other numbers except the number itself are prime numbers
 </td>
<td>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

Give learners individual or home task.</td>
</tr>
<tr>
<td>Friday</td>
<td>Tell learners a few jokes to get their attention.

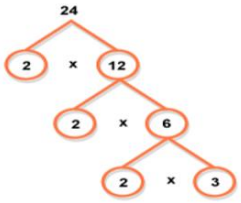
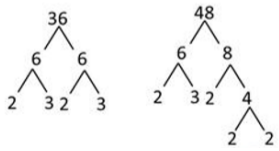
Call two learners to share their jokes as well</td>
<td>Ask learners to use arrangements of twos arrays of objects to find even and odd numbers between 1 and 100
 

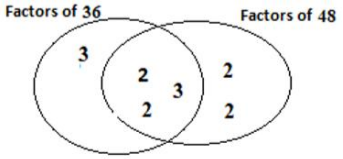
Ask learner to collect from the arrays, pairs to skip count in twos starting from 1 to generate odd numbers, and skip count in twos starting from 2 to generate even numbers.
 
</td>
<td>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

Give learners individual or home task.

Next Lesson: Recognize relationship between factors and multiples of whole numbers from 1 to 100</td>
</tr>
</table>

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B5	**Class Size:**	**Sub Strand:** Counting, Representation & Cardinality	
Content Standard: B5.1.1.3 Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100	**Indicator:** B5.1.1.3.4-5 Recognize relationship between factors and multiples of whole numbers from 1 to 100	**Lesson:** 1 OF 1	
Performance Indicator: Learners can generate and identify prime numbers and composite numbers between 1 and 100		**Core Competencies:** Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws		
References: Mathematics Curriculum Pg. 64			

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.	Have learners use factor tree method to determine prime factors of any given whole number. For example the prime factors of 24. For instance, from the figure *24 = 2×2×2×3* so 2 and 3 are the prime factors of 24.  Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have *36= 2×3×2×3=2×2×3×3* and *48= 2×3×2×2×2=2×2×2×2×3.*	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. *Use the factor tree to determine the prime factors for the following.* *i. 32* *iv. 30* *ii. 50* *v. 120* *iii. 48* *vi. 24*
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	Guide learners use the prime factorization to determine the HCF by underlining the common factors in each product *36=2×2×3×3 48= 2×2×2×2×3* → which is 2×2×3=12;  Have learners use the prime factorization by inspection to determine the LCM by underlining the largest number of factors in each product *36=2×2×3×3 48= 2×2×2×2×3 → which is 2×2×2×2×3×3=144*	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

Wednesday	Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line.	Learners place factors in a Venn diagrams to find the HCF and LCM of 36 and 48. i.e. the HCF is product of factors in both circles →2×2×3=12; and the LCM is product of factors in the diagram →3×2×2×3×2×2 =144  Learners use the prime factorization to determine the LCM and HCF of three numbers using (i) prime factorization using table and dividing through by prime factors. Example 1, find the LCM and HCF these sets of numbers: 12, 20 and 30. (see method in figure), i.e. HCF = 2, and LCM = 2×2×3×5 = 60.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Thursday	Have learners to solve the following within a given duration. Complete with ">", "<" and "=" 45 ☐ 67 475 ☐ 457 17 ☐ 71 4+5 ☐ 6+7 4+3 ☐ 3+4 45-10 ☐ 70-9	Investigate even and odd numbers. How do you know a number is even or odd? 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…}* *{3,5,7,9,11,13,15,17,19…}* Investigate numbers that are multiples of 4 and 6. How do you know a number is a multiple of 4? a multiple of 6? (This is also known as the divisibility test).	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. 1. list prime numbers between 10 and 50 2. find the following A={odd numbers between 1 and 10} B={prime numbers between 2 to 20}
Friday	Teacher calls out numbers from 1 to 20 Have learners to write number patterns in the air.	Investigate perfect numbers, that is, numbers whose factors add up to the number; for instance 6 has factors	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

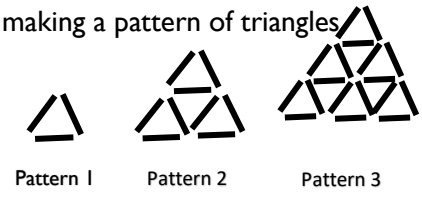
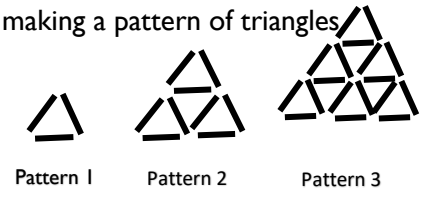
	Randomly call learners to write a said number on the board	1, 2, 3 and 6. The sum of factors other than 6 is 1+2+3 =6, and hence 6 is a perfect number. How many more perfect number can we find in the first 100 whole numbers?	Next Lesson: Apply mental mathematics strategies to determine answers for basic multiplication facts to 81 and related division facts.

WEEK 5

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Algebra
Class: B5	**Class Size:**	**Sub Strand:** Patterns And Relationship

Content Standard: B5.2.1.1 Determine the pattern rule to make predictions about subsequent elements	**Indicator:** B5.2.1.1.4 Represent a given pattern visually to verify predictions	**Lesson:** 1 OF 1

Performance Indicator: Learners can use models to explain the result of addition, subtraction and multiplication of decimals	**Core Competencies:** Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Paper strips, cut out cards
References: Mathematics Curriculum Pg. 80	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Engage learners to play games and sing familiar rhymes to begin the lesson.	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of triangles  Pattern 1 Pattern 2 Pattern 3 Ask learners to use match sticks to make the patterns of triangles and complete the table. Pattern No: 1 | 2 | 3 | 4 | 5 No of sticks: 3 | 9 | 18 | | Guide learners to describe the relationship Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Tuesday	Engage learners to play games and sing familiar rhymes to begin the lesson.	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of triangles  Pattern 1 Pattern 2 Pattern 3 Ask learners to use match sticks to make the patterns of triangles and complete the table.	Ask learners to tell you what they have learnt Give learners individual or home task

		<table><tr><td>Pattern No</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>No of sticks</td><td>3</td><td>9</td><td>18</td><td></td><td></td></tr></table> Guide learners to describe the relationship Assessment: Let learners practice with several examples	
Wednesday	Engage learners to play games and sing familiar rhymes to begin the lesson.	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares Pattern 1 Pattern 2 Pattern 3 Ask learners to use match sticks to make the patterns of squares and complete the table. <table><tr><td>Pattern No</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>No of sticks</td><td>4</td><td>8</td><td>12</td><td></td><td></td></tr></table> Guide learners to describe the relationship Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Thursday	Engage learners to play games and sing familiar rhymes to begin the lesson.	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares Pattern 1 Pattern 2 Pattern 3 Ask learners to use match sticks to make the patterns of squares and complete the table. <table><tr><td>Pattern No</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>No of sticks</td><td>4</td><td>8</td><td>12</td><td></td><td></td></tr></table> Guide learners to describe the relationship Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Friday	Engage learners to play games and sing familiar	Ask learners to write questions based on number or geometric	Ask learners to tell you what they have learnt

	rhymes to begin the lesson.	patterns for their friends to find answers to; e.g. how many match sticks will be used for the 9th pattern of triangles? How many match sticks will be used for the 8th pattern of squares? Assessment: Let learners practice with several examples	Give learners individual or home task

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Algebra	
Class: B5	**Class Size:**	**Sub Strand:** Patterns And Relationship	
Content Standard: B5.2.1.1 Determine the pattern rule to make predictions about subsequent elements	**Indicator:** B5.2.1.1.5-6 solve a given problem by using a pattern rule to determine subsequent elements	**Lesson:** 1 OF 1	
Performance Indicator: Learners can solve a given problem by using a pattern rule to determine subsequent elements		**Core Competencies:** Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Paper strips, cut out cards		
References: Mathematics Curriculum Pg. 88			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Engage learners to sing the song <u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	Ask learners to describe the pattern rule for each example and determine the next three elements of each: (i) 1, 10, 7, 70, 67, 670, ... (ii) 10, 12, 16, 22, 30 ... (iii) 50, 48, 47, 45, 44 ... Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Tuesday	Engage learners to solve this brain teaser A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left? Answer: 7	Ask learners to describe the pattern rule for each example and determine the next three elements of each: (i) 1, 10, 7, 70, 67, 670, ... (ii) 10, 12, 16, 22, 30 ... (iii) 50, 48, 47, 45, 44 ... Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Wednesday	Tell learners a few jokes to get their attention. Call two learners to share their jokes as well	Ask learners to describe the pattern rule for each of the patterns and determine the next three elements: (i) .25, .5, .75, ___, ___, ___, (ii) 2.50, 5, 7.50, ___, ___, ___, (iii) 64, 32, 16, , ___, ___, ___, (iv) 900, 450, 225, , ___, ___, ___, Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Thursday	Learners must count in reverse, numbers in a	Guide learners to respond to and analyze scenarios.	Ask learners to tell you what they have learnt

	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!	Shika filled bags with marbles. She placed two marbles in the first bag, four marbles in the second bag, six marbles in the third bag, eight marbles in the fourth bag and twelve in the fifth bag. Her friend Ayerko noticed an error in the pattern. Can you identify and describe the error? Assessment: Let learners practice with several examples	Give learners individual or home task
Friday	Engage learners to solve this number pattern If: 2+2=44 3+3=96 4+4=168 5+5=2510 Then: 6+6=? Answer: 3612	Guide learners to respond to and analyze scenarios. Shika filled bags with marbles. She placed two marbles in the first bag, four marbles in the second bag, six marbles in the third bag, eight marbles in the fourth bag and twelve in the fifth bag. Her friend Ayerko noticed an error in the pattern. Can you identify and describe the error? Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Algebra
Class: B5	**Class Size:**	**Sub Strand:** Patterns And Relationship

Content Standard: B5.2.1.1 Determine the pattern rule to make predictions about subsequent elements	**Indicator:** B5.2.1.1.7 – 8 write a rule in words and in algebra to represent a given pattern	**Lesson:** 1 OF 1

Performance Indicator: Learners can write a rule in words and in algebra to represent a given pattern	**Core Competencies:** Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Patterns made from Manila cards
References: Mathematics Curriculum Pg. 89	

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.	Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns. INPUT | 1 | 2 | 3 | RULE FOR N IN WORDS | RULE FOR N IN ALGEBRA. Output A | 7 | 14 | 21 | 7 times n | 7n Output B | 0 | 4 | 8 | 4 times one less n | 4(n-1) Output C | 4 | 7 | 10 | 1 more than 3 times n | 1 + 3n Output D | 5 | 9 | 13 | | Output E | 5 | 11 | 17 | | Assessment: Let learners solve several examples	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.	Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns. INPUT (n) | 1 | 2 | 3 | RULE FOR (n) IN WORDS | RULE FOR (n) IN ALGEBRA. Output A | 7 | 14 | 21 | 7 times n | 7n Output B | 0 | 4 | 8 | 4 times one less n | 4(n-1) Output C | 4 | 7 | 10 | 1 more than 3 times n | 1 + 3n Output D | 5 | 9 | 13 | | Output E | 5 | 11 | 17 | | Assessment: Let learners solve several examples	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	This table shows the pattern of cost of boxed lunches for students on a field trip.	Ask learners to tell you what they have learnt

<table>
<tr>
<td></td>
<td>Engage learners to play games and sing songs to begin the lesson.</td>
<td>
<table>
<tr><td>No. of students</td><td>1</td><td>2</td><td>3</td><td>4</td><td>?</td></tr>
<tr><td>Cost of lunch in cedis</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td></tr>
</table>

Ask learners to:
(i) explain the pattern of how the cost of lunches changes as more students go on the trip;
(ii) use the pattern to determine how many students went on the trip if the cost of lunches is GHC90.
</td>
<td>Give learners individual or home task</td>
</tr>
<tr>
<td>Thursday</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>This table shows the pattern of cost of boxed lunches for students on a field trip.
<table>
<tr><td>No. of students</td><td>1</td><td>2</td><td>3</td><td>4</td><td>?</td></tr>
<tr><td>Cost of lunch in cedis</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td></tr>
</table>

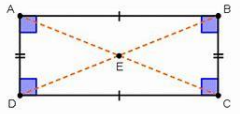
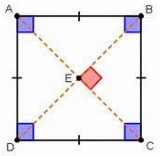
Ask learners to:
(i) explain the pattern of how the cost of lunches changes as more students go on the trip;
(ii) use the pattern to determine how many students went on the trip if the cost of lunches is GHC90.

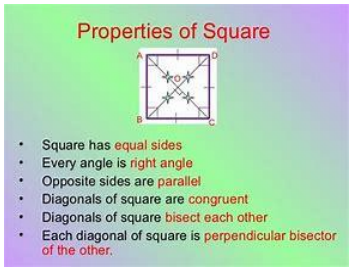
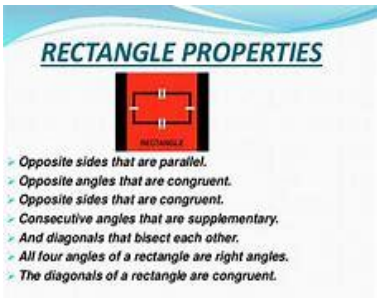
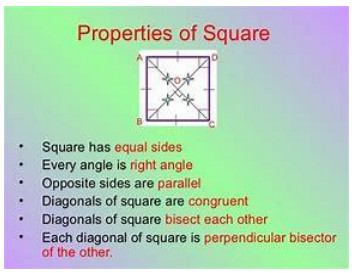
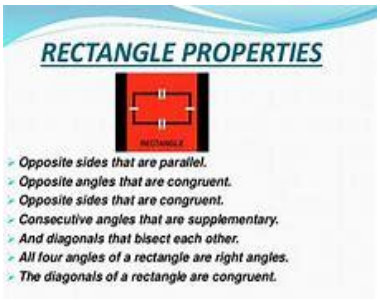
Ask learners to write questions based on the pattern for their friends to find answers.</td>
<td>Ask learners to tell you what they have learnt

Give learners individual or home task</td>
</tr>
</table>

WEEK 6

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Geometry and measurement	
Class: B5	**Class Size:**	**Sub Strand:** Lines and Shapes	
Content Standard: B5.3.1.1 Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses, according to their attributes	**Indicator:** B5.3.1.1.1 demonstrate an understanding of the properties (e.g. sides, angles, and diagonals) of squares and rectangles	**Lesson:** 1 OF 1	
Performance Indicator: Learners can demonstrate an understanding of the properties (e.g. sides, angles, and diagonals) of squares and rectangles		**Core Competencies:** Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Cut out shapes		
References: Mathematics Curriculum Pg. 94			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Put leaners in two groups. Call out a number between 1 and 6. E.g. 3. Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. The group that answers more wins	A rectangle is a 4-sided polygon, with opposite sides being parallel. Its diagonals bisect and create two equal triangles. Have learners to draw rectangles  Give learners photocopied worksheets with shapes to identify rectangles and give reasons	Review the lesson with learners Have learners paste their drawings on the wall
	Engage leaners to sing the song <u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	A square is a 4-sided polygon, with all sides being equal. Its diagonals bisect and create two equal triangles  Have learners to draw squares Give learners photocopied worksheets with shapes to identify squares and give reasons	Review the lesson with learners Have learners paste their drawings on the wall

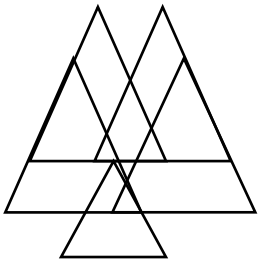
	Engage learners to sing songs and recite familiar rhymes <u>SHAPES</u> I am a square, I am square You can see me everywhere I have 4 sides, I am a square, I am square I am circle, I am circle I go round and round and round I have only one side I am a circle round and round I am a triangle, triangle Am a pointing little shape I have 3 sides I am a triangle, triangle.	Have learners to identify a rectangle and a square by its properties  	Review the lesson with learners
	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.	Have learners to identify a rectangle and a square by its properties  	Review the lesson with learners

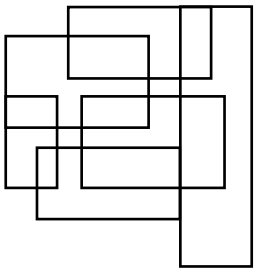
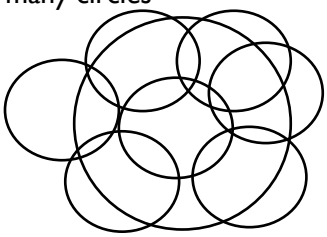
WEEK 7

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Geometry and measurement
Class: B5	**Class Size:**	**Sub Strand:** Measurement – Perimeter

Content Standard: B5.3.1.1 Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses, according to their attributes	**Indicator:** B5.3.1.1.2 use paper folding with cut-out squares and rectangles to investigate sides, angles, and diagonals properties	**Lesson:** 1 OF 1

Performance Indicator: Learners can use paper folding with cut-out squares and rectangles to investigate sides, angles, and diagonals properties	**Core Competencies:** Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	foldable cut-out 2D squares and rectangles
References: Mathematics Curriculum Pg. 95	

DAYS	**PHASE 1: STARTER**	**PHASE 2: MAIN**	**PHASE 3: REFLECTION**
Monday	Have learners to find how many triangles 	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of sides **Properties** / **Squares** / **rectangles** All sides are congruent Opposite sides are congruent Opposite sides are parallel	Review the lesson with learners **Assessment**: Have learners to practice with more examples
Tuesday	Engage leaners to 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	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of angles **Properties** / **Squares** / **rectangles** Opposite angles are congruent All angles are right angles	Review the lesson with learners **Assessment**: Have learners to practice with more examples
Wednesday	Engage leaners to 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	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of diagonals **Properties** / **Squares** / **rectangles** Diagonals bisect each other Diagonals are congruent	Review the lesson with learners **Assessment**: Have learners to practice with more examples

		Diagonals meet at right angles	
Thursday	Have learners to find how many rectangles 	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners **Assessment**: Have learners to practice with more examples
Friday	Have learners to find how many circles 	Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners **Assessment**: Have learners to practice with more examples

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 50mins		**Strand:** Geometry & Measurement
Class: B5	**Class Size:**	**Sub Strand:** Volume

Content Standard: B5.3.2.2 Demonstrate an understanding of volume of common 3D shapes	**Indicator:** B5.3.2.2.1-2 select and justify referents for cm3 or m3 units	**Lesson:** 1 OF 1

Performance Indicator: • Learners can understand the volume of 3D objects	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal
Teaching/ Learning Resources	Patterns made from Manila cards Ruler, rope, meter rule
References: Mathematics Curriculum Pg. 100	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Engage learners in a short conversation. Ask: What can we use to carry water? Turn to your partner and share 3 ideas. Invite 3- 4 pupils to share ideas. Share performance indicators and introduce the lesson.	Brainstorm learners for the meaning of volume and capacity. *'Volume' is how much space an object takes up.* *'Capacity' is how much water or other liquid an object can hold.* Show pictures of a table and a bucket and ask; Which is bigger, a table or a bucket? Why? Have learners share the opinions with the class. A table is bigger than a bucket because it takes up more space. A table has more volume than a bucket. • Which do you fill with water, a table or a bucket? Buckets have 'capacity' because you can fill them with water. Tables do not have 'capacity.' You cannot fill them with water. <u>Assessment</u> Let learners find out more shapes to demonstrate volume and capacity.	What is the difference between an object that has volume but does not have capacity and an object that has volume and also has capacity? <u>Homework</u> Draw 2 pictures: a) An object that has capacity b) An object that does not have capacity
Tuesday	Engage learners in a short conversation. Ask: What can we use to carry water? Turn to your partner and share 3 ideas. Invite 3- 4 pupils to share ideas. Share performance indicators and introduce the lesson.	Show pupils the matrix on the board. Read the names of the objects listed in the matrix with pupils. Read the headings at the top of each column with pupils.	Engage learners to summarize the lesson activities and tell what they will like to learn in the next lesson. <u>Home work</u> How do you know that the object has capacity?

Object	Does it take up space? (volume)	Can you fill it with water? (capacity)
Bar of soap		
Bag of water		
Water tank		
Package of biscuits		
Vimto can		
Vimto bottle		

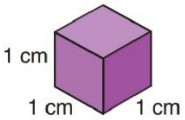
<table>
<tr>
<td></td>
<td></td>
<td>We are going to decide which objects have volume and which objects have capacity. First we will decide which objects have volume.
• Does this object take up space?

Read out loud the name of each object so pupils can show thumbs up or thumbs down. (Answer: Each object takes up space/has volume.)

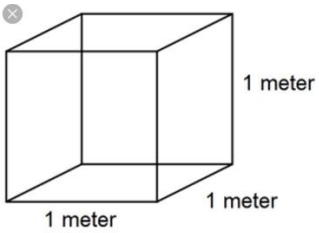
<u>Assessment</u>
Assign pupils to work in groups of 4 – 5. If an object has volume, draw a tick mark in the matrix.
<table>
<tr><th>Object</th><th>Does it take up space? (volume)</th><th>Can you fill it with water? (capacity)</th></tr>
<tr><td>Bar of soap</td><td>✓</td><td></td></tr>
<tr><td>Bag of water</td><td>✓</td><td></td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Engage learners to solve this brain teaser

A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?

Answer: 7</td>
<td>Show learners an object which is a cubic centimeter (or 1 cm3) and another object which is a cubic meter (or 1 m3).

The volume of a solid figure is the number of cubic units it contains. Cubic measures can be expressed in both metric and customary units.
 

This cube measures 1 cm on each edge. Its volume is 1 cubic centimeter (cm3).

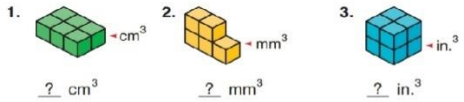
 

This cube measures 1m on each edge. Its volume is 1 cubic meter (m3).</td>
<td>Engage learners to summarize the lesson activities and tell what they will like to learn in the next lesson.

<u>Home task.</u>
find objects that can be used as referents for the cubic centimeter (1cm3) and cubic meter (1m3).</td>
</tr>
<tr>
<td>Thursday</td>
<td>Engage learners to solve this brain teaser

A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?

Answer: 7</td>
<td>Let learners explore the classroom and compound to find objects that can be used as referents for the cubic centimeter (1cm3) and cubic meter (1m3).
Example of 1m3 is poly tank; and 1cm3 is cube sugar.

<u>Assessment</u>
Find the cubic measure of each.
 
</td>
<td>Engage learners to summarize the lesson activities and tell what they will like to learn in the next lesson.

<u>Home task.</u>
find objects that can be used as referents for the cubic centimeter (1cm3) and cubic meter (1m3).

<u>Next lesson</u>
Determine different sizes of boxes that have the same volume</td>
</tr>
</table>

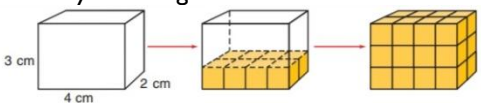
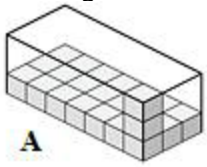
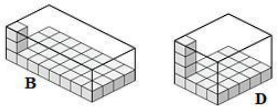
WEEK 8

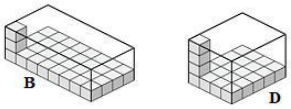
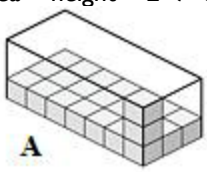
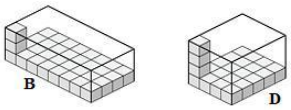
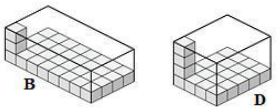
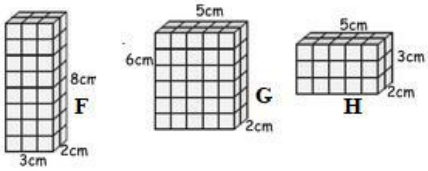
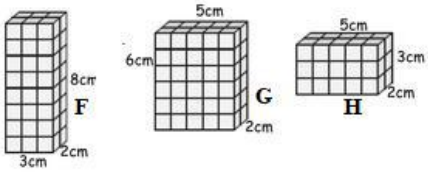
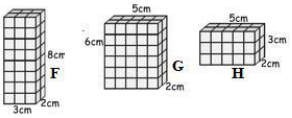
Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Geometry and measurement	
Class: B5	**Class Size:**	**Sub Strand:** Measurement – Perimeter	
Content Standard: B5.3.1.1 Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses, according to their attributes	**Indicator:** B5.3.1.1.3 prove that a polygon is regular by measuring the sides and angles or by folding and superimposing	**Lesson:** 1 OF 1	
Performance Indicator: Learners can prove that a polygon is regular by measuring the sides and angles or by folding and superimposing		**Core Competencies:** Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	foldable cut-out 2D squares and rectangles		
References: Mathematics Curriculum Pg. 95			

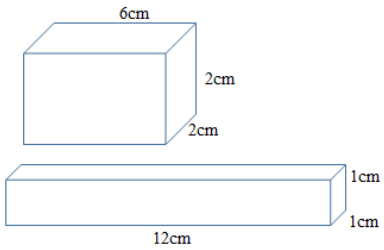
DAYS	**PHASE 1: STARTER**	**PHASE 2: MAIN**	**PHASE 3: REFLECTION**
Monday	Play games and recite rhymes to get learners ready for the lesson	Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses – Guide them to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners **Assessment**: Have learners to practice with more examples.
Tuesday	Play games and recite rhymes to get learners ready for the lesson	Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses – Guide them to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners **Assessment**: Have learners to practice with more examples.
Wednesday	Play games and recite rhymes to get learners ready for the lesson	Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses – Guide them to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners **Assessment**: Have learners to practice with more examples.
Thursday	Play games and recite rhymes to get learners ready for the lesson	Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses – Guide them to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners **Assessment**: Have learners to practice with more examples.

WEEK 9

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Geometry & Measurement	
Class: B5	**Class Size:**	**Sub Strand:** Volume	
Content Standard: B5.3.2.2 Demonstrate an understanding of volume of common 3D shapes	**Indicator:** B5.3.3.2.2 determine the volume of boxes by finding how many cubes of sizes 1cm3 each contains		**Lesson:** 1 OF 1
Performance Indicator: • Learners can determine the volume of boxes by finding how many cubes of sizes 1cm3 each contains	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal		
Teaching/ Learning Resources	Patterns made from Manila cards Ruler, rope, meter rule		
References: Mathematics Curriculum Pg. 100			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	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! • Did you have fun with the game? • What will ou do next time to win the game?	Ask learners to determine the volume of different sizes of boxes by investigating how many cubes of sizes 1cm3 can fill the containers. e.g. *Find the volume of a rectangular prism that measures 4 cm long, 2 cm wide, and 3 cm high.* The volume of a solid figure is its cubic measure, or the number of cubic units it contains. You can find the volume of the prism by counting the cubes it contains:  *There are 4 x 2, or 8, cubes in each layer and there are 3 layers of cubes. So 8 x 3, or 24, cubes fill the prism.* <u>Assessment</u> Find the volume of a rectangular prism that measures 6cm long, 3cm wide, and 4cm high	Engage learners to summarize the lesson activities. <u>Home task</u>. Find the volume of a rectangular prism that measures 10cm long, 5cm wide, and 6cm high
Tuesday	Engage learners to solve this brain teaser A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left? Answer: 7 • Did you have fun with the game? • What will ou do next time to win the game?	Ask learners to determine the volume of different sizes of boxes by investigating how many cubes of sizes 1cm3 can fill the containers. i.e. for box A, the base can take 2 by 7 1cm3, and to fill it this arrangement will done 3 times, hence Volume of A is base area × height = 2×7×3=42cm3 	Engage learners to summarize the lesson activities. <u>Home task</u>. Learners to investigate how many cubes of sizes 1cm3 can fill the containers 

		<u>Assessment</u> Find the volume for the following 	
Wednesday	Engage learners to solve this brain teaser A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left? Answer: 7 • Did you have fun with the game? • What will ou do next time to win the game?	Ask learners to determine the volume of different sizes of boxes by investigating how many cubes of sizes 1cm3 can fill the containers. i.e. for box A, the base can take 2 by 7 1cm3, and to fill it this arrangement will done 3 times, hence Volume of A is base area × height = 2×7×3=42cm3  <u>Assessment</u> Find the the volume for the following 	Engage learners to summarize the lesson activities. <u>Home task</u>. Learners to investigate how many cubes of sizes 1cm3 can fill the containers 
Thursday	Engage learners to solve this number pattern If: 2+2=44 3+3=96 4+4=168 5+5=2510 Then: 6+6=? Answer: 3612 • Did you have fun with the game? • What will ou do next time to win the game?	Guide learners to deduce the rule for volume of a box, and use is to calculate volumes of given boxes – F, G and H. That is, if the base area is $l \times w$ and the height is , then the. Volume of box is given by $l \times w \times h$  Engage learners to practice with several examples whiles you go round to support the weaker ones. <u>Assessment</u> Find the volume for the following. 	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson <u>Home task</u>. Find the volume for the following. 
Friday	Engage learners to solve this brain teaser A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?	Given 12 centimeter cubes, ask learners to find the different dimensions of boxes that can take the cubes. For 12 cubes the boxes can be of dimension 1cm×1cm× 12cm or 2cm×2cm×6cm. Can we find any more drawings.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson <u>Next lesson</u> Identify examples of angles in the environment that are

	Answer: 7 • Did you have fun with the game? • What will ou do next time to win the game?	Ask learners to investigate with 20, 24, 30 and 48 centimeter cubes and draw all possible boxes.  	equal to, less than or larger than, a right angle

WEEK 10

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Data
Class: B5	**Class Size:**	**Sub Strand:** Data Collection & Organization

Content Standard: B5.4.1.1 Differentiate between first-hand and secondhand data	**Indicator:** B5.4.1.1.1-2 Explain the difference between first-hand and second-hand data with examples	**Lesson:** 1 OF 1

Performance Indicator: Learners can explain the difference between first-hand and second-hand data with examples.	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Class registers, school-based assessment
References: Mathematics Curriculum Pg. 107-108	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Mon	Write: 'Survey' on the board Ask: What do you think this word means? How many siblings do you have? How many brothers and how many sisters? 1: _____ 2: _____ 3: _____ 4: _____ More than 4: _____ As learners raise their hands, count them and write the tally on the line. Share performance indicators and introduce the lesson.	Work in pairs to write down the kind of information you can collect from people. Give learners 2 minutes to write down their ideas and then invite them to share. Write some ideas on the board. (Example answers: number of siblings, favorite game, food they eat, age, hobbies) Have you collected information or data before? What other ways can we collect information or data from people? Guide learners to describe the two types of data; first hand data and second-hand data. In pairs, learners count the number of chairs and tables in the classroom and record it in their books. The number of chairs and tables occupied by girls and boys. Let learners understand that the information they have gathered is a first-hand data. Assessment Learners count the columns in the class and record it in their books. Find out the number of girls and boys in each column.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Tues	Take learners through math mental to solve the following.	Show learners a sample survey for them to observe and relate to it.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.

	8 − ☐ = 2 ☐ + 5 = 14 ☐ − 10 = 7 1 + ☐ = 4	Pupils' Favorite Subjects ☐ What is your gender? Male / Female ☐ How old are you?..... ☐ What is your class?..... ☐ What is your favorite subject?..... ☐ Why do you like this subject?..... ☐ How often do you learn this subject?..... ☐ What work do you want to do in future?..... Ask learners to complete the survey with their partner and dad two questions to the survey and explain why you added them. In their previous groups, let learners design and collect information from classmates about how they travel to school by designing a survey. Guide learners to brainstorm on the questions they will use for their survey. Some suggestions may include; a) time it takes to get to school, b) the route they take to school, c) distance travelled to get to school, d) type of transportation they use or e) how many stops they make.	
Wed	Take learners through math mental to solve the following. 8 − ☐ = 2 ☐ + 5 = 14 ☐ − 10 = 7 1 + ☐ = 4	Have learners to look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc. Ask learners to study the second-hand data on the league table and write questions for their friends to read and interpret the data. E.g. Which team has not lost in a match? Which team has won only one match? Team P W D L F A Pts Hearts 2 2 0 0 4 1 6 Kotoko 2 1 0 1 3 3 3 Dwafts 2 0 1 1 0 1 1 Gold Feilds 2 0 1 1 0 2 1	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Thurs	Take learners through math mental to solve the following. 2 + ☐ = 7 ☐ + 1 = 9 ☐ − 1 = 2 ☐ + 6 = 11	Have learners to look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc. Ask learners to study the second-hand data on suggested number of 30 minutes periods that Ghanaian primary school children learn certain subjects every week. Ask them to write questions for their friends to read and interpret the data.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.

<table>
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<table>
<tr><th rowspan="2">Subject</th><th colspan="3">Number of weekly periods in each class
Upper primary</th></tr>
<tr><th>P4</th><th>P5</th><th>P6</th></tr>
<tr><td>English</td><td>10</td><td>10</td><td>10</td></tr>
<tr><td>Mathematics</td><td>10</td><td>10</td><td>10</td></tr>
<tr><td>National language</td><td>6</td><td>6</td><td>6</td></tr>
<tr><td>Environmental studies</td><td>5</td><td>5</td><td>5</td></tr>
<tr><td>Integrated sciences</td><td>5</td><td>5</td><td>5</td></tr>
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<td>Fri</td>
<td>Take learners through math mental to solve the following.

□ – 4 = 1

14 – □ = 7

8 + □ = 14

18 – □ = 9</td>
<td>Have learners to look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc.

Ask learners to study the second-hand data on the league table and write questions for their friends to
read and interpret the data. E.g.
Which team has not lost in a match? Which team has won only one match?
<table>
<tr><th>Team</th><th>P</th><th>W</th><th>D</th><th>L</th><th>F</th><th>A</th><th>Pts</th></tr>
<tr><td>Hearts</td><td>2</td><td>2</td><td>0</td><td>0</td><td>4</td><td>1</td><td>6</td></tr>
<tr><td>Kotoko</td><td>2</td><td>1</td><td>0</td><td>1</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Dwafts</td><td>2</td><td>0</td><td>1</td><td>1</td><td>0</td><td>1</td><td>1</td></tr>
<tr><td>Gold Feilds</td><td>2</td><td>0</td><td>1</td><td>1</td><td>0</td><td>2</td><td>1</td></tr>
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</td>
<td>Give learners task to complete whiles you go round to guide those who don’t understand.

Give remedial learning to those who may need special help.

Next Lesson: draw double bar graphs</td>
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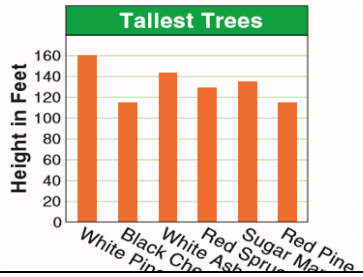
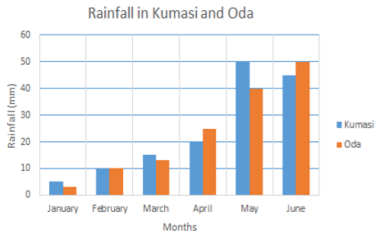
WEEK 11

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Data
Class: B5	**Class Size:**	**Sub Strand:** Data Collection & Organization

Content Standard: B5.4.1.2 Construct and interpret double bar graphs to draw conclusions	**Indicator:** B5.4.1.2.1-2 draw double bar graphs	**Lesson:** 1 OF 1
Performance Indicator: • Learners can draw double bar graphs.	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Class registers, school based assessment	
References: Mathematics Curriculum Pg. 107-108		

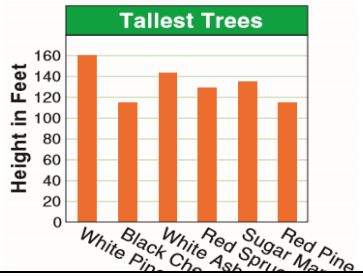
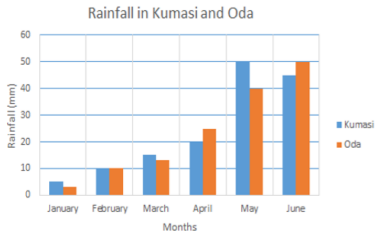
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!	Give students data presented in a table about the tallest tree of each species in the Ghana. **Tallest Trees** Tree / Height in Feet White Pine 160 Black Cherry 115 White Ash 145 Red Spruce 130 Sugar Maple 135 Red Pine 115  	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Tuesday	Engage learners to solve this brain teaser A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left? Answer: 7	Give students data presented in a table on rainfall in mm for two towns to draw a double bar graph complete with title, labelled axes, key. January / February / March / April / May / June Kumasi 5 10 15 20 50 45 Oda 3 10 13 25 40 50  	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Wednesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class five	Give students more paired data presented in tables.	Give learners task to complete whiles you go round to guide those who don't understand.

	We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	Ask them to study the paired data in the tables and ask them questions based on them. Also ask them to write questions for their friends to read and interpret the data. For instance some questions can be (i) In which subject was Fusena's worse performance? (ii) How many pupils are in the upper primary classes in Presby? (iii) When was the best day for Senasco shop?	Give remedial learning to those who may need special help.
Thursday	Engage learners to solve this number pattern If: 2+2=44 3+3=96 4+4=168 5+5=2510 Then: 6+6=? Answer: 3612	Ask learners to draw double bar graphs complete with title, labelled axes, key for the paired data presented in the tables on (i) percentage test scores of 2 students; (ii) enrolment in 2 schools in a town; sales of two of bread in two shops in a week; etc. used in a variety of print and electronic media, such as newspapers, magazines, and the internet.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Friday	Tell learners a few jokes to get their attention. Call two learners to share their jokes as well	Provide opportunities for learners to access, read and interpret examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines and the internet	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help. Next lesson: Design and conduct an experiment in which the likelihood of a single outcome occurring is impossible, possible (likely or unlikely), certain

WEEK 12

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Data
Class: B5	**Class Size:**	**Sub Strand:** Data Collection & Organization

Content Standard: B5.4.1.2 Construct and interpret double bar graphs to draw conclusions	**Indicator:** B5.4.1.2.1-2 draw double bar graphs	**Lesson:** 1 OF 1
Performance Indicator: • Learners can draw double bar graphs.	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Class registers, school based assessment	
References: Mathematics Curriculum Pg. 107-108		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	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!	Give students data presented in a table about the tallest tree of each species in the Ghana. **Tallest Trees** Tree / Height in Feet White Pine 160 Black Cherry 115 White Ash 145 Red Spruce 130 Sugar Maple 135 Red Pine 115 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Tuesday	Engage learners to solve this brain teaser A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left? Answer: 7	Give students data presented in a table on rainfall in mm for two towns to draw a double bar graph complete with title, labelled axes, key. January / February / March / April / May / June Kumasi 5 10 15 20 50 45 Oda 3 10 13 25 40 50 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Wednesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class five	Give students more paired data presented in tables.	Give learners task to complete whiles you go round to guide those who don't understand.

	We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	Ask them to study the paired data in the tables and ask them questions based on them. Also ask them to write questions for their friends to read and interpret the data. For instance some questions can be (i) In which subject was Fusena's worse performance? (ii) How many pupils are in the upper primary classes in Presby? (iii) When was the best day for Senasco shop?	Give remedial learning to those who may need special help.
Thursday	Engage learners to solve this number pattern If: 2+2=44 3+3=96 4+4=168 5+5=2510 Then: 6+6=? Answer: 3612	Ask learners to draw double bar graphs complete with title, labelled axes, key for the paired data presented in the tables on (i) percentage test scores of 2 students; (ii) enrolment in 2 schools in a town; sales of two of bread in two shops in a week; etc. used in a variety of print and electronic media, such as newspapers, magazines, and the internet.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Friday	Tell learners a few jokes to get their attention. Call two learners to share their jokes as well	Provide opportunities for learners to access, read and interpret examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines and the internet	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help. Next lesson: Design and conduct an experiment in which the likelihood of a single outcome occurring is impossible, possible (likely or unlikely), certain

FIRST TERM LESSON PLAN

BASIC FIVE (SCIENCE)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity Of Matter	
Class: B5	**Class Size:**	**Sub Strand:** Living and Non Living Things	
Content Standard: B5.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them		**Indicator:** B5.1.1.1.1 know the life processes of living things	**Lesson:** 1 OF 1
Performance Indicator: Learners can know the life processes of living things		**Core Competencies:** Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources	Pictures of Plants and animals in the environment , plastics videos paper		
New words	Living things, non-living things, growth, sensitivity, respiration, excretion, mammals		
References: Science Curriculum Pg. 17			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Let learners mention where we can locate plant and animals. Ask the learners to mention some life processes that they learnt about last year. Drill learners on the correct pronunciation and the meanings of the new words. Share performance indicators and introduce the lesson	Put learners into groups of four. Let each group select a leader and tell you how they react when someone flatulates. Let three members of each group turn their backs to the leader. Ask the leader to drop an empty tin behind them or clap. Let them tell you how they reacted to the sound. In their previous groups and same standing position, let the leader tap the shoulder or tickle one person. Let the three standing tell you what happened and how they reacted. In a whole class activity, let learners place a pot of plant under a source of light. Make sure the source of light is available day and night for one week. Ask them to place another potted plant in a dark place (under a table.). Let them observe the two potted plants after a	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? <u>Home work</u> Describe how plants and humans respond to stimuli.

		week and write about how plants respond to light.	
	Let learners mention where we can locate plant and animals. Ask the learners to mention some life processes that they learnt about last year. Drill learners on the correct pronunciation and the meanings of the new words. Share performance indicators and introduce the lesson	Learners are to form groups of not more six learners. Each groups will plant maize seeds. Observe the seed daily. Record what happens on each day. Record daily for a week. Compare your report with your friends in other groups. Have learners work in pairs. Let them find the differences between how plant and animals undergo each of the following processes: Ask learners to compare pictures of themselves taken when they were in basic one and now. Let them tell you what they see. Let them tell you what they observe in activity 3 above on how plants grow.	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? <u>Home work</u> Write three characteristic each of plants, animals and humans. Next Lesson: Compare the differences among things that are living, dead and things that have never been alive

WEEK 2

Week Ending:	**DAY:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Diversity Of Matter
Class: B5	**Class Size:**	**Sub Strand:** Living and Non- Living Things

Content Standard: B5.1.1.2 Demonstrate understanding of the differences between living things, non-living things, and things which have never been alive	**Indicator:** B5.1.1.2.1 Compare the differences among things that are living, dead and things that have never been alive	**Lesson:** 1 OF 1

Performance Indicator: Learners can compare the differences among things that are living, dead and things that have never been alive	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;
Teaching/ Learning Resources	Pictures of Plants and animals in the environment
References: Science Curriculum Pg. 17	

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	Assemble living things (e.g. plants, insects, etc.), non-living things (e.g. firewood, pencils, paper, etc.) and things that have never lived (rocks, soil, water, etc.) for class activities. Learners observe and comment on the samples. Learners, in an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive. Learners are guided to compare the differences among things that are alive, once alive or never been alive. Learners explain why they (learners) are classified as living things	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.
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Learners, in an activity, classify the provided specimen as (1) Things that are alive	Ask learners to summarize what they have learnt.

	Ask learners questions to review their understanding in the previous lesson	(2) Once alive or (3) Never been alive. Learners are guided to compare the differences among things that are alive, once alive or never been alive. Learners explain why they (learners) are classified as living things	Let learners say 5 words they remember from the lesson. Next Lesson: Classify everyday materials based on their properties

WEEK 3

Week Ending:	**DAY:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Diversity Of Matter
Class: B5	**Class Size:**	**Sub Strand:** Materials

Content Standard: B5.1.2.1 Recognize materials as important resources for providing human needs	**Indicator:** B5.1.2.1.1 Classify everyday materials based on their properties	**Lesson:** 1 OF 1
Performance Indicator: Learners can classify everyday materials based on their properties	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	
Teaching/ Learning Resources	Metal sheets, straw, fabrics, paper, wood, ceramic artefacts, vessels, glass	
New words	Material, Classification, soft, hard, rough, smooth, opaque, transparent and bendable	
References: Science Curriculum Pg. 18		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners to mention some household items and the materials/substances used to make them. Let them state the reason why they think those materials were chosen to make those particular items. Drill learners on the correct pronunciation and meanings of the new words.	Learners are asked to collect and bring a variety of everyday materials from the home, school and community. Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, etc. Learners are assisted to sort and group the materials based on texture (hard or soft), and size (big or small). Demonstrate by assisting learners to group materials into those that we can see through (transparent) and those that we cannot see through (opaque). <u>Assessment</u> Provide the following materials to learners: clay, card board, A4 sheets, blu tack and paper glue. Let them work in pairs. Let them use the cardboard, clay or blu tack to design everyday objects such as a box, canoe, cup or a miniature house. Let them write one property that helped them to mould the materials into different objects	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. <u>Homework</u> Ask learners to select different objects in their home. They should observe each by touching, rubbing, lifting, putting it in water and bending in order to answer the questions

<table>
<tr>
<td></td>
<td>Ask learners to mention some household items and the materials/substances used to make them. Let them state the reason why they think those materials were chosen to make those particular items.

Drill learners on the correct pronunciation and meanings of the new words.</td>
<td>Learners sort the materials into those that can bend and those that cannot bend.

Learners feel and draw materials that are hard, soft, smooth, etc.

Learners are tasked to display their drawings in class for discussion.

Learners are assisted to know that the properties of a given material enable it to be used for making certain products,
e.g. clay is used for making pots because it can be molded without breaking. raffia palm is used in basketry because it can bend easily.

<u>Assessment</u>
Copy and complete the table
<table>
<tr><td>Materials</td><td>Properties</td></tr>
<tr><td>Wood</td><td></td></tr>
<tr><td>Clay</td><td></td></tr>
<tr><td>Stone</td><td></td></tr>
<tr><td>Glass</td><td></td></tr>
</table>
</td>
<td>Ask learners to summarize what they have learnt.

Let learners say 5 words they remember from the lesson.

<u>Homework</u>
Copy and complete the table
<table>
<tr><td>Materials</td><td>Properties</td></tr>
<tr><td>Wood</td><td></td></tr>
<tr><td>Clay</td><td></td></tr>
<tr><td>Stone</td><td></td></tr>
<tr><td>Glass</td><td></td></tr>
<tr><td>Rocks</td><td></td></tr>
</table>

Next Lesson: know that some changes are reversible, while others cannot be reversed</td>
</tr>
</table>

WEEK 4

Week Ending:	**DAY:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Diversity Of Matter
Class: B5	**Class Size:**	**Sub Strand:** Materials

Content Standard: B5.1.2.2 Know that substances can exist in different physical states (solid, liquid, gas).	**Indicator:** B5.1.2.2.1 know that some changes are reversible, while others cannot be reversed	**Lesson:** 1 OF 1
Performance Indicator: Learners can know that some changes are reversible, while others cannot be reversed	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	candle wax, shea butter, water, paper	
References: Science Curriculum Pg. 18		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage leaners in the mystery box game The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Provide substances such as candle wax, shea butter, water, paper and a source of heat. In groups learners undertake the following activities (e.g. melting of candle wax, melting of ice, melting of shea butter, heating of water, crumpling of paper, melting of plastics, burning of paper, burning of wood, etc.). Learners, in their groups, talk about their observations and present their findings to the whole class.	What have we learnt today? Reversible and irreversible changes Have leaners to summarize the important points in the lesson.
	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. The group who explains well wins	Assist learners to classify the activities as (1) lead to the formation of a new thing, (2) no new thing formed. Assist learners to understand that changes where no new thing is formed are reversible, while changes where new things are formed are usually not reversible. Have leaners to come up with different examples of changes that are reversible or irreversible.	What have we learnt today? Reversible and irreversible changes Have leaners to summarize the important points in the lesson Next Lesson; Demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)

WEEK 5

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity Of Matter	
Class: B5	**Class Size:**	**Sub Strand:** Materials	
Content Standard: B5.1.2.3 Understand mixtures, the types, formation, uses and ways of separating them into their components	**Indicator:** B5.1.2.3.1 Demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)	**Lesson:** 1 OF 1	
Performance Indicator: Learners can demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil		
References: Science Curriculum Pg. 19			

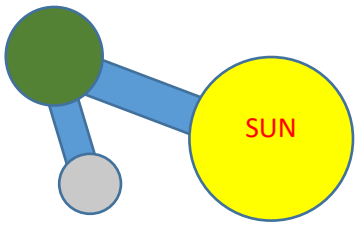
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Display some solid and liquid substances for learners to observe, *e.g. water, common salt, vinegar, sugar, sand, cooking oil and soft drinks*. Put learners in groups and ask them to add each of the substances to a separate quantity of water whilst stirring and observe what happens. Learners describe the material combinations they have produced, i.e. as solid-liquid mixture, liquid-liquid mixture or a solution.	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
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners find out the difference between a mixture of sand and water and a mixture of salt and water. Learners also differentiate between the mixture of water and soft drink and the mixture of water and cooking oil. Put learners into groups to demonstrate how to recover the salt from the salt solution. Assist learners to separate different solid-liquid mixtures and liquid-liquid mixtures using separation methods such as filtration, evaporation, sieving and use of separating funnel.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Next Lesson: Know how day and night are formed

WEEK 6

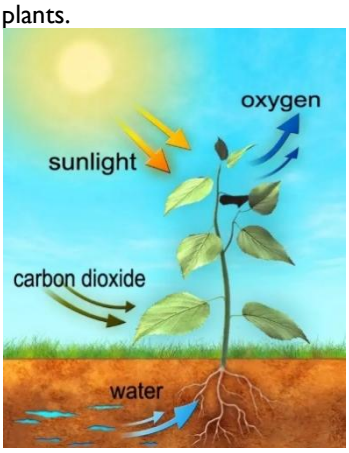
Week Ending:	**DAY:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Cycles
Class: B5	**Class Size:**	**Sub Strand:** Earth Science

Content Standard: B5.2.1.1 Recognize that some events in our environment occur recurrently	**Indicator:** B5.2.1.1.1 Know how day and night are formed	**Lesson:** 1 OF 1

Performance Indicator: • Learners can know how day and night are formed	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Balls, football, ice-cream stick, torch, pen and globe
References: Science Curriculum Pg. 20	

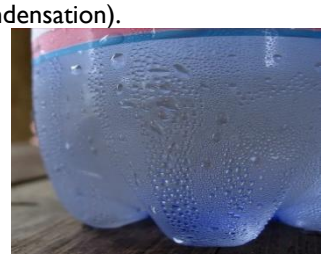
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition	Assemble materials such as polystyrene (plastic) balls, football, ice-cream stick, torch, pen and globe. Have learners identify the materials and relate to them. Learners are assisted to understand the terms, rotation and axis using a ball. ***Rotation*** *is the movement of the earth or any heavenly body turning on its axis.* ***Axis*** *is an imaginary line on which something rotates.* Explain how the motion of the earth causes day and night, with the aid of a globe.	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.
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board. The students must come up with questions in which the answer could be the object on the board.	Learners observe a demonstration of day and night, using appropriate materials, e.g. globe of the earth, blu tac, and lamp without shade and a dark room.  Learners explain how day and night come about and draw diagrams to represent their work.	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.

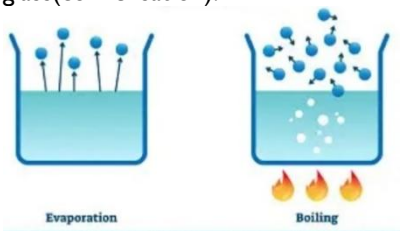
Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B5	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B5.2.1.2 Recognize the relationship between the earth and the sun	**Indicator:** B5.2.1.2.1 Describe the benefits of the sun to the earth		**Lesson:** 1 OF 1
Performance Indicator: • Learners can describe the benefits of the sun to the earth	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;		
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil		
References: Science Curriculum Pg. 20			

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	Put learners into groups to discuss the benefits the earth derives from the sun. Learners, in their groups, present their findings. These may include the following; *i. the sun provides warmth to the earth.* *ii. light for plants to grow well.* *iii. provides day and night cycles and energy.* Learners brainstorm on what will happen if there was no sun.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson. Give learners task to do in their work books.
	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	Learners demonstrate the importance of sunlight to the growth of plants.  Lead learners to discuss the importance of the sun to plant growth.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson. Give learners task to do in their work books.

WEEK 7

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B5	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B5.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle	**Indicator:** B5.2.1.3.1 Demonstrate evaporation and condensation as important processes of the hydrological (water) cycle	**Lesson:** 1 OF 1	
Performance Indicator: Learners can demonstrate evaporation and condensation as important processes of the hydrological (water) cycle	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;		
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil		
References: Science Curriculum Pg. 20			

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	Learners recite poems and rhymes involving the environment and water. In groups, learners demonstrate evaporation and condensation, e.g. learners observe water drying off their wet hands (evaporation), covering water with a lid and observing water droplets on the lid after some time (evaporation & condensation).  Guide learners to explain the terms evaporation and condensation based on the experiment performed.	Ask learners questions to review their 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
	Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends.	Demonstrate evaporation by heating water until it boils, then covering the boiling water with a sheet of transparent glass. Water vapor	Ask learners questions to review their understanding of the lesson

	Ask learners questions to review their understanding in the previous lesson	condenses on transparent glass(condensation).  Learners are assisted to understand how evaporation and condensation lead to the formation of rain. Display pictures or simple diagrams of the water cycle showing evaporation and condensation	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board

WEEK 8 & 9

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B5	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B5.2.1.4 Demonstrate understanding of how carbon and nitrogen are cycled in nature	**Indicator:** B5.2.1.4.1 Describe the uses of carbon dioxide and its effects on humans and life on earth		**Lesson:** 1 OF 1
Performance Indicator: Learners can describe the uses of carbon dioxide and its effects on humans and life on earth	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;		
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil		
References: Science Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Revise with learners the meaning of Air. *Air is a mixture of many gases.* Learners mention the components of air. *Nitrogen, Oxygen, Carbon dioxide, Water vapor and Other gases* Learners are assisted in groups to answer the following questions: What is carbon dioxide? *Carbon dioxide is a colorless, odorless gas produced by burning carbon and organic compounds.* What is carbon dioxide used for? How does carbon dioxide get into the environment? *It is used as a refrigerant, in fire extinguishers, for inflating life jackets, etc.* Engage learners to experiment with some of the uses of carbon dioxide.	Ask learners series of 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.
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Learners are assisted in groups to answer the following questions: Does carbon dioxide have adverse health effects? *Exposure to carbon dioxide can cause headaches, dizziness, restlessness, difficulty in breathing, sweating, elevated blood pressure, coma, convulsions, etc.*	Ask learners series of 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.

		Does carbon dioxide have adverse effects on the environment? *Extra carbon dioxide in the atmosphere increases the greenhouse effect.*	

WEEK 10

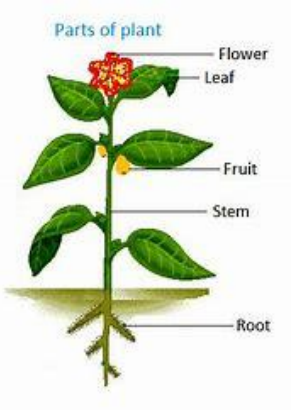
Week Ending:	**DAY:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Cycles
Class: B5	**Class Size:**	**Sub Strand:** Earth Science
Content Standard: B5.2.1.5 Recognize water and air as important natural resources	**Indicator:** B5.2.1.5.1-2 Identify human activities that make water unsuitable for human use and know how to make and keep air clean in our environment	**Lesson:** 1 OF 1
Performance Indicator: Learners can identify human activities that make water unsuitable for human use and know how to make and keep air clean in our environment	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil	
References: Science Curriculum Pg. 22		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Begin by discussing the qualities of good drinking water and dangers of using unsafe water. Learners, in groups, identify human activities that make water unsuitable for use, e.g. *toxic waste disposal, sewage disposal, deforestation, mining, littering, pesticides, herbicides and fertilizer application and agricultural practices*. Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution. Project: Task learners to work in groups to create concept maps on the causes, control and prevention of water pollution	Ask learners series of 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.
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Find out from learners what they understand by clean air and review things that pollute air (make air unclean) such as *smoke from factories, car exhausts, bush burning and dust from construction sites and untarred roads*. Lead discussions to come out with the do's and don'ts that will make air clean in our homes and surrounding environment (*planting of trees and grass and avoiding frequent and uncontrolled burning*). Learners are assigned to design a concept map on the causes, prevention and control of air pollution.	Ask learners series of 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 11

Week Ending:	**DAY:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Cycles
Class: B5	**Class Size:**	**Sub Strand:** Life Cycle of Organism

Content Standard: B5.2.2.1 Demonstrate understanding of life cycle of a plant	**Indicator:** B5.2.2.1.1 Relate structure of the parts of a plant to the functions they perform	**Lesson:** 1 OF 1
Performance Indicator: Learners can relate structure of the parts of a plant to the functions they perform	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas	
Teaching/ Learning Resources	Sample plants, pictures	
References: Science Curriculum Pg. 22		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Learners go on a nature walk to uproot young plants from school surroundings and bring them to class. Discuss functions of parts of plants with learners.  Learners draw and color a plant and label the parts.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Paste a chart on the board showing a picture of a plant Have learners to talk about the picture Learners go on a nature walk to uproot young plants from school surroundings and bring them to class. Learners, in groups, observe parts of the plants and relate them to the functions they perform, e.g.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

		• *The thin and large surface area of leaves and the presence of green coloring matter enhance their work.* • *The roots are for anchorage and absorption of nutrients from the soil.* • *The stem supports the upper part of the plant; conduct water and minerals from the roots to the leaves; carry food from leaves to other parts of the plant.*	

Week Ending:	**DAY:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycles	
Class: B5	**Class Size:**	**Sub Strand:** Life Cycle of Organism	
Content Standard: B5.2.2.1 Demonstrate understanding of life cycle of a plant	**Indicator:** B5.2.2.1.2 Compare the differences in germination of bean and maize seeds		**Lesson:** 1 OF 1
Performance Indicator: Learners can compare the differences in germination of bean and maize seeds	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas		
Teaching/ Learning Resources	Sample plants, pictures		
References: Science Curriculum Pg. 22			

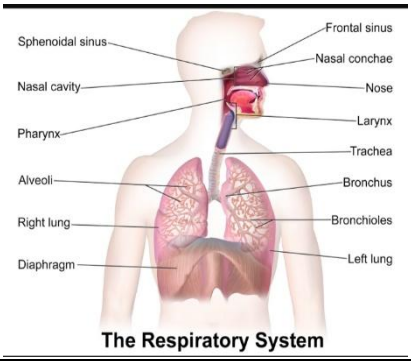
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson	Learners are assisted to review the previous knowledge on seed germination. Put learners in groups and provide them with dry beans and maize seeds. Learners are assisted to plant the bean and maize seeds using transparent containers and soil. Learners are guided to observe (1) the dry seed (2) when it absorbs water and swells (3) rapturing of the seed coat (4) sprouting of the root (5) sprouting of the stem and seed leaves (6) the elongation of the root and stem. Learners find out where the seed leaves (cotyledons) remain, inside the soil or above the soil. NB: This activity will take some days	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: B5	**Class Size:**	**Sub Strand:** The Human Body System

Content Standard: B5.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	**Indicator:** B5.3.1.1.1 know the parts of the respiratory system in humans	**Lesson:** 1 OF 1

Performance Indicator: Learners can know the parts of the respiratory system in humans	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Tables, chairs, plants, balloons, paper, pencils, crayons, bottle, bottle
References: Science Curriculum Pg. 23	

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Introduce the lesson with songs on the parts of the body, e.g. head, shoulders, knees and toes. Show videos, pictures and models of the digestive system. Learners to observe and talk about the pictures Have learners to relate to the pictures	Ask learners to breathe in and out for some time. Relate the act of breathing to the respiratory system and guide learners to identify the organs of the system using charts or models.  The Respiratory System	Ask learners series of questions to review their understanding of the lesson Example: what is the importance of the respiratory system? Ask learners to tell how they are apply what they have learnt in real life situation.
	Start the lesson with a debate. Teachers chooses a topic or allow learners to choose their own topic. e.g. "Should students have permission to use cell phones during school hours?"	Use role-play to guide learners to identify the functions of each part (different learners assume and role-play the functions of parts of the respiratory system, e.g. Ama is the lungs and Amina is the diaphragm). Functions: Lungs takes oxygen from the environment and transfer it into the blood stream etc. Learners to draw, label and color the parts of the human respiratory system	Ask learners to talk about what they have learnt.

FIRST TERM LESSON PLAN

BASIC FIVE (RELIGIOUS AND MORAL EDUCATION)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation & Attributes	
Class: B5	**Class Size:**	**Sub Strand:** God The Creator	
Content Standard: B5.1.1.1. Appreciate the nature of God as the Creator	**Indicator:** B5.1.1.1.1: Explain how special each individual is.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can explain how special each individual is.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
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
	Start with a related song. Example: My God is so Big My God is so big So strong and so mighty There is nothing my God cannot do.	Through various activities such as working in pairs or in groups, let learners discuss how each person is unique and different from one another: some are short, tall, intelligent, fair in complexion, black in complexion, serious, etc. Lead learners to demonstrate the uniqueness of each individual, using themselves. Put learners into groups according to: height, color, mass, intelligence, etc. Let learners put in writing how different they are from each other.	Review the lesson with learners. Ask pupils to summarize the important points in the lesson Ask learners to draw and colure two things God created

WEEK 2

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION
Duration: 60mins		**Strand:** God's Creation & Attributes
Class: B5	**Class Size:**	**Sub Strand:** God The Creator
Content Standard: B5.1.1.1. Appreciate the nature of God as the Creator	**Indicator:** B5.1.1.1.1: Explain how special each individual is.	**Lesson:** 1 OF 1
Performance Indicator: Learners can explain how special each individual is.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity
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
	Play games and sing songs to begin the lesson. Using questions and answers, review the understanding of learners of the previous lesson	Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc. Let learners discuss among those qualities of God they should possess to make them God's children. Let learners, in pairs or in groups, discuss how they can use their God-given unique qualities: - Serve God and humankind, - Protect and preserve the environment, - Live together in harmony, - Contribute to development, etc. Let learners present their work for appreciation and discussion in class.	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 3

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation & Attributes	
Class: B5	**Class Size:**	**Sub Strand:** God The Creator	
Content Standard: B5.1.1.1. Appreciate the nature of God as the Creator	**Indicator:** B5.1.1.1.2: State the qualities of God that humankind should demonstrate.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can state the qualities of God that humankind should demonstrate.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 34			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and sing songs to begin the lesson. Using questions and answers, review the understanding of learners of the previous lesson	Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc. Let learners discuss among those qualities of God they should possess to make them God's children. Let learners, in pairs or in groups, discuss how they can use their God-given unique qualities: - Serve God and humankind, - Protect and preserve the environment, - Live together in harmony, - Contribute to development, etc. Let learners present their work for appreciation and discussion in class.	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 4

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION
Duration: 60mins		**Strand:** God's Creation & Attributes
Class: B5	**Class Size:**	**Sub Strand:** God The Creator

Content Standard: B5.1.1.1. Appreciate the nature of God as the Creator	**Indicator:** B5.1.1.1.3 Mention why individuals should maintain their God-given gifts of form and color	**Lesson:** 1 OF 1

Performance Indicator: Learners can mention why individuals should maintain their God-given gifts of form and color	**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.
References: RME Curriculum Pg. 34	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Revise learners RPK by engaging them in the '**guess what'** game. 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. The learner who guess right wins.	Let learners give reasons why they should maintain their God-given form and color God has a purpose for creating everybody as they are. No-one creates himself or herself. Our bodies serve as the Temple of God. Let learners discuss possible purposes for which each one is created in a unique form. Use pictures or video clips (where possible) to demonstrate the effects of destroying our bodies. Put learners in groups to discuss how to maintain their God-given form and color and not to deform their bodies. We should be proud of how we were created. We should avoid bleaching the skin.	What have we leant today? Maintaining our God-given gifts of form and color. Assessment: Group learners into three, appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the lesson. The class is allowed to pose questions to the leaders

WEEK 5

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation & Attributes	
Class: B5	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B5.1.2.1. Explain how to care for the environment	**Indicator:** B5.1.2.1.1. 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, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste pictures on the board. Have leaners to talk about the pictures	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 (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc. Assessment: 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 6

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation & Attributes	
Class: B5	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B5.1.2.1. Explain how to care for the environment	**Indicator:** B5.1.2.1.1. 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, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste pictures on the board. Have leaners to talk about the pictures	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 (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc. Assessment: 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 7

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation & Attributes	
Class: B5	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B5.1.2.1. Explain how to care for the environment	**Indicator:** B5.1.2.1.2: Demonstrate ways to care for 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, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 37			

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.	Through questions and answers, learners explain what they think a clean environment should be. Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc. Let learners organize and do clean-up exercises in the school environment.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson. Give learners task to do in their work books.

WEEK 8

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation & Attributes	
Class: B5	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B5.1.2.1. Explain how to care for the environment	**Indicator:** B5.1.2.1.2: Demonstrate ways to care for 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, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 37			

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.	Guide learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc. Let learners discuss and write down the importance of caring for the environment: the importance may include: i. *it helps to improve climatic conditions such as adequate rainfall, balanced temperature on earth, etc.* Let learners present their work in class for appreciation and discussion.	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: B5	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	**Indicator:** B5.2.1.1.1 Discuss the moral importance of worship.		**Lesson:** 1 OF 1
Performance Indicator: Learners can discuss the moral importance of worship.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 38			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Help learners (in groups) to explain modes of worship: charity, prayer, song ministration, evangelism, etc. Let learners give reasons why we worship: humankind is under the authority of the Creator, we demonstrate that we depend on God for survival, etc. Through questions and answers, assist learners to talk about the importance of worship: to get blessings from God, to get closer to God, etc. Have children show how they pray.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 10

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** Religious Practices	
Class: B5	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	**Indicator:** B5 2.1.1.2 Explain the reasons for worshipping		**Lesson:** 1 OF 1
Performance Indicator: Learners can explain the reasons for worshipping		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 38			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Brainstorm with learners about familiar religious songs	Discuss purposes and uses of songs/recitations in worship. Listen and practice examples from religions. Assessment: 1. Oral questions and answers on songs/recitations 2. Group performance or recitation 3. Short written exercise on uses/roles	Peer sharing: How do songs/recitations help worshippers feel united?

WEEK 11

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** Religious Practices	
Class: B5	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	**Indicator:** B5 2.1.1.2 Explain the reasons for worshipping	**Lesson:** 1 OF 1	
Performance Indicator: Learners can explain the reasons for worshipping		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 38			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Recap: What is prayer? Share prayer experiences	Introduce and dramatize types of prayer: thanksgiving, petition, confession, adoration in religions Assessment: 1. List/identify types of prayer 2. Group dramatization of prayers 3. Written or oral explanation of prayer purposes	Class discussion: Why is prayer important? Personal reflection

WEEK 12

Week Ending:	**DAY:**	**Subject:** RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		**Strand:** Religious Practices	
Class: B5	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	**Indicator:** B5 2.1.1.2 Explain the moral significance of religious songs and recitations.		**Lesson:** 1 OF 1
Performance Indicator: Learners can explain the moral significance of religious songs and recitations.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 38			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Let learners identify religious songs of the three major religions in Ghana. Let learners listen to religious songs in the three major religions and indicate how they can apply the theme in their daily lives. Put learners into religious groups to take turns to perform various religious music and dance.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

FIRST TERM LESSON PLAN

BASIC FIVE (HISTORY)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** History
Duration: 60mins per lesson		**Strand:** My Country Ghana
Class: B5	**Class Size:**	**Sub Strand:** The People Of Ghana
Content Standard: B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today	**Indicator:** B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.	**Lesson:** 1 OF 1
Performance Indicator: Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.	**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.	
References: History Curriculum Pg. 30		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Tell learners stories about how our ancestors lived Have learners to watch videos of how our ancestors lived	Identify the kinds of food they ate, the clothes they wore and how they travelled etc. Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.	What have we learnt today? How our ancestors lived Have learners to summarize the important points in the lesson
	Have learners visit a palace near them to see how our ancestors lived	Produce a photo album (Tactile photo album for visually impaired) of family members including learners Visit ancient sites and museums Use videos/ documentaries /internet to highlight how life today has changed from the past	What have we learnt today? How our ancestors lived 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: B5	**Class Size:**	**Sub Strand:** The People Of Ghana
Content Standard: B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today	**Indicator:** B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.	**Lesson:** 1 OF 1
Performance Indicator: Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		**Core Competencies:** Learners to become critical thinkers and digital literates
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.	
References: History Curriculum Pg. 30		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Put learners in groups of five. Let them talk about the differences between today and long ago.	Modes of travel , building and communication Guide learners to discuss these concepts in the. – Forms of transport – Buildings – Communication Learners in groups talk about how our ancestors travelled and the reasons for their travel. Have them to compare this with current modes of transport. Talk about how ancient people lived and why they chose to live that way. Compare this with current buildings and living arrangements.	In groups, talk about what it must have been like to travel long ago. Ask learners to say what they would have liked and what they would not have liked. <u>Homework</u> Learners make their own drum at home.
	Put learners in groups of five. Let them talk about the differences between today and long ago.	Discuss how and why our ancestors would communicate and how this is different to the mode of communication we use today. Hold a class discussion to compare ancient and modern forms of communication.	Ask learners to say what they would have liked and what they would not have liked. <u>Homework</u> Learners take turns to make up a message and beat the message on their drum to see if their partner

		Guide learners to talk about the role of the griots in oral communication. Why were they so important for communication in ancient times? *Griots were so important in the lives of our ancestors because they learnt and retold the history of the village or community, including births, deaths, marriages and all the important events.*	can understand the message

WEEK 3

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My Country Ghana	
Class: B5	**Class Size:**	**Sub Strand:** The People Of Ghana	
Content Standard: B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today	**Indicator:** B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		**Lesson:** 1 OF 1
Performance Indicator: Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
Key words	barter, EFT, app, blacksmiths, tailors, craft, automated, irrigation, astronomy, accurate		
References: History Curriculum Pg. 30			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Put learners in groups of five. Let them talk about the differences between today and long ago.	<u>Trading, types of work, technology, ancient sites and museums</u> Guide learners to discuss these concepts. – Trading – Types of work – Technology – Ancient sites and museums Explain the benefits of bartering and how it transformed into trade and finally into the monetary system of today. Describe the different types of work and how it has not changed much over the years, only the systems that are used, for example irrigation. Discuss the forms of technology and if the changes have benefited us.	In groups, talk about what it must have been like to travel long ago. Ask learners to say what they would have liked and what they would not have liked. <u>Homework</u> State four benefits of barter trade.
	Put learners in groups of five.	Learners in their groups talk about and compare technology in ancient times to today.	Ask learners to say what they would have liked and what they would not have liked.

	Let them talk about the differences between today and long ago.	Walk around the classroom. Observe learners as they answer the questions. Assist any learners or pairs/ groups who seem to be struggling Engage learners to write a report on one aspect of the technology used by ancient Africans Provide the process for writing a report: • select the topic • research the topic • write a draft.	

WEEK 4

Week Ending:	**DAY:**	**Subject:** History
Duration: 60mins per lesson		**Strand:** My Country Ghana
Class: B5	**Class Size:**	**Sub Strand:** The People Of Ghana

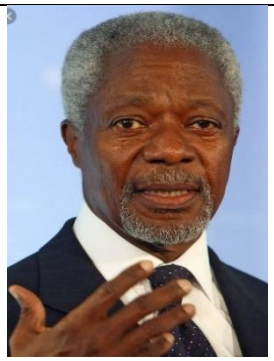
Content Standard: B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today	**Indicator:** B5.2.1.1.2 Describe some ancient towns in Ghana.	**Lesson:** 1 OF 1
Performance Indicator: Learners can describe some ancient towns in Ghana.	**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures of past events of the school, community and Ghana	
References: History Curriculum Pg. 30		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Tell learners stories about how our ancestors lived Have learners to watch videos of how our ancestors lived. Have learners to about parts of the video that interest them	Identify the kinds of food they ate, the clothes they wore and how they travelled etc. Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology. Produce a photo album (Tactile photo album for visually impaired) of family members including learners Leaners appreciate how things have changed as a matter of time	What have we learnt today? How our ancestors lived Have learners to summarize the important points in the lesson
	Have learners write on a sheet of paper the following Which were the ancient towns in Ghana? Where were they located? Who founded them?	Which were the ancient towns in Ghana? Where were they located? Who founded them? List some ancient towns and places in Ghana (Begho, BonoManso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya) Locate some of these towns and places on a map of Ghana Use the internet to learn about these places and share in class Show and discuss pictures of some of these towns and places	What have we learnt today? Ancient towns in Ghana have learners to summarize the important points in the lesson

WEEK 5

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My Country Ghana	
Class: B5	**Class Size:**	**Sub Strand:** Some Selected Individuals	
Content Standard: B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally	**Indicator:** B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally		**Lesson:** 1 OF 1
Performance Indicator: Learners can name Ghanaians who have made significant Contribution locally and internationally		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures and Videos		
References: History Curriculum Pg. 31			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	There are three light switches outside of a room– labeled number one, number two, and number three. The door to the room is closed and you can't see in. All three switches are off. You need to figure out which switch belongs to which bulb. You can use the switches however you want to, but can only enter the room once. How do you do it?	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Dr. R.E.G Armattoe *Dr. Raphael Ernest Grail Armattoe was a renowned Ghanaian doctor, anthropologist, author, poet, and politician. He discovered the "Abochi" drug that saved millions of lives in Africa in the 1940s.* Use pictures to identify some of the important contributions he made locally and internationally	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.
	A farmer is traveling with a fox, a goose, and a bag of beans. During his journey, he comes across a river with a boat to cross it. The farmer can only t one thing in the boat with him at a time.	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Kofi Atta Annan Use pictures to identify some of the important contributions he made locally and internationally	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

	If left alone together, the fox will eat the goose or the goose will eat the beans. How does the farmer get everything across the river safely?	 *Kofi Atta Annan was a ghanaian diplomat who served as the seventh secretary general of the united nations from January 1997 to december 2006. Annan and the UN were the co-recipients of the 2001 Nobel peace prize.*	

WEEK 6

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My Country Ghana	
Class: B5	**Class Size:**	**Sub Strand:** Some Selected Individuals	
Content Standard: B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally	**Indicator:** B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally		**Lesson:** 1 OF 1
Performance Indicator: Learners can name Ghanaians who have made significant Contribution locally and internationally		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures and Videos		
References: History Curriculum Pg. 31			

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	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Osibisa- music group *Osibisa are a Ghanaian afro rock band founded in london in 1969 by four expatriate african and three Caribbean musicians. Their music is a fusion of Africa, Caribbean, jazz, funk, rock, Latin, R&B and highlife.* Use pictures to identify some of the important contributions he made locally and internationally	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.
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board. The students must come up with questions in which the answer could be the object on the board.	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: El Anatsui	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.

		 El Anatsui is a Ghanaian sculptor and an internationally acclaimed artist who transforms simple materials into complex assemblages that create distinctive visual impact. He uses discarded resources like liquor bottle caps, printing plates etc. Use pictures to identify some of the important contributions he made locally and internationally	

WEEK 7

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My Country Ghana	
Class: B5	**Class Size:**	**Sub Strand:** Some Selected Individuals	
Content Standard: B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally	**Indicator:** B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally		**Lesson:** 1 OF 1
Performance Indicator: Learners can name Ghanaians who have made significant Contribution locally and internationally		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures and Videos		
References: History Curriculum Pg. 31			

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.	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: David Adjaye -architect *Sir David Adjaye is a Ghanaian british architect. He is known for designing many portable buildings around the world, including the national museum of african American history and culture in Washington, DC.* Use pictures to identify some of the important contributions he made locally and internationally	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt.
	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.	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Ozwald Boateng-fashion *Sir Ozwald Boateng is a british fashion designer of ghanaian descent, known for his trademark twist on classic british tailoring and bespoke style.* Use pictures to identify some of the important contributions he made locally and internationally	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt.

WEEK 8

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** My Country Ghana	
Class: B5	**Class Size:**	**Sub Strand:** Some Selected Individuals	
Content Standard: B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally	**Indicator:** B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally		**Lesson:** 1 OF 1
Performance Indicator: Learners can name Ghanaians who have made significant Contribution locally and internationally		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures and Videos		
References: History Curriculum Pg. 31			

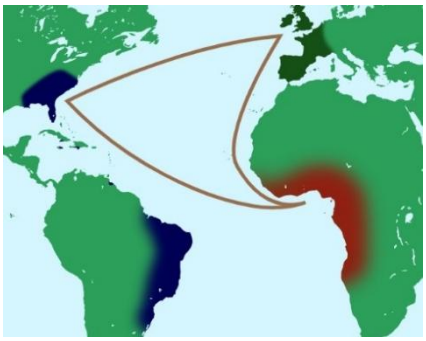
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Efua Sutherland-playwright *Efua Theodora Sutherland was a ghanaian playwright, director, dramatist, children's author, poet, educationalist, researcher, child advocate, and cultural activist. Her works include Foriwa, Edufa, and The Marriage Of Anansewa. A park in Accra near the national theater was named after her "Efua Sutherland park"* Use pictures to identify some of the important contributions he made locally and internationally	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 play games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Prof Akua Kuenyehia-law *Akua Kuenyehia is a ghanaian lawyer who served as a judge of the international criminal court from 2003 to 2015. She also served as first vice president of the court.*	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.

		She was one of the only three female african judges at the ICC Use pictures to identify some of the important contributions he made locally and internationally	

WEEK 9

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Europeans in Ghana	
Class: B5	**Class Size:**	**Sub Strand:** Slave Trade	
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury.	**Indicator:** B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century	**Lesson:** 1 OF 1	
Performance Indicator: Learners can investigate why the Europeans began trading in humans by the 16th century		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures and Videos		
References: History Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	In a group discussion, engage learners to explain slave trade. *Slave trade is the capturing, selling and buying of enslaved persons.* Tell learners stories about slave trade in ghana. *Ghana was primarily attracted by Europe because of the large quantity of gold dust found here. They exchanged the gold with clothing, blankets, spices, sugar, silk, etc.* *As early as 1500, the settlers' interest turned to exchanging the gold with human beings in the light of the growing demand for human labor in europe.* 	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Use a map to explain the concept of Trans-Atlantic slave trade	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

		 Transatlantic slave trade was the buying of human beings from West Africa across the Atlantic ocean to America and the west indies for sale. It involved three continents namely Africa, America and Europe. It was also known as the triangular trade. The trade routes were i. *from europe to west Africa* *ii. from west Africa to north and south America* *iii. from America to europe* 	

WEEK 10

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Europeans in Ghana	
Class: B5	**Class Size:**	**Sub Strand:** Slave Trade	
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury.	**Indicator:** B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century		**Lesson:** 1 OF 1
Performance Indicator: Learners can investigate why the Europeans began trading in humans by the 16th century		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures and Videos		
References: History Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Brainstorm the reasons why the Europeans began trading in humans. Have learners watch pictures of some forts and castles which were used for trading humans In small groups learners develop a poster on the TransAtlantic Slave Trade Groups present their work to the whole class	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Brainstorm the reasons why the Europeans began trading in humans. Have learners watch pictures of some forts and castles which were used for trading humans In small groups learners develop a poster on the TransAtlantic Slave Trade Groups present their work to the whole class	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 11

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Europeans in Ghana	
Class: B5	**Class Size:**	**Sub Strand:** Slave Trade	
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury.	**Indicator:** B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century		**Lesson:** 1 OF 1
Performance Indicator: Learners can investigate why the Europeans began trading in humans by the 16th century		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures of castles and forts		
References: History Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Brainstorm the reasons why the Europeans began trading in humans. Have learners watch pictures of some forts and castles which were used for trading humans In small groups learners develop a poster on the TransAtlantic Slave Trade Groups present their work to the whole class	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Brainstorm the reasons why the Europeans began trading in humans. Have learners watch pictures of some forts and castles which were used for trading humans In small groups learners develop a poster on the TransAtlantic Slave Trade Groups present their work to the whole class	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 12

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Europeans in Ghana	
Class: B5	**Class Size:**	**Sub Strand:** Slave Trade	
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury.	**Indicator:** B5.3.2.1.1 Investigate how slave trade was conducted		**Lesson:** 1 OF 1
Performance Indicator: Learners can investigate how slave trade was conducted		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Pictures of castles and forts		
References: History Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Show pictures of castles and forts. Ask learners: "What do you think these buildings were used for during the time of the Europeans in Ghana?"	- Discuss the transition from trade in goods to trade in humans. - Investigate and outline how the slave trade was organized (capture, storage, shipment). - Group work: Create diagrams/charts showing the stages. - Question and answer on key facts. Assessments: 1. Question and answer session about how slave trade was conducted. 2. Group activity: Learners create a simple chart/diagram showing the slave trade process. 3. Short written reflection on the impact of the slave trade. 4. Observation of participation during group and class discussions.	Learners share what they have learned about how the slave trade was conducted. Discuss how it affected people and communities.

FIRST TERM LESSON PLAN

BASIC FIVE (CREATIVE ARTS)

WEEK 1

Name of School: ……..…..

Name of Teacher: ……

Week Ending:		**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson			**Strand:** Visual Arts
Class: B5	**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:** B5 1.1.1.1 Study some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa		**Lesson:** 1 OF 1
Performance Indicator: Learners can explore and study some compositions of Ghanaian visual artists living in Africa			**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 64			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Display some artefacts on the teachers table and ask learners to identify and relate to them. Have learners tell the uses of the artefacts identified.	Guide learners to study the visual artworks (e.g. wood carvings, printed fabrics, wall paintings, cartoons, posters, photographs, clay pots) created by some Ghanaian visual artists (e.g. El-Anatsui, Nnenna Okore, Cheri Samba, Goncalo Mabunda, Abdoulaye Konate, Peju Alatise) Engage learners to gather information of artworks of some Ghanaian visual artists; Let learners examine some artworks of the artists to find out how those artworks reflect the history and culture of the people of Ghana and Africa. For example, relate the colors and star in the Ghana Flag to the history of Ghana;	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?

		Assessment 1. State four examples of visual artworks 2. Write brief on the following El-Anatsui and Nnenna Okore,	
	Display some artefacts on the teachers table and ask learners to identify and relate to them. Have learners tell the uses of the artefacts identified. Ask learners questions to review learners understanding in the previous lesson.	Guide learners to identify and discuss symbols found in the artworks being studied that reflect the history and culture of the people of Ghana; Learners write brief notes about one visual artist using the following guidelines: - Name - Training - Type of artworks - Title of some works. Assessment Write brief notes on Amon Kotei, Theodosia Okoh	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:** Creative Arts
Duration: 60mins per lesson		**Strand:** Visual Arts
Class: B5	**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:** B5 1.1.1.1 Study some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa	**Lesson:** 1 OF 1
Performance Indicator: Learners can explore and study some compositions of Ghanaian visual artists living in Africa		**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 64		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Display some artefacts on the teachers table and ask learners to identify and relate to them. Have learners tell the uses of the artefacts identified.	Guide learners to study the visual artworks (e.g. wood carvings, printed fabrics, wall paintings, cartoons, posters, photographs, clay pots) created by some Ghanaian visual artists (e.g. El-Anatsui, Nnenna Okore, Cheri Samba, Goncalo Mabunda, Abdoulaye Konate, Peju Alatise) Engage learners to gather information of artworks of some Ghanaian visual artists; Let learners examine some artworks of the artists to find out how those artworks reflect the history and culture of the people of Ghana and Africa. For example, relate the colors and star in the Ghana Flag to the history of Ghana; <u>Assessment</u> 1. State four examples of visual artworks 2. Write brief on the following El-Anatsui and Nnenna Okore,	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?
	Display some artefacts on the teachers table and ask learners to identify and relate to them.	Guide learners to identify and discuss symbols found in the artworks being studied that	Ask learners to do the following by ways of reflecting on the lesson:

	Have learners tell the uses of the artefacts identified. Ask learners questions to review learners understanding in the previous lesson.	reflect the history and culture of the people of Ghana; Learners write brief notes about one visual artist using the following guidelines: - Name - Training - Type of artworks - Title of some works. <u>Assessment</u> Write brief notes on Amon Kotei, Theodosia Okoh	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:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B5	**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:** B5. 2.1.1.2 Explore and study some compositions and performances of Ghanaian and performing artists living in Africa		**Lesson:** 1 OF 1
Performance Indicator: Learners can explore and study some compositions and performances of Ghanaian and performing artists living in Africa		**Core Competencies:** Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 64			

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 are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe) Guide learners to gather information through OERs: library studies, internet surfing recorded videos, etc. For example, 'Things fall Apart' by Chinua Achebe. Engage learners to discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans.	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.
	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 are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe) Let learners write a brief about Chinua Achebe using the following guidelines: - Name - Country of origin - Training - Type of compositions and performances - Title of some works - Style.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 4

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Performing Arts
Class: B5	**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:** B5. 2.1.1.2 Explore and study some compositions and performances of Ghanaian and performing artists living in Africa	**Lesson:** 1 OF 1
Performance Indicator: Learners can explore and study some compositions and performances of Ghanaian and performing artists living in Africa		**Core Competencies:** Decision Making Creativity, Innovation Communication
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 64		

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 are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe) Guide learners to gather information through OERs: library studies, internet surfing recorded videos, etc. For example, 'Things fall Apart' by Chinua Achebe. Engage learners to discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans.	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.
	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 are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe) Let learners write a brief about Chinua Achebe using the following guidelines: - Name - Country of origin - Training - Type of compositions and performances - Title of some works - Style.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 5

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Visual Arts	
Class: B5	**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:** B5.1.2.2.1/ B5.1.2.3.1 Experiment with available relevant visual arts media and methods to create own visual artworks		**Lesson:** 1 OF 1
Performance Indicator: Learners can experiment with available relevant visual arts media and methods to create own visual 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. 64			

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	Guide learners to explore the local environment to select available materials and tools that are good for making artworks Learners to study and experiment with available materials and tools to create simple artworks. Discuss and share their experiences through jury and peer review. Use available materials in the environment to make artworks similar to the works studies	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	Discuss and compare their artworks to the artworks studied. Learners are to demonstrate basic knowledge and skills in making own comprehensive designs. Guide learners to choice the right tools and equipment for their designs e.g. brush, scissors, knives, spray diffuser, chisel, 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.

WEEK 6

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Visual Arts
Class: B5	**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:** B5.1.2.2.1/ B5.1.2.3.1 Experiment with available relevant visual arts media and methods to create own visual artworks	**Lesson:** 1 OF 1
Performance Indicator: Learners can experiment with available relevant visual arts media and methods to create own visual 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. 64		

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	Guide learners to explore the local environment to select available materials and tools that are good for making artworks Learners to study and experiment with available materials and tools to create simple artworks. Discuss and share their experiences through jury and peer review. Use available materials in the environment to make artworks similar to the works studies	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	Discuss and compare their artworks to the artworks studied. Learners are to demonstrate basic knowledge and skills in making own comprehensive designs. Guide learners to choice the right tools and equipment for their designs	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.

		e.g. brush, scissors, knives, spray diffuser, chisel, etc.	

WEEK 7

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B5	**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:** B5.2.2.2.1/B5.2.2.3.1 Create own performing artworks based on own ideas, knowledge and understanding of artworks		**Lesson:** 1 OF 1
Performance Indicator: Learners can create own performing artworks based on own ideas, knowledge and understanding of 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. 64			

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	Learners are to explore the local environment to select available instruments, equipment, etc that are good for composing and performing music, dance, drama, poems, appellations, etc. In groups engage learners to create compositions of some Ghanaian artists. Learners to display their artworks for appreciation. Discuss and share their experiences through peer review	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 Using questions and answers, review their understanding of the previous lesson	Learners are to demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts. Let learners make own compositions based on reflective memory of the history and culture of a selected group of Africans.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 8

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B5	**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:** B5.2.2.2.1/B5.2.2.3.1 Create own performing artworks based on own ideas, knowledge and understanding of artworks		**Lesson:** 1 OF 1
Performance Indicator: Learners can create own performing artworks based on own ideas, knowledge and understanding of 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. 64			

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	Learners are to explore the local environment to select available instruments, equipment, etc that are good for composing and performing music, dance, drama, poems, appellations, etc. In groups engage learners to create compositions of some Ghanaian artists. Learners to display their artworks for appreciation. Discuss and share their experiences through peer review	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 Using questions and answers, review their understanding of the previous lesson	Learners are to demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts. Let learners make own compositions based on reflective memory of the history and culture of a selected group of Africans.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 9

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Visual Arts
Class: B5	**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:** B5.1.3.4.1/B5.1.3.5.1 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks.	**Lesson:** 1 OF 1

Performance Indicator: Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of 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. 64	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video on an exhibition or visit an exhibition center, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service.	Have leaners to discuss the need for displaying portfolio of own visual artworks; Develop a roadmap for the exhibition by: - fixing a date; - selecting a venue; - inviting an audience; Brainstorm to agree on a theme for the exhibition. Send manual and/or electronic invitations. E.g. letters, postcards, WhatsApp, etc.	What have we leant today? Planning and Displaying of own artworks. Have leaners to say rhymes in relation to the lesson
	Have Learners to watch a short video on an exhibition or visit an exhibition center or gallery	Select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance; decide on mode of display (e.g. hanging, draping, spreading); 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.	What have we leant today? Planning and Displaying of own artworks. Have leaners to say rhymes in relation to the lesson

WEEK 10

Week Ending:	**DAY:**	**Subject:** Creative Arts
Duration: 60mins per lesson		**Strand:** Visual Arts
Class: B5	**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:** B5.1.3.4.1/B5.1.3.5.1 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks.	**Lesson:** 1 OF 1

Performance Indicator: Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of 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. 64	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video on an exhibition or visit an exhibition center, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service.	Have leaners to discuss the need for displaying portfolio of own visual artworks; Develop a roadmap for the exhibition by: - fixing a date; - selecting a venue; - inviting an audience; Brainstorm to agree on a theme for the exhibition. Send manual and/or electronic invitations. E.g. letters, postcards, WhatsApp, etc.	What have we leant today? Planning and Displaying of own artworks. Have leaners to say rhymes in relation to the lesson
	Have Learners to watch a short video on an exhibition or visit an exhibition center or gallery	Select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance; decide on mode of display (e.g. hanging, draping, spreading); 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.	What have we leant today? Planning and Displaying of own artworks. Have leaners to say rhymes in relation to the lesson

WEEK 11

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B5	**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:** B5.2.3.4.1/ B5.2.3.5.1 Stage a display of own portfolio of performing artworks that reflect the history and culture of the people of Africa		**Lesson:** 1 OF 1
Performance Indicator: Learners can stage a display of own portfolio of performing artworks that reflect the history and culture of the people of Africa		**Core Competencies:** Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 64			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and sing songs to begin the lesson. Using questions and answers, review the understanding of learners of the previous lesson	Engage learners to watch a short video or live performances that reflect the history and culture of the people in Africa. Let leaners talk about the video and tell the class the part of the video that interest them most. Leaners to perform parts of the video in groups. In groups, discuss the need for displaying portfolio of own performing artworks.	What have we learnt today? Planning and Displaying of own artworks.
	Play games and sing songs to begin the lesson. Using questions and answers, review the understanding of learners of the previous lesson	Guide learners to plan a display of portfolio of own music, dance or drama Have learners talk about how they felt performing their own compositions. Learners to talk about *i. what they learnt from the performance of other groups.* *ii.what other things they would want to do to improve upon their compositions.*	What have we learnt today? Planning and Displaying of own artworks. Give Learners home task to observe and reflect on a specific activity within their environment and compose a short performance for class discussion

WEEK 12

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B5	**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:** B5.2.3.4.1/ B5.2.3.5.1 Stage a display of own portfolio of performing artworks that reflect the history and culture of the people of Africa		**Lesson:** 1 OF 1
Performance Indicator: Learners can stage a display of own portfolio of performing artworks that reflect the history and culture of the people of Africa		**Core Competencies:** Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 64			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and sing songs to begin the lesson. Using questions and answers, review the understanding of learners of the previous lesson	Engage learners to watch a short video or live performances that reflect the history and culture of the people in Africa. Let leaners talk about the video and tell the class the part of the video that interest them most. Leaners to perform parts of the video in groups. In groups, discuss the need for displaying portfolio of own performing artworks.	What have we learnt today? Planning and Displaying of own artworks.
	Play games and sing songs to begin the lesson. Using questions and answers, review the understanding of learners of the previous lesson	Guide learners to plan a display of portfolio of own music, dance or drama Have learners talk about how they felt performing their own compositions. Learners to talk about *i. what they learnt from the performance of other groups.* *ii.what other things they would want to do to improve upon their compositions.*	What have we learnt today? Planning and Displaying of own artworks. Give Learners home task to observe and reflect on a specific activity within their environment and compose a short performance for class discussion

FIRST TERM LESSON PLAN

BASIC FIVE (GHANAIAN LANGUAGE)

WEEK 1

Name of School: ……..…..

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Oral Language
Class: B5	**Class Size:**	**Sub Strand:** Songs
Content Standard: B5.1.1.1: Show an understanding of cradle songs/lullaby	**Indicator:** B5.1.1.1.1 /B5.6.3.1.1-2 Sing cradle songs/lullaby with the correct rhythms and discuss importance of songs and read and answer questions on the narratives/passage read.	**Lesson:** 1 OF 1
Performance Indicator: Learners can sing cradle songs with the correct rhythms and discuss importance of songs and read and answer questions on the narratives/passage.	**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 34		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Let learners find the rhyming pairs for these words. First unscramble the words 1. THIGR & EIGHTH 2. OWELT & LOWRG 3. OUFR & AORR 4. OCRK & ALKHC Answers: Right & Height Towel & Growl Four & Roar Rock & Chalk	Show a clip of a baby crying to learners. Ask learners to tell you what a mother does when a child is crying. Discuss the answers with the learners and talk about what a lullaby is. Play a recorded cradle song or lullaby to the hearing of learners. Lead learners to sing cradle songs/lullaby with correct rhythm. Allow individual learners to sing a lullaby. Let learners brainstorm the importance of lullaby.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.
	Tell learners a few jokes to get their attention.	Lead them to discuss the importance of cradle songs to the baby.	Learners to tell what was interesting about the lesson.

	Call two learners to share their jokes as well	Write some of the benefits discussed on the board, and allow learners to copy them into books. E.g. It makes the baby sleep. It makes the baby happy. It enables the baby to play. Assist learners to discuss the importance of cradle songs to the mother and caretaker. E.g. It allows the mother to do her work. It helps the mother to rest etc. Write the outcome from the discussion with the learners. Let learners role play mother singing a lullaby and holding a child.	Have learners to read and spell the key words written 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	Read a text aloud to the hearing of learners. Guide learners to read short texts, narratives or stories from other materials with correct intonation. Let learners read paragraph each of the text to the class. Learners read a passage to the hearing of others learners. Lead learners to answer questions on the passage read orally then write them into their books.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.

WEEK 2

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Oral Language
Class: B5	**Class Size:**	**Sub Strand:** Poem

Content Standard: B5.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them.	**Indicator:** B5.1.3.1.1- 2 Explore a poem of about six to seven lines correctly.	**Lesson:** 1 OF 1

Performance Indicator: Learners can explore a poem of about six to seven lines correctly.	**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
References: Ghanaian Language Curriculum Pg. 35	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes to prepare them for the lesson. Play games with learners	Ask a learner to explore a poem and listen to a poem accompanied by audio. Let the learners perform the gestures that accompany the poems. Explore a poem for learners to listen. Lead learners to explore poems correctly.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	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 listen to a poem recital. Read a poem and discuss key issues in the poem. Let learners explore poems they know. Lead learners to recognize the key words in the poem they explore. Put learners into groups and let the groups discuss the key issues and present to the class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners share what is going on in their lives.	Allow a learner to explore a poem for the whole class to listen.	Use questions to review their understanding of the lesson

	You and your learners can talk about plans for the weekend.	Allow learners to write down what they think about the poem and let them discuss. In groups, help learners to discuss the theme of the poem.	Ask learners to summarize what they have learnt

WEEK 3

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Oral Language
Class: B5	**Class Size:**	**Sub Strand:** Story telling

Content Standard: B5.1.4.1: Demonstrate knowledge on the structure and features of folktales	**Indicator:** B5.1.4.1.1-2 Retell a folktale of about five scenes and discuss the moral/values of it.	**Lesson:** 1 OF 1
Performance Indicator: Learners can retell a folktale of about five scenes and discuss the moral/values of it.	**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 35		

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	Ask learners to say what is done in the evenings when there are no electrical gadgets around. Discuss answers with learners and talk about folktales. Tell a folktale to learners. Allow learners to retell the folktale. Allow learners to discuss the structure of, and the values/moral lessons in the folktale.	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.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	In groups, let learners summarize the structure and values of folktales and present to the class. Let a learner tell a folktale and discuss key issues among themselves. Allow learners to recognize the characters in the folktales. Let learners write briefly on the characters identified.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	In groups, let learners summarize the structure and values of folktales and present to the class. Let a learner tell a folktale and discuss key issues among themselves. Allow learners to recognize the characters in the folktales. Let learners write briefly on the characters identified.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 4

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Reading
Class: B5	**Class Size:**	**Sub Strand:** Phonics: letter and sound knowledge

Content Standard: B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words.	**Indicator:** B5.2.4.1.1-2 Read and recognize diagraphs in words found in paragraphs.	**Lesson:** 1 OF 1

Performance Indicator: Learners can read and recognize diagraphs in words found in paragraphs.	**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
References: Ghanaian Language Curriculum Pg. 42	

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	Ask learners to mention some sounds of the letters of the alphabet. Write down some of these sounds on the board. Select one sound and lead learners to form words using that sound. Read to learners words with familiar sounds. Assist learners to read and recognize word with familiar sounds at word medial.	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 Using questions and answers, review their understanding of the previous lesson	Let learners mention some words and write them on the board. Group the words into two: those without diagraphs and those with diagraphs. Write out the diagraphs on the board and pronounce them to the hearing of learners. Assist learners to recognize diagraphs in the words in a given paragraph.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

		Call learners to write the diagraphs identified from the words on the board.	
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Let learners mention some words and write them on the board. Divide the words into syllables and discuss with learners. Allow learners to use some of the syllables to form new words. Let learners say the words to the class and write some on the board. Assist learners to blend two or more syllables to form words and read them	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 5

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Reading	
Class: B5	**Class Size:**	**Sub Strand:** Vocabulary: sight and content vocabulary	
Content Standard: B5.2.5.1: Show an understanding of recognizing and reading about things in their environment.	**Indicator:** B5.2.5.1.1-2 Read paragraphs of passages aloud with correct pronunciation and tone.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can read paragraphs of passages aloud with correct pronunciation and tone.		**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 42			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on the board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Write some sentences on flashcards and show them to learners. Ask some of the learners to say the words and then read the sentences in full. In groups, guide learners to read sentences aloud with correct pronunciation and tone.	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.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Give a paragraph of a passage and allow learners to read in turns. With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Give passages of about three paragraphs, and let learners read in their groups. Call leaders of the groups to read the whole passage to the class. Put learners in groups to read sample notices, texts and use sentence cards to help learners read paragraphs aloud with correct pronunciation and tone.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 6

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Writing
Class: B5	**Class Size:**	**Sub Strand:** Penmanship

Content Standard: B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly	**Indicator:** B5.3.1.1.1-3 Recognize the use of full stops, comma and colon.	**Lesson:** 1 OF 1

Performance Indicator: Learners can recognize the use of full stops, comma and colon.	**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
References: Ghanaian Language Curriculum Pg. 47	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes **<u>Ding dong bell</u>**. Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	Let learners write a sentences on the board and in their books. Go round and check the sentences written to see if full stops are at the ends. Discuss the punctuation, full stop, with learners. Write a passage on the board with all punctuations. Assist learners to recognize that a full stop is used at the end of a complete sentence, and to separate initials.	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.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Write a passage on the board with all the appropriate punctuations. Discuss the passage with learners, and help them to recognize the punctuation comma. Assist learners to recognize that a comma is used to separate a list of items. It	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

		serves as a pause in sentences and speech. Let learners write sentences or short passages using the comma.	
	Engage learners to sing songs and recite rhymes **Row, Row, Row Your Boat**" Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream. Engage learners to sing songs and recite rhymes	Write a passage on the board with all the appropriate punctuations. Discuss the use of the colon in the passage. Assist learners to recognize that a colon is used to list and explain a statement, or to mention a list of items	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 7

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Composition Writing
Class: B5	**Class Size:**	**Sub Strand:** Narrative Writing

Content Standard: B5.4.1.1: Comprehend and use punctuation marks in narrative writing.	**Indicator:** B5.4.1.1.1-3 Recognize and use punctuations appropriately in narrative writing.	**Lesson:** 1 OF 1
Performance Indicator: Learners can recognize and use punctuations appropriately in narrative writing.	**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 49		

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!	Discuss with learners types of writing and explain what narrative writing is. Give examples of narrative writing to learners to examine. Discuss with learners the structure and features of narrative writing. Assist learners to recognize the use of commas, full stops, and question marks appropriately in narrative writing given. Allow learners to write a narrative of about two hundred words.	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	Give a long narrative writing piece to learners. Discuss the content of the narrative writing with learners. Allow learners to recognize the exclamation marks used in the given piece.	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

		Let learners read the narrative piece in their groups. Assist learners to understand the use of exclamation marks in narrative writing appropriately.	
	Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson.	With a given narrative writing piece. Allow learners to discuss in groups the punctuations used in the narrative writing. Assist learners to know the use of the colon and quotation marks in narrative writing appropriately through discussion.	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 8

Week Ending:	**DAY:**	**Subject:** Ghanaian Language
Duration: 60mins per lesson		**Strand:** Composition Writing
Class: B5	**Class Size:**	**Sub Strand:** Creative/ Free Writing

Content Standard: B5.4.2.1: Show an understanding of creating and writing longer stories on their own	**Indicator:** B5.4.2.1.1-3 Create a story that relates to their environment.	**Lesson:** 1 OF 1
Performance Indicator: Learners can create a story that relates to their environment.	**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 50		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners in the "Lucky Dip game" Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep	Discuss with learners things that are considered in writing a story. In groups, ask learners to create a short story and read to the class. Give a few words on the board as a guide for learners to write a short story	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 Memory Game"** The students are shown a picture with many things in it or a list of several words. The catch is they are shown it for just a few seconds. The students are then asked to recall what they saw and write it down in their books.	Ask a learner to tell a story. Discuss with learners what an imaginative story is. In groups, ask learners to write an imaginative story of about three hundred words and present to the class. Write sentences on flashcards. Use the sentences on the flashcards to help learners to write an imaginative longer story on their own.	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 "Step forward" game. Learners stand at the start line.	Discuss some environmental issues with learners such as flood, bushfire, climate change pollution, etc. Give	Use questions to review their understanding of the lesson

	Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins.	learners some guiding sentences on the board. Put learners in groups and guide them to create a story about a selected issue on the environment for each group	Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Composition Writing	
Class: B5	**Class Size:**	**Sub Strand:** Descriptive Writing	
Content Standard: B5.4.3.1: Exhibit knowledge of writing descriptive essays using controlled composition or on their own	**Indicator:** B5.4.3.1.1-3 give and write simple descriptive essays about human beings and objects using controlled composition		**Lesson:** 1 OF 1
Performance Indicator: Learners can give and write simple descriptive essays about human beings and objects using controlled composition		**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 51			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson.	Use controlled composition to write a short descriptive essay on a cardboard. Encourage and monitor learners to write simple descriptive essays about human beings using controlled composition.	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	Use controlled composition to write a simple descriptive essay on a cardboard. Let learners write simple descriptive essays about objects using controlled composition.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Ask learners questions to review their understanding in the previous lesson.	Use controlled composition to write a simple descriptive essay on a cardboard.	Use questions to review their understanding of the lesson

	Engage learners to play games and sing familiar rhymes to begin the lesson.	Guide learners to write simple descriptive essays on given topics of at least three paragraphs and read some aloud in class.	Ask learners to summarize what they have learnt

WEEK 9

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Writing Conventions	
Class: B5	**Class Size:**	**Sub Strand:** Capitalization	
Content Standard: B5.5.1.1: Show an understanding in the use of capital letters appropriately	**Indicator:** B5.5.1.1.1-3 Comprehend the use of capital letters with colon and question mark.		**Lesson:** 1 OF 1
Performance Indicator: Learners can comprehend the use of capital letters with colon and question mark.		**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 56			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Write a list of words on the board comprising of common nouns and proper nouns. Ask learners to group the nouns. Discuss with learners the proper nouns. Let learners recognize the use of capital letters to begin the proper nouns. Ask students to write some more proper nouns on the board. Ask learners to use some of the proper nouns in sentences.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to sing the alphabets song **A B C SONG** A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me	Write a paragraph on flash cards with all punctuations used. Ask learners to recognize where capital letters occur in the paragraph. Discuss the colon and the use of capitals after the colon.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

		Use flashcards to help learners understand the use of capital letters after a colon.	
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	Allow learners to read a passage. Discuss with learners the occurrences of the question mark in the passage. Let learners recognize the words that occur after the question mark. Discuss the occurrence of the capital letter to begin the word after the question mark. Write a few sentences on the board and ask learners to write them out correctly, placing in them question marks and capital letters, etc.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 10

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Writing Conventions	
Class: B5	**Class Size:**	**Sub Strand:** Punctuation	
Content Standard: B5.5.2.1: Demonstrate knowledge in the use of punctuation marks in passages	**Indicator:** B5.5.2.1.1-3 Recognize and use commas, full stops, quotation marks, exclamation mark and question marks appropriately in writing.		**Lesson:** 1 OF 1
Performance Indicator: Learners can recognize and use commas, full stops, quotation marks, exclamation mark and question marks appropriately in writing.		**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 57			

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 a passage to learners and allow the learners to read. Read the passage aloud to learners. Let learners recognize the punctuation used in the passage. Write a paragraph on a flash card without any punctuations. Guide learners to use commas, full stops, and question marks appropriately in the 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
	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.	Allow learners to read a passage and discuss the punctuations with learners. Talk about the exclamation mark. Write a paragraph on a flash card without some punctuations, e.g. the exclamation mark. Read the paragraph aloud to learners. Assist learners to use exclamation marks to punctuate the writing appropriately.	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 sing songs and play games to get them ready for lesson.	Revise the lesson on colon with learners and discuss quotation marks with learners.	Use questions to review their understanding of the lesson

	Use questions and answers to review learners understanding in the previous lesson.	Give a short passage and ask learners to put in the colon and quotation marks appropriately.	Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

WEEK 11

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Writing Conventions	
Class: B5	**Class Size:**	**Sub Strand:** Use Of Action Words	
Content Standard: B5.5.3.1: Demonstrate knowledge on use of action words appropriately	**Indicator:** B5.5.3.1.1-2 Recognize and use simple present and past tense action words in sentences.		**Lesson:** 1 OF 1
Performance Indicator: Learners can recognize and use simple present and past tense action words in sentences.		**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 58			

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 do some actions in the class like clap, jump, sit, etc. Write and read aloud some of the action words mentioned by the learners. Ask learners to form sentences orally with some of the action words. Write simple present tense sentences on flashcards. Ask learners to recount what they did the day before.	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 sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Call learners in turns to read out the sentences on the flashcards. Call a learner to say or point out the action word in the sentence on a flashcard. Give simple present tense action words to learners to form sentences and read out aloud, or show to the class by writing 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
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners	Write some of the action words mentioned by the learners on the board. Read aloud to learners the written action words.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	understanding in the previous lesson.	Talk to learners about the action and explain to them the action has happened already. Allow learners to give more action words orally and guide them to put the words in past tense. Ask learners to use the past tense action words to form simple sentences in writing, or orally.	Learners to read and spell the key words on the board

WEEK 12

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Extensive Reading	
Class: B5	**Class Size:**	**Sub Strand:** Reading	
Content Standard: B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone	**Indicator:** B5.6.1.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone.		**Lesson:** 1 OF 1
Performance Indicator: Learners can read aloud passages from novels and newspapers with correct pronunciation and tone.		**Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 64			

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.	Discuss letter writing and its structure with learners. Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters.	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 sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Explain to learners the structure of semi-formal letters. Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter. Assist learners to understand the process in writing good semi-formal letters	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 sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Read a passage aloud to learners. Use flashcards with three to four word sentences written on them to assist learners with correct pronunciation and intonation. Let learners bring other materials on literary works like magazines or newspapers to read. Call learners to read paragraph by paragraph to check the correct pronunciation	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 FIVE (COMPUTING)

WEEK 1

Name of School: ……..…..

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Computing
Duration: 60mins		**Strand:** Introduction To Computing
Class: B5	**Class Size:**	**Sub Strand:** Generation Of Computers

Content Standard: B5.1.1.1: Identify parts of a computer and technology tools	**Indicator:** B5.1.1.1.1 -3 Describe the types of output device and identify their uses.	**Lesson:** 1 OF 1
Performance Indicator: Learners can discuss how technology is used to save lives in community and the effects of technology on the community	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures of telephone, mobile phone, radio, tablets,	
References: Computing Curriculum Pg. 11		

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.	Guide learners to identify types of output devices and their uses. Assist them to list them on the board as well as their uses. Guide the learners to identify the similarities and differences between analogue and digital devices. Present examples of analogue and digital devices to learners. Aid them to mention other examples of analogue devices and digital devices as well as noticing the differences.	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Generation Of Computers	
Content Standard: B5.1.1.1: Identify parts of a computer and technology tools	**Indicator:** B5.1.1.1.4-5 Perform some basic mousing and keyboarding skills		**Lesson:** 1 OF 1
Performance Indicator: Learners can perform some basic mousing and keyboarding skills		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures of telephone, mobile phone, radio, tablets,		
References: Computing Curriculum Pg. 11			

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	Guide learners to Identify the left, right mouse button, Demonstrate the holding of mouse, performing single, double and triple clicking, dragging object and using the scroll wheel Guide learners to master the use of mouse through practical sessions and games. Guide learners to type using top row keys (Q, W, E, R, and T keys for the left-hand and Y, U, I, O, and P keys for the right-hand), bottom row keys (Z, X, C, V, and B keys for the left-hand and N, M, comma, period, and forward slash keys for the right-hand), numerical pad (1, 2, 3, …9. etc.) Guide learners to type short paragraphs Word Processor or typing tutorial (e.g. Mavis Beacon) to improve typing speed	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 2

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Generation Of Computers	
Content Standard: B5.1.1.1: Identify parts of a computer and technology tools	**Indicator:** B5.1.1.1.5-7 Identify home row keys, top row, bottom row keys, numerical pad	**Lesson:** 1 OF 1	
Performance Indicator: Learners can identify home row keys, top row, bottom row keys, numerical pad		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures of telephone, mobile phone, radio, tablets,		
References: Computing Curriculum Pg. 12			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Show learners pictures or short videos on current trends of technology in the world. Have learners talk about the trends of technology and how they are going to apply it in their everyday lives.	Guide learners to type using; -**top row keys** *(Q, W, E, R, and T keys for the left-hand and Y, U, I, O, and P keys for the right-hand),* -**bottom row keys** *(Z, X, C, V, and B keys for the left-hand and N, M, comma, period, and forward slash keys for the right-hand),* -**numerical pad** *(1, 2, 3, …9. etc.)* Guide learners to list the features of the desktop and identify its functions. Guide learners to recall what has been learnt in previous classes and ask leading questions, use scenarios to help learners identify the difference between the types of computers, their advantages and disadvantages.	Form groups and have learners to summarize the important points of the lesson. Learners can pose questions for clarity if they don't understand

WEEK 3

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Introduction To MS-Windows Interface	
Content Standard: B5.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders	**Indicator:** B5.1.2.1.1.-2 Recognize and Personalize the Desktop Background and edit its images	**Lesson:** 1 OF 1	
Performance Indicator: Learners can recognize and Personalize the Desktop Background and edit its images		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
References: Computing Curriculum Pg. 13			
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			

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	Guide learners to create their own background picture using any application (e.g. paints). Guide them to use it as background picture. Background using Change Background, Start menu and Pin to taskbar or start menu. Guide learners to identify and use task bar, start menu, etc.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending:	**DAY:**	**Subject:** Computing
Duration: 60mins		**Strand:** Introduction To Computing
Class: B5	**Class Size:**	**Sub Strand:** Introduction To MS-Windows Interface

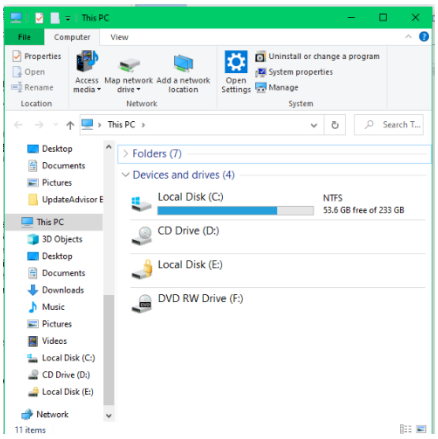
Content Standard: B5.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders	**Indicator:** B5.1.2.1.3.-4 Describe how to Personalize the Desktop	**Lesson:** 1 OF 1

Performance Indicator: Learners can recognize and Personalize the Desktop Background and edit its images	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.
Teaching/ Learning Resources	Computer, Laptop, Smartphone
References: Computing Curriculum Pg. 13	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have leaners to write on a sheet of paper any three features of the computer desktop. Engage leaners in the "**THE BALL GAME**" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts to mention a word. He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner.	Guide learners to customize the Start Menu and the Notification Area. Guide learners to create shortcuts of icons on the computers' desktop. **To create a desktop icon or shortcut, do the following:** 1. Browse to the file on your hard disk for which you want to **create** a **shortcut**. ... 2. Right-click the file for which you want to **create** a **shortcut**. 3. Select **Create Shortcut** from the menu. ... 4. Drag the **shortcut** to the **desktop** or any other folder. 5. Rename the **shortcut**.	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 4

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Introduction To MS-Windows Interface	
Content Standard: B5.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders	**Indicator:** B5.1.2.1.5-6 Demonstrate understanding of the File Explorer window	**Lesson:** 1 OF 1	
Performance Indicator: Learners can demonstrate understanding of the File Explorer window		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
References: Computing Curriculum Pg. 13			

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	Demonstrate moving, copying and pasting a file or icon into and from a folder on the desktop. Guide learners to copy and paste a file or icon into and from a folder on the desktop. Guide learners to use the file explorer to locate files. 	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 5

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Data, Sources And Usage	
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources	**Indicator:** B5.1.3.1.1-2 Identify primary sources of information		**Lesson:** 1 OF 1
Performance Indicator: Learners can identify primary sources of information		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
References: Computing Curriculum Pg. 14			

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.	Guide learners to identify the types of data (qualitative and quantitative) by asking leading questions. Task them to convert data from one format to another without losing its value. Guide learners to mention or talk about primary sources of information. Task learners to record data from the primary source and bring them to class for discussion. List items recorded and ask learners to group according to their similarities.	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Data, Sources And Usage	
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources	**Indicator:** B5.1.3.1.3. Identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc.		**Lesson:** 1 OF 1
Performance Indicator: Learners can identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc.		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
References: Computing Curriculum Pg. 14			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Use questions and answers to review the previous lesson with learners. Engage learners to play games and sing songs to begin the lesson	Guide learners to mention or talk about where one can receive or send information by asking leading questions. Task learners to record data from the news on the radio and bring to class for discussion. List items recorded and ask learners to group according to their similarities.	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 6

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Data, Sources And Usage	
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources	**Indicator:** B5.1.3.1.5-7 Recognize data types (integer, double, float).		**Lesson:** 1 OF 1
Performance Indicator: Learners can recognize data types (integer, double, float).		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
References: Computing Curriculum Pg. 14			

DAYS	**PHASE 1: STARTER**	**PHASE 2: MAIN**	**PHASE 3: REFLECTION**
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	Guide learners to add and find the average data collected and present their findings to the class. Divide learners into two groups and ask one group to mention a number and the other group to identify the type of data mentioned. Guide learners to send messages to each other via SMS, email. etc.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Data, Sources And Usage	
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources	**Indicator:** B5.1.3.1.8-10 Make simple tables and diagrams from the collected data.		**Lesson:** 1 OF 1
Performance Indicator: Learners can make simple tables and diagrams from the collected data.		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
References: Computing Curriculum Pg. 15			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	Bring tools or pictures of the tools and ask learners to select tools for collecting data. Alternatively, ask learners to bring tools for collecting data for a class discussion. Put learners into groups, task them to interview teachers using simple questionnaire, and record the data in books. Task learners to calculate the average, mean, sum and difference between data collected in an earlier class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 7

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Technology In The Community	
Content Standard: B5.1.4.1. Demonstrate the use of Technology in the community	**Indicator:** B5.1.4.1.1-2 List the effects of technology on the community and explain the fundamentals of digital system components.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can list the effects of technology on the community and explain the fundamentals of digital system components.		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer sets, modem and Pictures		
References: Computing Curriculum Pg. 16			

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.	Guide learners to investigate the types and importance of compression of document Positive effects –health care, education, manufacturing, agriculture etc . Negative effects –resource depletion ,pollution, privacy and security etc., Guide learners to brainstorm the basics of digital system components such as hardware, software and networks)	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

WEEK 8

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computing	
Class: B5	**Class Size:**	**Sub Strand:** Technology In The Community	
Content Standard: B5.1.4.1. Demonstrate the use of Technology in the community	**Indicator:** B5.1.4.1.3-4. Discuss how technology is used to save lives in community and the effects of technology on the community		**Lesson:** 1 OF 1
Performance Indicator: Learners can discuss how technology is used to save lives in community and the effects of technology on the community		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer sets, modem and Pictures		
References: Computing Curriculum Pg. 16			

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.	Guide learners to explore how technology is used to save lives in communities. Group them into groups of a maximum of five and let them present their findings to the class. Guide learners to brainstorm the effects of technology on the community. Show learners videos or pictures of effects of technology on the community. Let them discuss in groups, the effects of technology on their own community. Positive effects – *health care, education, manufacturing, agriculture etc.* Negative effects – *resource depletion, pollution, privacy and security etc*	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 9

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Presentation	
Class: B5	**Class Size:**	**Sub Strand:** Introduction To MS-PowerPoint	
Content Standard: B5.2.1.1. Demonstrate how to use Microsoft PowerPoint	**Indicator:** B5.2.1.1.1-2 Show a 5-slide presentation using of Insert, design, animation and transition of the ribbons studied	**Lesson:** 1 OF 1	
Performance Indicator: Learners can show a 5-slide presentation using of Insert, design, animation and transition of the ribbons studied		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer sets, modem and Pictures		
References: Computing Curriculum Pg. 17			

DAY	**PHASE 1: STARTER**	**PHASE 2: MAIN**	**PHASE 3: PLENARY**
	Show learners pictures or short videos on current trends of technology in the world	Demonstrate and guide learners to use "File menu", "Insert" and "Design Ribbons" to create a new MS-PowerPoint slide. Learners to use shapes in the "Insert ribbon" to draw the Ghana flag". Ask learners to use "File menu", "Insert" and "Design Ribbons" to design a colorful 5-paged MS-PowerPoint on the topic "Myself"	Teacher goes round the class to monitor the progress of learners based on the task given them

WEEK 10

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Word Processing	
Class: B5	**Class Size:**	**Sub Strand:** Introduction To Word Processing	
Content Standard: B5.3.1.1. Illustrate the use of word processing	**Indicator:** B5.3.1.1.2. Illustrate the use Insert, Design and Layout		**Lesson:** 1 OF 1
Performance Indicator: Learners can Illustrate the use Insert, Design and Layout		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS –Word		
References: Computing Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Show learners pictures or short videos on current trends of technology in the world	Guide the learners to create and format a document. Let learners create a document by writing a two-paragraphed sentences Guide learners to use File menu, Insert, Design and Layout Ribbon in formatting the document	Teacher goes round the class to monitor the progress of learners based on the task given them

WEEK 11

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Programming And Databases	
Class: B5	**Class Size:**	**Sub Strand:** Introduction To Databases	
Content Standard: B5.5.1.3. Demonstrate how to use Databases	**Indicator:** B5.5.1.3.1-2 describe databases, types and the importance and uses of database	**Lesson:** 1 OF 1	
Performance Indicator: Learners can describe databases, types and the importance and uses of database		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures and charts		
References: Computing Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Show learners pictures or short videos on current trends of technology in the world	Guide learners to identify the features of a database and the types of databases that exist. Ask learners to select the databases form a list of items written on the board. Play a video of the importance and uses of databases and ask learners to mention other uses of database and their importance. Assist learners to realize that Database designers typically organize the data to model aspects of reality in a way that supports processes requiring information. Guide learners to describe the types of database.	Use series of questions and answers to review learners understanding of the lesson. Examples: what is meant by database? State the types of database Ask learners to summarize the lesson Give learners home task to write on the importance and uses of database

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Programming And Databases	
Class: B5	**Class Size:**	**Sub Strand:** Introduction To Databases	
Content Standard: B5.5.1.3. Demonstrate how to use Databases	**Indicator:** B5.5.1.3.3-4 get familiar with MS-Excel and discuss the importance of Electronic Spreadsheets	**Lesson:** 1 OF 1	
Performance Indicator: Learners can get familiar with MS-Excel and discuss the importance of Electronic Spreadsheets		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures and charts		
References: Computing Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	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.	Learners discuss the importance of Electronic Spreadsheets. Guide learners to discuss the importance of Electronic Spreadsheets and what they are used for. Learners get familiar with the interface of MS-Excel Guide Learners to demonstrate how to access MS-Excel on any computer or gadget and display text in MS-Excel.	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

WEEK 12

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Programming And Databases	
Class: B5	**Class Size:**	**Sub Strand:** Introduction To Databases	
Content Standard: B5.5.1.3. Demonstrate how to use Databases	**Indicator:** B5.5.1.3.5-6 discuss programming languages and their use (e.g. scratch, vb.net etc.)		**Lesson:** 1 OF 1
Performance Indicator: Learners can discuss programming languages and their use (e.g. scratch, vb.net etc.)		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures and charts		
References: Computing Curriculum Pg. 19			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	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.	Guide learners to investigate on the types of databases and data. Let learners present their findings to the class. Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection and manipulation, security, and backup and restore. Guide learners to investigate in groups on the programming languages and their use (e.g. scratch, vb.net etc.)	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson