LESSON PLANS FOR PRIMARY SCHOOLS

BASIC SIX

BASIC 6

TERM 1

- Weekly forecast
- Detailed lesson plans

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FIRST TERM LESSON NOTES – BASIC 6

SCHEME OF LEARNING – TERM 1

ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B6.1.1.1	B6.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
2	Oral Language	Poems	B6.1.3.1	B6.1.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
3	Oral Language	Story Telling	B6.1.4.1	B6.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	Oral Language	Dramatization and Role Play	B6.1.5.2.	B6.1.5.2.1-2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
5	Reading	Word Families and Common Digraphs	B6.2.3.1	B6.2.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
6	Reading	Blends and Consonant Clusters	B6.2.5.1	B6.2.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

7	Grammar	Nouns	B6.3.1.1	B6.3.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
8	Grammar	Determiners Pronouns Adjectives	B6.3.2.1 B6.3.3.1 B6.3.4.1.1	B6. 3.2.1.1. B6.3.3.1.1 B6.3.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
9	Writing	Penmanship and Handwriting	B6.4.2.1	B6.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Writing	Paragraph Development Writing as a Process Narrative Writing	B6.4.3.1 B6.4.9.1 B6.4.10.1	B6.4.6.1.1 B6.4.9.1.1 B6.4.10.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Writing Conventions & Grammar Usage	Using Capitalization Using Punctuation Using Naming words Using Action Words	B5.5.1.1 B6.5.2.1 B6.5.3.1 B6.5.4.1	B6.5.1.1.1 B6.5.2.1.1 B6.5.3.1.1 B6.5.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
12	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation & Cardinality	B5.1.1.1	B5.1.1.1.1-3	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	
3	Number	Counting, Representation & Cardinality	B5. 1.2.3 B5.1.2.4	B5.1.1.2.1-2	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	
5	Algebra	Patterns & Relationships	B5.1.3.1	B5.1.1.3.4-5	
6	Geometry & Measurement	2D & 3D shapes	B5.1.3.1	B5.1.2.1.1-2	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks
7	Geometry & Measurement	2D & 3D shapes	B5.2.1.1	B5.1.2.2.1 B5. 1.2.3.1 B5.1.2.4.1	
8	Geometry & Measurement	Data collection, organisation, interpretation, presentation & analysis	B5.2.1.1	B5.1.2.5.1. B5.1.2.6.1	
9	Geometry & Measurement	Data collection, organisation, interpretation, presentation & analysis	B5.2.1.1	B5.1.3.1.1-2	Paper strips, cut out cards

10	Data	Data collection, organisation, interpretation, presentation & analysis	B5.3.2.1	B5.1.3.1.3-4	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	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	

SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity Of Matter	Living And Non-Living Things	B6.1.1.1	B6.1.1.1.1	Pictures of Plants and animals in the environment
2	Diversity Of Matter	Living And Non-Living Things	B6.1.1.1	B6.1.1.1.2	
3	Diversity Of Matter	Materials	B6.1.2.1	B6.1.2.1.1	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
4	Diversity Of Matter	Materials	B6.1.2.1	B6.1.2.1.2	
5	Diversity Of Matter	Materials	B6.1.2.1	B6.1.2.1.3	
6	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.1	Torch candle matchstick lantern paper pencil pictures of well river stream water
7	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.2	
8	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.3	Torch candle matchstick lantern paper pencil pictures of well river stream water
9	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.4	
10	Cycle	Life Cycle Of Organism	B6.2.2.1	B6.2.2.1.1	Plants seeds hand lens paper pencil fruits
11	Cycle	Life Cycle Of Organism	B6.2.2.1	B6.2.2.1.2	
12	Systems	The Human Body System ***(functions of organs in the excretory system of humans)***	B6.3.1.1	B6.3.1.1.1	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	B6 1.1.1	B6 1.1.1.1	Wall Charts, Wall Words, Posters, etc.
2	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.2	Wall Charts, Wall Words, Posters, etc.
3	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.3	Wall Charts, Wall Words, Posters, etc.
4	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.3	Wall Charts, Wall Words, Posters, etc.
5	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	Wall Charts, Wall Words, Posters, etc.
6	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	Wall Charts, Wall Words, Posters, etc.
7	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	Wall Charts, Wall Words, Posters, etc.
8	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	Wall Charts, Wall Words, Posters, etc.
9	Religious Worship in the Three Major Religions in Ghana	Religious Worship	B5.2.1.1	B5.2.1.1.1	Wall Charts, Wall Words, Posters, etc.
10	Religious Worship in the Three Major Religions in Ghana	Religious Worship	B5.2.1.1	B5.2.1.1.1	Wall Charts, Wall Words, Posters, etc.
11	Religious Worship in the Three Major Religions in Ghana	Religious Worship	B5.2.1.1	B5.2.1.1.2	Wall Charts, Wall Words, Posters, etc.
12	Religious Worship in the Three Major Religions in Ghana	Religious Worship	B5.2.1.1	B5.2.1.1.2	Wall Charts, Wall Words, Posters, etc.

HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	Wall charts, wall words, posters, video clip, etc.
2	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	
3	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	Wall charts, wall words, posters, video clip, etc.
4	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	
5	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	Wall charts, wall words, posters, video clip, etc.
6	Europeans In Ghana	Impact Of European Presence	B6.3.4.1	B6.3.4.1.1	
7	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	Wall charts, wall words, posters, video clip, etc.
8	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	
9	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	Wall charts, wall words, posters, video clip, etc.
10	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	
11	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	Wall charts, wall words, posters, video clip, etc.
12	Colonization & Development	Political Development	B6.4.4.1	B6.4.4.1.1	

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	CSE 2&3	B2.2.2.2.3	

		(Performing Arts)		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	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

				media & production methods to reflect African cultures, 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	Songs	B6.1.1.1	B6.1.1.1.1-2	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card
2	Oral Language	Poems	B6.1.3.1	B6.1.3.1.1	
3	Oral Language	Story Telling	B6.1.4.1	B6.1.4.1.1-2	
4	Reading	Phonics: Letter And Sound Knowledge	B6.2.4.1	B6.2.4.1.1-4	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card
5	Reading	Vocabulary: Sight And Content Vocabulary	B6.2.5.1	B6.2.5.1.1-2	
6	Writing	Penmanship And Handwriting	B6.3.1.1	B6.3.1.1.1-4	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card
7	Composition Writing	Creative Writing	B6.4.2.1	B6.4.2.1.1-2	
8	Composition Writing	Narrative Writing Descriptive Writing	B6.4.1.1	B6.4.1.1.1-3	
9	Writing Convention	Use Of Capitalization	B6.5.1.1	B6.5.1.1-3	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card
10	Writing Convention	Use Of Punctuation	B6.5.2.1	B6.5.2.1.1-3	
11	Writing Convention	Use Of Action Words		B6.5.3.1.1-3	Word Cards, Sentence Cards, Letter Cards, Handwriting On A Manila Card, A Class Library
12	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1	B6.6.1.1.1-3	

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 SIX (ENGLISH LANGUAGE)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Oral Language	
Class: B6	**Class Size:**	**Sub Strand:** Songs	
Content Standard: B.6.1.1:Demonstrate understanding of variety of songs	**Indicator:** B6.1.1.1.1. Relate the central messages in songs to personal experiences		**Lesson:** 1 of 1
Performance Indicator: Learners can relate the central messages in songs to personal experiences		**Core Competencies:** Communication and Collaboration, Personal Dev.	
Key words	Auxiliaries, positive, negative		
References: English Language Curriculum For Primary Schools Pg. 152			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **NEW LEARNING**	Engage learners to sing some familiar songs from their cultural background. Write lines of songs on chalk board and have learners read through the lines. Demonstrate singing of the songs as learners listen attentively. Guide learners to sing songs with stress and rhythm by clapping. <u>Assessment</u> Invite learners to sing individually and in groups.	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: Compose songs around values discussed	

WEEK 2

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Oral Language	
Class: B6	**Class Size:**	**Sub Strand:** Poems	
Content Standard: B6.1.3.1: Appreciate poems and other pieces of literary materials	**Indicator:** B6.1.3.1.1 relate the central messages of poems to personal experiences		**Lesson:** 1 of 1
Performance Indicator: Learners can relate the central messages of poems to personal experiences		**Core Competencies:** Communication and Collaboration, Personal Dev.	
Key words	Auxiliaries, positive, negative		
References: English Language Curriculum For Primary Schools Pg. 153			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **NEW LEARNING**	Discuss requests e.g. as an act of asking politely or formally for something Demonstrate making polite requests with two or three learners. Let learners role-play making and responding to polite requests. Guide learners with given situations to role-play making and responding to polite requests for help from unfamiliar people	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: discuss values in poems and talk about the importance of these values in society	

WEEK 3

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Oral Language
Class: B6	**Class Size:**	**Sub Strand:** Story Telling
Content Standard: B6.1.4.1: Respond to stories	**Indicator:** B6.1.4.1.1 make connections between texts or stories and personal experiences.	
Performance Indicator: Learners can make connections between texts or stories and personal experiences.		**Core Competencies:** Communication and Collaboration, Personal Dev.
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		

Phase/Duration	Learners Activities
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**	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. Have learners take turns to comment on the story. Have the learners recall one or two stories read/heard. Tell or read a story to learners. Invite individuals to retell the story sequentially using story map/herringbone strategy. Lead the class to discuss the story and guide them to relate the story to their personal experiences
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 Next Lesson: demonstrate awareness of the features of spoken language

WEEK 4

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Oral Language
Class: B6	**Class Size:**	**Sub Strand:** Dramatization and Role Play

Content Standard: B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech	**Indicator:** B6.1.5.2.1 can dramatize/role-play whole/parts of stories or scenes	**Lesson:** 1 of 1
Performance Indicator: Learners can dramatize/role-play whole/parts of stories or scenes	**Core Competencies:** Communication and Collaboration, Personal Dev.	
Key words	Auxiliaries, positive, negative	
References: English Language Curriculum For Primary Schools Pg. 163		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **NEW LEARNING**	Guide learners through discussion to identify some stories/scenes, events etc. Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending. Have learners prepare and dramatize/role-play whole/parts of stories/scene, events). Ensure the role-play/dramatization depicts selected theme. Ensure appropriate vocabulary use as well as correct pronunciation.	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 5

Week Ending:	**DAY:** Wednesday	**Subject:** English Language	
Duration: 50mins		**Strand:** Reading	
Class: B6	**Class Size:**	**Sub Strand:** Phonics	
Content Standard: B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	**Indicator:** B6.2.2.1.1 Read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch		**Lesson:** 1 of 1
Performance Indicator: Learners can read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch		**Core Competencies:** Communication and Collaboration, Personal Development	
Keywords			
References: English Language Curriculum For Primary Schools Pg. 168			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **NEW LEARNING**	Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch. Guide learners to play the Pick and Read game to practice reading the target words. <u>Assessment</u> Put learners in groups to write sentences with the target words and read out the sentences to the class.	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	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 50mins		**Strand:** Reading
Class: B6	**Class Size:**	**Sub Strand:** Word Families
Content Standard: B6.2.3.1: Identify minimal pairs and common digraphs	**Indicator:** B6.2.3.1.1 Use common minimal pairs to decode words	**Lesson:** 1 of 1
Performance Indicator: Learners can use common minimal pairs to decode words	**Core Competencies:** Communication and Collaboration, Personal Development	
Keywords		
References: English Language Curriculum For Primary Schools Pg. 169		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. • Did you enjoy the game? • What new words have you learn? • Form two sentences with your new words. Share performance indicators and introduce the lesson	
PHASE 2: **NEW LEARNING**	Give examples of minimal pairs Using "think-pair-share", let learners come up with more examples of minimal pairs. Two sounds difference: goat, coat, boat, wall, ball, train, chain, Bridge, fridge One sound difference: road, loan Introduce and revise these and other similar spelling patterns using examples (two or three patterns at a time). Drill the pronunciation of the sounds. Have learners read several words having the spelling pattern. Let learners also read the words in context.	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 6

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 50mins		**Strand:** Reading	
Class: B6	**Class Size:**	**Sub Strand:** Blends and Consonant Clusters	
Content Standard: B6.2.5.1: Identify and use consonant blends and clusters in reading	**Indicator:** B6.2.5.1.1 orally produce three-syllable words by blending sounds including consonant blends	**Lesson:** 1 of 1	
Performance Indicator: Learners can orally produce three-syllable words by blending sounds including consonant blends		**Core Competencies:** Communication and Collaboration, Personal Development	
Keywords	diphthongs		
References: English Language Curriculum For Primary Schools Pg. 171			

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. Share performance indicators and introduce the lesson	
PHASE 2: **NEW LEARNING**	Learners individually make meaningful sentences with words containing diphthongs. Every correct sentence is recorded for the group the individual belongs to. 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. Learners read sentences and pick out the two-syllable words with consonant blends. e.g. dr-hundred, dr-drumstick, bl-problem, nd-handcuff Revise consonant blends and clusters using several spelling patterns e.g. bl, br, cl, cr, gl, gr, spr, scr, str, chr. Drill the pronunciation of the consonant blends and clusters in isolation and in words. <u>Assessment</u> Learners work in groups to identify and list words having the blends and clusters. Have learners read the words in isolation and in context.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Summarize the important points in the lesson with learners.	

WEEK 7

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 50mins		**Strand:** Reading	
Class: B6	**Class Size:**	**Sub Strand:** Blends and Consonant Clusters	
Content Standard: B6.2.5.1: Identify and use consonant blends and clusters in reading	**Indicator:** B6.2.5.1.1 Orally produce three-syllable words by blending sounds including consonant blends	**Lesson:** 1 of 1	
Performance Indicator: Learners can orally produce three-syllable words by blending sounds including consonant blends		**Core Competencies:** Communication and Collaboration, Personal Development	
Keywords	diphthongs		
References: English Language Curriculum For Primary Schools Pg. 171			

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. Share performance indicators and introduce the lesson	
PHASE 2: **NEW LEARNING**	Learners individually make meaningful sentences with words containing diphthongs. Every correct sentence is recorded for the group the individual belongs to. 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. Learners read sentences and pick out the two-syllable words with consonant blends. e.g. dr-hundred, dr-drumstick, bl-problem, nd-handcuff Revise consonant blends and clusters using several spelling patterns e.g. bl, br, cl, cr, gl, gr, spr, scr, str, chr. Drill the pronunciation of the consonant blends and clusters in isolation and in words. <u>Assessment</u> Learners work in groups to identify and list words having the blends and clusters. Have learners read the words in isolation and in context.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Summarize the important points in the lesson with learners.	

WEEK 8

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Grammar	
Class: B6	**Class Size:**	**Sub Strand:** Determiners	
Content Standard: B6. 3.2.1: Apply knowledge of different types of determiners in communication	**Indicator:** B6. 3.2.1.1 identify and use definite and indefinite articles	**Lesson:** 1 of 2	
Performance Indicator: Learners can identify and use definite and indefinite articles	**Core Competencies:** Communication and Collaboration, Personal Development		
References: English Language Curriculum Pg. 183			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome) The words that we use to describe people are called adjectives. Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Briefly revise nouns. Learners read/listen to a passage having several nouns. Have them identify the nouns stating their types. Learners identify the nouns noting words that precede them e. g. the, an Select sentences containing nouns and articles and use them to explain the use of the articles "a", "an" and "the" simply. In groups, learners write sentences and underline the articles	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 quantifiers	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Grammar
Class: B6	**Class Size:**	**Sub Strand:** Pronouns

Content Standard: B6.3.3.1: Apply knowledge of different types of pronouns in communication	**Indicator:** B6.3.3.1.1 identify and use reflexive pronouns	**Lesson:** 1 of 2
Performance Indicator: Learners can identify and use reflexive pronouns	**Core Competencies:** Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 184		

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**	Ask the class: who do you see when you look in the mirror? Write their answers on the Board (myself) Brainstorm learners to come out with more words containing the suffix "self" Example: *yourself, himself and herself, etc* Let learners know that those words are known as reflexive pronouns. *Reflexive pronouns are words that refer to the noun or pronoun that is the subject of the verb* Guide learners to use and identify reflexive pronouns in sentences. Example: • *My brother built this computer himself.* • *Be careful not to cut yourself with that knife.* • *John was looking at himself in the mirror.* • *Kate fell and hurt herself.* • *Our* cat washes itself after every meal Encourage learners to use reflexive pronouns in speech and in sentences. Guide learners to use pronouns in contextual sentences. Assessment Underline the pronouns in the following sentences.	Word cards, paper, letter cards,

	• *We baked the cake by ourselves.* • *Come in, everybody, and find yourselves a seat.* • *The children cleaned their room all by themselves.* • *Bears like to rub themselves against a tree.* • *The bird washed itself by splashing in a puddle.* • *The players train every day to keep themselves fit*	
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 Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Grammar
Class: B6	**Class Size:**	**Sub Strand:** Adjectives

Content Standard:	**Indicator:**	**Lesson:**
B6.3.4.1: Apply the knowledge of adjectives in communication	B6.3.4.1.1 use comparatives forms of regular and irregular adjectives	1 of 2

Performance Indicator:	**Core Competencies:**
Learners can use comparatives forms of regular and irregular adjectives	Communication and Collaboration, Personal Development

References: English Language Curriculum Pg. 185

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**	Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding –'er'. E.g. Compare the heights of two learners: *i. Musah is tall. Safianu is short.* *ii. Musah is taller than Safianu*. Guide learners to form the superlative forms of regular adjectives by adding -est. E.g. Ali is the tallest.	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 9

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Writing	
Class: B6	**Class Size:**	**Sub Strand:** Penmanship	
Content Standard: B6.4.2.1: Copy and rewrite sentences correctly	**Indicator:** B6.4.2.1.1 Write with a legible, fluent and personal handwriting style		**Lesson:** 1 of 1
Performance Indicator: Learners can write with a legible, fluent and personal handwriting style		**Core Competencies:** Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 196			

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**	Have learners select sentences from their readers. As learners observe, demonstrate the activity by writing the sentences in joint script on the board. Let individual learners read out the sentences. Let learners copy the sentences into their exercise books. Have pupils share their work with their partners.	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 10

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Writing	
Class: B6	**Class Size:**	**Sub Strand:** Paragraph Development	
Content Standard: B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and context	**Indicator:** B6.4.6.1.1 Choose appropriate ways and modes of writing for a variety of purposes	**Lesson:** 1 of 1	
Performance Indicator: Learners can choose appropriate ways and modes of writing for a variety of purposes	**Core Competencies:** Communication and Collaboration, Personal Development		
References: English Language Curriculum Pg. 197			

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**	Work with learners to select sample texts from a variety of models of writing from learners' readers and teacher's resources e.g. newspapers, magazines etc. Put learners into small groups and assign each group a mode of writing. Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece. Encourage learners to use search engines to search for the different modes of writing they have studied	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 a national issue, brainstorm ideas and organize them before writing	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Writing
Class: B6	**Class Size:**	**Sub Strand:** Writing as a Process

Content Standard:	**Indicator:**	**Lesson:**
B6.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing	B6.4.9.1.1 select a topic of choice on a national issue, brainstorm ideas and organize them before writing	1 of 1

Performance Indicator:	**Core Competencies:**
Learners can select a topic of choice on a national issue, brainstorm ideas and organize them before writing	Communication and Collaboration, Personal Development

References: English Language Curriculum Pg. 200

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**	Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept the opinion or point of view. Teach the features of a debate e.g. vocatives, taking a stand etc. Put learners in groups and have them select a controversial or debatable topic. Divide the class into two to prepare using the writing process as a guide, and to debate on the topic	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 a national issue, brainstorm ideas and organize them before writing	

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Writing	
Class: B6	**Class Size:**	**Sub Strand:** Narrative Writing	
Content Standard: B6.4.9.3: Apply strategies for improving drafts for publishing	**Indicator:** B6.4.9.3.1 review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement		**Lesson:** 1 of 1
Performance Indicator: Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement		**Core Competencies:** Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 201			

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**	Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled. Let learners read their partners' draft and offer suggestions. Encourage learners to make as many changes as are necessary to improve their drafts. Have learners make a clean draft for publishing.	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 11

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.	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins	**Strand:** Writing Conventions/ Extensive Reading	
Class: B6	**Class Size:**	**Sub Strand:** Using Punctuation

Content Standard: B6.5.2.1: Show understanding of how punctuations are used appropriately in writing	**Indicator:** B6.5.2.1.1 Use the comma and quotation marks appropriately in writing	**Lesson:** 1 of 2

Performance Indicator: • Learners can use the comma and quotation marks appropriately in writing • Learners can read a variety of age- and level appropriate books	**Core Competencies:** Communication and Collaboration, Personal Development

References: English Language Curriculum Pg. 215

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**	Give out samples of relevant texts to groups of learners to identify the punctuation marks used. Write a text on the board, leaving out the punctuation marks. Have the whole class punctuate it. Have them study unpunctuated texts individually for a few minutes and then re-write the texts using appropriate punctuation marks where they have been omitted. Engage learners in the "popcorn reading" game. 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. Have learners read books of their choice independently during the library period. Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback. Encourage them to visit the local library to read and borrow books	Word cards, sentence cards, letter cards, handwriting on a manila card

	<u>Assessment</u> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read.	
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? Next lesson: identify and use nouns or noun phrases to describe conditions	

Week Ending:	**DAY:**	**Subject:** English Language
Duration: 60mins		**Strand:** Writing Conventions/ Extensive Reading
Class: B6	**Class Size:**	**Sub Strand:** Using Naming Words

Content Standard:	**Indicator:**	**Lesson:**
B6.5.3.1: Apply knowledge of different types of nouns in communication	B6.5.3.1.1 identify and use nouns or noun phrases to describe conditions	1 of 2

Performance Indicator:	**Core Competencies:**
• Learners can identify and use nouns or noun phrases to describe conditions • Learners can read a variety of age- and level appropriate books	Communication and Collaboration, Personal Development

References: English Language Curriculum Pg. 211

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**	Identify and use nouns or noun phrases to describe conditions Engage learners in the "popcorn reading" game. 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. Have learners read books of their choice independently during the library period. Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback. Encourage them to visit the local library to read and borrow books. <u>Assessment</u> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

	Next Lesson: identify and use: proper nouns	

Week Ending:	**DAY:**	**Subject:** English Language	
Duration: 60mins		**Strand:** Writing Conventions/ Extensive Reading	
Class: B6	**Class Size:**	**Sub Strand:** Using Action Words	
Content Standard: B6.5.6.1: Understand and use adverbs correctly in speech and in writing	**Indicator:** B6.5.4.1.1. differentiate between how the simple past and the present perfect tense forms are used in speech and in writing		**Lesson:** 1 of 2
Performance Indicator: • Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing • Learners can read a variety of age- and level appropriate books		**Core Competencies:** Communication and Collaboration, Personal Development	
References: English Language Curriculum Pg. 215			

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**	Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used. Use this as a guide to let learners write a story using the simple past. Learners in pairs write their own stories making sure they use both tense forms. Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense. Engage learners in the "popcorn reading" game. 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. Have learners read books of their choice independently during the library period. Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.	Word cards, sentence cards, letter cards, handwriting on a manila card

	Encourage them to visit the local library to read and borrow books <u>Assessment</u> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read.	
PHASE 3: **REFLECTION**	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? Next Lesson: explore the use of the simple past verb form and participle form	

WEEK 12

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

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

FIRST TERM LESSON PLAN

BASIC SIX (MATHEMATICS)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B6	**Class Size:**	**Sub Strand:** Counting, Representation And Cardinality	
Content Standard: B6.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion	**Indicator:** B6.1.1.1.1 Model number quantities up to 1,000,000 using graph sheets and multi-base block	**Lesson:** 1 OF 1	
Performance Indicator: Learners can	**Core Competencies:** Problem Solving skills; Critical Thinking;		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Key words			
References: Mathematics Curriculum Pg. 114			

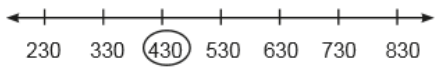
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Tues	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to model numbers quantities up to 1000000 using graph sheets 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
Wed	Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to	Ask learners to model the number 137000 shading graph sheet square.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.

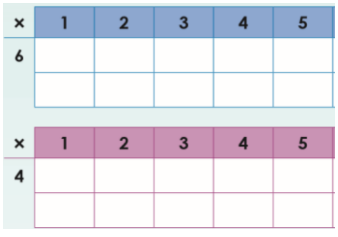
	learners to draw what they see on the chart. Review the previous lesson through examples	Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note: A ☐ cube = 1000unit A ▭ rod = 10000unit Etc. Have learners practice more examples. Give learners teacher made token currency notes on different colored paper and ask them to model or pick given amounts up to GHC100,000	<u>Homework</u> Represent 146,000,000 on a graph sheet
Thurs	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	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Next Lesson: Identify numbers in different positions around a given number in a number chart

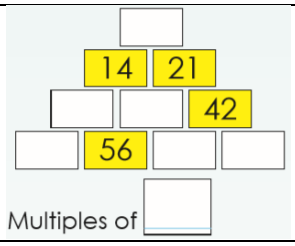
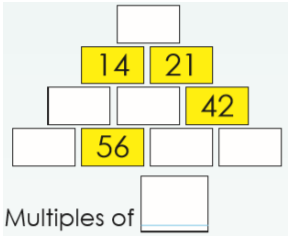
		landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000) Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around 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	

WEEK 2

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B6	**Class Size:**	**Sub Strand:** Counting, Representation And Cardinality	
Content Standard: B6.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion	**Indicator:** B6.1.1.1.2-3 Identify numbers in different positions around a given number in a number chart	**Lesson:** 1 OF 1	
Performance Indicator: Learners can identify numbers in different positions around a given number in a number chart	**Core Competencies:** Problem Solving skills; Critical Thinking;		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Key words			
References: Mathematics Curriculum Pg. 115			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play: "100 more than". Mention a number and learners say a number is 100 more than the number mentioned. E.g. 1) 220→320 2) 400→500 3) 900→1000 • *Did you have fun playing the game?* • *What set of numbers did you hear in the song?* • *Write 1 to 20 in your books.*	<u>Describing position of numbers</u> Put learners into groups of five. Circle different numbers on a number line for each group. Learners describe the circled number in relation to other numbers to the left and right of the circled number  Learners identify the circled number as **530** They identify the number to the right and left of it. To the left the numbers are 430, 330 and 230. To the right the numbers are 630, 730 and 830. Give out number chart to learners in their groups. Circle **438**. Write these questions on the board for learners to answer. • What number is above me? • What number is below me? • Write the numbers to the left of me. • Write the number which is to my right. <u>Assessment</u> Give out this number line card to learners. Circle **610**. They write 2 numbers to right and left of it.	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 <u>Home Work</u> 124 138 118 120 150 121 181 166 192 165 **114** 137 149 172 186 199 112 155 115 160 • Write 2 numbers above 114. • Write 2 numbers at the right side of 114. • Which 2 numbers are below 114? Write them

Tuesday	Play: "100 more than". Mention a number and learners say a number is 100 more than the number mentioned. E.g. 1) 220→320 2) 400→500 3) 900→1000 • *Did you have fun playing the game?* • *What set of numbers did you hear in the song?* • *Write 1 to 20 in your books.*	<u>Describing the relative size of numbers</u>. Put learners into groups of five. Write these numbers on the board and let them describe the relationship between them. 1260 and 5260. Have learners use the place values to determine the difference. Both numbers have numbers at the hundred columns but 500 is a lot bigger than 100. So, 5260 is a lot bigger than 1260, and 1260 is a lot smaller than 526. In their groups learners describe the relationship between these numbers 1) 6480 and 2300 2) 1360 and 1280. Have learners write 2 numbers in their groups and use the expressions learnt to describe the numbers Have learners work in pairs to describe these 2 numbers using a lot, bigger/smaller, a little bigger/ smaller. 1) 268 and 248 2) 468 and 742, justify your answers. <u>Assessment</u> Compare these 2 numbers using the expressions learnt. 1) 2,468 and 2,456 2) 7,220 and 3,220 Justify your answers	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 <u>Home Work</u> Compare these numbers using the expressions, a lot bigger/smaller, a little bigger/smaller than. 1) 478 and 467 2) 1,286 and 1,255 3) 6,782 and 9, 827
Wednesday	Have learners to complete the table.  	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.	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 complete the multiple pattern.	Display a number chart in multiples of 1,500 between 10,000 and 50,000. Lead learners to identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify	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.

		numbers in different positions around a chosen number	
Friday	Have learners to complete the multiple pattern. 	Display a number chart in multiples of 1,500 between 10,000 and 50,000. Lead learners to identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number	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: Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="

WEEK 3

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B6	**Class Size:**	**Sub Strand:** Counting, Representation And Cardinality	
Content Standard: B6.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000,000,000 or 1 billion	**Indicator:** B6.1.1.1.4-5 Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="	**Lesson:** 1 OF 1	
Performance Indicator: Learners can compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="		**Core Competencies:** Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Key words	Compare, order, increase, decrease. a lot smaller, a lot bigger, a little bigger, a little		
References: Mathematics Curriculum Pg. 115			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play: "100 more than". Mention a number and learners say a number is 100 more than the number mentioned. E.g. 1) 220→320 2) 400→500 3) 900→1000 • *Did you have fun playing the game?* • *What set of numbers did you hear in the song?* • *Write 1 to 20 in your books.*	<u>Describing the relative size of numbers</u> Put learners into groups of five. Write these numbers on the board and let them describe the relationship between them. 126000 and 526000. Have learners use the place values to determine the difference. Both numbers have numbers at the hundred thousand columns but 500000 is a lot bigger than 100000. So, 526000 is a lot bigger than 126000, and 126000 is a lot smaller than 526000. In their groups learners describe the relationship between these numbers 1) 604008 and 230000 2) 1003006 and 1298008. Have learners critically look at the numbers of the hundreds, the tens and the ones columns. Comparing 136000 and 128, in the tens columns, the difference is 10 and in the ones columns the difference is just 2. So, 136 is a little bigger than 128 and 128 is a little smaller than 136. <u>Assessment</u> In pairs, learners describe these 2 numbers using a lot, bigger/smaller, a little bigger/ smaller.	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 <u>Home Work</u> Compare these numbers using the expressions, a lot bigger/smaller, a little bigger/smaller than. 1) 478 and 467 2) 1,286 and 1,255 3) 6,782 and 9, 827

		1) 268 and 248 2) 468 and 742, justify your answers.	
Tuesday	Play; "100 more than". Mention a number and learners call out numbers which are 100 more than that number. E.g. 200 → 300, 150 → 250 • *Did you have fun playing the game?* • *What set of numbers did you hear in the song?* • *Write 1 to 20 in your books.*	<u>Comparing 2 numbers using the symbols <, > and =</u> Put leaners into groups of five. Write these numbers on the board 2680000 and 3200000. Have learners find the values of each digit. i.e. looking at the 2 numbers, 3000000 is greater than 2000000 so, 3200000 is greater than 2680000. Encourage learners to use the symbols. So, 3200000>2680000 and 268<320 In pairs have learners compare these numbers. • 7860000 and 8680000 b) 4280000 and 4260000 Learners write two numbers on their own and compare them using the symbols >, = and <. <u>Assessment</u> Work in pairs. Use the symbols >, = and < to compare these numbers. 1) 7896000 _____ 7000869 2) 9900089 _____ 9998000	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 the symbols >, =, < to compare these numbers 1) 8856 _____ 8856 2) 640 ____ 642 3) 9872 _____ 8972 4) 8456 ____ 8546
Wednesday	Play: "How Many fingers up" and "How Many" fingers down? Hold up fingers on two hands. Say "How Many fingers up" and "How Many fingers down"? Learners call out the fingers they see up and the number of fingers they see down	<u>Comparing and ordering whole numbers (2)</u> Display the thousand number chart on the board. Revise movement from left to right and vice-versa with learners. Numbers increase by 1 when moving from left to right and decrease by 1 when moving from right to left. With movement downwards, the numbers increase by 10 and decrease by 10 when moving upwards. Have learners order these numbers in increasing order 160, 170, 180, 190. Have them order in decreasing order as well. 190, 180, 170, 160. In pairs, have learners order these numbers both in ascending and descending orders. 238, 283, 452, 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 <u>Home Work</u> Order these numbers in increasing and decreasing orders. 1. 72, 65, 328, 142 2. 1,248, 3,785, 999, 332 3. 38, 99, 20, 142

<table>
<tr><td></td><td></td><td>Work in pairs. Order these numbers in increasing and decreasing orders.
48, 23, 132, 232

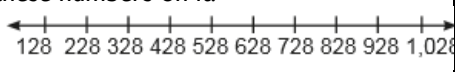
<u>Assessment</u>
Work in pairs. Order these numbers in increasing and decreasing orders.
260, 99, 597, 882</td><td></td></tr>
<tr><td>Thursday</td><td>Play: “How Many fingers up” and “How Many” fingers down?

Hold up fingers on two hands. Say “How Many fingers up” and “How Many fingers down”?

Learners call out the fingers they see up and the number of fingers they see down</td><td><u>Ordering numbers using the number line</u>

Write these numbers on numeral cards.
120, 130, 150, 160.
Call 4 learners to come and pick the numbers randomly. (2 boys and 2 girls)

Let them come to the front of the class. They should use the number line as a guide. Ask the class to re-order the learners so that the numbers are in order, from the smallest to the largest and vice-versa.
Ask the class to tell you the strategies used when ordering numbers.

Draw a number line on the board. Write these numbers on it.
 

Have learners in groups, order these numbers from the largest to the smallest and vice-versa. Ask learners to tell you the strategies used. 528, 228, 428, 828.

<u>Assessment</u>
Work in pairs and order these numbers from 1) largest to smallest
2) smallest to largest.
378, 2,690, 509, 98</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

<u>Home Work</u>
1. Order these numbers from the smallest to the largest.127, 772, 345, and 998.

2. Order these numbers from the largest to the smallest 9,280, 3,222, 416, and 78.</td></tr>
<tr><td>Friday</td><td>Play: “How Many fingers up” and “How Many” fingers down?

Hold up fingers on two hands. Say “How Many fingers up” and “How Many fingers down”?

Learners call out the fingers they see up and the number of fingers they see down</td><td><u>Ordering numbers using place value</u>

Put learners into groups of five. Give each group the hundred number chart. Learners insert these numbers in the frame.

<table><tr><td>TH</td><td>T</td><td>H</td><td>T</td><td>O</td></tr><tr><td>5</td><td>2</td><td>7</td><td>2</td><td>2</td></tr><tr><td>2</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td></td><td>4</td><td>6</td><td>5</td><td>1</td></tr><tr><td></td><td>7</td><td>2</td><td>0</td><td>0</td></tr></table>
Learners in their groups compare the numbers starting from the ten thousand to the ones and identify the largest</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

<u>Homework</u>
Use the hundred-frame to order these numbers from 1. Decreasing to increasing 2. From increasing to decreasing 6,242, 9,005, 235, 6,451</td></tr>
</table>

		number and the smallest number. Learners reorder the numbers from decreasing to increasing and vice-versa. <u>Assessment</u> Use the hundred-frame to order these numbers from the smallest to the largest. Work in pairs. 620, 184, 4,652, 9,255	Next Lesson: Apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts

WEEK 4

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Number	
Class: B6	**Class Size:**	**Sub Strand:** Number Operations	
Content Standard: B6.1.2.1 Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 144 and related division facts	**Indicator:** B6.1.2.1.1 Apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts		**Lesson:** 1 OF 1
Performance Indicator: Learners can apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts		**Core Competencies:** Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Key words			
References: Mathematics Curriculum Pg. 123			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	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. Have leaners to recite multiplication tables from 2 to 9	Describe the mental maths strategies used to determine a given basic fact, such as ➢ Skip count up by one or two groups from a known fact E.g., if 5 × 7 = 35, then 6 × 7 is equal to 35 + 7 and (7 × 7 is equal to 35 + 7 + 7) ➢ Skip count down by one or two groups from a known fact (e.g., if 8 × 8 = 64, then 7 × 8 is equal to 64 – 8 and 6 × 8 is equal to 64 – 8 – 8) ➢ Doubling E.g., for 8 × 3 think 4 × 3 = 12, and 8 × 3 = 12 + 12 **Assessment**: engage and guide leaners to solve several examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	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.	Describe the mental maths strategies used to determine a given basic fact, such as ➢ Patterns when multiplying by **9** E.g., for 9 × 6, think 10 × 6 = 60, and 60 – 6 = 54; for 7 × 9, think 7 × 10 = 70, and 70 – 7 = 63	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

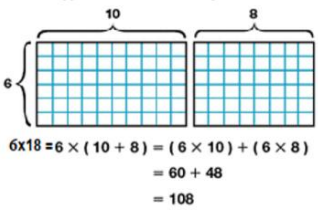
	Have leaners to recite multiplication tables from 2 to 9	➢ Repeated Doubling E.g., if 2 × 6 is equal to 12, then 4 × 6 is equal to 24 and 8 × 6 is equal to 48 ➢ Repeated Halving E.g., for 60 ÷ 4, think 60 ÷ 2 = 30 and 30 ÷ 2 = 15) ➢ Relating Division to Multiplication E.g., for 64 ÷ 8, think 8 × … = 64 **Assessment**: guide learners to solve several examples on how to answer basic multiplication facts to 81 using different strategies	
Wednesday	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.	Determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros E.g. for 3×200 think of 3×2 and then add two zeros E.g. Apply halving and doubling when determining a given product E.g. 32×5 is the same as 16×10 **Assessment**: guide leaners to solve several examples in their work books.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	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.	Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form E.g., 6×18 = (6×10) + (6×8) = 60+48 = 108. Or apply distributive property to determine a given product involving multiplying factors that are close to multiples of 10 (e.g., 29×7 = (30×7) – (1×7) = 203. Explain the property for determining the answer when multiplying numbers by 1 and 0	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Describe the mental maths strategies used to determine a given basic fact, such as ➢ Skip count up by one or two groups from a known fact E.g., if 5 × 7 = 35, then 6 × 7 is equal to 35 + 7 and	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

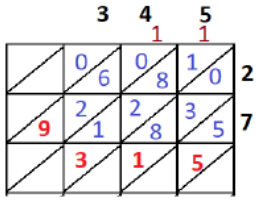
		(7 × 7 is equal to 35 + 7 + 7) ➢ Skip count down by one or two groups from a known fact (e.g., if 8 × 8 = 64, then 7 × 8 is equal to 64 – 8 and 6 × 8 is equal to 64 – 8 – 8) ➢ Doubling E.g., for 8 × 3 think 4 × 3 = 12, and 8 × 3 = 12 + 12 **Assessment**: Engage and guide leaners to solve several examples.	Next Lesson: Apply mental mathematics strategies for multiplication.

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Number
Class: B6	**Class Size:**	**Sub Strand:** Number Operations

Content Standard: B6.1.2.1 Describe and apply mental mathematics strategies and number properties	**Indicator:** B6.1.2.1.2-3 Apply mental mathematics strategies for multiplication.	**Lesson:** 1 OF 1

Performance Indicator: Learners can apply mental mathematics strategies for multiplication.	**Core Competencies:** Problem Solving skills; Critical Thinking;
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square
Key words	
References: Mathematics Curriculum Pg. 124	

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.	Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form E.g., 6×18 = (6×10) + (6×8) = 60+48 = 108.  	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Guide learners to apply the distributive property to determine a given product involving multiplying factors that are close to multiples of 10 e.g., 29×7 = (30×7) – (1×7) = 203. Explain the property for determining the answer when multiplying numbers by 1 and 0	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	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	Multiplication of whole numbers using the "expand and box" method (partial decomposition method). Lead learners to multiply a 3-digit number by a 1-digit number as shown below, For example 448 × 2 =?	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

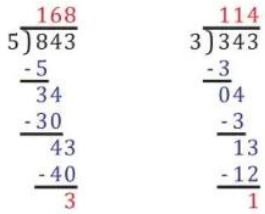
	quotient). The winner is the one who obtains three numbers in a line.	<table><tr><td>X</td><td>400</td><td>40</td><td>8</td></tr><tr><td>2</td><td>800</td><td>80</td><td>16</td></tr></table> 448 × 2 = (400 × 2) + (40 × 2) + (8 × 2) = 800 + 80 + 16 = 800 + 80 + (10 + 6) = 800 + 90 + 6 = 896 Assessment: Have leaners to practice with more examples	
Thursday	Have learners to solve the following within a given duration. Complete with ">", "<" and "=" 45 ☐ 67 475 ☐ 457 17 ☐ 71	Multiplication of whole numbers using the Column or vertical method; i.e. 25×32 25 x32 50 +750 **800** 25 25 x30 x 2 750 50 = **800** Multiplication of whole numbers using the Distributive property; i.e. 25×32 25 x (32) = 25(30 + 2) = 25(30) + 25(2) = 750 + 50 = **800** Have leaners to practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Teacher calls out numbers from 1 to 20 45-10 ☐ 70-9 Have learners to write number patterns in the air. Randomly call learners to write a said number on the board	Multiplication of whole numbers using the lattice method. Have learners draw a 2 by 3 lattice for solving 345 × 27; and 3 by 3 and 3 by 3 lattice for solving 382 × 856.  Have leaners to practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help. Next Lesson: Determine basic division fact up to 81 and divide 3-digit numbers by 1-digit number efficiently

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Number
Class: B6	**Class Size:**	**Sub Strand:** Number Operations

Content Standard: B6.1.2.3 Manipulate numbers, using basic division fact up to 144	**Indicator:** B6.1.2.4.1 Determine basic division fact up to 81 and divide 3-digit numbers by 1-digit number efficiently	**Lesson:** 1 OF 1

Performance Indicator: Learners can determine basic division fact up to 81 and divide 3-digit numbers by 1-digit number efficiently	**Core Competencies:** Problem Solving skills; Critical Thinking;
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square
Key words	division fact
References: Mathematics Curriculum Pg. 126	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Call out a number between 1and 6. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Perform activities to investigate numbers that are multiples of 6 8, 9 and 11 Guide learners to Investigate numbers that are multiples of 6 and 8.	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	Call out a number between 1and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	How do you know a number is divisible by 6 and 8. Learners through several activities test for numbers that are divisible by 6 and 8.	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	Call out a number between 1and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	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	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	Call out a number between 1and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

		times the divisor is taken from the dividend	Give learners individual or home task.
Friday	Engage learners to sing the song <u>WE CAN COUNT</u> We class six We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.	Guide learners to divide 3-digit numbers by 1-digit number efficiently using the long division method  	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.

WEEK 5

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Algebra
Class: B6	**Class Size:**	**Sub Strand:** Patterns and relationships

Content Standard: B6.2.1.1 Determine the pattern rule to make predictions about subsequent elements	**Indicator:** B6.2.1.1.3 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:** Problem Solving skills; Critical Thinking;
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square	
Key words		
References: Mathematics Curriculum Pg. 140		

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	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
	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 | |	Ask learners to tell you what they have learnt Give learners individual or home task

<table>
<tr><td></td><td></td><td>Assessment: Let learners solve several examples</td><td></td></tr>
<tr><td></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.</td><td>Ask learners to tell you what they have learnt

Give learners individual or home task</td></tr>
<tr><td></td><td>Review learners understanding in the previous lesson using questions and answers

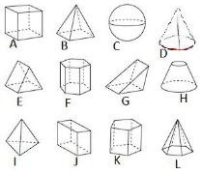
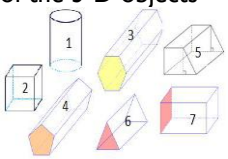
Engage learners to play games and sing songs to begin the lesson.</td><td>This table shows the pattern of cost of boxed lunches for students on a field trip.

<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.</td><td>Ask learners to tell you what they have learnt

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

WEEK 6

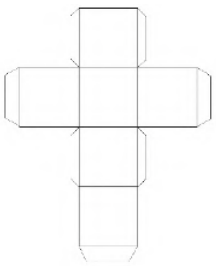
Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Geometry and Measurement	
Class: B6	**Class Size:**	**Sub Strand:2D & 3D shapes**	
Content Standard: B6.3.1.1 Demonstrate understanding of prisms	**Indicator:** B6.3.1.1.1 identify examples of rectangular and triangular prisms in the classroom and the community		**Lesson:** 1 OF 1
Performance Indicator: Learners can identify examples of rectangular and triangular prisms in the classroom and the community		**Core Competencies:** Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources	Cut out shapes, blocks etc.		
Key words			
References: Mathematics Curriculum Pg. 144			

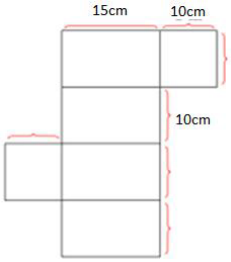
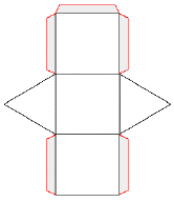
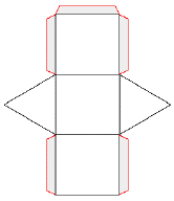
DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Engage learners to play games or sing songs to get them ready for the class	Give learners models of 3-D shapes made from cardboard to examine and describe their cross sections (i.e. the surface or shape exposed by making a straight cut through something, especially at right angles to an axis).	Review the lesson with learners **Assessment**: have learners to practice with more examples
	Engage learners to play games or sing songs to get them ready for the class	Ask learners to draw and complete the table for the description of the cross sections of the 3-D objects 	Review the lesson with learners **Assessment**: have learners to practice with more examples
	Engage learners to play games or sing songs to get them ready for the class	Ask learners to draw and complete the table for the description of the cross sections of the 3-D objects 	Review the lesson with learners **Assessment**: have learners to practice with more examples
	Engage learners to play games or sing songs to get them ready for the class	Ask learners to sort 3-D shapes with uniform cross sections; these are prisms and they are named after their uniform cross sections.	Review the lesson with learners

		Ask them to identify and name the following prisms	**Assessment**: have learners to practice with more examples
	Engage learners to play games or sing songs to get them ready for the class	Ask learners to sort 3-D shapes with uniform cross sections; these are prisms and they are named after their uniform cross sections. Ask them to identify and name the following prisms	Review the lesson with learners **Assessment**: have learners to practice with more examples

WEEK 7

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Geometry and Measurement	
Class: B6	**Class Size:**	**Sub Strand:** 2D & 3D shapes	
Content Standard: B6.3.1.1 Demonstrate understanding of prisms	**Indicator:** B6.3.1.1.2 Construct rectangular and triangular prisms from their nets		**Lesson:** 1 OF 1
Performance Indicator: Learners can construct rectangular and triangular prisms from their nets		**Core Competencies:** Problem Solving skills; Critical Thinking;	
Teaching/ Learning Resources	Cut out shapes, blocks etc.		
Key words			
References: Mathematics Curriculum Pg. 144			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Engage leaners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Give the learners rectangular and triangular prisms made from cardboard by yourself (or cardboard packing cases from shops) to open and examine their nets	Review the lesson with learners **Assessment**: Have learners to practice with more examples
	Have learners sing songs and recite rhymes in relation to the lesson <u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right.	Give the learners some cardboard or manila card to draw a net of a square prism whose cross section is a square with sides 10cm by 10cm and height 10cm. After drawing add tabs so that it can be folded so that the tabs are glued inside 	Review the lesson with learners **Assessment**: Have learners to practice with more examples
	Engage learners to play the "double down game". Put learners into pairs. Give out two dice to each pair.	Give the learners some cardboard or manila card to draw a net of a rectangular prism whose cross section is a square with sides 10cm by 10cm and height 15cm. After drawing add tabs so	Review the lesson with learners **Assessment**: Have learners to practice with more examples

	Have learners to roll their dice in turns. Each partner writes down the numbers displayed by the dice on their recording sheet. E.g. 2+3. This is done for a minute. When time is up, add up all the sums on the recording sheet. The player with the highest total wins the game	that it can be folded so that the tabs are glued inside  	
	Have learners sing songs and recite rhymes in relation to the lesson <u>ONE, TWO, BUCKLE MY SHOES</u> One, two, buckle my shoes Three, four Shut the door Five, six Pickup sticks Seven, eight Lay them straight Nine, ten A big fat hen	Give the learners some cardboard or manila card to draw a net of a triangular prism whose cross section is an equilateral triangle with side 10cm and height 10 cm. After drawing add tabs so that it can be folded so that the tabs are glued inside 	Review the lesson with learners **Assessment**: Have learners to practice with more examples
	Engage learners to sing songs and recite some familiar rhymes they know <u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four Five potatoes, six potatoes, seven potatoes, more.	Give the learners some cardboard or manila card to draw a net of a triangular prism whose cross section is an equilateral triangle with side 10cm and height 10 cm. After drawing add tabs so that it can be folded so that the tabs are glued inside 	Review the lesson with learners **Assessment**: Have learners to practice with more examples

WEEK 8

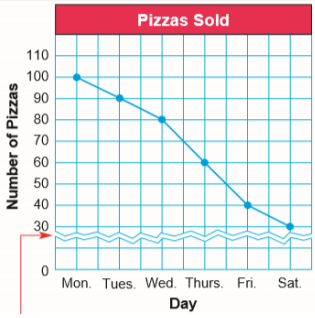
Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Data
Class: B6	**Class Size:**	**Sub Strand:** Data Collection And Organization

Content Standard: B6.4.1.1 Create, label and interpret line graphs	**Indicator:** B6.4.1.1.2-3 Apply understanding of how to create a line graph by using a given table of values to draw a line graph and answer questions based on them to interpret and draw conclusions.	**Lesson:** 1 OF 1

Performance Indicator: Learners can draw a line graph by determining the common attributes (title, axes and intervals) and draw the graph for a given table of values	**Core Competencies:** Problem Solving skills; Critical Thinking;

Teaching/ Learning Resources	Workbook, compass, grid paper, pencils, rulers
Key words	Collection, organize, predict, presentation, interpretation and analyze, discrete data, continuous data,
References: Mathematics Curriculum Pg. 151	

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!	Through discussion, guide learners to understand the difference between discrete and continuous data. Encourage learners to give other examples of discrete and continuous data.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Engage 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 them to sort the following tables of values into the two categories – those with discrete data and those with continuous data (i) The number of match sticks Sena used in making a pattern of squares Number of Squares (n): 1 2 3 4 5 6 7 8 Matchsticks (s): 4 7 10 13 16 19 22 25 (ii) Progress of plant's growth recorded by Kofi over a week Days (d): 1 2 3 4 5 6 7 8 Height (h) (cm): 5 6.5 8 9.5 11 12.5 14 15.5 Let learners answer questions based on the table above	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to sing the song WE CAN COUNT	Ask them to sort the following tables of values into the two categories – those with discrete data and those with continuous data	Give learners task to complete whiles you go round to guide those who don't understand.

	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.	(iii) Number of people in the immediate family of P6 students in a school Number of people in family: 1 2 3 4 5 6 7 8 9 Number of students: 0 4 9 11 6 5 3 3 1 (iv) Abu travelled on a bicycle to buy food, the table shows how far (in kilometres) he was away from the house. Time (minutes): 0 5 10 15 20 25 30 Distance (km): 0 3 3.5 4 4 2 0 Let learners answer questions based on the table above	Give remedial learning to those who 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 more line graphs for given data values by determining the common attributes (title, axes and intervals) Mr. Fleury, owner of Pizzas Unlimited, records pizza sales for 6 days. Day: Mon. Tues. Wed. Thurs. Fri. Sat. Pizzas Sold: 100 90 80 60 40 30  Learners to answer, questions based on graph to interpret the line graphs to draw conclusions	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help. Next lesson: Apply understanding of how to create a line graph by using a given table of values (or set of data) to draw a line graph and answer questions based on them to interpret and draw conclusions
Friday	Tell learners a few jokes to get their attention. Call two learners to share their jokes as well	Ask learners to study the line graph and answer questions based on them. For instance, after what time will the water temperature reach 70oC? What is the water temperature after 5 minutes? Ask learners to write questions for their friends to read and interpret the line graphs.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

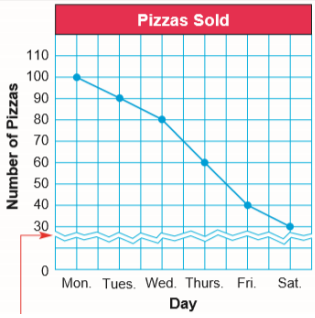
WEEK 9

Week Ending:	**DAY:**	**Subject:** Mathematics
Duration: 60mins per lesson		**Strand:** Data
Class: B6	**Class Size:**	**Sub Strand:** Data Collection And Organization

Content Standard: B6.4.1.1 Create, label and interpret line graphs	**Indicator:** B6.4.1.1.2-3 Apply understanding of how to create a line graph by using a given table of values to draw a line graph and answer questions based on them to interpret and draw conclusions.	**Lesson:** 1 OF 1
Performance Indicator: Learners can draw a line graph by determining the common attributes (title, axes and intervals) and draw the graph for a given table of values	**Core Competencies:** Problem Solving skills; Critical Thinking;	

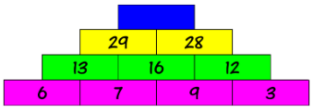
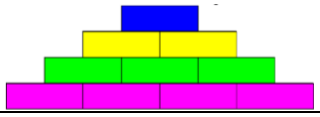
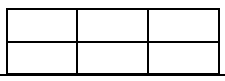
Teaching/ Learning Resources	Workbook, compass, grid paper, pencils, rulers
Key words	Collection, organize, predict, presentation, interpretation and analyze, discrete data, continuous data,
References: Mathematics Curriculum Pg. 151	

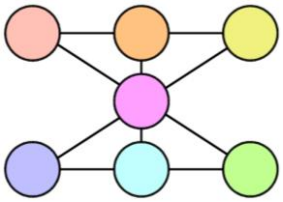
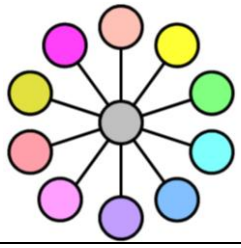
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!	Through discussion, guide learners to understand the difference between discrete and continuous data. Encourage learners to give other examples of discrete and continuous data.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Engage 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 them to sort the following tables of values into the two categories – those with discrete data and those with continuous data (i) The number of match sticks Sena used in making a pattern of squares Number of Squares (n): 1 2 3 4 5 6 7 8 Matchsticks (s): 4 7 10 13 16 19 22 25 (ii) Progress of plant's growth recorded by Kofi over a week Days (d): 1 2 3 4 5 6 7 8 Height (h) (cm): 5 6.5 8 9.5 11 12.5 14 15.5 Let learners answer questions based on the table above	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to sing the song WE CAN COUNT	Ask them to sort the following tables of values into the two categories – those with discrete data and those with continuous data	Give learners task to complete whiles you go round to guide those who don't understand.

	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.	(iii) Number of people in the immediate family of P6 students in a school Number of people in family: 1 2 3 4 5 6 7 8 9 Number of students: 0 4 9 11 6 5 3 3 1 (iv) Abu travelled on a bicycle to buy food, the table shows how far (in kilometres) he was away from the house. Time (minutes): 0 5 10 15 20 25 30 Distance (km): 0 3 3.5 4 4 2 0 Let learners answer questions based on the table above	Give remedial learning to those who 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 more line graphs for given data values by determining the common attributes (title, axes and intervals) Mr. Fleury, owner of Pizzas Unlimited, records pizza sales for 6 days. Day: Mon. Tues. Wed. Thurs. Fri. Sat. Pizzas Sold: 100 90 80 60 40 30  Learners to answer, questions based on graph to interpret the line graphs to draw conclusions	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Tell learners a few jokes to get their attention. Call two learners to share their jokes as well	Ask learners to study the line graph and answer questions based on them. For instance, after what time will the water temperature reach 70oC? What is the water temperature after 5 minutes? Ask learners to write questions for their friends to read and interpret the line graphs.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help. Next lesson: Select a method for collecting data to answer a given question and justify the choice

WEEK 10

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Data	
Class: B6	**Class Size:**	**Sub Strand:** Data Collection And Organization	
Content Standard: B6.4.1.2 Select, justify, and use appropriate methods of collecting data, including questionnaires, interview, observation, experiments, databases, electronic media, etc	**Indicator:** B6.4.1.2.1-2 Select a method for collecting data to answer a given question and justify the choice	**Lesson:** 1 OF 1	
Performance Indicator: Learners can select a method for collecting data to answer a given question and justify the choice	**Core Competencies:** Problem Solving skills; Critical Thinking;		
Teaching/ Learning Resources	Workbook, compass, grid paper, pencils, rulers		
Key words	Collection, organize, predict, presentation, interpretation and analyze, discrete data, continuous data,		
References: Mathematics Curriculum Pg. 153			

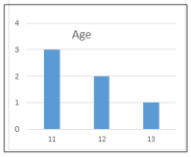
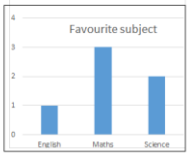
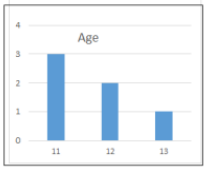
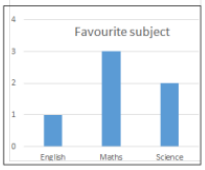
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Can you work out what number will be at the top of the pyramid? 	Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'. (a) The type of drinks to buy for a class party (b) The make of sport shoes to buy for all P6 students (c) The make of school bag to buy for all P6 students	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Can you make a pyramid with 100 at the top? 	Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'. (d) The number of desks in each classroom (e) How much money P6 students spend on bus fare to school every month?	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15? 	Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'. (f) To buy drinks for people in the immediate family of all P6 students at a party.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		(g) Buy a mobile phone from an online shop.	
Thursday	Can you put the numbers 1 to 7 in each circle so that the total of every line is 12? 	Lead a discussion on the methods of data collection below and ask them to identify which method they will use to gather the facts for each situation ☐ questionnaires ☐ interview ☐ observation ☐ experiments ☐ databases ☐ electronic media or internet	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Can you put the digits 1 to 11 in the circles do that every line has the same total? 	Lead a discussion on the methods of data collection below and ask them to identify which method they will use to gather the facts for each situation ☐ questionnaires ☐ interview ☐ observation ☐ experiments ☐ databases ☐ electronic media or internet	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help. Next lesson: Select a method for collecting data to answer a given question and justify the choice

WEEK 11

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Data	
Class: B6	**Class Size:**	**Sub Strand:** Data Collection And Organization	
Content Standard: B6.4.1.2 Select, justify, and use appropriate methods of collecting data, including questionnaires, interview, observation, experiments, databases, electronic media, etc	**Indicator:** B6.4.1.2.3 Design and administer a questionnaire for collecting data to answer given questions	**Lesson:** 1 OF 1	
Performance Indicator: Learners can design and administer a questionnaire for collecting data to answer given questions	**Core Competencies:** Problem Solving skills; Critical Thinking;		
Teaching/ Learning Resources	Workbook, compass, grid paper, pencils, rulers		
Key words	Collection, organize, predict, presentation, interpretation and analyze, discrete data, continuous data,		
References: Mathematics Curriculum Pg. 157			

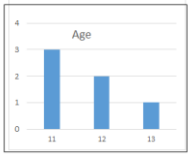
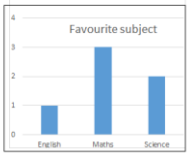
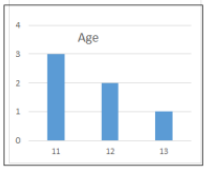
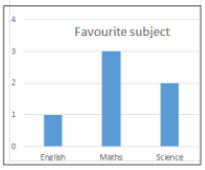
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite rhymes in relation to the lesson I AM COUNTING ONE • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God.	Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question. Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion. Age / Frequency: 11 – 3; 12 – 2; 13 – 1; Total – 6 Favourite subject / Frequency: English – 1; Maths – 3; Science – 2; Total – 6	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 leaners to Play show me a number game with learners (up to 30), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question. Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion. Age / Frequency: 11 – 3; 12 – 2; 13 – 1; Total – 6 Favourite subject / Frequency: English – 1; Maths – 3; Science – 2; Total – 6	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 leaners to sing the song WE CAN COUNT We class six	Guide learners (in each small group) to use tallies and count the results obtained in the	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 six can count very well.	organized data table to do a frequency table for each question. Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion. <table><tr><th>Age</th><th>Frequency</th></tr><tr><td>11</td><td>3</td></tr><tr><td>12</td><td>2</td></tr><tr><td>13</td><td>1</td></tr><tr><td>Total</td><td>6</td></tr></table> <table><tr><th>Favourite subject</th><th>Frequency</th></tr><tr><td>English</td><td>1</td></tr><tr><td>Maths</td><td>3</td></tr><tr><td>Science</td><td>2</td></tr><tr><td>Total</td><td>6</td></tr></table>	Give remedial learning to those who may need special help.
Thursday	Engage leaners to Play show me a number game with learners (up to 30), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or line graphs and the results to solve problems.   They may do surveys on the following situations or issues: (a) The type of drinks to buy for a class party. (b) The make of sport shoes to buy for all P6 students. (c) The make of school bag to buy for all P6 students.	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	Engage leaners to Play show me a number game with learners (up to 30), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or line graphs and the results to solve problems.   They may do surveys on the following situations or issues: (a) The type of drinks to buy for a class party. (b) The make of sport shoes to buy for all P6 students. (c) The make of school bag to buy for all P6 students.	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: List the possible outcomes of a probability experiment

WEEK 12

Week Ending:	**DAY:**	**Subject:** Mathematics	
Duration: 60mins per lesson		**Strand:** Data	
Class: B6	**Class Size:**	**Sub Strand:** Data Collection And Organization	
Content Standard: B6.4.1.2 Select, justify, and use appropriate methods of collecting data, including questionnaires, interview, observation, experiments, databases, electronic media, etc	**Indicator:** B6.4.1.2.3 Design and administer a questionnaire for collecting data to answer given questions	**Lesson:** 1 OF 1	
Performance Indicator: Learners can design and administer a questionnaire for collecting data to answer given questions	**Core Competencies:** Problem Solving skills; Critical Thinking;		
Teaching/ Learning Resources	Workbook, compass, grid paper, pencils, rulers		
Key words	Collection, organize, predict, presentation, interpretation and analyze, discrete data, continuous data,		
References: Mathematics Curriculum Pg. 157			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite rhymes in relation to the lesson I AM COUNTING ONE • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God.	Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question. Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion. Age / Frequency: 11 – 3; 12 – 2; 13 – 1; Total – 6 Favourite subject / Frequency: English – 1; Maths – 3; Science – 2; Total – 6	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 leaners to Play show me a number game with learners (up to 30), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question. Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion. Age / Frequency: 11 – 3; 12 – 2; 13 – 1; Total – 6 Favourite subject / Frequency: English – 1; Maths – 3; Science – 2; Total – 6	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 leaners to sing the song WE CAN COUNT We class six	Guide learners (in each small group) to use tallies and count the results obtained in the	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 six can count very well.	organized data table to do a frequency table for each question. Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion. Age / Frequency: 11 – 3; 12 – 2; 13 – 1; Total – 6 Favourite subject / Frequency: English – 1; Maths – 3; Science – 2; Total – 6	Give remedial learning to those who may need special help.
Thursday	Engage leaners to Play show me a number game with learners (up to 30), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or line graphs and the results to solve problems.   They may do surveys on the following situations or issues: (a) The type of drinks to buy for a class party. (b) The make of sport shoes to buy for all P6 students. (c) The make of school bag to buy for all P6 students.	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	Engage leaners to Play show me a number game with learners (up to 30), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or line graphs and the results to solve problems.   They may do surveys on the following situations or issues: (a) The type of drinks to buy for a class party. (b) The make of sport shoes to buy for all P6 students. (c) The make of school bag to buy for all P6 students.	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: List the possible outcomes of a probability experiment

FIRST TERM LESSON PLAN

BASIC SIX (SCIENCE)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity Of Matter	
Class: B6	**Class Size:**	**Sub Strand:** Living And Non- Living Things	
Content Standard: B6.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them	**Indicator:** B6.1.1.1.1 Classify plants based on their root system	**Lesson:** 1 OF 1	
Performance Indicator: Learners can classify plants based on their root system	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Pictures of Plants and animals in the environment		
New words			
References: Science Curriculum Pg. 34			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous lesson by having learners to write on a sheet of paper the following List the parts of a tree Draw and color a tree	Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers). Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class. Learners are shown pictures of the root systems of different plants Learners observe and identify the similarities and differences between the roots of the various plants.	What have we learnt today? classifying plants based on their root system Learners use think-pair-share to discuss more about plants with different root system. Next Lesson: Classify plants based on their root system
	Show learners different plants with different root system for them to explore	Task learners to put the plants into two main groups based on the similarities in their roots system. Learners give reasons for their classifications	What have we learnt today? Similarities and differences between roots of various plants

		Build the vocabulary of learners by explaining to them the two main root systems of plants, namely; tap roots and fibrous roots. Learners to mould tap root and fibrous root using blu tack and display for discussion	Have learners to summarize the important points of the lesson Give learners task to draw plants with different root system

WEEK 2

Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity Of Matter	
Class: B6	**Class Size:**	**Sub Strand:** Living And Non- Living Things	
Content Standard: B6.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them	**Indicator:** B6.1.1.1.1 Classify plants based on their root system	**Lesson:** 1 OF 1	
Performance Indicator: Learners can classify plants based on their root system	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Pictures of Plants and animals in the environment		
New words			
References: Science Curriculum Pg. 34			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous lesson by having learners to write on a sheet of paper the following List the parts of a tree Draw and color a tree	Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers). Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class. Learners are shown pictures of the root systems of different plants Learners observe and identify the similarities and differences between the roots of the various plants.	What have we learnt today? classifying plants based on their root system Learners use think-pair-share to discuss more about plants with different root system. Next Lesson: Know the general properties of metals such as lustre, malleability, conductivity and ductility
	Show learners different plants with different root system for them to explore	Task learners to put the plants into two main groups based on the similarities in their roots system. Learners give reasons for their classifications Build the vocabulary of learners by explaining to them the two main root systems of plants, namely; tap roots and fibrous roots. Learners to mould tap root and fibrous root using blu tack and display for discussion	What have we learnt today? Similarities and differences between roots of various plants Have learners to summarize the important points of the lesson Give learners task to draw plants with different root system

WEEK 3

Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity Of Matter	
Class: B6	**Class Size:**	**Sub Strand:** Materials	
Content Standard: B6.1.2.1 Recognize materials as important resources for providing human needs	**Indicator:** B6.1.2.1.1 Know the general properties of metals such as lustre, malleability, conductivity and ductility	**Lesson:** 1 OF 1	
Performance Indicator: Learners can know the general properties of metals such as lustre, malleability, conductivity and ductility	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil		
New words			
References: Science Curriculum Pg. 35			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners to mention some examples of metals they know. Let them state what they know about them. Ask them to mention some examples of items that were made from metals. Drill learners on the correct pronunciation and meanings of the new words.	Learners, in groups, gather different objects such as ruler, erasers, exercise books, comb, plastic bowls, connecting wires, cups, plates, cooking pans, roofing sheets, iron nails, pins, etc. Let learners classify the various materials as metals or non-metals based on the following properties: luster, malleability, conductivity and ductility.	What have we leant today? Properties of metals Have learners summarize the important points of the lesson. Homework Learners are to find out the different ways that metals are used in their homes and identify the property of metals that allow it to be used for that purpose
	Paste a Chart of pictures showing Objects made from metals for learners to observe Have learners to talk about the chart. Learners identify the names of the items on the chart	Guide them to give reasons for their classification. Relate the lesson to everyday activities that involve the use of metals Given a piece of aluminum foil and a drinking straw, learners describe how they will use conductivity to classify them as metals or non-metals. <u>Assessment</u>: Provide materials for learners. In groups Learners design and make simple machines with metals	Learners to state some uses of metals. Learners to identify items in the school and home that are made from metals. Next Lesson: Investigate the uses of metals in everyday life and link the uses to their properties

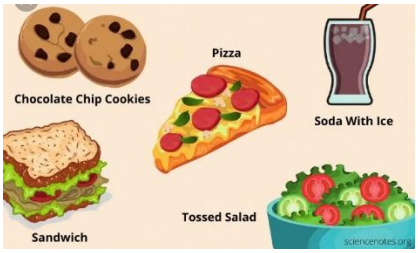
WEEK 4

Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity Of Matter	
Class: B6	**Class Size:**	**Sub Strand:** Materials	
Content Standard: B6.1.2.1 Recognize materials as important resources for providing human needs	**Indicator:** B6.1.2.1.2 Investigate the uses of metals in everyday life and link the uses to their properties	**Lesson:** 1 OF 1	
Performance Indicator: Learners can investigate the uses of metals in everyday life and link the uses to their properties	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil		
New words			
References: Science Curriculum Pg. 35			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Display different objects made from metals. Engage learners in groups to write names of the objects and present their answers in class	Learners, through discussion, come out with uses of metals by observing the objects displayed in class or from a video (these include farm tools, jewelry, ornaments, cars, bridges, metallic spoons). Have leaners to investigate the use of metals in everyday life and presents their findings to class	What have we learnt today? Uses of metals in everyday life. Have learners to summarize the main points in the lesson.
	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	Have learners to link the use of the metal to its property E.g. copper is used to make wires because it conducts electricity, aluminum is used to make roofing sheets because it is malleable. Relate the lesson to everyday life to promote curiosity	What have we learnt today? Uses of metals in everyday life. Have learners to summarize the main points in the lesson. Next Lesson: Examine some uses of mixtures in everyday life

WEEK 5

Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Diversity Of Matter	
Class: B6	**Class Size:**	**Sub Strand:** Materials	
Content Standard: B6.1.2.2 Understand mixtures, the types of formation, uses and ways of separating them into their components	**Indicator:** B6.1.2.2.1 Examine some uses of mixtures in everyday life	**Lesson:** 1 OF 1	
Performance Indicator: Learners can examine some uses of mixtures in everyday life	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil		
New words			
References: Science Curriculum Pg. 35			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Revise learners RPK by engaging them in the **'Mystery Box'** 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 watch pictures of different types of mixtures. Provide samples of materials and guide learners to produce mixtures such as salt solution, sugar solution, concrete, sand and water.  In groups, learners investigate the daily uses and applications of mixtures, e.g. salt solution, sugar solution, concrete, gari and beans.	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
	Display different objects made from metals. Engage learners in groups to write names of the objects and present their answers in class	In groups, learners investigate the daily uses and applications of mixtures, e.g. salt solution, sugar solution, concrete, gari and beans. Engage learners to write the names of the components of the mixtures stated.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

		Learners mention other examples of mixtures and their daily uses	Next Lesson: Describe the relative sizes of the earth and sun and their importance

WEEK 6

Week Ending:	**Day:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Cycle
Class: B6	**Class Size:**	**Sub Strand:** Earth Science

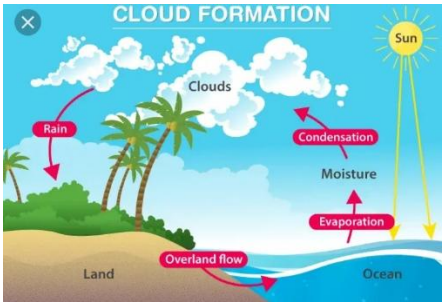
Content Standard: B6.2.1.1 Recognize the relationship between the earth and the sun	**Indicator:** B6.2.1.1.1 Describe the relative sizes of the earth and sun and their importance	**Lesson:** 1 OF 1
Performance Indicator: Learners can describe the relative sizes of the earth and sun and their importance	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil	
New words		
References: Science Curriculum Pg. 36		

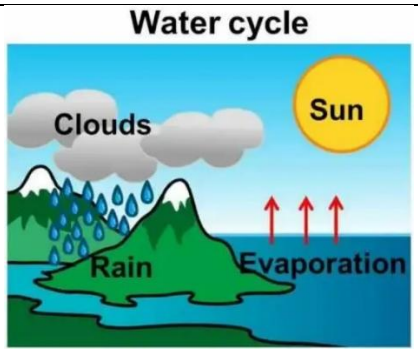
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson	Engage learners to talk about what they know about the earth and sun. Let learners identify the uses of the sun to humankind Learners to identify the earth and sun in the solar system. Guide learners to draw the solar system and indicate the earth and sun	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.	Prior to the lesson, task learners to investigate the relative size of the sun in relation to its function in the solar system. Each group presents a report in class for discussion. Learners answer the following questions: *(1) Which is bigger, the sun or the earth?* *(2) Which of the two bodies move, the sun or the earth?*	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.

		Evaluate learners by asking: "if the earth was bigger than the sun, how would that affect the length of day and night?"	

WEEK 7

Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycle	
Class: B6	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B6.2.1.2 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle	**Indicator:** B6.2.1.2.1 Explain how rain falls from clouds	**Lesson:** 1 OF 1	
Performance Indicator: Learners can explain how rain falls from clouds	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil		
New words			
References: Science Curriculum Pg. 36			

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 explain the formation of clouds.  Lead learners to explain the terms: "evaporation, condensation, dew point, ice, cloud, gravity and precipitation".	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, in an activity, design a model showing the formation of raindrops around tiny spots of dust or smoke and falling from high parts of a cloud.	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.

		 Explain to learners that not all clouds result in rainfall	

WEEK 8

Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycle	
Class: B6	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B6.2.1.3 Demonstrate understanding of how carbon and nitrogen are cycled in nature	**Indicator:** B6.2.1.3.1 Know the functions of carbon within the environment	**Lesson:** 1 OF 1	
Performance Indicator: Learners can know the functions of carbon within the environment		**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Plants seeds, hand lens, paper, pencil, fruits		
New words	Carbon, atmosphere		
References: Science Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Let learners' breath in and out five times. Let them tell you what they breathe in and what they breathe out. Drill learners on the correct pronunciation and the meanings of the new words. Share performance indicators and introduce the lesson.	Have learners understand that carbon is one of the elements we have in our periodic table. It is found in our pencils. It can also be seen in human beings and other living things. The component of air we breathe out is called carbon dioxide (CO_2). As the name suggests, carbon dioxide contains the element carbon. It is a chemical combination of carbon and oxygen. Learners are assisted to discuss the following questions: *(1) materials in the environment that contain carbon;* *(2) the role of carbon in those materials.* Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to pencils, charcoal, food and carbon dioxide	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson. <u>Homework</u> Carbon is one of the most abundant elements on Earth. True/False. Which of the following is a common use of carbon in materials production? a. Cooking food b. Producing sound c. Strengthening composites d. Filtering water

	Let learners' breath in and out five times. Let them tell you what they breathe in and what they breathe out. Drill learners on the correct pronunciation and the meanings of the new words. Share performance indicators and introduce the lesson.	Show pictures of different substance that contain carbon to learners. Tell them the sources of these substances. Task learners to form a concept map on the sources of carbon using the information you gave them. In groups of four, gather different materials that contain carbon. Example, limestones, pencils, charcoal, chalk. Describe how we use of each of the materials you have gathered. Example, pencil for writing.	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson. <u>Homework</u> Organic matter, such as dead plants and animals, contains carbon. True/False: Which of the following is a common source of carbon in the environment? a. Oxygen gas b. Nitrogen gas c. Carbon dioxide gas d. Helium gas

WEEK 9

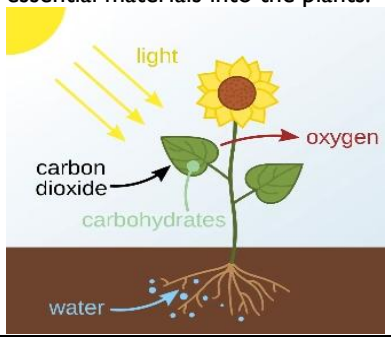
Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycle	
Class: B6	**Class Size:**	**Sub Strand:** Earth Science	
Content Standard: B6.2.1.4 Recognize water and air as important natural resources	**Indicator:** B6.2.1.4.1 Investigate ways of conserving water in the home, school and community	**Lesson:** 1 OF 1	
Performance Indicator: Learners can investigate ways of conserving water in the home, school and community	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Plants seeds, hand lens, paper, pencil, fruits		
New words			
References: Science Curriculum Pg. 36			

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.	Discuss qualities of good drinking water and ways of making water safe for use with learners, e.g. sedimentation, boiling, filtration, adding alum, etc. Learners identify activities in the home that require the use of water. Learners write various activities which portray the right use of water in the home and other activities that show the wastage of water.	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.	Discuss ways of using water wisely and efficiently in the home and community with learners. Learners create a flyer or posters on water conservation with cut-out pictures and phrases on how to conserve water	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 10

Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycle	
Class: B6	**Class Size:**	**Sub Strand:** Life Cycle Of Organism	
Content Standard: B6.2.2.1 Demonstrate understanding of the life cycle of a plant	**Indicator:** B6.2.2.1.1 Know the materials needed for the survival of plants in the environment	**Lesson:** 1 OF 1	
Performance Indicator: Learners can know the materials needed for the survival of plants in the environment	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Plants seeds, hand lens, paper, pencil, fruits		
New words			
References: Science Curriculum Pg. 37			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Start the lesson with a debate. Teacher chooses a topic or allow learners to choose their own topic. e.g. "should children under 18 be allowed to vote?". Elaborate on learners points and summarise the debate	Engage learners to investigate the materials required for plant survival. (*water, carbon dioxide, oxygen, sunlight*) Learners present their findings on the materials required for plant survival. Using annotated diagrams, learners show sources and point of entry of the essential materials into the plants.  	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
	Engage learners to play games and sing songs to begin the lesson. Use questions to review learners understanding in the previous lesson.	Learners are guided to conduct an experiment to show the effect of water on plants' survival.	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

		 Learners are assigned to find out the specific functions of oxygen, carbon dioxide, sunlight and water in the survival of plants	

WEEK 11

Week Ending:	**Day:**	**Subject:** Science
Duration: 60mins per lesson		**Strand:** Cycle
Class: B6	**Class Size:**	**Sub Strand:** Life Cycle Of Organism

Content Standard: B6.2.2.1 Demonstrate understanding of the life cycle of a plant	**Indicator:** B6.2.2.1.2 Observe the life cycle of a plant	**Lesson:** 1 OF 1
Performance Indicator: Learners can observe the life cycle of a plant	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures of okra and maize plant.	
New words		
References: Science Curriculum Pg. 37		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Start the lesson with a debate. Teacher chooses a topic or allow learners to choose their own topic. e.g. "should children under 18 be allowed to vote?". Elaborate on learners points and summarise the debate	Brainstorm learners to talk about how okra or maize plant grow. Let learners share their experiences on farm activities. Guide learners to plant viable maize and okra seeds and care for them until they bear fruits. Learners observe the growing plants weekly and record the changes that take place until other viable seeds are produced. Learners write a report based on their observations.	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
	Engage learners to play games and sing songs to begin the lesson. Use questions to review learners understanding in the previous lesson.	Learners to prepare a poster on how plants grow. Guide learners to base their report and poster on the observation made.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

		Learners to present their drawings to whole class for discussion. Encourage learners to pose questions of what they don't understand.	Have learners to read and spell the key words written on the board

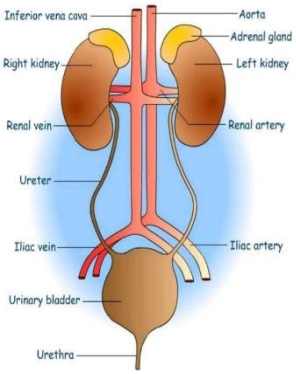
Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Cycle	
Class: B6	**Class Size:**	**Sub Strand:** Life Cycle Of Organism	
Content Standard: B6.2.2.1 Demonstrate understanding of the life cycle of a plant	**Indicator:** B6.2.2.1.2 Observe the life cycle of a plant	**Lesson:** 1 OF 1	
Performance Indicator: Learners can observe the life cycle of a plant	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Pictures of okra and maize plant.		
New words			
References: Science Curriculum Pg. 37			

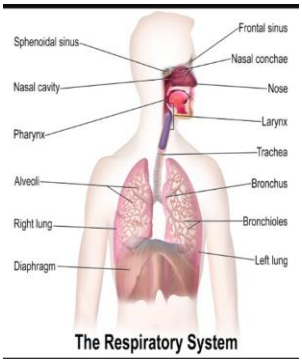
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Start the lesson with a debate. Teacher chooses a topic or allow learners to choose their own topic. e.g. "should children under 18 be allowed to vote?". Elaborate on learners points and summarise the debate	Brainstorm learners to talk about how okra or maize plant grow. Let learners share their experiences on farm activities. Guide learners to plant viable maize and okra seeds and care for them until they bear fruits. Learners observe the growing plants weekly and record the changes that take place until other viable seeds are produced. Learners write a report based on their observations.	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
	Engage learners to play games and sing songs to begin the lesson. Use questions to review learners understanding in the previous lesson.	Learners to prepare a poster on how plants grow. Guide learners to base their report and poster on the observation made. Learners to present their drawings to whole class for discussion.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

		Encourage learners to pose questions of what they don't understand.	Have learners to read and spell the key words written on the board

WEEK 12

Week Ending:	**Day:**	**Subject:** Science	
Duration: 60mins per lesson		**Strand:** Systems	
Class: B6	**Class Size:**	**Sub Strand:** The Human Body System	
Content Standard: B6.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	**Indicator:** B6.3.1.1.1 explain the functions of organs in the excretory system of humans	**Lesson:** 1 OF 1	
Performance Indicator: Learners can explain the functions of organs in the excretory system of humans	**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Learners, pictures, videos, paper, pencils, crayons		
New words			
References: Science Curriculum Pg. 37			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Engage learners to review the functions of some human organs. Show videos, pictures and models of the excretory system.  Learners to observe and talk about the pictures	Learners explain the need for activities such as breathing, urinating and sweating. With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans e.g. kidneys Explain to learners the functions of the various organs in the excretory system. Example: **kidneys**: they are responsible for getting rid of waste products etc. Assessment: In groups, let learners find out the excretory process involving the kidney.	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. Teacher chooses a topic or allow learners to choose their own topic. e.g. "should children under 18 be allowed to vote?". Elaborate on learners points and summarise the debate	With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans e.g. lungs Explain to learners the functions of the various organs in the excretory system. Example: **Lungs** takes oxygen from the environment and transfer it into the blood stream etc. Assessment: In groups, let learners find out the excretory process involving the lungs.	Ask learners to talk about what they have  The Respiratory System learnt.
	Use a series of questions to review the understanding of learners in the previous lesson	Draw a diagram of the excretory system and cut out the various parts of the system into flash cards Assessment: Learners match the parts of the excretory system with their excretory products. Learners explain some biological terms, such as urea, kidneys, lungs and excretion	Ask learners to talk about what they enjoyed most during the lesson Have learners to use clay moulds to mould the kidney and lungs of humans

FIRST TERM LESSON PLAN

BASIC SIX (RELIGIOUS & MORAL EDUCATION)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation And Attributes	
Class: B6	**Class Size:**	**Sub Strand:** God The Creator	
Content Standard: B6 1.1.1. Explore the Nature of God as the Creator	**Indicator:** B6 1.1.1.1: Describe the nature of God through His attributes		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate ways to care for the environment		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words	Attributes patience, merciful		
References: RME Curriculum Pg. 46			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small	Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc. Guide learners to discuss the attributes of God in English and local languages. In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc. Through questions and answers, let learners show how they can relate the attributes of God to their lives. Guide learners to write essays on the attributes of God and present their works to class for discussion	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:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation And Attributes	
Class: B6	**Class Size:**	**Sub Strand:** God The Creator	
Content Standard: B6 1.1.1. Explore the Nature of God as the Creator	**Indicator:** B6 1.1.1.1: Describe the nature of God through His attributes		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate ways to care for the environment		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words	Attributes patience, merciful		
References: RME Curriculum Pg. 46			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small	Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc. Guide learners to discuss the attributes of God in English and local languages. In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc. Through questions and answers, let learners show how they can relate the attributes of God to their lives. Guide learners to write essays on the attributes of God and present their works to class for discussion	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?

WEEK 3

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation And Attributes	
Class: B6	**Class Size:**	**Sub Strand:** God The Creator	
Content Standard: B6 1.1.1. Explore the Nature of God as the Creator	**Indicator:** B6 1.1.1.1: Describe the nature of God through His attributes		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate ways to care for the environment		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words	Attributes patience, merciful		
References: RME Curriculum Pg. 46			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small	Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc. Guide learners to discuss the attributes of God in English and local languages. In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc. Through questions and answers, let learners show how they can relate the attributes of God to their lives. Guide learners to write essays on the attributes of God and present their works to class for discussion	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:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation And Attributes	
Class: B6	**Class Size:**	**Sub Strand:** God The Creator	
Content Standard: B6 1.1.1. Explore the Nature of God as the Creator	**Indicator:** B6 1.1.1.1: Describe the nature of God through His attributes		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate ways to care for the environment		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words	Attributes patience, merciful		
References: RME Curriculum Pg. 46			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small	Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc. Guide learners to discuss the attributes of God in English and local languages. In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc. Through questions and answers, let learners show how they can relate the attributes of God to their lives. Guide learners to write essays on the attributes of God and present their works to class for discussion	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?

WEEK 5

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation And Attributes	
Class: B6	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments	**Indicator:** B6.1.2.1.1: Explain how humankind and the environment interrelate.		**Lesson:** 1 OF 1
Performance Indicator: Learners can explain how humankind and the environment interrelate.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 47			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Tell learners story about creation Learners to sing a song about creation	With questions and answers, guide learners to explain the natural environment: things around us that were created by God and can affect our lives. Let learners mention things around us that were created by God: - air , water, land, plants, animals, etc. Guide learners to discuss the inter relationship among God's creatures: *- Humankind and animals depend on plants for air, food, medicine, shelter, etc.* *- Plants depend on humankind and other animals*	Ask learners leading questions to review their understanding of the lesson Have learners read the key words written on the board

WEEK 6

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation And Attributes	
Class: B6	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments	**Indicator:** B6.1.2.1.1: Explain how humankind and the environment interrelate.		**Lesson:** 1 OF 1
Performance Indicator: Learners can explain how humankind and the environment interrelate.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 47			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Guide learners to discuss the inter relationship among God's creatures: - Humankind and animals depend on plants for air, food, medicine, shelter, etc. - Plants depend on humankind and other animals for survival (dispersal of seeds, planting of trees, etc.). - Some animals depend on other animals for food (carnivores) and shelter (parasites).	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

WEEK 7

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation And Attributes	
Class: B6	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments	**Indicator:** B6.1.2.1.1: Explain how humankind and the environment interrelate.		**Lesson:** 1 OF 1
Performance Indicator: Learners can explain how humankind and the environment interrelate.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 47			

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.	Through group discussions, let learners demonstrate ways humankind should relate with the environment. Let learners, in groups, discuss the importance of the environment to humankind. Ask learners to write about their findings and present to class for discussion: *- our survival depends on the environment,* *- leaves and trees provide us with oxygen, food and medicine, etc.*	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 8

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** God's Creation And Attributes	
Class: B6	**Class Size:**	**Sub Strand:** The Environment	
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments	**Indicator:** B6 1.2.1.2: Explain the religious and moral lessons in preserving the environment		**Lesson:** 1 OF 1
Performance Indicator: Learners can explain the religious and moral lessons in preserving the environment.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 48			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Guide learners to talk about the religious and moral lessons in preserving the environment: *- humankind must account for his or her stewardship of the environment,* *- to promote healthy life,* *- to respect other creatures' right to survival,* *- it is a command from God, etc.* Through questions and answers, let learners show how they can preserve the environment: *- Afforestation,* *- proper methods of fishing and hunting,* *- proper disposal of refuse,* *- legal methods of mining,* *- avoiding indiscriminate bush-burning,* *- proper ways of sand-winning, etc.*	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson

WEEK 9

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** Religious Practices	
Class: B6	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B6 2.1.1. Explain the importance of prayer, worship and other acts of worship	**Indicator:** B6 2.1.1.1: Discuss the importance of prayer in our lives.		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate ways they can commit themselves to the community.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 49			

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 explain commitment. Through discussion, let learners identify ways they can show commitment to the society:-communal labor,-clean-up exercises,-reporting crime,-protecting public property, etc. Let learners dramatize ways of showing commitment to the society. Let learners write group essays on commitment to the society for class discussions	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:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** Religious Practices	
Class: B6	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B6 2.1.1. Explain the importance of prayer, worship and other acts of worship	**Indicator:** B6 2.1.1.1: Discuss the importance of prayer in our lives.		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate ways they can commit themselves to the community.		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 49			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs and recite rhymes in relation to the lesson <u>PRAYER IS THE KEY</u> Prayer is the key Prayer is the key Prayer is the master's key Jesus started with prayer and ended with prayer Prayer is the master key <u>READ YOUR BIBLE PRAY EVERYDAY</u> Read your bible pray everyday Pray every day, Pray every day Read your bible pray everyday If you want to grow If you want to grow If you want to grow Hallelujah Read your bible pray everyday If you want to grow	Guide learners to discuss the meaning of prayer: a communication between the worshipper and the object of worship. Let learners talk about the types of prayer: **Christianity** - thanksgiving, intercession, supplication, confession, etc. **Islam** - Salat (five daily compulsory prayers), congregational (Ju`mah), etc. **Traditional** - thanksgiving, intercession, supplication, confession, etc. Lead learners to discuss the importance of prayer: - brings us closer to God, - it shows our dependence on God, etc. Ask learners to demonstrate how prayer is performed in the three major religions.	What have we learnt today? The importance of prayer in our lives Ask learners to summarize the main points in the lesson

WEEK 11

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** Religious Practices	
Class: B6	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B6 2.1.1. Explain how prayer is performed in the three major religions	**Indicator:** B6 2.1.1.1: How prayer is performed in the three major religions		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate how prayer is performed in the three major religions		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 49			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs and recite rhymes in relation to the lesson <u>PRAYER IS THE KEY</u> Prayer is the key Prayer is the key Prayer is the master's key Jesus started with prayer and ended with prayer Prayer is the master key <u>READ YOUR BIBLE PRAY EVERYDAY</u> Read your bible pray everyday Pray every day, Pray every day Read your bible pray everyday If you want to grow If you want to grow If you want to grow Hallelujah Read your bible pray everyday If you want to grow	Guide learners to discuss the meaning of prayer: a communication between the worshipper and the object of worship. Let learners talk about the types of prayer: **Christianity** - thanksgiving, intercession, supplication, confession, etc. **Islam** - Salat (five daily compulsory prayers), congregational (Ju`mah), etc. **Traditional** - thanksgiving, intercession, supplication, confession, etc. Lead learners to discuss the importance of prayer: - brings us closer to God, - it shows our dependence on God, etc. Ask learners to demonstrate how prayer is performed in the three major religions.	What have we learnt today? The importance of prayer in our lives Ask learners to summarize the main points in the lesson

WEEK 12

Week Ending:	**DAY:**	**Subject:** REL & MORAL EDUCATION	
Duration: 60mins		**Strand:** Religious Practices	
Class: B6	**Class Size:**	**Sub Strand:** Religious Worship	
Content Standard: B6 2.1.1. Explain how prayer is performed in the three major religions	**Indicator:** B6 2.1.1.1: How prayer is performed in the three major religions		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate how prayer is performed in the three major religions		**Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 49			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs and recite rhymes in relation to the lesson <u>PRAYER IS THE KEY</u> Prayer is the key Prayer is the key Prayer is the master's key Jesus started with prayer and ended with prayer Prayer is the master key <u>READ YOUR BIBLE PRAY EVERYDAY</u> Read your bible pray everyday Pray every day, Pray every day Read your bible pray everyday If you want to grow If you want to grow If you want to grow Hallelujah Read your bible pray everyday If you want to grow	Guide learners to discuss the meaning of prayer: a communication between the worshipper and the object of worship. Let learners talk about the types of prayer: **Christianity** - thanksgiving, intercession, supplication, confession, etc. **Islam** - Salat (five daily compulsory prayers), congregational (Ju`mah), etc. **Traditional** - thanksgiving, intercession, supplication, confession, etc. Lead learners to discuss the importance of prayer: - brings us closer to God, - it shows our dependence on God, etc. Ask learners to demonstrate how prayer is performed in the three major religions.	What have we learnt today? The importance of prayer in our lives Ask learners to summarize the main points in the lesson

FIRST TERM LESSON PLAN

BASIC SIX (HISTORY)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Europeans In Ghana	
Class: B6	**Class Size:**	**Sub Strand:** Impact Of European Presence	
Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana	**Indicator:** B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.		**Lesson:** 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
New words	European		
References: History Curriculum Pg. 40			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch video on pre independence era	Show and discuss a documentary of European presence in Ghana Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)	What have we learnt today? the change that the European presence brought to Ghana Have learners to summarize the important points in the lesson
	Have learners watch video on pre independence and post-independence era	Debate the impacts of European presence on Ghana Engage learners in a fish bowl activity. Have learners in the fish bowl discuss the impacts of European presence in Ghana, while other learners observe them.	What have we learnt today? impacts of European presence on Ghana Have learners to summarize the important points in the lesson

WEEK 2

Week Ending:	**DAY:**	**Subject:** History
Duration: 60mins per lesson		**Strand:** Europeans In Ghana
Class: B6	**Class Size:**	**Sub Strand:** Impact Of European Presence

Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana	**Indicator:** B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	**Lesson:** 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.	**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.	
New words	European, Gold Coast	
References: History Curriculum Pg. 40		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners to give you reasons why they think European people came to the Gold Coast. Ask learners if any of them have travelled, even to the next city or town? Learners make a list of the reasons why people from different countries travel and settle in other countries. Have a class discussion.	<u>Reasons for which the Europeans came to the Gold Coast.</u> Discuss each of the reasons with learners. Write the heading of each reason on the board for learners. Discuss each reason as a class, learners write a sentence under each heading to summarize the reason. Discuss the concept of trade and how goods are traded, imported and exported. Have a class discussion about what Ghana would be like today, if Europeans had not introduced formal education. Ask learners to imagine what their lives would be like if formal education had not been introduced.	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?

	Ask learners to give you reasons why they think European people came to the Gold Coast. Ask learners if any of them have travelled, even to the next city or town? Learners make a list of the reasons why people from different countries travel and settle in other countries. Have a class discussion.	Using the internet or library books, learners research more information on the translation of the Bible into the local languages. Learners write a paragraph about their findings. Using the internet or library books, learners research more information about the translation of the alphabet in the local languages. Learners write a paragraph or prepare a short speech about their findings. Give each learner a country. Ask the learner to write a short paragraph giving one reason why they would like to live there and one reason why they would not like to live there.	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?

WEEK 3

Week Ending:	**DAY:**	**Subject:** History
Duration: 60mins per lesson		**Strand:** Europeans In Ghana
Class: B6	**Class Size:**	**Sub Strand:** Impact Of European Presence

Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana	**Indicator:** B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	**Lesson:** 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.	**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.	
New words	European, Gold Coast	
References: History Curriculum Pg. 40		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners to imagine what their country would be like if there were no schools, roads, hospitals or railways. Have a class discussion about how these things can change a country and a person's life.	<u>The positive Impact of European presence.</u> Look at each positive impact and discuss how it was introduced and why it is considered to be positive. Have a class discussion on how each positive effect affected and changed the lives of the people in the Gold Coast. Talk to learners about the importance of a formal education, it allows the pursuit of a career or passion. For example, becoming a doctor or a lawyer.	Ask learners to tell the class what you learnt during the lesson. <u>Homework</u> Learners make a list of hospitals and clinics and find out which group of European people built each of them. Learners research the hospitals and clinics in their region and community that were built by the European people who settled in the Gold Coast
	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework relating to	Explain to learners that you had to study to become a teacher – discuss your education with learners. Draw learners attention to the impact education played in the political movements of the Gold Coast.	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.

	positive Impact of European presence.	Discuss the meanings of the key words in the Learner's Book. Make sure learners are familiar with the words and their meaning	3. Which aspects of the lesson did you not understand?

WEEK 4

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Europeans In Ghana	
Class: B6	**Class Size:**	**Sub Strand:** Impact Of European Presence	
Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana	**Indicator:** B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.		**Lesson:** 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
New words			
References: History Curriculum Pg. 40			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch video on pre independence era	Show and discuss a documentary of European presence in Ghana Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)	What have we learnt today? The change that the European presence brought to Ghana Have learners to summarize the important points in the lesson
	Have learners watch video on pre independence and post-independence era	Debate the impacts of European presence on Ghana Engage learners in a 'fish bowl' activity Have learners in the fish bowl discuss the impacts of European presence in Ghana, while the learners observe them	What have we learnt today? Impacts of European presence on Ghana Have learners to summarize the important points in the lesson

WEEK 5

Week Ending:	**DAY:**	**Subject:** History
Duration: 60mins per lesson		**Strand:** Europeans In Ghana
Class: B6	**Class Size:**	**Sub Strand:** Impact Of European Presence

Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana	**Indicator:** B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	**Lesson:** 1 OF 1
Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.	**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.	
New words		
References: History Curriculum Pg. 40		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Engage learners to discuss the activities the Europeans engaged in. *The European presence led to the establishment of Christian churches across the country. They included the Methodist church, the Presbyterian, Evangelical Presbyterian Church, the Roman Catholic, Pentecost church, Seventh Day Adventist etc.* *The Europeans also introduced modern forms of crafts such as carpentry and masonry. They also set up model farms where scientist agriculture was taught and new crops were introduced for the people.*	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	Engage learners to discuss the activities the Europeans engaged in. *The European contributed in the development of literature in the local vernaculars, this included the translation of the bible into some of the important local languages.*	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

		The European also greatly improved the health service. They built most of our important hospitals in Ghana. They included the Atibie hospital, the Nkawkaw roman hospital etc.	

WEEK 6

Week Ending:	**DAY:**	**Subject:** History
Duration: 60mins per lesson		**Strand:** Europeans In Ghana
Class: B6	**Class Size:**	**Sub Strand:** Impact Of European Presence

Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana	**Indicator:** B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.	**Lesson:** 1 OF 1

Performance Indicator: Learners can assess the changes that the European presence brought to Ghana.	**Core Competencies:** Learners to become critical thinkers and digital literates
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.
New words	
References: History Curriculum Pg. 40	

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Engage learners to discuss the activities the Europeans engaged in. *The European presence led to the establishment of Christian churches across the country. They included the Methodist church, the Presbyterian, Evangelical Presbyterian Church, the Roman Catholic, Pentecost church, Seventh Day Adventist etc.* *The Europeans also introduced modern forms of crafts such as carpentry and masonry. They also set up model farms where scientist agriculture was taught and new crops were introduced for the people.*	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	Engage learners to discuss the activities the Europeans engaged in. *The European contributed in the development of literature in the local vernaculars, this included the translation of the bible into some of the important local languages.*	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

		The European also greatly improved the health service. They built most of our important hospitals in Ghana. They included the Atibie hospital, the Nkawkaw roman hospital etc.	Give learners individual or home task

WEEK 7

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Colonization & Development	
Class: B6	**Class Size:**	**Sub Strand:** Political Development	
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957	**Indicator:** B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957		**Lesson:** 1 OF 1
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
New words			
References: History Curriculum Pg. 41			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners questions to review their understanding in the previous lesson. Engage learners to sing some patriotic songs to stimulate their interest. e.g. "God bless our home land Ghana" "Yen ara ya saase ne" etc.	Explain the concepts of 'direct' rule ***Direct rule*** *is a system of government in which a province is controlled by a central government.* *In the beginning , the british used the direct rule system. The whole colony was ruled directly by the colonial office in London. This means all rules were given by the british.* Guide learners to discuss the features of 'direct' rule. *i. it did not need the consent of the local people in decision making.* *ii. the colonial master only made decisions for the people.* *iii. there was no representative of the local people in legislative and the executive administration.*	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson
	Put students into groups of three 3 and number them 1-3.	Engage learners to discuss the division of the colony into provinces	Ask learners series of questions to review their understanding of the lesson

	Put three number statements up to the white board and ask students to explain the corresponding statements to their group. The group who explains well wins.	The Gold Coast Colony was divided into four provinces namely i. the Gold coast itself ii. Ashanti iii. Northern Territories iv. British Togo land Discuss the advantages and disadvantages of 'direct' rule.	Call learners in turns to summarize the lesson

WEEK 8

Week Ending:	**DAY:**	**Subject:** History
Duration: 60mins per lesson		**Strand:** Colonization & Development
Class: B6	**Class Size:**	**Sub Strand:** Political Development
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957	**Indicator:** B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957	**Lesson:** 1 OF 1
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.	**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.	
New words		
References: History Curriculum Pg. 41		

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	Explain the concepts of 'Indirect' rule ***Indirect rule*** *is a system of administration used by the british colonial government to govern the people through the use of traditional rulers and traditional political institutions. It was thought to be the best system of administration because it helped to solve the problem of language barrier.* Guide learners to discuss the features of 'Indirect' rule. *i. it has one Governor* *ii. it has regional commissioners* *iii. it has district commissioners* *iv. there are native authorities* *v. there is a native treasury*	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Discuss the advantages and disadvantages of direct rule Advantages *i. there is no interference in decision making*	Ask learners questions to review their understanding of the lesson

	Ask learners questions to review their understanding in the previous lesson	*ii. all people are equal before the law* *iii. everyone gets a fair trial for a crime committed.* Disadvantages *i. traditional rulers had no official role in governance* *ii. The native people do not take part in decision making.*	Learners to tell what was interesting about the lesson.

WEEK 9

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Colonization & Development	
Class: B6	**Class Size:**	**Sub Strand:** Political Development	
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957	**Indicator:** B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957		**Lesson:** 1 OF 1
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
New words			
References: History Curriculum Pg. 41			

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	Explain the concepts of 'Indirect' rule ***Indirect rule*** *is a system of administration used by the british colonial government to govern the people through the use of traditional rulers and traditional political institutions. It was thought to be the best system of administration because it helped to solve the problem of language barrier.* Guide learners to discuss the features of 'Indirect' rule. *i. it has one Governor* *ii. it has regional commissioners* *iii. it has district commissioners* *iv. there are native authorities* *v. there is a native treasury*	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Discuss the advantages and disadvantages of direct rule Advantages *i. there is no interference in decision making*	Ask learners questions to review their understanding of the lesson

	Ask learners questions to review their understanding in the previous lesson	*ii. all people are equal before the law* *iii. everyone gets a fair trial for a crime committed.* Disadvantages *i. traditional rulers had no official role in governance* *ii. The native people do not take part in decision making.*	Learners to tell what was interesting about the lesson.

WEEK 10

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Colonization & Development	
Class: B6	**Class Size:**	**Sub Strand:** Political Development	
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957	**Indicator:** B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957		**Lesson:** 1 OF 1
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
New words			
References: History Curriculum Pg. 41			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners questions to review their understanding in the previous lesson	Revise with learners the concept indirect rule used by the colonial masters. Have learners to discuss the features of the indirect rule of governance	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about 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	Discuss the advantages and disadvantages of indirect rule **Advantages** *i. recognition of traditional chiefs* *ii. preservation of native institutions* *iii. it was cheaper* *iv. eliminated bad traditional practices.* **Disadvantages** *i. sidelined the educated elite* *ii. dilemma of chiefs* *iii. puppets of the british* *iv. imposition of unqualified chiefs*	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

WEEK 11

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Colonization & Development	
Class: B6	**Class Size:**	**Sub Strand:** Political Development	
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957	**Indicator:** B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957		**Lesson:** 1 OF 1
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
New words			
References: History Curriculum Pg. 41			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners questions to review their understanding in the previous lesson	Revise with learners the concept indirect rule used by the colonial masters. Have learners to discuss the features of the indirect rule of governance	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about 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	Discuss the advantages and disadvantages of indirect rule **Advantages** *i. recognition of traditional chiefs* *ii. preservation of native institutions* *iii. it was cheaper* *iv. eliminated bad traditional practices.* **Disadvantages** *i. sidelined the educated elite* *ii. dilemma of chiefs* *iii. puppets of the british* *iv. imposition of unqualified chiefs*	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

WEEK 12

Week Ending:	**DAY:**	**Subject:** History	
Duration: 60mins per lesson		**Strand:** Colonization & Development	
Class: B6	**Class Size:**	**Sub Strand:** Political Development	
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957	**Indicator:** B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957		**Lesson:** 1 OF 1
Performance Indicator: Learners can describe the features of British colonial rule in Ghana.		**Core Competencies:** Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
New words			
References: History Curriculum Pg. 41			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners questions to review their understanding in the previous lesson	Revise with learners the concept indirect rule used by the colonial masters. Have learners to discuss the features of the indirect rule of governance	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about 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	Discuss the advantages and disadvantages of indirect rule **Advantages** *i. recognition of traditional chiefs* *ii. preservation of native institutions* *iii. it was cheaper* *iv. Eliminated bad traditional practices.* **Disadvantages** *i. sidelined the educated elite* *ii. dilemma of chiefs* *iii. puppets of the british* *iv. imposition of unqualified chiefs*	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

FIRST TERM LESSON PLAN

BASIC SIX (CREATIVE ARTS)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Visual Arts	
Class: B6	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions	**Indicator:** B6 1.1.1.1 Explore and study the artworks of some international visual artists and analyze how their artworks reflect the history and culture of some communities in the world		**Lesson:** 1 OF 1
Performance Indicator: Learners can study the artworks of some international visual artists		**Core Competencies:** Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	Learners are to use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson) Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.

		- Preferred compositions and performances - Contribution to the development of the performing arts industry.	
	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. Ask learners questions to review learners understanding in the previous lesson.	Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. E.g. **Bob Marley** Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

WEEK 2

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Visual Arts	
Class: B6	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions	**Indicator:** B6 1.1.1.1 Explore and study the artworks of some international visual artists and analyze how their artworks reflect the history and culture of some communities in the world		**Lesson:** 1 OF 1
Performance Indicator: Learners can study the artworks of some international visual artists		**Core Competencies:** Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	Learners are to use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson) Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Play games and recite rhymes that learners are	Guide learners to discuss the works of the international	Use series of questions and answers to review

	familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson. Ask learners questions to review learners understanding in the previous lesson.	artists studied in relation to the history and cultures of some communities in the world. E.g. **Bob Marley** Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry.	learners understanding of the lesson. Call learners in turns to summarize the lesson.

WEEK 3

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B6	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions	**Indicator:** B6 2.1.1.1 Explore and study performing artworks of some international performing artists		**Lesson:** 1 OF 1
Performance Indicator: Learners can explore and study performing artworks of some international performing artists		**Core Competencies:** Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	Learners are to use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson) Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world.	Use series of questions and answers to review learners understanding of the lesson.

	Ask learners questions to review their understanding in the previous lesson.	E.g. **Bob Marley** Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry.	Call learners in turns to summarize the lesson.

WEEK 4

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B6	**Class Size:**	**Sub Strand:** Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions	**Indicator:** B6 2.1.1.1 Explore and study performing artworks of some international performing artists		**Lesson:** 1 OF 1
Performance Indicator: Learners can explore and study performing artworks of some international performing artists		**Core Competencies:** Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	Learners are to use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson) Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world.	Use series of questions and answers to review learners understanding of the lesson.

	Ask learners questions to review their understanding in the previous lesson.	E.g. **Bob Marley** Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry.	Call learners in turns to summarize the lesson.

WEEK 5

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Visual Arts	
Class: B6	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions	**Indicator:** B6.1.2.2.1 /B6.1.2.3.1 Experiment with available visual arts media and methods to create functional and decorative visual artworks.		**Lesson:** 1 OF 1
Performance Indicator: Learners can experiment with available visual arts media and methods to create functional and decorative visual artworks.		**Core Competencies:** Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

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 critically examine the works of some international artists Make similar works of the international artists studied using available materials and tools from the local environment. Discuss, compare and share their experiences through jury and peer review.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners are to present and share design concepts that reflect knowledge and understanding of the history and culture of some communities in the world. Demonstrate embedded knowledge, skill and experience in the application and use of selected medium and style of an international artist: Make own artworks similar to the works and style of the	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

		international artists studied using available materials and tools from the local environment.	

WEEK 6

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Visual Arts	
Class: B6	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions	**Indicator:** B6.1.2.2.1 /B6.1.2.3.1 Experiment with available visual arts media and methods to create functional and decorative visual artworks.		**Lesson:** 1 OF 1
Performance Indicator: Learners can experiment with available visual arts media and methods to create functional and decorative visual artworks.		**Core Competencies:** Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

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 critically examine the works of some international artists Make similar works of the international artists studied using available materials and tools from the local environment. Discuss, compare and share their experiences through jury and peer review.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners are to present and share design concepts that reflect knowledge and understanding of the history and culture of some communities in the world. Demonstrate embedded knowledge, skill and experience in the application and use of selected medium and style of an international artist: Make own artworks similar to the works and style of the	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

		international artists studied using available materials and tools from the local environment.	

WEEK 7

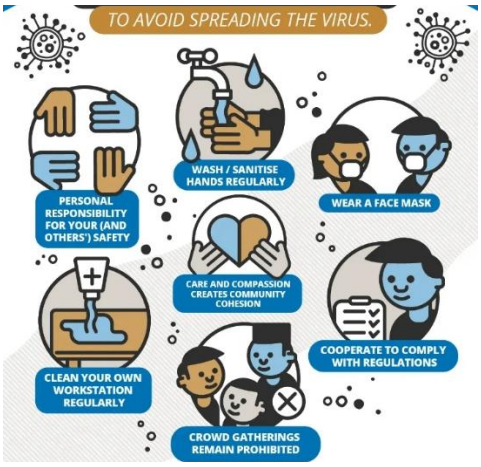
Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B6	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions	**Indicator:** B6 2.2.2.1 /B6 2.2.3.1 Experiment with available performing arts media and techniques to create performing artworks		**Lesson:** 1 OF 1
Performance Indicator: Learners can experiment with available performing arts media and techniques to create performing artworks.		**Core Competencies:** Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 100			

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 critically examine the compositions and performances of some international artists. Make similar compositions or performances of the international artists studied using available media, techniques, elements, instruments, melodies etc. for example: - Dance by Michael Jackson. Discuss and share their experiences through peer review	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Put learners in groups to present and share concepts that reflect knowledge and understanding of the history and culture of some communities in the world. Compose and share own music, dance, drama and poems similar to the works and style of the international artists studied using available	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

		media, instruments, etc. from the local environment. Discuss compositions through peer review	

WEEK 8

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Visual Arts	
Class: B6	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions	**Indicator:** B6 2.2.3 Create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world		**Lesson:** 1 OF 1
Performance Indicator: Learners can create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world		**Core Competencies:** Decision Making Creativity, Innovation	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 122,256			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners to sing songs and play games to get them ready for the lesson Show pictures of visual artworks to learners for them to observe and talk about them	Learners are to recall and organize ideas on visual artworks and topical issues in the world. Example: Pandemics(COVID-19) Have learners to recall images of visual artworks on the topical issues.  Guide learners to develop sketches from ideas and concepts of topical issues to make own visual artworks.	Use 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.	Guide learners to recall all kinds of music, dance, drama that reflect the history and culture of the people. Have learners to sing familiar songs, or perform dances found in their community. Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe. (*Other teachers can be invited to observe*)	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 9

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 50mins		**Strand:** Visual Arts	
Class: B6	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture.	**Indicator:** B6.1.2.2.3/ B6.1.2.3.3 create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world	**Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 63			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Show learners pictures on some topical issues in Ghana. Have learners talk about the pictures and relate to them. • What do you like/dislike about the pictures? • Which of the pictures is familiar to your locality? Share performance indicators and introduce the lesson	In groups, learners identify some common problems in Africa. • Mention 2 problems facing your country. • What are the causes of these problems? Have learners discuss the causes of the issues identified above. Example: flooding, poverty, lack of infrastructure, etc. <u>Assessment</u> • Identify 3 problems in the world. • Write the causes of the problems identified.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt. <u>Homework</u> • Identify 3 problems in your country. • Write the causes of the problems identified
	Show learners pictures on some topical issues in Ghana. Have learners talk about the pictures and relate to them. • What do you like/dislike about the pictures? • Which of the pictures is familiar to your locality?	Through a class discussion, learners come up with possible solutions to the problems identified. Find out from learners how they are going to implement such solutions. Challenge them to design and make artworks to solve the topical issues in their country.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt. <u>Homework</u> Learners create posters and other visual artworks

	Share performance indicators and introduce the lesson	Learners explore the local environment to select available materials and tools that will be used in making the artworks. In groups, learners create posters and other visual artworks to solve the topical issues in their country. <u>Assessment</u> Learners in turns explain the theme and meaning of their artworks to the class. They present their visual artworks for appreciation.	to solve the topical issues in Africa.

WEEK 10

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 50mins		**Strand:** Visual Arts	
Class: B6	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture.	**Indicator:** B6.1.2.2.3/ B6.1.2.3.3 create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world	**Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 63			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Show learners pictures on some topical issues in Ghana. Have learners talk about the pictures and relate to them. • What do you like/dislike about the pictures? • Which of the pictures is familiar to your locality? Share performance indicators and introduce the lesson	In groups, learners identify some common problems in Africa. • Mention 2 problems facing your country. • What are the causes of these problems? Have learners discuss the causes of the issues identified above. Example: flooding, poverty, lack of infrastructure, etc. <u>Assessment</u> • Identify 3 problems in the world. • Write the causes of the problems identified.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt. <u>Homework</u> • Identify 3 problems in your country. • Write the causes of the problems identified
	Show learners pictures on some topical issues in Ghana. Have learners talk about the pictures and relate to them. • What do you like/dislike about the pictures? • Which of the pictures is familiar to your locality?	Through a class discussion, learners come up with possible solutions to the problems identified. Find out from learners how they are going to implement such solutions. Challenge them to design and make artworks to solve the topical issues in their country.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt. <u>Homework</u> Learners create posters and other visual artworks

	Share performance indicators and introduce the lesson	Learners explore the local environment to select available materials and tools that will be used in making the artworks. In groups, learners create posters and other visual artworks to solve the topical issues in their country. <u>Assessment</u> Learners in turns explain the theme and meaning of their artworks to the class. They present their visual artworks for appreciation.	to solve the topical issues in Africa.

WEEK 11

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B6	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture.	**Indicator:** B6.2.2.2.3/B6.2.2.3.3 create own performing artworks that communicate, educate or sensitize the public on topical issues in the world	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can create own performing artworks that communicate, educate or sensitize the public on topical issues in the world		**Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 63			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Show learners pictures on some topical issues in Ghana. Have learners talk about the pictures and relate to them. • What do you like/dislike about the pictures? • Which of the pictures is familiar to your locality? Share performance indicators and introduce the lesson	Learners are to reflect on current topical issues of much concern in the world using available learning resources such as internet, libraries, videos, pictures, etc. Learners to come out with concepts that are good for composing music, dance, drama and poems, etc. to educate and sensitize the public on the advantages and disadvantages of current topical issues of much concern in the world Have learners to discuss, compare and share their experiences through jury and peer review. <u>Assessment</u> • Identify 3 problems in the world. • Write the causes of the problems identified.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt. <u>Homework</u> • Identify 3 problems in your Africa. • Write the causes of the problems identified
	Show learners pictures on some topical issues in Ghana.	Learners are to present and share their concepts intended to communicate, educate or sensitize the public on the advantages and disadvantages of current topical	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt.

	Have learners talk about the pictures and relate to them. • What do you like/dislike about the pictures? • Which of the pictures is familiar to your locality? Share performance indicators and introduce the lesson	issues of much concern in the world; Demonstrate embedded knowledge, skill and experience in the application and use of performing arts skills, knowledge, experience, techniques, etc. to compose own creative and expressive artworks. Have learners to discuss, compare and share composition and experiences through peer review. <u>Assessment</u> In groups, learners compose music, poems, dance, drama, or story to solve topical issues in Africa. Learners in turns explain the theme and meaning of their artworks to the class.	<u>Homework</u> Learners compose music, poems, dance, drama, or story to solve topical issues in the world.

WEEK 12

Week Ending:	**DAY:**	**Subject:** Creative Arts	
Duration: 60mins per lesson		**Strand:** Performing Arts	
Class: B6	**Class Size:**	**Sub Strand:** Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture.	**Indicator:** B6.2.2.2.3/B6.2.2.3.3 create own performing artworks that communicate, educate or sensitize the public on topical issues in the world	**Lesson:** 1 OF 1	
Performance Indicator: • Learners can create own performing artworks that communicate, educate or sensitize the public on topical issues in the world		**Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 63			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Show learners pictures on some topical issues in Ghana. Have learners talk about the pictures and relate to them. • What do you like/dislike about the pictures? • Which of the pictures is familiar to your locality? Share performance indicators and introduce the lesson	Learners are to reflect on current topical issues of much concern in the world using available learning resources such as internet, libraries, videos, pictures, etc. Learners to come out with concepts that are good for composing music, dance, drama and poems, etc. to educate and sensitize the public on the advantages and disadvantages of current topical issues of much concern in the world Have learners to discuss, compare and share their experiences through jury and peer review. <u>Assessment</u> • Identify 3 problems in the world. • Write the causes of the problems identified.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt. <u>Homework</u> • Identify 3 problems in your Africa. • Write the causes of the problems identified
	Show learners pictures on some topical issues in Ghana.	Learners are to present and share their concepts intended to communicate, educate or sensitize the public on the advantages and disadvantages of current topical	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt.

	Have learners talk about the pictures and relate to them. • What do you like/dislike about the pictures? • Which of the pictures is familiar to your locality? Share performance indicators and introduce the lesson	issues of much concern in the world; Demonstrate embedded knowledge, skill and experience in the application and use of performing arts skills, knowledge, experience, techniques, etc. to compose own creative and expressive artworks. Have learners to discuss, compare and share composition and experiences through peer review. <u>Assessment</u> In groups, learners compose music, poems, dance, drama, or story to solve topical issues in Africa. Learners in turns explain the theme and meaning of their artworks to the class.	<u>Homework</u> Learners compose music, poems, dance, drama, or story to solve topical issues in the world.

FIRST TERM LESSON PLAN

BASIC SIX (GHANAIAN LANGUAGE)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**Day:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Oral Language	
Class: B6	**Class Size:**	**Sub Strand:** Songs	
Content Standard: B6.1.1.1: Investigate some traditional dances and their songs	**Indicator:** B6.1.1.1.1 Sing some traditional songs which are used for traditional dances and their correct rhythms.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can sing some traditional songs which are used for traditional dances and their correct rhythms.	**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.67			

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	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. Demonstrate how some of the dances are performed. Allow learners to dance to the rhythm of the song.	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	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. Demonstrate how some of the dances are performed. Allow learners to dance to the rhythm of the song.	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.	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. Demonstrate how some of the dances are performed. Allow learners to dance to the rhythm of the song.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 2

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Oral Language	
Class: B6	**Class Size:**	**Sub Strand:** Poems	
Content Standard: B6.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them	**Indicator:** B6.1.3.1.1 Explore poems correctly and recognize the key words and talk about their themes	**Lesson:** 1 OF 1	
Performance Indicator: Learners can explore poems correctly and recognize the key words and talk about their themes	**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.68			

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.	Give copies of poems to learners. Read the poem aloud and let learners read the poem in turns. Call a learner to explore the poem with the correct stress and rhythm.	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	Let learners to explore poems in groups. With the given copies of poems, allow learners to read through the poem and discuss it. Lead learners to recognize the key words in the poem.	Use 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.	With the copies of the poem, brainstorm and lead learners to say the theme of the poem. Put learners into groups to bring out the issues discussed in the poem and the theme.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

		Listen to each group's theme and discuss it.	

WEEK 3

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Oral Language	
Class: B6	**Class Size:**	**Sub Strand:** Story Telling	
Content Standard: B6.1.4.1: Demonstrate an understanding and comparison of folktales to stories	**Indicator:** B6.1.4.1.1-2 Indicate the similarities and differences between folktales and stories and discuss the values or morals of folktales and of stories		**Lesson:** 1 OF 1
Performance Indicator: Learners can indicate the similarities and differences between folktales and stories and discuss the values or morals of folktales and of stories		**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.68			

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.	Ask a learner to tell a folktale and another learner to tell a story. Tell a folktale and a story. Revise the lesson on the structure of a folktale and a story. Let learners discuss the similarities between folktales and stories in their groups.	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.	Let a learner recount a folktale and another learner a story. Let learners discuss the differences between folktales and stories in pairs. Write out some of the differences on the board. Let learners debate to confirm the differences found from the discussion.	Use 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.	Ask a learner to tell a folktale and another learner to tell a story. Tell a folktale and a story. Let learners discuss the values or morals of folktales and stories in groups. Let each group present the findings to the whole class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 4

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Reading	
Class: B6	**Class Size:**	**Sub Strand:** Phonics	
Content Standard: B6.2.4.1: Demonstrate the ability to listen and pronounce words with identical sounds from a list of words	**Indicator:** B6.2.4.1.1.-3 Read and recognize words with diagraphs in sentences and paragraphs	**Lesson:** 1 OF 1	
Performance Indicator: Learners can read and recognize words with diagraphs in sentences and 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.74			

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.	Ask learners to mention some words and write them on the board. Group the words into two, those consisting of diagraphs and those without diagraphs. Discuss the concept of diagraphs with learners. Write words which consist of diagraphs with their diagraphs underlined on flashcards	Use 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.	Revise the lesson on syllables with the learners. Write some words on the board and ask learners to form sentences with them. Show flashcards with syllables written on them to the learners. Help learners blend three or more syllables to form words and read them out aloud.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	Engage learners to sing the alphabets song **<u>A B C SONG</u>** 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	Ask learners to mention words they know and write the words on the board. Discuss the sounds in the words and discuss consonant clusters. Show flashcards with words that have consonant clusters written on them to learners. Help learners recognize and read the words with consonant clusters	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 5

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Reading	
Class: B6	**Class Size:**	**Sub Strand:** Vocabulary	
Content Standard: B6.2.5.1: Show an ability to recognize and read about things in the environment	**Indicator:** B6.2.5.1.1-2 Read passages aloud with correct pronunciation and tone.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can read 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.75			

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	Do a sample reading for learners to hear. In their groups, help learners to take turns to read dialogues, using correct pronunciations and tonations. Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.	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	Do a sample reading for learners to hear. In their groups, help learners to take turns to read dialogues, using correct pronunciations. Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.	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.	Select some of the unfamiliar words in the passage with the help of the learners.	Ask learners to summarize what they have learnt.

		Pronounce the words with the correct tone aloud for learners to repeat. Help learners read passages aloud with correct pronunciation and tone in their groups	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: B6	**Class Size:**	**Sub Strand:** Penmanship And Handwriting	
Content Standard: B6.3.1.1: Write sentences clearly and correctly, using correct capitalization where needed		**Indicator:** B6.3.1.1.1-2 Write sentences using joint scripts.	**Lesson:** 1 OF 1
Performance Indicator: Learners can write sentences using joint scripts.		**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.78			

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	Give learners longer sentences on flashcards to read. Show the flashcards to the learners. Assist learners pay attention to ascending and descending letters that are not easy to write. Give list of words and allow learners to write correct sentences from them. Give learners longer sentences on flashcards to read.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	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.	Discuss joint scripts with learners. Use some joint scripts to write some sentences on the board. Show the flashcards to the learners.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

		Help learners write sentences using joint scripts from the sentences on the flashcard	

WEEK 7

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins		**Strand:** Writing	
Class: B6	**Class Size:**	**Sub Strand:** Creative/Free Writing	
Content Standard: B6.4.11.1: Create texts	**Indicator:** B6.4.11.1.2. Write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed		**Lesson:** 1 of 2
Performance Indicator: Learners can write poems and imaginative narrative stories	**Core Competencies:** Communication and Collaboration, Personal Development		
References: Ghanaian Language Curriculum Pg.			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Write these words on the board: party, wedding, festival. Have learners discuss the events and relate to them. Put learners into three groups. Each group is to share their experience with the events stated above. Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Select a narrative text or story to revise the elements of narrative: – Title – Characters – Setting – Plot/storyline – Conflict, dialogue Stories have people (characters) who face a problem (conflict) in a particular place and time (setting). They also show what people do (action) and say (dialogue) to resolve the problem. Discuss a short text to guide learners to go through the writing process to write their stories. Put pupils into small groups to plan their writing. – Create characters – Create conflict – Establish a setting – Plan action and dialogue They write the first draft, revise, edit and publish their writing by following the stages of the writing process	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: **REFLECTION**	Orally help learners to complete the writers reflection worksheet. • My piece of writing is about? • My favorite part of my writing is…… • Something I found difficult was……	

	Summarize the important points in the lesson with learners. Next lesson: Use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events	

WEEK 8

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Composition Writing	
Class: B6	**Class Size:**	**Sub Strand:** Narrative Writing	
Content Standard: B6.4.1.1: Show an understanding of writing a narrative composition	**Indicator:** B6.4.1.1.1-3 Write a brief report on an event or activity they have witnessed.		**Lesson:** 1 OF 1
Performance Indicator: Learners can write a brief report on an event or activity they have witnessed.		**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.79			

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 how to write a narrative composition. Show a sample of a narrative writing and discuss its structure and key points. Ask learners to narrate to the class an activity in which they took part. Discuss the narration from the learner. Assist learners to write a report or an account of a particular event or activity in which they were involved.	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	Discuss with learners key points in writing a narrative composition. Ask a learner to narrate an event witnessed to the class. Assist learners to write a brief report on an event or activity e.g. rainfall, storm, drought they have witnessed.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

	Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson.	Discuss with learners types of narrative writing. Put learners in groups to discuss an event that took place in the school, home or community etc. Assist learners to write a report or account of a particular event or activity	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

WEEK 9

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Composition Writing	
Class: B6	**Class Size:**	**Sub Strand:** Descriptive writing	
Content Standard: B6.4.3.1: Exhibit the ability to understand, and write short descriptive stories.	**Indicator:** B6.4.3.1.1-3 write a descriptive composition on a given object.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can write a descriptive composition on a given object.		**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. 82			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Play games and sing songs to get learners ready for the lesson	Show an object to learners. Pass the object round for learners to touch it. Call learners in turns to describe the object. Discuss with learners how to write descriptive composition. Let learners write a descriptive composition on a given object.	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
	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	Discuss with learners situations that can occur in the home or school or community. Let learners describe any of the situations in groups and say to the class. Discuss with learners how to write descriptive composition. Lead learners to compose a descriptive essay about a situation.	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
	Have learners share what is going on in their lives. You and your learners can	Discuss with learners processes in doing things like cooking, installing a chief, etc.	Use questions to review their understanding of the lesson

	talk about plans for the weekend.	Ask a learner the process and describe it to the class. Assist learners to write a descriptive composition on a certain process.	Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

WEEK 10

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Writing Convention	
Class: B6	**Class Size:**	**Sub Strand:** Use Of Capitalization	
Content Standard: B6.5.1.1: Exhibit knowledge of using capital letters appropriately.	**Indicator:** B6.5.1.1.1-2 Use the upper case letters after colons and question marks.		**Lesson:** 1 OF 1
Performance Indicator: Learners can use the upper case letters after colons and question marks.		**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.85			

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 well-punctuated sentences on flashcards. Discuss the use of colon with learners. Use the flashcards to help learners understand the use of the upper case letters after the colon. Give a passage and allow learners to put in the colon and the capital letters where necessary. Explain to learners the use of the upper case letters after question mark. Give a passage without the punctuations (question mark and capital letters).	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	Discuss with learners the use of capital letters to begin paragraphs and after an exclamation mark. Give a paragraph consisting of about ten sentences without the punctuations and capital letters.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	Next time won't you sing with me	Put learners in groups to read the paragraphs, punctuate it and present to the class for discussion. Check the use of the punctuations used by learners and give the comments.	

WEEK 11

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Writing Convention	
Class: B6	**Class Size:**	**Sub Strand:** Use Of Punctuation	
Content Standard: B6.5.2.1: Show an understanding of using punctuation marks appropriately in writing.	**Indicator:** B6.5.2.1.1-3 Use punctuation marks appropriately in writing essays.	**Lesson:** 1 OF 1	
Performance Indicator: Learners can use punctuation marks appropriately in writing essays.		**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.86			

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.	Write well punctuated sentences on flashcards. Teach learners what a paragraph is. Help learners to show an understanding of using punctuation marks appropriately in writing paragraphs.	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.	Revise punctuation marks with learners. Give a topic for learners to write a short essay on. Take learners' essays and discuss the punctuation used in them. Give another essay topic for learners to write and discuss among themselves the punctuations used.	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.	Write well punctuated on flashcards.	Use questions to review their understanding of the lesson

	Use questions and answers to review learners understanding in the previous lesson.	Use the flashcards to help learners write their own reports. Give a topic for learners to write a report on and check the use of their punctuations. Give a report with no punctuation, ask learners to put in the punctuations marks and discuss them.	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:** Writing Convention	
Class: B6	**Class Size:**	**Sub Strand:** Use Of Action Words	
Content Standard: B6.5.3.1: Demonstrate knowledge on the appropriate use of action words.	**Indicator:** B6.5.3.1.1-3 Recognize and use perfect tense action words in sentences.		**Lesson:** 1 OF 1
Performance Indicator: Learners can recognize and use perfect 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.87			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches	Let learners mention some action words and use them in sentences. Write the sentences on the board and discuss the perfect tense with learners. Allow a learner to give an action word (verb) and another learner to use it to form a sentence with the verb in the perfect tense. Talk about the perfect tense and give examples on the board. Write some sentences and allow learners to identify the perfect action words in the sentences. Allow the learners to use the verbs to form sentences orally. Tell the learners to put the verbs in the perfect tense.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Get a tall list of action words on it. Select a student to stand at the front of the room and act	Write sentences with the subject in singular form and discuss with learners the	Use questions to review their understanding of the lesson

	out a word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly can act the next word	agreement between the verb and the subject. Allow learners to give more sentences orally and talk about the subject-verb agreement. Give other sentences with the subject in the plural form. Discuss the agreement between the verb and plural subject. Ask learners to give more examples and write them on the board. Call learners in turns to underline the verb. Let learners change the verbs in the sentences into the perfect tense	Ask learners to summarize what they have learnt

WEEK 12

Week Ending:	**DAY:**	**Subject:** Ghanaian Language	
Duration: 60mins per lesson		**Strand:** Extensive Reading	
Class: B6	**Class Size:**	**Sub Strand:** Reading	
Content Standard: B6.6.1.1: Exhibit knowledge of understanding and appreciating magazines	**Indicator:** B5.6.1.1.1-2 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.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Sing songs and rhyme sin relation to the lesson	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.	Review the lesson with learners
	Play games, sing songs and rhyme sin relation to the lesson	Guide learners to demonstrate correct speech, rhythm and tone when reading. Read a newspaper or novel aloud to learners with the correct tone and rhythm. Allow learners to demonstrate correct speech, rhythm and tone	Review the lesson with learners

FIRST TERM LESSON PLAN

BASIC SIX (COMPUTING)

WEEK 1

Name of School: ……..….

Name of Teacher: ……

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computers	
Class: B6	**Class Size:**	**Sub Strand:** Generation Of Computers	
Content Standard: B6.1.1.1: Identify parts of a computer, technology tools and history of computers	**Indicator:** B6.1.1.1.1-2 Learn about the Generation of Computers and Identify components of a Computer System		**Lesson:** 1 OF 1
Performance Indicator: Learners can learn about the Generation of Computers and Identify components of a Computer System		**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. 30			

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 discuss the Generation of Computers. i. Microprocessors - Super Computers, - Mainframe, - Minicomputers and - Microcomputers, Mobile Phones, etc Guide learners to identify Hardware (input, output, storage and communication), Software, Liveware and discuss the components and how they are used NB: the discussion should be limited to definition level.	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson

WEEK 2

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computers	
Class: B6	**Class Size:**	**Sub Strand:** Generation Of Computers	
Content Standard: B6.1.1.1: Identify parts of a computer, technology tools and history of computers	**Indicator:** B6.1.1.1.3. 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	Computer set up		
References: Computing Curriculum Pg. 30			

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 short paragraphs Word Processor or typing tutorial (e.g. Mavis Beacon) to improve typing speed	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

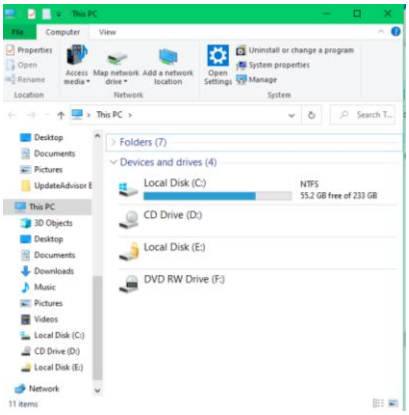
WEEK 3

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computers	
Class: B6	**Class Size:**	**Sub Strand:** Introduction To MS-Windows Interface	
Content Standard: B6.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders	**Indicator:** B6.1.2.1.1-3 Explore the use of the desktop Background and demonstrate the use of the Recycle Bin or Trash Can		**Lesson:** 1 OF 1
Performance Indicator: Learners can explore the use of the desktop Background and demonstrate the use of the Recycle Bin or Trash Can		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer set up		
References: Computing 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.	Guide learners to the use of the desktop Background, change the themes colors and the User account. Guide learners to use the recycle bin by deleting and viewing deleted files. Support learners to liken the Recycle bin and its use to the real-world office trash can.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 4

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computers	
Class: B6	**Class Size:**	**Sub Strand:** Introduction To MS-Windows Interface	
Content Standard: B6.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders	**Indicator:** B6.1.2.1.4.-6 Illustrate the use of File Explorer window	**Lesson:** 1 OF 1	
Performance Indicator: Learners can Illustrate the use of File Explorer window		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer set up		
References: Computing 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.	Guide learners to the use of the Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu. Guide learners to the use File Explorer window and locations of the computer through the file explorer.  Guide learners to locate the hard drives and other removable storage icons in the File explorer. Guide learners to use the File Explorer Ribbon (Home Ribbon only); the use of the Clipboard and Organize tools of the Home Ribbon of the File Explorer, and	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

		Open New Window and Close tools of the File Menu of the File Explorer	

WEEK 5

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computers	
Class: B6	**Class Size:**	**Sub Strand:** Data, Sources And Usage	
Content Standard: B6.1.3.1. Demonstrate the use of Data and identify sources of data	**Indicator:** B6.1.3.1.1-3 Identify types and sources of data and information of data.		**Lesson:** 1 OF 1
Performance Indicator: Learners can identify types and sources of data and information of data	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Computer set up		
References: Computing Curriculum Pg. 33			

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 identify and record data in the different forms. Identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.) Guide learners to discuss where one can get data and information. Demonstrate sending and receiving information from other gadgets e.g. Bluetooth, Infrared, Radio, Fax, Telephones calls, SMS etc. Guide learners to mention or talk about where one can receive or send information	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

WEEK 6

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computers	
Class: B6	**Class Size:**	**Sub Strand:** Data, Sources And Usage	
Content Standard: B6.1.3.1. Demonstrate the use of Data and identify sources of data	**Indicator:** B5.1.3.1.7. Demonstrate sending and sharing information		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate sending and sharing information		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer set up		
References: Computing Curriculum Pg. 34			

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 send messages to each other via SMS, email. etc. This is to help the learner with fundamental principle of problem solving skills and creativity in computing and computer science.	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 Computers	
Class: B6	**Class Size:**	**Sub Strand:** Technology In The Community	
Content Standard: B6.1.4.1. Demonstrate the use of Technology in the community.	**Indicator:** B6.1.4.1.1-4 Define communication and Identify technological tools for communicating in the community.		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate how to store data and manipulate data to gain required output		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer set up		
References: Computing Curriculum Pg. 36			

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.	Put learners into groups, to discuss communication and present findings to the class. Guide learners to mention and describe the importance of technology in communication Demonstrate communication with others. Guide learners to demonstrate communication (explain how communication is done via TV, radio, phone call, satellite etc.). Identify three more importance of technology in communication. Guide learners to mention the importance of technology in communication	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 8

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Introduction To Computers	
Class: B6	**Class Size:**	**Sub Strand:** Technology In The Community	
Content Standard: B6.1.4.1. Demonstrate the use of Technology in the community.	**Indicator:** B6.1.4.1.1-4 Define communication and Identify technological tools for communicating in the community.		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate how to store data and manipulate data to gain required output		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer set up		
References: Computing Curriculum Pg. 36			

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.	Put learners into groups, to discuss communication and present findings to the class. Guide learners to mention and describe the importance of technology in communication Demonstrate communication with others. Guide learners to demonstrate communication (explain how communication is done via TV, radio, phone call, satellite etc.). Identify three more importance of technology in communication. Guide learners to mention the importance of technology in communication	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 9

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Presentation	
Class: B6	**Class Size:**	**Sub Strand:** Introduction To MS-PowerPoint	
Content Standard: B6.2.1.1 Demonstrate how to use Microsoft PowerPoint	**Indicator:** B6.2.1.1.1-3. Demonstrate how to use icons in the Text group in the Insert Ribbon		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate how to use icons in the Text group in the Insert Ribbon		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer set up		
References: Computing Curriculum Pg. 37			

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.	Demonstrate how to use the File menu, the Insert and Design Ribbon from B5. Guide learners to use File menu, Insert and Design Ribbons. Demonstrate how to use icons in the Text group in the Insert Ribbon. Guide learners to properly use the icons in the Insert Ribbon. Guide learners to give a 5-slide presentation in MS-PowerPoint using the tools of the ribbons studied. Guide learners to present their work to the class	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

WEEK 10

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Word Processing	
Class: B6	**Class Size:**	**Sub Strand:** Introduction To Word Processing	
Content Standard: B6.5.3.1. Demonstrate how to use Spreadsheet		**Indicator:** B6.5.3.1.1-3 demonstrate how to use the ribbons under the home ribbons	**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate how to use the ribbons under the home ribbons and create basic worksheets using Microsoft excel 2016		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer set up, Pictures or projected images		
References: Computing Curriculum Pg. 40			

DAY	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 do a presentation on the use of the ribbons under the home button. Guide learners to develop worksheet consisting of list of names i.e. teachers, students, friends, families, etc. Guide learners to develop worksheet that will help in calculating multiplication, addition and subtraction	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 Word Processing	
Class: B6	**Class Size:**	**Sub Strand:** Word Processing	
Content Standard:	**Indicator:** B6.3.1.1.1-3 Demonstrate how to use the menu bar command buttons		**Lesson:** 1 OF 1
Performance Indicator: Learners can demonstrate how to use the menu bar command buttons		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Pictures or projected images		
References: Computing Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Revise with learners on the previous lesson	File menu and Insert, Design, and Layout Ribbons from B5. Guide learners to use File menu, Insert, Design and Layout Ribbon. Demonstrate how to use icons in the Text group in the Insert Ribbon. Guide learners to properly use the icons in the Insert Ribbon. Be able to use the attributes of the ribbons studied in a paragraph. Guide the learners to create and format text in a document.	Ask learners to summarize the main points in the lesson

WEEK 11

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Programming And Databases	
Class: B6	**Class Size:**	**Sub Strand:** Introduction To Databases	
Content Standard: B6.5.1.1. Demonstrate how to manipulate data in Databases		**Indicator:** B6.5.1.1.1-3 Describe Databases, Identify databases and data structures and Explain Fundamental Database concepts	**Lesson:** 1 OF 1
Performance Indicator: Learners can Describe Databases, Identify databases and data structures and Explain Fundamental Database concepts		**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources	Computer set up, Pictures or projected images		
References: Computing Curriculum Pg. 39			

DAY	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 through discussion in groups, to list and describe databases. Guide learners to identify databases structures. i.e. database structure is the collection of record type and field type definitions that comprises of the database. Guide learners apply the fundamental database concepts to a sample database in a class discussion	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: B6	**Class Size:**	**Sub Strand:** Introduction To Databases	
Content Standard: B6.5.1.1. Demonstrate how to manipulate data in Databases	**Indicator:** B6.5.1.1.4-6 describe the basics of relational data model	**Lesson:** 1 OF 1	
Performance Indicator: Learners can describe the basics of relational data model and identify the basics of logical database design	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Computer set up, Pictures or projected images		
References: Computing Curriculum Pg. 39			

DAY	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.	Lead learners to describe the basics of Relational Data model. i.e. rows and columns Guide learners to list the basics of logical database design and develop sample database design. Guide learners apply the basics of relational algebra in a sample database	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:** Programming And Databases	
Class: B6	**Class Size:**	**Sub Strand:** Introduction To Databases	
Content Standard: B6.5.1.1. Demonstrate how to manipulate data in Databases	**Indicator:** B6.5.1.1.7-9 operate basics SQL: querying and manipulating data	**Lesson:** 1 OF 1	
Performance Indicator: Learners can operate basics SQL: querying and manipulating data	**Core Competencies:** Creativity and innovation. 2. Communication and collaboration.		
Teaching/ Learning Resources	Computer set up, Pictures or projected images		
References: Computing Curriculum Pg. 40			

DAY	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 apply the basics of relational algebra in a sample database Guide learners to write simple queries to retrieve specific names of students from a database of the names of all students in class database design. e.g. CREATE DATABASE, SELECT and UPDATE Guide learners to write simple queries to retrieve specific names of students from a database of the names of all students in class. e.g CREATE TABLE, DELETE and INSERT INTO,	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson