

NEW 2024



FIRST TERM LESSON PLAN FOR BASIC FOUR (4)

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
	Oral Language	Songs	B4.1.1.1	B4.I.I.I.I		
	Reading	Phonics	B4.2.2.1	B4.2.2.1.1.	Word cards,	
	Grammar	Nouns	B4.3.1.1	B4.3.1.1.1	sentence cards, letter cards,	
	Writing	Penmanship and Handwriting	B4.4.2.1	B4.4.2.1.1	handwriting on a manila card and a	
	Writing Conventions & Grammar Usage	Using Punctuation	B4.5.2.1	B4.5.2.1.1	class library	
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1		
	Oral Language	Songs	B4.1.1.1.	B4.1.1.1.2.		
	Reading	Word Families and Common Digraphs	B4.2.3.1	B4.2.3.1.1	Word cards,	
	Grammar	Nouns	B4.3.1.1	B4.3.1.1.2	sentence cards, letter cards,	
2	Writing	Paragraph Development	B4. 4.6.1	B4. 4.6.1.1.	handwriting on a manila card and a	
	Writing Conventions & Grammar Usage	Using Naming words	B4.5.3.1	B4.5.3.1.1	class library	
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1		
3	Oral Language	Poems	B4.1.3.1	B4.1.3.1.1.	Word cards, sentence cards, letter	

FIRST TERM SCHEME OF LEARNING – ENGLISH LANGUAGE

	Reading	Vocabulary	B4.2.6.1	B4.2.6.1.1	cards, handwriting on a manila
	Grammar	Determiners	B4. 3.2.1	B4. 3.2.1.1.	card and a class library
	Writing	Writing as a Process	B4.4.9.1	B4.4.9.1.1	
	Writing Conventions & Grammar Usage	Using Naming words	B4.5.3.1	B4.5.3.1.1	
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	
	Oral Language	Poems	B4.1.3.1	B4.1.3.1.2	
	Reading	Comprehension	B4.2.7.1	B4.2.7.1.1	Word cards,
	Grammar	Determiners	B4. 3.2.1	B4. 3.2.1.2	sentence cards, letter cards,
4	Writing	Writing as a Process	B4.4.9.1	B4.4.9.1.1	handwriting on a manila card and a
	Writing Conventions & Grammar Usage	Using Action Words	B4.5.4.1	B4.5.4.1.1	class library
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	
	Oral Language	Story Telling	B4.1.4.1	B4.1.4.1.1	
	Reading	Diphthongs	B4.2.4.1	B4.2.4.1.1	Word cards, sentence
	Grammar	Pronouns	B4.3.3.1	B4.3.3.1.1	cards, letter cards, handwriting
5	Writing	Narrative Writing	B4.4.10.1	B4.4.10.1.1	on a manila card and a class library
	Writing Conventions & Grammar Usage	Using Action Words	B4.5.4.1	B4.5.4.1.1	

	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	
	Oral Language	Presentation	B4.1.10.1	B4.1.10.1.1	
	Reading	Vocabulary	B4.2.6.1	B4.2.6.1.2	Word cards,
	Grammar	Adjectives	B4.3.4.1.1	B4.3.4.1.1. I	sentence cards, letter cards,
6	Writing	Letter Writing	B4.4.15.1	B4.4.15.1.1	handwriting on a manila card and a
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	B4.5.5.1	B4.5.5.1.1.	class library
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	
	Oral Language	Story Telling	B4.1.4.1	B4.1.4.1.1	
	Reading	Comprehension	B4.2.7.1	B4.2.7.1.2	Word cards,
7	Grammar	Verbs	B4.3.5.1	B4.3.5.1.1	sentence cards, letter cards,
7	Writing	Narrative Writing	B4.4.10.1	B4.4.10.1.1	handwriting on a manila card and a
	Writing Conventions & Grammar Usage	Using Adverbs	B4.5.6.1	B4.5.6.1.1	class library
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	
	Oral Language	Presentation	B4.1.10.1	B4.1.10.1.2	Word cards, sentence
	Reading	Blends and Consonant Clusters	B4.2.5.1	B4.2.5.1.1	cards, letter cards, handwriting
8	Grammar	Verbs	B4.3.5.1	B4.3.5.1.2	on a manila card and a
o	Writing	Letter Writing	B4.4.15.1	B4.4.15.1.1	class library

	Writing Conventions & Grammar Usage	Using Simple Prepositions	B4.5.7.1	B4.5.7.1.1	
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	
	Oral Language	Dramatization and Role Play	B4.1.5.1	B4.1.5.1.1	
	Reading	Vocabulary	B4.2.6.2	B4.2.6.2.1	Word cards,
	Grammar	Verbs	B4.3.5.1	B4.3.5.1.3	sentence cards, letter cards,
9	Writing	Creative/Free Writing	B4.4.12.1	B4.4.12.1.1	handwriting on a manila card and a class library
	Writing Conventions & Grammar Usage	Using Conjunctions	B4.5.8.1	B4.5.8.1.1	
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	
	Oral Language	Presentation	B4.1.10.1	B4.1.10.1.3	
	Reading	Silent Reading	B4.2.8.1	B4.2.8.1.1	Word cards, sentence
10	Grammar	Conjunctions	B4.3.8.1	B4.3.8.1.1	cards, letter cards, handwriting
	Writing	Argumentative/Persuasive Writing	B4.4.13.1	B4.4.13.1.1	on a manila card and a class library
	Writing Conventions & Grammar Usage	Using Simple, Compound and Complex Sentences	B4.5.9.1	B4.5.9.1.1	,
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	
11	Oral Language	Dramatization and Role Play	B4.1.5.2	B4.1.5.2.1	Word cards, sentence cards, letter

	Reading	Comprehension	B4.2.7.1	B4.2.7.1.3	cards, handwriting on a manila
	Grammar	Conjunctions	B4.3.8.1	B4.3.8.1.1	card and a class library
	Writing	Informative Writing	B4.4.14.1	B4.4.14.1.1	
	Writing Conventions & Grammar Usage	Using Simple, Compound and Complex Sentences	B4.5.9.1	B4.5.9.1.2	
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	
	Oral Language	Presentation	B4.1.10.2	B4.1.10.2.1.	
	Reading	Fluency	B4.2.9.1	B4.2.9.1.1	Word cards,
12	Grammar	Modals	B4.3.9.1	B4.3.9.1.1	sentence cards, letter cards,
12	Writing	Informative Writing	B4.4.14.2	B4.4.14.2.1.	handwriting on a manila card and a class library
	Writing Conventions & Grammar Usage	Spelling	B4.5.10.1	B4.5.10.1.1	· · · · · · · · · · · · · · · · · · ·
	Extensive Reading	Building the love and culture of reading	B4.6.1.1	B4.6.1.1.1	

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Number	Counting, Representation & Cardinality	B4. I.I.I	B4. I.I.I.I-2	Counters, bundle and loose straws
2	Number	Counting, Representation & Cardinality	B4. I.I.I	B4. I.I.I.3-4	base ten cut square, patterns made from Manila cards,
3	Number	Counting, Representation & Cardinality	B4. I.I.I	B4. I.I.I.5-6	Bundle of sticks
4	Number	Counting, Representation & Cardinality	B4.1.1.2	B4.1.1.2.1-2	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks
5	Number	Counting, Representation & Cardinality	B4.1.1.3	B4.1.1.3.1-2	
6	Number	Counting, Representation & Cardinality	B4. I.I.3	B4. I.I.3.3-4	
7	Number	Number Operations	B4.1.2.1	B4.1.2.1.1-2	Counters, bundle
8	Number	Number Operations	B4.1.2.2/3/4	B4.1.2.2.2 B4. 1.2.3.1 B4. 1.2.4.1	and loose straws base ten cut square, patterns made from Manila cards,
9	Number	Number Operations	B4.1.2.5/6	B4.1.2.5.1 B4.1.2.6.1	Bundle of sticks
10	Number	Fractions	B4.1.3.1	B4.1.3.1.1-2	
11	Number	Fractions	B4.1.3.1	B4.1.3.1.3-4	Paper strips, cut out cards
12	Number	Fractions	B4.1.3.2	B4.1.3.2.1-2	

FIRST TERM SCHEME – MATHEMATICS

FIRST TERM SCHEME – SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Diversity of matter	Living & Non Living Things	B4.1.1.1	B4.1.1.1.1	Pictures of living and non-living
2	Diversity of matter	Living & Non Living Things	B4.1.1.1	B4.1.1.1.2	things in the environment
3	Diversity of matter	Living & Non Living Things	B4.1.1.1	B4.1.1.1.3	Pictures of living and non-living
4	Diversity of matter	Living & Non Living Things	B4.1.1.1	B4.1.1.1.4	things in the environment
5	Diversity of matter	Materials	B4.1.2.1	B4.1.2.1.1	Metals, woods plastics, soil stones, paper
6	Diversity of matter	Materials	B4.1.2.1	B4.1.2.1.2	pencil, crayons balloons, water sand, salt ,sugar
7	Cycles	Earth Science	B4.2.1.1	B4.2.1.1.1	Torch candle
8	Cycles	Earth Science	B4.2.1.1	B4.2.1.1.2	matchstick lantern paper
9	Cycles	Earth Science	B4.2.1.1	B4.2.1.1.3	pencil pictures of well river stream water
10	Cycles	Earth Science	B4.2.1.1	B4.2.1.1.4	
11	Cycles	Life Cycle Of Organism	B4.2.2.1	B4.2.2.1.1	Plants seeds hand lens paper pencil fruits
12	Cycles	Life Cycle Of Organism	B4.2.2.1	B4.2.2.1.2	

FIRST TERM SCHEME – OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	All about us	Nature Of God	B4.1.1.1	B4.1.1.1.1	Map of Ghana, atlas, Pictures,
2	All about us	Nature Of God	B4.1.1.1	B4.1.1.1.2	Charts, Video Clips
3	All about us	Myself	B4.1.2.1	B4.1.2.1.1	Map of Ghana, atlas, Pictures,
4	All about us	Myself	B4.1.2.1	B4.1.2.1.2	Charts, Video Clips
5	All about us	My Family	B4.1.3.1	B4.1.3.1.1	Pictures, Charts, Video Clips
6	All about us	My Family	B4.1.3.1	B4.1.3.1.2	
7	All about us	Home And School	B4.1.4.1	B4.1.4.1.1	Pictures, Charts,
8	All about us	Home And School	B4.1.4.1	B4.1.4.1.2	Video Clips
9	All around us	The Environment & The Weather	B4.2.1.1	B4.2.1.1.1	Pictures, Charts,
10	All around us	The Environment & The Weather	B4.2.1.1	B4.2.1.1.2	Video Clips
11	All around us	Plants And Animals	B4.2.2.1	B4.2.2.1.1	Pictures, Charts,
12	All around us	Plants And Animals	B4.2.2.1	B4.2.2.1.2	Video Clips

FIRST TERM SCHEME – RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	God's creation and attributes	God the Creator	B4.1.1.1	B4.1.1.1.1	Wall charts, wall
2	God's creation and attributes	God the Creator	B4.1.1.1	B4.1.1.1.2	words, posters, video clip, etc.
3	God's creation and attributes	God the Creator	B4.1.1.1	B4.1.1.1.3	Wall charts, wall
4	God's creation and attributes	God the Creator	B4.1.1.1	B4.1.1.1.4	words, posters, video clip, etc.
5	God's creation and attributes	The Environment	B4.1.2.1	B4.1.2.1.1	Wall charts, wall
6	God's creation and attributes	The Environment	B4.1.2.1	B4.1.2.1.2	words, posters, video clip, etc.
7	God's creation and attributes	The Environment	B4.1.2.1	B4.1.2.1.3	Wall charts, wall
8	God's creation and attributes	The Environment	B4.1.2.1	B4.1.2.1.4	words, posters, video clip, etc.
9	Religious Practices	Religious Worship	B4.2.1.1	B4.2.1.1.1	
10	Religious Practices	Religious Worship	B4.2.1.1	B4.2.1.1.2	Wall charts, wall
11	Religious Practices	Religious Worship	B4.2.1.1	B4.2.1.1.3	words, posters, video clip, etc.
12	Religious Practices	Religious Worship	B4.2.1.1	B4.2.1.1.4	

FIRST TERM SCHEME – HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	My country	Why & how we	B4.2.1.1	B4.2.1.1.1	
	Ghana	study History			A map of Ghana
2	My country	Why & how we	B4.2.1.1	B4.2.1.1.1	showing major historical
	Ghana	study History			locations/
3	My country	Why & how we	B4.2.1.1	B4.2.1.1.1	Resource person
	Ghana	study History			
4	My country	Why & how we	B4.2.1.1	B4.2.1.1.1	
	Ghana	study History			Pictures of
5	My country	The People of	B4.2.1.1	B4.2.1.1.1	some outstanding
	Ghana	Ghana			entrepreneurs in Ghana
6	My country	The People of	B4.2.1.1	B4.2.1.1.1	
	Ghana	Ghana			
7	My country	The People of	B4.2.2.1	B4.2.2.1.1	
	Ghana	Ghana			
8	My country	The People of	B4.2.2.1	B4.2.2.1.1	Wall charts, wall words, posters,
	Ghana	Ghana			video clip, etc.
9	My country	Major Historical	B4.2.2.1	B4.2.2.1.1	
	Ghana	Location			
10	My country	Major Historical	B4.2.2.1	B4.2.2.1.1	
	Ghana	Location			
11	My country	Major Historical	B4.2.2.1	B4.2.2.1.1	Wall charts, wall words, posters, video clip, etc.
	Ghana	Location			
12	My country	Major Historical	B4.2.2.1	B4.2.2.1.1	
	Ghana	Location			

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	B4. I.I.I.I	Photos, videos, art paper, colors and traditional art tools, other
2	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE I	B4. 2.1.1.1	materials available in the community
3	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B4 1.2.2.1 B4 1.2.3.1	Photos, videos, art paper, colors and traditional art tools, other materials available
4	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B4 2.2.2.1 B4 2.2.3.1	in the community
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	B4 1.3.4.1 B4 1.3.5.1	Photos, videos, art paper, colors and traditional art tools, other
6	Performing Arts	Displaying and Sharing (Performing Arts)	CSE 4&5	B4 2.3.4.1 B4 2.3.5.1	materials available in the community
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	B4 1.4.6.1 B4 1.4.7.1	Photos, videos, art paper, colors and traditional art tools, other
8	Performing Arts	Appreciating and Appraising (Performing Arts)	CSE 6&7	B4 2.4.6.1 B4 2.4.7.1	materials available in the community
9	Visual Arts & Performing Arts	Thinking and Exploring Ideas School based project (Visual Arts & performing Arts)	CSE I	B4. I.I.I B4 2.I.I	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

FIRST TERM SCHEME – CREATIVE ARTS

10	Visual Arts & Performing Arts	Planning, Making and Composing School based project (Visual Arts & Performing	CSE 2&3	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
11	Visual Arts & Performing Arts	Displaying and Sharing School based project (Visual Arts & Performing Arts)	CSE 4&5	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
12	Visual Arts & Performing Arts	Appreciating and Appraising School based project (Visual Arts & Performing Arts)	CSE 6&7	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

FIRST TERM SCHEME – GHANAIAN LANGUAGE

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

FIRST TERM SCHEME OF LEARNING – PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
I	Motor Skill And Movement Patterns	Locomotive Skills	B4.I.I.I	B4.1.1.1.1:	Pictures and Videos	
2	Motor Skill And Movement Patterns	Locomotive Skills	B4.1.2.1	B4.1.2.1.2	Pictures and Videos	
3	Motor Skill And Movement Patterns	Manipulative Skills	B4.1.3.1	B4.1.3.1.3	Pictures and Videos	
4	Motor Skill And Movement Patterns	Manipulative Skills	B4.1.4.1	B4.1.4.1.4	Pictures and Videos	
5	Motor Skill And Movement Patterns	Rhythmic Skills	B4.1.5.1	B4.1.5.1.5	Pictures and Videos	
6	Motor Skill And Movement Patterns	Rhythmic Skills	B4.1.6.1	B4.1.6.1.6	Pictures and Videos	
7	Movement Concepts,	Space Awareness	B4.2.1.2	B4.2.1.2.1	Pictures and Videos	
8	Physical Fitness	Aerobic Capacity	B4.3.1.3	B4.3.1.3.1	Pictures and Videos	
9	Physical Fitness	Strength	B4.3.2.3	B4.3.2.3.2	Pictures and Videos	
10	Physical Fitness Concepts	Fitness	B4.4.1.4	B4.4.1.4.1	Pictures and Videos	
11	Physical Fitness Concepts	Healthy Diet	B4.4.1.4	B4.4.1.4.2	Pictures and Videos	
12	Values And Psycho- Social Concepts	Self- Responsibility	B4.5.1.5	B4.5.1.5.1	Pictures and Videos	

FIRST TERM SCHEME – COMPUTING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
I	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.1	Mouse, keyboard monitor, system	
2	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.1	unit and its components	
3	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.2	Mouse, keyboard monitor, system	
4	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.3	unit and its components	
5	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.4	Mouse, keyboard monitor, system	
6	Introduction To Computing	Generation of computers	B4.1.1.1	B4.1.1.1.5	unit and its components	
7	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.1	Projected examples of personalized	
8	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.2	desktop background	
9	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.3	Projected examples of personalized	
10	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.4	desktop background	
11	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.5	Projected examples of personalized	
12	Introduction To Computing	Introduction to MS Windows Interface	B4.1.2.1	B4.1.2.1.6	desktop background	

SCHEME OF LEARNING- WEEK I

BASIC FOUR

Week Ending:	DAY: M	DAY: MONDAY Sul		ject: English Lang	guage		
Duration: 60mins			Stra	and: Oral Language	9		
Class: B4	Class S	ize:	Sub Strand: Songs				
Content Standard: B4.1.1.1: Demonstrate und of songs	erstanding of variety	Indicator: B4.1.1.1.1 sing sor rhythm and actions		ith appropriate stre	ess,	Lesson:	
Performance Indicator:Core CompetenLearners can sing songs with appropriate stress, rhythm and actionsCommunication an Personal						ration,	
References: English Langu	age Curriculum For Pr	imary Schools Pg. 2					
Phase/Duration	Learners Activities	Learners Activities					
PHASE I: STARTER	them search the dict The group to read fi • Did you en • What new • Form two s Share performance i	 Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson					
PHASE 2: MAIN	background. Each group present whole class Make it a little comp Play or teach learned	ups of three or four a and sing their own ch petition to make the o rs a new song. w song in groups wit	noice class i	of song to the nteresting	Word cards, sentenc cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Ask learners to do the lesson: I. Tell the class wh 2. Tell the class ho acquire during the	b the following by w hat you learnt durin bw you will use the lesson. of the lesson did yo	ng the knov	e lesson. vledge they			

Week Ending:		DAY: Tuesda	ny	Subject:	English Langua	ıge		
Duration: 60mins				Strand: F	Reading			
Class: B4	Cla	ss Size:		Sub Stra	nd: Phonics			
Content Standard: B4.2.2.1: Connect sou letters/syllables in orc	inds to letter		Indicator: B4.2.2.1.1 match letter patterns	n sounds to	their correspor	nding	Lesson:	
Performance Indicates Learners can match set		r corresponding	gletter patterns		Core Comp Communication Personal	etencies: on and Collaboration,		
References: English	Language Cu	rriculum For Pri	mary Schools Pg	. 17				
Phase/Duration		Activities		Reso	urces			
PHASE I: STARTER	them sea The grou •	rch the dictiona p to read first w Did you enjoy tl What new word Form two sente		ings. ? ew words.				
PHASE 2: MAIN	Make lett Assessme A learner Teacher its sound The learr particular	ner then goes th	cards,	l cards, sentence letter cards, vriting on a a card				
PHASE 3: REFLECTION	lesson: I. Tell th 2. Tell th	ne class what y ne class how yo	following by wa ou learnt during ou will use the l	g the lesso	n.			
	-	ne lesson. h aspects of th	e lesson did you	ı not undei	rstand?			

Week Ending:		DAY: W	/ednesday	S	ubject: English Language			
Duration: 60mins				S	trand: Grammar			
Class: B4		Class Si	ze:	S	ub Strand: Nouns			
Content Standard B4.3.1.1: Apply know of nouns in commun	vledge of differe lication	nt types	Indicator: B4.3.1.1.1 ident people, animals		Lesson:			
Performance Indi Learners can identify events and objects	people, animals,		Core Competencies: Communication and Coll	aboration, Personal				
New words	Playing, swe	eping, wee	ding, cooking, etc	2				
References: English	n Language Curr	iculum Pg.	33					
Phase/Duration	Learners A					Resources		
PHASE I: STARTER		Review some adjectives with learners.						
	Do an acti							
	Do an acti		his? Pupils gues	SS: SIO	Ν.			
			his? Pupils gues	s: loud	l.			
	Do an acti			5. IOU.	•			
			his? Pupils gues	s: hap	ру			
	Share perfe	ormance i	ndicators and ir	ntrodu	ce the lesson.			
PHASE 2: MAIN			•		entence cards having	Word cards,		
	names of pe	eople, anim	als, events and ol	paper, letter cards,				
		Put learners in groups to identify the names of people ,animals, events and objects as nouns						
	Learners to	form their	own sentence w	vith nai	nes of people, animals,			
			underline these					
	Have learne	ers to note	that common no	uns sta	art with small letters.			
PHASE 3: REFLECTION	Ask learne lesson:	rs to do t	he following by	ways	of reflecting on the			
	2. Tell the during the	 Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? 						

Week Ending:	D	AY: TH	URSDAY		Subject: English Langua	age		
Duration: 60mins					Strand: Composition W	/riting		
Class: B4	Class S	Size:			Sub Strand: Penmanshi	ip		
Content Standard: B4.4.2.1: Copy and rewrite	sentences co	orrectly	Indicator: B4.4.2.1.1 wri consistent siz		arly using joined letters of		Lesson:	
Performance Indicator: Learners can write clearly u size	ising joined le	etters of	consistent		re Competencies: mmunication and Collabora	ation, Pe	ersonal	
References: English Langu	age Curriculi	um Pg. 4	7					
Phase/Duration	Learners Activities				Reso	urces		
PHASE I: STARTER	WoulWhatWrite	 What words did you hear in the song? 						
PHASE 2: MAIN	Have learr Learners j e.g. at, or,	oin pairs on, etc. ners join , can, cat	vrite letters in flick e.g. a, t, r, d, f, s. of letters letters of a word.			Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Ask learn the lesson I. Tell the 2. Tell the acquire d	e class v e class v e class f luring th	to the follow what you lear now you will ne lesson.	nt du use t	y ways of reflecting on uring the lesson. he knowledge they you not understand?			

Week Ending:		DAY: FRID	AY	Subject: English L	anguage		
Duration: 60mins				Strand: Writing (Convention	s/ Extens	ive Reading
Class: B4	Cla	ass Size:		Sub Strand: Usin	g Punctuati	ion	
Content Standard: B4.5.2.1: Show understandir punctuations are used appro	•		Indicator: B4.5.2.1.1 us sentence	e the "comma" appro	opriately in		Lesson:
 Performance Indicator: Learners can use the "c Learners can read a var 	omma" iety of a	appropriately age- and level	appropriate bo	ooks.	Core Co Commun Collabora	ication ar	nd
References: English Langua	ige Cur	riculum Pg. 5	8				
Phase/Duration	Learr	ners Activiti	es			Resou	rces
PHASE I: STARTER	Engag	e learners to	play the "Tapp	ing Out" Game.			
	Each f Turn Raise Bring the so	Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound.					
PHASE 2: MAIN	Provid target E.g. Y Give parag Have the us sente Engag The r calls c stude their Learn <u>Asses</u>						cards, sentence etter cards, riting on a card
PHASE 3: REFLECTION	Ask I			ummary of the book ng by ways of reflee			
	I. Te 2. Te acqui	II the class v II the class h re during th	now you will u ne lesson.	nt during the lessor ise the knowledge did you not under	they		

Week En	ding:	DAY:		Subject: Math	ematics		
Duration:	: 60mins per lesso	on		Strand: Numb	er		
Class: B4		Class Size:	Sub Strand: Counting, Representation & Cardinality				
of quantitie digit whole Performa Learners ca multi-digit Teaching	emonstrate an un es and place value numerals up to 1 nce Indicator: an model number using graph sheet / Learning Reso	for multi- 00,000. quantities, plac s urces Cour	Identers, bundle and l	Lesson: I OF I Justification of			
Reference	e s: Mathematics C	Curriculum Pg. 2	2				
DAYS	PHASE I: STAI	RTER	PHASE 2: MAIN	1	PHASE 3: REF	LECTION	
Monday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.		Have learners to numbers quantit 100000 using gra multi base mater For instance, with block. a cube=100unit, flat=10000, and block=100000.	ies up to aph sheets or rials. ch multi base a rod=1000, a	What have we learnt today? Modeling number quantities using graph sheet. Learners to model number quantities written on the board.		
Tuesday	Paste a chart of the board for le observe. Hand c	arners to out sheet of	Learners model appropriate mat Ask learners to number 12500 s sheet square.	erials. model the	Review lesson with learners. Have learner model number quantities for multi digit using		
	papers to learners to draw what they see on the chart. Review the previous lesson through examples		learners and der to model the nu shading. Note: A cube=100	bute graph sheets to rs and demonstrate how del the number 12500 by g. cube=100unit A rod=1000 Etc. earners practice more		erials	
			Give learners te token currency different colored them to model o amounts up to O	notes on 1 paper and ask or pick given			
Wed	Review the prev by;	vious lesson	Read out number have learner to	•	What have we	learnt today?	

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

Week E	nding:	DAY:			Subject	: Science	
Duratio	n: 60mins per lesso	on			Strand	Diversity of matter	
Class: B4	4	Class S	Size:		Sub Str	rand: Living & Non Liv	ving Things
B4.1.1.1 U and life pr	Standard: Jnderstand the phy rocesses of living th rstanding to classify	nings and		Indicator: B4.1.1.1.1 classif mammals and rep		into insects, birds ,	Lesson:
	ance Indicator: can classify animals	s into inse	ects, bir	ds , mammals and	reptiles	Core Competence Problem Solving skills; Justification of Ideas;	
Teaching	g/ Learning Reso	ources	Pictu	res of living and no	n-living th	ings in the environme	nt
Referen	ces: Science Curr	riculum F	Pg. 2				
DAYS	PHASE I: STAF	RTER	PI	HASE 2: MAIN		PHASE 3: REF	LECTION
	Have learners w documentary on processes of som and animals	the life ne plants	ob di cc pi ar Le ar bc w W W W W	earners embark on oserve and record fferent kinds of ani ommunity or show ctures of different nimals. earners talk about the ody covering, heigh here they live, how hat they eat. Etc. rovide flashcards of fferent animals to l oups.	names of mals in th videos an kinds of the differe ir limbs, t, shape, s t they mo many earners ir	eir classify animals birds , mammal Have learners t important poin Have learners t their observation ve,	into insects, ls and reptiles to summarize the ts of the lesson to talk about ons to class
	Engage learners one out game The student will for example four or four different which have some common and on odd one. The lea pick the odd one game could be d groups to bring competition	look at; - pictures . Three o ething in e is the arner is to e out. Thi	pi m pr ca f Le pr v s Le cl: di di su	ssist learners to so ctures into insects, ammals and reptile roduce animal class ards or tables. earners display and resentations on the ork earners to give reas assifications. sk Learners to ider hich are common to fferent kinds of ani assist learners to m fferent kinds of ani itable materials (su ck, clay, cardboard	birds, s and ification do ir group sons for t ould the mals. ould mals using uch as pap	important poin Give learners to some insects, b them s	into insects, ls and reptiles to summarize the ts of the lesson ask to draw

Week Er	nding:	DAY:				Subject: OWO	P	þ			
Duration	1: 60mins per lesso	on		Strand: All about us			it us	us			
Class: B4	ŀ	Class Size:		Sub Strand: Na			ture Of God				
B4.1.1.1. Nature of Perform • Learn Teaching	Standard: Demonstrate unde God as the Creat ance Indicator: ers can explain ho g/ Learning Reso ces: OWOP Curr	or of human bei w special each i urces Pictur	ings ndivid	is (l.l e Cor Com	xplain how special e Competencies munication and Colla Clips	:		Lesson: I OF I ^{Thinking}		
DAYS	PHASE I: STAF	TER	PH	ASE 2: M	AIN		PHASE	3: REF	LECTION		
	Have learners to or herself to clas introduce the les	s and hence	each and som inte blac Lear unic e.g. My beau l'm i look Gha	n person different he are sho lligent, fai k in comp rners den jueness o name is E utiful, the special fo c and whe	is cr fror ort, t ir in plexi mons of ead si, l ere is or wh ere l	complexion,	How di each ot Learner	fferent her. 's to sui	learnt today? we from mmarize the ts of the		
	Have students w sheet of paper th Three things tha different from ea	ne following t makes look	Use dem dest Put accc inte Lear are Lear they unic hum pres toge	pictures, nonstrate croying ou learners ording to: lligence, e rners wri from one rners in g v can use jue qualit nan being: serve the	the ur be into : heig etc. te he e anc group thei ies: \$ s, pr env aarm	groups ght, color, mass, ow different they	 Have lead the key writter board What each of the key writter board 		tions to iderstanding have we today? learners read by words n on the did you find lt in the		

Week Er	nding:	DAY:			Subject: RELIGIOUS & MORAL EDUCATION				
Duratior	n: 60mins				Strand: God's crea	tion and a	ttributes		
Class: B4	ł	Class Size:		Sub Strand: God the Creator					
	Standard: Explore the nature or	of God as	BI.I.	a tor: 1.1.2 ment s god crea	Lesson:				
• Learn the th Teaching	ance Indicator: hers can mention t nings god created g/ Learning Reso ces: RME Curricu	ources Wall	Core Competencies:						
DAYS	PHASE I: STAF	RTER	PH	PHASE 2: MAIN			PHASE 3: REFLECTION		
	Have learners to creation. Ask learners to the video that in Learners sing so	mention parts o terest them	f cre tre mo	irts, video owing som ated: hum es, rivers, ountains.	ers with pictures, clips and songs e of the things God ankind, animals, the sea and draw, color and of the things God	share act Name sc god crea	ome of the things ted some of the		
			rhy	rmes and s	s to role play, recite ing songs about things God created.				

Week E	nding:	DAY:		Subject: Histo	ubject: History		
Duration	n: 60mins per lesso	on		Strand: My co	ountry Ghana		
Class: B4	ł	Class Size	:	Sub Strand: \		we study History	
B4.1.1.1.	Standard: Show understandi ce of studying histo		Indicator: B4.1.1.1.1 explain the importance of s the history of Ghana		Lesson:		
	ance Indicator: can explain the im	portance of s	udying the history Core Compe critical thinkers			literates	
-	g/ Learning Reso ces: History Curr		map of Ghana showir 1	ng major historica	al locations/	Resource person	
DAYS	PHASE I: STA	RTER	PHASE 2: MAIN	1	PHASE 3	: REFLECTION	
	Have leaners wa some of the hist major ethnic gro Ghana Have learners to of part of the vio them.	ory of the ups in tell which	 Engage learners to history promote of Ghanaians Engage learners to history promote the the ethnic groups. Engage learners to history promote n integration 	our identity as discuss how he survival of discuss how	The impor history Have learn groups abo i. How does identity as G ii. How does	history promote our	
			Engage learners to history promote n and patriotism?		iii. How does national inte iv. How does	s history promote gration? s history promote	
	Have leaners watch videos of some of the history of the major ethnic groups in Ghana Have learners to tell which		history defines our Ghanaians Role-play to show teaches us custom	r identity as how history s, values,	national pride and patriotism What have we learnt today How history promote national pride, patriotism ar integration		
	of part of the vio them.	ieo interest	traditions all of wh survival of our nat Role play how hist promote national patriotism and inte	ion. ory can pride,		ters to summarize tant points in the	

Week Er	nding:	DAY:			Sub	ject: Creat	tive Arts		
Duration	: 60mins per lesso	on			Stra	nd: Perfor	ming Arts		
Class: B4		Class Size:	Sub Strand: T			hinking and Exploring Ideas			
Demonstr		s of how to genera ssions on the peo		Indicator: B4 2.1.1.1. S created by s		Lesson:			
Performation Learners of	ance Indicator:	orming artworks c	ks created by some Core Competenci Decision Making Creat Communication				mpetencies: laking Creativity, Inno	vation	
	g/ Learning Reso			os, art paper, c	olors	and traditior	nal art tools		
Reference	es: Creative Arts	Curriculum Pg.	30						
DAYS	PHASE I: STAI	RTER	PH/	ASE 2: MAIN			PHASE 3: REFLE	CTION	
	begin the lesson Ask learners que review their und the previous less	e familiar with to estions to derstanding in son.	perf or p perf E.g. Let from new etc. Lear perf idea and how histo peo	rners are to st forming artwo performed by forming artists Agya Koo Nir learners gathe n library studi rspapers, surfir rners to exam forming artwo s about the co performances v those artwo ory and cultur ple of Ghana;	rks co some moh, er info es, ng the ine so rks ar ompo s stud rks re e of t	omposed Ghanaian ormation e internet, ome nd sharing sitions ied on flect the he	Ask learners to te whole class what t learnt. Learners tell what like to learn	hey have	
	Play games and i that learners are begin the lesson Ask learners que review their und the previous less	e familiar with to estions to derstanding in	disc com that culto Hav art J Nim	de learners to uss the theme positions and reflect the hi- ure of the peo e learners to performance on hoh or any oth maian artist.	s/top perfo story ople o role-p of Agy	ics of the ormances and f Ghana; olay the ra Koo	Use series of ques answers to review understanding of t Call learners in tur summarize the les	r learners he lesson. rns to	

Week Er	nding:	DAY:				Subject: Ghanaian Language			
Duratior	: 60mins per le	esson				Strand: Ora	I Reading		
Class: B4	•	Class Size:				Sub Strand	: Songs		
B4.1.1.1: and occup their type Perform Learners of	Standard: Exhibit knowle aational songs b s and their rela ance Indicato can sing and dis occupations a	by recognizing ated songs. Dr: acuss songs co	onnecte	traditional or	cupatio Core	liscuss songs of ns and their im Competenci vity and innovation	Lesson: I OF I and		
	g/ Learning R						writing on a manila (card	
	es: Ghanaian I				,	,	0		
		0.00		0.					
DAYS	PHASE I: ST	FARTER		PHASE 2: M	AIN		PHASE 3: REFL	ECTION	
	on cards. Ma are familiar w	a couple of w ke sure learne vith the words	ers s.	Let learners s traditional so	ng.		Use questions to their understand lesson		
	One person to comes up in to act the word		ont to pick and get the highest		Show learners a video of a traditional song being performed. Discuss the lyrics of the song with learners. Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). After watching a video on a performed traditional occupation, allow the learners to discuss some importance of traditional			summarize earnt	
	"What letter game <u>.</u> Put learners two. The teacher the air. Learners mal sound and te	ers to play the am I writing" into groups o writes a letter kes the letter Il the teacher as been writte	f r in the	occupation so Let learners s traditional so Discuss the ly learners. Let learners s to the tradition their locality at a time). Show learner	ing a far ng. vrics of t ing song onal occ (Pick on s a video	the song with gs connected upation in e occupation	Use questions to their understand lesson Ask learners to what they have l	ling of the summarize	
	on cards. Ma are familiar w Divide the cla	a couple of w ke sure learne vith the word ass in to grou from each gro	ers s. ps.	traditional so Let learners s traditional so Discuss the ly learners.	ing a far ng.	niliar	Use questions to their understand lesson Ask learners to what they have l	ling of the summarize	

comes up in front to pick and act the word. The group to get the highest score wins!	Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time).	
	Show learners a video of a traditional song being performed.	

Week Er	nding:	DAY:			S	u bject: PHYSIC	CAL EDUCATION		
Duration	: 60mins			Strand: Motor Skill And Movement Patterns					
Class: B4		Class Size:	Sub Strand: Loco			u b Strand: Loc	comotive Skills		
Content Demonstr movement physical ac		Indicator: B4.1.1.1.1: Demonstrate the difference between slow and fast, heavy and light, hard and soft while moving.			Lesson:				
Performance Indicator: Learners can demonstrate the difference between heavy and light, hard and soft while moving. Teaching/ Learning Resources Pictures a References: PE Curriculum Pg. 44				v and fast, Core Competencies: Develop personal skills					
DAYS	PHASE I: STAR	PHASE 2: MAIN				PHASE 3: REFLECTION			
	Have learners to jog and run within a demarcated area to warm up their bodies.			Learners demonstrate fast movements. Learners move in a d			Use questions to their understandin lesson		
	Show pictures of the skill to be learnt.			area using varied locomotor skills (walk, jog and run).			Ask learners to su what they have le		
			Learners w determine movement.	slow c		n for peers to ast			

Week E	nding:	DAY:				Subject: Compu	iting		
Duration	n: 60mins					Strand: Introduc	tion To Com	outing	
Class: B4	1	Class S	Size:	Sub Strand: Ge			neration of co	mputers	
B4.1.1.1:1 technolog	Standard: dentify parts of a c y tools ance Indicator: can Identify parts c	·			Indicator: Le B4.1.1.1.1. Identify parts of a computer and technology tools I (Core Competencies: Creativity and innovation. 2. Communication and				
technolog Teachin g	y tools g/ Learning Reso	ources	Images c	of clipboard	ard, styles, fonts, paragraph				
	c es: Computing C		n Pg. 2						
DAYS	PHASE I: STAF	RTER		PHASE 2:	MAI	N	PHASE 3: R	EFLECTION	
	Get a viral pictur news on twitter, YouTube and ot handles. Discuss what is to invite learners to opinions on ther	, Faceboo her socia trending a o share th	ık, I media and	memory ca sticks),hard etc. or pict to class and label select computer books.	ards, d disl cures d ask ced it parts	c drive, CD-ROM of these items the learners to tems or in their note n the board and	what they ha Pose questic to review th	ons to learners	
				tool will m	atch o dej	identify which the function. Dicting the output mputer.			

SCHEME OF LEARNING- WEEK 2

BASIC FOUR

Week Ending:	DAY: M	DAY: MONDAY Subject: English			Language		
Duration: 60mins	L		Strand: Oral Languag				
Class: B4	Class Si	s Size: Sub Strand: Songs					
Content Standard: B4.1.1.1: Demonstrate und of songs	erstanding of variety	Indicator: B4.1.1.1. 2 identify and discuss values in so			ngs	Lesson:	
Performance Indicator: Learners can identify and		Core Competen Communication an Personal					
References: English Langu	age Curriculum For Pri	imary Schools Pg. 2					
Phase/Duration	Learners Activities				Resourc	ces	
	What new	rst wins. joy the game? words have you learn sentences with your n	n? new	words.			
PHASE 2: MAIN	Select suitable songs learners' background e.g National Anth Horses Came Throu After they have lister them to identify and	en Galloping 9 sang them, lead		•			
PHASE 3: REFLECTION	Ask learners to do the lesson:	the following by w nat you learnt durir w you will use the lesson.	vays ng th kno	of reflecting on ne lesson. wledge they			

Week Ending:		DAY: Tuesda	ay	Subject:	English Langua	ge
Duration: 60mins				Strand:	Reading	
Class: B4	с	lass Size:		Sub Stra Digraphs	and: Word Fami	lies and Common
Content Standard: B4.2.3.1: Identify rhymin common digraphs	ng/endings	words and	Indicator: B4.2.3.1.1 use of decode words		yming/ending wo	ords to I of I
Performance Indicator: Learners can use common rhyming/ending words to decode					Core Comp Communication Personal	etencies: on and Collaboration,
References: English La	anguage C	urriculum For Pri	mary Schools Pg	. 19		
Phase/Duration PHASE I: STARTER	Put lear them se The gro	Form two sente	ry for their mean vins. he game? ds have you learn ences with your n	ings. ? ew words.		Resources
PHASE 2: MAIN	Let lear there an of rhym Throug belong t Have ch Have le e.g. –at -all - it	erformance indica ners know that ju re words that hav ing words. h brainstorming h to a particular rhy hildren identify the arners hunt for th = cat – bat – hat = call – fall – wall = sit – pit – hit = tot – pot – cot	ust as we have fan re the same endin nave learners com yming family. ese rhyming word nese words and b	nily names g that below we up with w ds as they r	(surnames), ng to the family vords that ead.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Ask lea lesson: 1. Tell 2. Tell during	rners to do the	following by w rou learnt during ou will use the l	g the lesso knowledge	n. they acquire	

Week Ending:		DAY: W	ednesday	S	ubject: English Language	:	
Duration: 60mins				S	trand: Grammar		
Class: B4		Class Siz	ze:	S	Sub Strand: Nouns		
Content Standard B4.3.1.1: Apply know of nouns in commun	vledge of differe ication	nt types	Indicator: B4.3.1.1.2 iden	tify and	Lesson: I of 2		
Performance Indie Learners can identify		er nouns			Core Competencies: Communication and Col	aboration, Personal	
New words	New words Playing, sweeping, weeding, cooking, etc						
References: English	1 Language Curr	riculum Pg.	33				
Phase/Duration	Learners A	Activities				Resources	
PHASE I:	Review so	me adjecti	ves with learne	ers.			
STARTER PHASE 2: MAIN	Do an acti Ask: What Do an acti Ask: What Share perfe Let learners from the bo	word is t on for lou word is t on for hap word is t <u>ormance i</u> read simp pard.	his? Pupils gue d. his? Pupils gues ppy. his? Pupils gues ndicators and in le sentences hav	s: loud s: happ ntrodu ing nam	ру	Word cards, paper, letter cards,	
	Have learne Introduce c Have learne	ers identify ommon no	proper nouns fro uns in context.	om para	cities and countries. agraphs/passages. g common nouns on the		
PHASE 3:	board. Ask learne	rs to do t	he following by	wave	of reflecting on the		
REFLECTION	lesson:		ine renewing by	mays			
	2. Tell the during the	class how lesson.	t you learnt du you will use th the lesson did y	ie knov	wledge they acquire		

Conestvery in writing for a variety of purposes, audience, and contexts writing for a variety of purposes, writing for a variety of purposes Performance Indicator: Learners can choose appropriate ways and modes of w for a variety of purposes References: English Language Curriculum Pg. 48 Phase/Duration Learners Activities PHASE I: STARTER Have learners recite famile Would you love to si What words did you Write some of the w Share the performance in Select sample essay types, writing from learners' rea e.g. i. Expository Writing ii. Description – how somet iii. Description – how somet WHASE 3: Ask learners to do the	6.1.1 choose g for a varie		Development Lesson:						
Content Standard: B4.4.6.1: Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contextsIndic 	6.1.1 choose g for a varie	e appropriate ways and mo ety of purposes ore Competencies:	Lesson: des of						
B4.4.6.1: Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contexts Indic B4.4. Writing	6.1.1 choose g for a varie	re Competencies:	des of						
Learners can choose appropriate ways and modes of w for a variety of purposes References: English Language Curriculum Pg. 48 Phase/Duration Learners Activities PHASE I: STARTER Have learners recite famil • Would you love to si • What words did you • What words did you • Share the performance in PHASE 2: MAIN Select sample essay types writing from learners' read e.g. i. Expository Writing ii. Description – how somet iii. Description – how an op PHASE 3: Ask learners to do the									
Phase/Duration Learners Activities PHASE 1: STARTER Have learners recite famile • Would you love to si • What words did you • What words did you • Write some of the w Share the performance in Share the performance in PHASE 2: MAIN Select sample essay types writing from learners' rea e.g. i. Expository Writing ii. Narrative – how someti iii. Description – how so vi. Argument – how an op PHASE 3:		Learners can choose appropriate ways and modes of writing							
PHASE I: STARTER Have learners recite famil • Would you love to si • Would you love to si • What words did you • Write some of the w Share the performance in Share the performance in PHASE 2: MAIN Select sample essay types writing from learners' rea e.g. i. Expository Writing ii. Narrative – how somet iii. Description – how so viv. Argument – how an op PHASE 3:									
 Would you love to si What words did you Write some of the w Share the performance in PHASE 2: MAIN Select sample essay types, writing from learners' rea e.g. i. Expository Writing ii. Description – how someti iii. Description – how an op PHASE 3: 	ar rhymes.		Resources						
e.g. i. Expository Writing ii. Narrative – how somet iii. Description – how so iv. Argument – how an op PHASE 3: Ask learners to do the	auld you love to sing more songs? at words did you hear in the song? ite some of the words you heard. he performance indicators and introduce the lesson.								
	essay types/texts showing a variety of modes of arners' readers and/teacher's resource. Ty Writing – how something works. Word card manila card								
REFLECTION the lesson:I. Tell the class what ye2. Tell the class how yeacquire during the lesson		y ways of reflecting on uring the lesson.							
Week Ending:		DAY: FRID	AY	Subject: English Language					
--	--	---	--	--	--	--	--	--	--
Duration: 60mins				Strand: Writing C	Conventions/ Ext	tensive Reading			
Class: B4	Cla	ass Size:		Sub Strand: Usin	g Naming words	S			
Content Standard: B4.5.3.1: Apply knowled nouns in communication	-	ent types of		ntify and use nouns in e, animals, events and		Lesson:			
 Performance Indicat Learners can identirevents and objects Learners can read a 	fy and use r		-		Core Compe Communicatio Collaboration,	on and			
References: English La	inguage Cur	riculum Pg.59							
PHASE I: STARTER	Spread you Each finger	ners to play tl r fingers apart represents a		same. single-syllable words		Resources			
	Turn your I Raise the in Bring the in Use fingers	Word cards							
	events and Put learners and objects Have learners objects and Have them Have learner Engage lear The rules a "popcorn" where the p Guide learn during the l Learners th <u>Assessment</u>	objects on the s in groups to as nouns. ers form sente underline the note that con ers identify co ners in the "p re simple: On when they fini previous one ibrary period. ink-pair-share	e board. identify the nar ences with name ese names/nound nmon nouns sta mmon nouns fr opcorn reading e student starts sh. This prompt left off. e and read indep e their stories w	reading aloud and t ts the next student t pendently books of t ith peers.	als, events a, events and ages. hen calls out to pick up	Word cards, sentence cards, letter cards, handwriting on a manila card			
PHASE 3:				y of the book read. ways of reflecting c	on the				
	2. Tell the during the	class how yo lesson.		ng the lesson. knowledge they a ou not understand	-				

Week En	ding:	DAY:		Subject: Mathem	natics	
Duration	: 60mins per lesso	on		Strand: Number		
Class: B4		Class Size:		Sub Strand: Cou Cardinality	unting, Representation &	
B4.1.1.1 D of quantiti- digit whole Performa Learners c and repres Teaching	Standard: emonstrate an un es and place value e numerals up to 1 ance Indicator: compare and orde sent comparisons / Learning Reso es: Mathematics (for multi- 00,000. r whole numbe using the symbo urces Co	numbers up to 1 comparisons usir rs up to 10,000 ols "<", "=", ">" unters, bundle and	mpare and order wi 0,000 and represent og the symbols "<", Core Competen Problem Solving skill of Ideas	t "=", ">" I OF I Incies: Is; Critical Thinking; Justificatio	
DAYS	PHASE I: STA	RTER	PHASE 2: MAIN	١	PHASE 3: F	REFLECTION
Monday	Paste a chart of the board for le observe. Hand out sheet learners to drav see on the chart Review the prev through example	arners to of papers to v what they t. vious lesson es	of natural number Display and past in multiples of 5 10,000 and 100,0 Lead learners to in different posit given number. Put learners in p group a number them identify nu positions around number.	000 identify numbers cions around a pairs and give each grid and have mbers in different d a chosen	don't under Give remed those who s	hiles you go ide those who stand. ial learning to special help.
TuesdayPaste a chart of base block on the board for learners to observe.Hand out sheet of papers to learners to draw what they see on the chart.Review the previous lesson through examples		of natural number Display and past in multiples of 5 10,000 and 100,0 Lead learners to in different posit given number. Put learners in p group a number	000 identify numbers cions around a vairs and give each grid and have mbers in different	don't under	hiles you go ide those who stand. ial learning to	
Wed	Play show me a with learners (u fingers.		Learners identify are 1,000 and 10 than a given five number.	y numbers which),000 more or less -digit or six-digit 0 less than 3400.		hiles you go ide those who

	Teacher mentions the number		Give remedial learning to
	from (1 to 10). Learners then show their	Learners use words such as: "equal to" "greater than" "less than" and later use symbols such	those who special help.
	fingers up to show the number.	as "<", "=", ">" to compare numbers up to 100,000 taking into	
		consideration the place value of each digit in the given number. E.g. 1200 = 1200; 27345 > 26355,	
Thursday	Paste a chart of base block on the board for learners to observe.	Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number.	Give learners task to complete whiles you go round to guide those who don't understand.
	Hand out sheet of papers to learners to draw what they see on the chart.	E.g. 2400 is 1,000 less than 3400. Learners use words such as: "equal to" "greater than" "less	Give remedial learning to those who special help.
	Review the previous lesson through examples	than" and later use symbols such as "<", "=", ">" to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. 1200 = 1200; 27345 > 26355,	
Friday	Play show me a number game with learners (up to 10), with fingers.	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in	Give learners task to complete whiles you go round to guide those who don't understand.
	Teacher mentions the number from (1 to 10).	writing. E.g. 1020,1025, 2673,2873,	Give remedial learning to those who special help.
	Learners then show their fingers up to show the number.	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance, 21345 and 21534;	
		 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc. 	

Week E	nding:	DAY:			Subject: Science	e		
Duration	n: 60mins per lesso	on			Strand: Diversit	ty of matter		
Class: B4	1	Class Size:			Sub Strand: Liv	ng & Non Living Things		
B4.1.1.1 L and life pr	Standard: Jnderstand the phy ocesses of living the rstanding to classify	nings and use	Indicato B4.1.1.1.		life processes of a	nimals	Lesson:	
Learners	ance Indicator: can know life proc		<u>()</u>	Proble	-	cal Thinking; Justifica	tion of Ideas;	
	g/ Learning Reso ces: Science Curr		es of living	g and no	n-living things in th	ne environment		
DAYS	PHASE I: STA	ARTER	PHAS	E 2: M/	AIN	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. Play games and recite rhymes		picture and nut Learner animals and ma Learner pantom nutritic In grou importa nutritic	s depicti crition in rs descri (insects mmals) rs role-p nime mo on of ani ps, learn ance of a on to ani rs obser	vement and mals. ers discuss the and movement	Ask learners to t whole class what learnt. Learners tell what like to learn Use series of que answers to revie	at they have at they will estions and	
	that learners are begin the lesson. Ask learners que review their und the previous less	estions to lerstanding in	in anim Learner animals I In grou	als. rs descri reprod ps, learn ance of i	be how various	Call learners in t	the lesson. urns to	

Week E	nding:	DAY:					Subject: OWO	P		
Duration	n: 60mins per lesso	on					Strand: All abou	ıt us		
Class: B4	ł	Class S	Size:				Sub Strand: Na	ture Of God		
B4.1.1.1. Nature of	Standard: Demonstrate under God as the Creat			B4.1.1.1 explain how specia individual is				al each	Lesson:	
	ance Indicator: can explain how sp	oecial eac	h individu	ual is			Competencies: unication and Collab	oration Critical Th	iinking	
	g/ Learning Reso		Picture		arts,	Video	Clips			
Reference	ces: OWOP Curr	iculum F	Pg. 2							
DAYS	PHASE I: STAF	RTER		PHA	ASE	2: MAI	N	PHASE 3: REF		
	Play games and r that learners are begin the lesson. Ask learners que review their und the previous less	e familiar estions to lerstandir son.	with to	each and som intel blacl Lear uniq e.g. My r beau me, how am a a Gh	n period differ e are lligen k in c mers uuene name uutiful, l'm s v I loco a Gha nanai	son is o rent fro e short it, fair i comple demon ess of e ess of e special ok and anaian. an.	ers discuss how created as unique om one another: , tall, dull, n complexion, xion, etc. nstrate the ach individual I am black and is no one like for who I am, where I live. I I am proud to be	What have we How different each other. Learners to su important poir lesson.	we from mmarize the nts of the	
	Play games and r that learners are begin the lesson. Ask learners que review their und the previous less	e familiar estions to lerstandir	with to	dem dest Put acco mass Lear they Lear they uniq hum pres toge	in the second se	rate the ng our hers int g to: he elligend write from c use the ualities eings, p the er	deo clips to e effects of bodies. o groups eight, color, ce, etc. how different one another. ups discuss how eir God-given : Serve God and protect and wironment, live mony, contribute	Asks the learn following quest review their up of the lesson What have we Have learners words written What did you in the lesson?	tions to nderstanding learnt today? read the key on the board	

Week E	nding:	DAY:			Subject: RELICE EDUCATION	iious & Mo	IOUS & MORAL		
Duratio	n: 60mins				Strand: God's	creation and	d attributes		
Class: B4	4	Class Size:			Sub Strand: G	od the Cre	ator		
Content	: Standard:	1	Indic	ator:			Lesson:		
B4.I.I.I.	Explore the nature	of God as	BI.I.	I.I.2 mentio	n the names of so	me of the			
the Creat			thing	s god created	1		I OF I		
Learners things goo				Cultural Ide	n petencies: ntity, Sharing Recor		getherness		
Teachin	g/ Learning Reso	ources Wall	l charts	, wall words,	posters, video cl	ip, etc.			
Referen	ces: RME Curricu	ulum Pg.							
		Ū							
DAYS	PHASE I: STAF	RTER	PH	IASE 2: MAI	N	PHASE	3: REFLECTION		
	Have learners to creation.		cha sho	arts, video cli owing some o	with pictures, ps and songs of the things God	share ac			
	Ask learners to the video that in	•	tre	eated: human es, rivers, th ountains.	kind, animals, e sea and	Name so god crea	ome of the things ted		
Learners sing songs on creation			Let mo		aw, color and the things God	Uses of s creation	some of the		
			rhy	mes and sing	o role play, recite g songs about ngs God created.				

Week Er	nding:	DAY:		Subject: History				
Duratior	: 60mins per lesso	n		Strand: My co	untry Ghana	1		
Class: B4	-	Class Size	:	Sub Strand: V	Why & how	we study History		
	Standard:		Indicator:	I	Lesson:			
importanc	Show understandin e of studying histo		B4.1.1.1.1 explain the the history of Ghana		studying	I OF I		
 Performance Indicator: Learners can explain the importance history of Ghana 				Core Compe critical thinkers	and digital l			
Teaching Resource	g/ Learning es	A map of (Ghana showing major	historical locatio	ons/ Resourc	e person		
Reference	es: History Curri	culum Pg. 2	I					
DAYC		TED						
DAYS	PHASE I: STAR	IER	PHASE 2: MAIN		PHASE 3:	REFLECTION		
	Have leaners watch videos of some of the history of the major ethnic groups in Ghana Have learners to tell which of part of the video interest them.		Engage learners to history promote o Ghanaians Engage learners to history promote th the ethnic groups. Engage learners to history promote n integration Engage learners to history promote n and patriotism?	ur identity as discuss how he survival of discuss how ational discuss how	 What have we learnt today? The importance of studying history Have learners to talk in groups about <i>i.</i> How does history promote our identity as Ghanaians? <i>ii.</i> How does history promote the survival of the ethnic groups? <i>iii.</i> How does history promote national integration? <i>iv.</i> How does history promote 			
	Have leaners war some of the histo major ethnic gro Ghana Have learners to of part of the vid them.	ory of the ups in tell which	Engage learners to history defines our Ghanaians Role-play to show teaches us custom traditions all of wh survival of our nati Role play how hist promote national p patriotism and inte	how history s, values, ich ensure the on. ory can pride,	What have How histo national pr integration Have learn	e and patriotism e we learnt today? ry promote ride, patriotism and hers to summarize cant points in the		

Week Er	nding:	DAY:			Subject: Creative Arts			
Duration	: 60mins per lesso	on			Stra	nd: Perf	orming Arts	
Class: B4		Class Size:			Sub	Strand	: Thinking and Explori	ng Ideas
Demonstr	Standard: ate understanding for artistic expres				Study		forming artworks an performing artists	Lesson:
Performation • Learne Ghana	ance Indicator: ers can study the aian performing ar	performing artw tists	orks crea	·	e	Core C Decision Commun	Competencies: Making Creativity, Inno nication	vation
-	es: Creative Arts							
		C)					
DAYS	PHASE I: STA	ARTER	PHAS	E 2: MAIN			PHASE 3: REFLEC	CTION
	Play games and r that learners are to begin the less Ask learners que review their und the previous less	familiar with on. estions to erstanding in	perform or perf Ghanais E.g. Agy Let lean from lik newspa interne Learned perform sharing compos studied reflect	rs are to stu ning artworl ormed by sc an performin ya Koo Nim mers gather prary studies pers, surfing t, etc. rs to examin ning artworl ideas about sitions and p on how the the history a people of Gh	inform the sound the sector the the the the the the the the the the	nposed ists mation ne l mances tworks	Ask learners to tell t class what they have Learners tell what th like to learn	learnt.
	Play games and r that learners are to begin the less Ask learners que review their und the previous less	familiar with on. estions to erstanding in	Guide I discuss compo- that ref culture Have le art per Nimoh	earners to it the themes, sitions and p flect the hist of the peop earners to ro formance of or any othe an artist.	dentify (topics) erform ory and ele of (ble-pla Agya	s of the mances nd Ghana; ny the Koo	Use series of questic answers to review le understanding of the Call learners in turns summarize the lesso	arners lesson. s to

Week E	nding:	DAY:				Subject: G	nanaian Language	
Duratio	n: 60mins per l	esson				Strand: Or	al Reading	
Class: B	4 (Class Size:				Sub Strand	I: Poems	
B4.1.2.1: understa discussin		d poems by	Indicator: B4.1.2.1.1. Explore the poems of al correctly and discuss the moral les poem.					
Learners correctly Teachin	and discuss the g/ Learning R	e poems of about e moral lessons in esources W	n the	e poem. cards, sentence	Creati collabo	oration	ies: ion, Communication writing on a manila	
Referen	ces: Ghanaian I	Language Curric	ulur	n Pg. 5				
DAYS	PHASE I: S	TARTER	Pŀ	IASE 2: MAI	N		PHASE 3: REF	LECTION
	Split learners into 2 teams. Taking turns, learners from each team come up and			t learners sing ng. plore a poem 1			Learners to tell interesting abou Engage learners	t the lesson.
	chose a vocab	ulary word. raw something while only	Let key As the	t them listen a ywords words k learners to r ey heard.	nd take in the p nention	note of boem. the words	phonic games.	
	Have learners	ahana what is		rite the words			Learners to tell	what was
	going on in th			ad learners to oud.	say the	words	interesting abou	
	You and your talk about plat weekend.		the Let	t learners say t em to form the t learners expl	eir own	sentences.	Have learners to spell the key wo on the board.	
				rrectly. t learners in gr	oups.			
			Let	t them discuss e poems in gro	the mo			
	Split your clas groups of 4.	s into small	Let sor	t learners sing ng.	a popul	ar traditional	Learners to tell interesting abou	
	an acronym al have learned s acronym can't	be longer	coi	t learners expl rrectly themse t learners in gr	lves.	poem	Have learners to spell the key wo on the board.	
	than the numl members in th Call the group discuss what t the acronym s	ne group. os in turns to che letters in		t them discuss poems in gro ss.				

Week E	nding:	DAY:			Sı	u bject: PHYS	ICAL EDUCATION		
Duration	n: 60mins			Strand: Motor Skill And Movement Patterns					
Class: B4	1	Class Size:			Sı	ub Strand: L	ocomotive Skills		
Demonst movemen physical a Perform • Learn Teaching	ance Indicator:	to perform a p, and leave a purces Pict	rform a variety of B4.1.2.1.2: Enter, jump, and leave a long swinging rope d leave a long swinging rope Core Competencies: g Develop personal skills s Pictures and Videos					Lesson: I OF I	
DAYS	PHASE I: STA	ARTER	PHASE 2: I	MAIN	I		PHASE 3: REFLE	CTION	
	Have learners to within a demarca warm up their b	ated area to	Bring a skipp to identify an importance.				Have learners to ref what they have learr questions and answe	nt through	
	Show pictures o be learnt.	f the skill to	Demonstrate skip the rope least 30 time	e cont			End lesson with a co	ol down.	
			Call learners the rope for						
			Learners skip at their own balls of their	pace l					
			Engage learn and leave a lo continuously number of ti	ong sv over	ving a ro	ing rope ope a			

Week En	ding:	DAY:				Subject: Com	puting			
Duration	: 60mins				Strand: Introduction To Computing					
Class: B4		Class S	Size:			Sub Strand: (Generation of co	omputers		
B4.1.1.1: Id technology Performa	nce Indicator:	·		Indicator B4.1.1.1.1 technolog	1. Identify parts of a computer and			Lesson:		
Learners ca technology	an Identify parts c ′ tools	of a comp	outer and					n and collaboration.		
-	/ Learning Reso		-	of clipboard	, styl	es, fonts, paragra	aph			
Reference	es: Computing C	urriculur	n Pg. 2							
DAYS	PHASE I: STA	RTER		PHASE 2	: MA	AIN	PHASE 3: REFLECTION			
	AYSPHASE I: STARTERGet 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.		ık, I media and neir	memory st drive, CD- pictures of class and as label select computer p books. List functio	e. me icks) ROM thes sk th ed it parts ns o dent will	emory cards, ,hard disk 1 etc. or e items to e learners to ems or in their note n the board ts to identify match the				

SCHEME OF LEARNING- WEEK 3

BASIC FOUR

Week Ending:	DAY: M	IONDAY	Su	ubject: English Language			
Duration: 60mins		Strand: Oral I			anguage		
Class: B4	Class Si	ze:	Su	b Strand: Poems			
Content Standard: B4.I.3.I: Appreciate poems literary materials	and other pieces of	Indicator: B4.1.3.1.1 identify and discuss values in song			gs	Lesson:	
Performance Indicator: Learners can identify and				Core Competen Communication ar Personal		ration,	
References: English Langu	age Curriculum For Pri	imary Schools Pg. 3					
Phase/Duration	Learners Activities				Resourc	es	
PHASE 1: STARTER PHASE 2: MAIN	them search the dict The group to read fin Did you enj What new v Form two s Share performance in Perform a short poe Teach the key words	 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 Perform a short poem as learners listen and observe. Teach the key words in the poem in context. Have them read it in small groups, pairs and individually.					
PHASE 3: REFLECTION	Ask learners to do the lesson: I. Tell the class wh 2. Tell the class ho acquire during the	the following by w nat you learnt durir w you will use the	ng th kno	e lesson. wledge they			

Week Ending:		DAY: Tuesda	ау	Subject:	English Langua	ige	
Duration: 60mins				Strand:	Reading		
Class: B4	CI	ass Size:	Sub Strand: Vocabulary				
Content Standard: B4.2.6.1: Understand we	ord meani	ngs and usages	Indicator: B4.2.6.1.1. use common rhyming/ending w to decode words				Lesson:
Performance Indicat Learners can use comm		ng/ending words t	to decode words		Core Comp Communication Personal		
References: English La	inguage Ci	urriculum For Pri	imary Schools Pg	. 23			
Phase/Duration	Learner	rs Activities				Reso	urces
PHASE I: 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. 						
PHASE 2: MAIN	Using ex and func Provide for learr the differ Assist le sentence Let learn	berformance indicators and introduce the lessonWord cards, cards, letter of handwriting of manila cardexamples, have learners see the difference between content nction wordsWord cards, cards, letter of handwriting of manila carde a substitution table of content words and function words rners to construct sentences from. Help learners to sort out terent content words and function words in groups.Word cards, cards, letter of handwriting of manila cardlearners to understand that these words combine into ces to help us make proper meaning of them.Internet words.					riting on a
PHASE 3: REFLECTION	lesson: 1. Tell t 2. Tell t during t	the class what y the class how yo the lesson.	e following by wa you learnt during ou will use the l e lesson did you	g the lesso knowledge	n. they acquire		

Week Ending:		DAY: W	'EDNESDAY	S	ubject: English Language	e			
Duration: 60mins				S	trand: Grammar				
Class: B4		Class Siz	ze:	S	ub Strand: Determiners				
Content Standard B4.3.2.1: Apply know of determiners in con Performance India	ledge of differe mmunication	nt types	Indicator: B4.3.2.1.1. ide	ntify an	nd use: proper nouns	Lesson: I of 2			
Learners can identify		er nouns			Communication and Co				
New words	Playing, swe	eping, wee	ding, cooking, et	с					
References: English	Language Curr	riculum Pg.	42						
Phase/Duration	Learners A					Deserves			
Phase/Duration PHASE I:			voc with loars	rc		Resources			
STARTER	Review SOI	ine aujecti	ves with learne	. 5.					
Phase 2: Main	Do an acti Ask: What Do an acti Ask: What Share perfe Have learne – Indefinite o an orange, <u>a</u>	word is t on for lou word is t on for hap word is t ormance i ers read ser articles: e.g. <u>n</u> egg, etc.	his? Pupils gue d. his? Pupils gues py. his? Pupils gues ndicators and in ntences containin	s: loud s: happ ntrodu ig articl ge. <u>a</u> car	l. Dy Ice the lesson.	Word cards, paper, letter cards,			
	articles. Nouns such show furthe ii. I enjoy soup	Use several examples to explain the use of the definite and indefinite							
PHASE 3:					ces with a, an, the. of reflecting on the				
REFLECTION	lesson:	Ask learners to do the following by ways of reflecting on the lesson:							
	2. Tell the during the	class how lesson.	you learnt du you will use th the lesson did y	e knov	wledge they acquire				

Week Ending:		DAY: TH	URSDAY		Subject: English Lang	lage	
Duration: 60mins					Strand: Composition \	Vriting	
Class: B4	Cla	ss Size:			Sub Strand: Writing	as a Proc	ess
Content Standard: B4. 4.9.1: Apply the skills ar idea generation, selection, o organisation and revision in	developm			Indicator: B4.4.9.1.1 choose appropriate ways and moc writing for a variety of purposes			Lesson: I of 2
Performance Indicator: Learners can choose approfor a variety of purposes	priate wa	ys and mode	es of writing		re Competencies: mmunication and Collabo	ration, Pe	rsonal
References: English Langu	age Curr	iculum Pg. 5	0				
Phase/Duration						Daga	
PHASE I: STARTER		ers Activitie	es te familiar rhyr	nes		Reso	urces
	• % • % • %	/ould you lo /hat words c /rite some o					
PHASE 2: MAIN	Prewr Put lear Each m one. Each te Have g discuss	writing stage					cards, sentence letter cards, vriting on a a card
PHASE 3: REFLECTION	Ask le the le I. Tel 2. Tel acquir	earners to c sson: I the class v I the class h re during th	vhat you lear now you will ne lesson.	nt du use t	y ways of reflecting on Iring the lesson. he knowledge they you not understand?		

Week Ending:		DAY: FRID	AY	Subject: English L	_anguage				
Duration: 60mins		1		Strand: Writing (Conventions/ Exte	ensive Reading			
Class: B4	CI	ass Size:		Sub Strand: Usir	ng Naming words				
Content Standard B4.5.3.1: Apply know nouns in communica	vledge of differ ition	ent types of		ntify and use nouns i e, animals, events an		Lesson: 1 of 2			
 Performance Indi Learners can ide events and obje Learners can re 	entify and use r cts			people, animals, oks.	Core Compete Communication Collaboration, I	n and			
References: English	References: English Language Curriculum Pg. 59								
Phase/Duration PHASE I: STARTER	Learners Ac Engage learne	Resources							
	Each finger re Turn your ba Raise the ind Bring the ind	Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound.							
PHASE 2: MAIN	and objects of Put learners objects as no Have learner objects and u	Use fingers to demonstrate blending. Have learners read simple sentences with names of people, animals, events and objects on the board. Put learners in groups to identify the names of people, animals, events and objects as nouns. Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences. Have them note that common nouns start with small letters.							
	Have learner Engage learne The rules are "popcorn" wi the previous								
	Guide learne during the lib Learners thir <u>Assessment</u> Learners wri								
PHASE 3: REFLECTION	I. Tell the c 2. Tell the c the lesson.	lass what yo lass how you	u learnt during u will use the k	ays of reflecting or g the lesson. knowledge they ac u not understand?					

Week En	ding:	DAY:		Su	bject:	Mathem	atics		
Duration	: 60mins per lesso	on		Sti	rand: N	Number			
Class: B4		Class Size:		Su	b Stra	nd: Co	unting,	Representation	n & Cardinality
B4.1.1.1 D	Standard: emonstrate an un es and place value		Indicator: B4. I.I.I.5 Round (off, up, down) w numbers up to 10000 to the nearest					Lesson:	
digit whole Performa	e numerals up to l nce Indicator: an round (off, up,	00,000.	hundreds	and	tens Core	Compe	etencie		I OF I
	o the nearest, the	ousands, hundre	eds and tens	5	Ideas	-		-	-
	/ Learning Reso			dle a	and loos	se straw	vs base	ten cut square	2
Reference	es: Mathematics (Curriculum Pg.	6						
DAYS	PHASE I: ST	ARTER	PHASE 2	: M/				PHASE 3: F	REFLECTION
Monday	Engage pupils ir memory game. Show pupils a c containing figur	hart es for a few	Guide learr numbers to and 10.	o the			100	Give learners complete wh round to guid don't unders	iles you go de those who
	seconds. The chart is then lowered for students are to write the figures in words			For instance; 9500 is approximately 10,000 and 9100 as approximately 9,000 Let learners practice with more examples.					al learning to becial help.
			Learners ro down to es differences E.g. The tal meaning of clearer	stima ble b	ate sum elow m	s and nay bring			
			14765		Round up	Round down	Round off		
			to the nearest ten to the nearest hund	dred	14970 14800	14760 14700	14970	-	
			to the nearest thou		14800	14/00	14000	-	
Tuesday	Engage pupils to song "we can c We class four We can count We can count	ount"	Guide learr numbers to and 10. For instance	o the	to rou		100	Give learners complete wh round to guid don't unders	iles you go de those who
	We can count 6,7,8,9,10				imately			Give remedia those who sp	
			Let learner examples.	•			re		
			Learners round up and round down to estimate sums and differences E.g. The table below may bring the meaning of these two concepts clearer						

Wednesd ay	Engage pupils to sing the song "my head, my shoulders, my knees, my toes"	Guide learners to round off numbers to the nearest 1000, 100 and 10.	Give learners task to complete whiles you go round to guide those who don't understand.
	Have learners to understand that they touch their head shoulders, knees	For instance; 9500 is approximately 10,000 and 9100 as approximately 9,000	Give remedial learning to those who special help.
	and toes in descending order and rise up n ascending order.	Let learners practice with more examples.	
	Hence introduce the lesson	Learners round up and round down to estimate sums and differences	
		E.g. The table below may bring the meaning of these two concepts clearer	
		14765 Round up Round down Round off to the nearest ten 14970 14760 14970 to the nearest hundred 14800 14700 14800 to the nearest thousand 15000 14000 15000	
Thursday	Engage pupils in the memory game. Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words	Learners work together to round up and round down to estimate sums and differences. For instance. as approximately 400 because is approximately while is approximately , therefore 200+200	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Engage pupils to sing the song "we can count" We class four We can count	Learners work together to round up and round down to estimate sums and differences.	Give learners task to complete whiles you go round to guide those who don't understand.
	We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well	For instance. as approximately 400 because is approximately while is approximately, therefore 200+200	Give remedial learning to those who special help.

Week E	nding:	DAY:				Subject: Sci	ence		
Duration	n: 60mins per lesso	on				Strand: Dive	ersity of matte	ity of matter	
Class: B4	1	Class Size:		Sub Strand: L			Living & Nor	iving & Non Living Things	
B4.1.1.1 U life proces	Standard: Jnderstand the phy sses of living things iding to classify the	and use this	and	B4.1.		escribe the phy f different type		Lesson:	
Performance Indicator: Learners can know life processes of animals				of living	Proble	Competenci m Solving skills; (n-living things i	Critical Thinking	g; Justification of Ideas; ment	
	ces: Science Curr				S und no				
DAYS	PHASE I: STA	ARTER	P	HASE	2: MAI	N	PHASE 3	8: REFLECTION	
	Engage learners to sing songs and recite rhymes <u>"If wishes were horses</u> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!		di Pa ot sh Le fe pl -ii	ifferent aste a c f differe irubs, clir earners eatures lants n terms	types of hart sho ent types <i>nbing, cre</i> describ of differe	wing pictures of plants (trees	review the the lessso Give learn whiles you	ers questions to eir understanding of n. ers task to do go round to guide o need help.	
Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!			pl T ch gr G th Lo of	size. Let learners bring samples of plants to class. They explore the physical characteristics of the plants in groups. Guide learners to draw some of the plants in their books. Learners create a plant album of different types of plants. (shrubs, trees, climbing and creeping plants).			Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.		

Week E	nding:	DAY:			Subje	ect: OWOP	
Duration	n: 60mins per lesso	on			Stran	nd: All about us	
Class: B4	1	Class Size:			Sub S	Strand: Myself	
B4.1.2.1.	Content Standard: B4.1.2.1. Demonstrate understanding of self-awareness and living peacefully with others			r: . Identify one's str to promote interp			Lesson:
Learners and how Teachin	Performance Indicator: Learners can identify one's strengths and we and how to promote interpersonal relations			aknesses Core Competencies: Communication and Collaboration Critical Thinking es, Charts, Video Clips			
Reference	ces: OWOP Curr	iculum Pg. 3					
DAYS	PHASE I: STA	RTER	PHASE	2: MAIN		PHASE 3: REFI	LECTION
	Engage learners to sing songs and recite rhymes ''If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!Engage learners to sing songs and recite rhymes Hot cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!		abilities a e.g. of stre confidence e.g. of wea shyness, tin Let learn initiating relations respect,	talk about their and weaknesses, ngths: friendliness, kin : wheesses: selfishness, midity, lack of confider ers talk about way good interpersona hips, e.g. greetings, tolerance, caring, appreciation, etc.	nce. rs of al	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.	
			Engage learners to talk about ways of improving their abilities and overcoming their weaknesses e.g. education, constant, practice, training, counseling. Learners use their assertive skills to express their feelings about what disturbs/hurts them e.g. being polite to people, being respectful, being firm.			Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.	

Week Ending:	DAY:			Subject: RELIGIO	DUS & MOR	RAL EDUCATION	
Duration: 60mins				Strand: God's cr	eation and a	ttributes	
Class: B4	Class Size:			Sub Strand: The	e Environment		
Content Standard: B4 1.1.2. Appreciate the un humankind and other creatu Performance Indicator: • Learners can identify th humankind from other Teaching/ Learning Reso References: RME Curricu	B4.1. huma	Indicator: Lesson: B4.1.1.2.1: Identify the uniqueness of humankind from other creatures. I OF I Core Competencies: I OF I Cultural Identity, Sharing Reconciliation, Togetherness charts, wall words, posters, video clip, etc.					
DAYS PHASE I: STA	ARTER	PHAS	SE 2: MA	IN	PHASE 3	: REFLECTION	
Get out 5-10 ind write the new w lesson on it. Place the cards of ground in order apart to encoura jumps Invite learners to each card by rea card aloud.	or the or scattered age mid-size	how d other e.g. - humai - humai Let lea down humar ability good a Let ea peer-r Let lea humar compa	lifferent hu creatures n beings ver n beings ver arners, in g the charace hkind: our to speak, and evil, er ch group p review and arners dra n being and arison betw arners wri cteristics o	sus animals sus plants groups, write cteristics of thinking ability, knowing what is	questions understand Ask learne what they	rs series of to review their ding of the lesson ors to summarize have learnt ers individual or	

Week E	nding:	DAY:		Subj	ect:	History		
Duration	n: 60mins per lesso	on		Stra	nd: M	y country Ghana		
Class: B4	1	Class Size	: Sub Stran			d: Why & how we study History		
B4.I.I.I.	Standard: Show understandin ce of studying histo		Indicator: B4.1.1.1.1 explain the ir the history of Ghana	nporta	nce o	f studying	Lesson:	
Learners			tudying the history of G map of Ghana showing r		crit		nd digital literates	
	g/ Learning Reso		1 9	najor r	listori	cal locations/	Resource person	
Reference	ces: History Curri	iculum Pg. 2	.1					
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN			PHASE 3: I	REFLECTION	
	Have leaners wa some of the hist major ethnic gro Ghana	ory of the	Engage learners to di history promote our Ghanaians				ve learnt today? nce of studying	
	Have learners to of part of the vio		Engage learners to discuss how history promote the survival of the ethnic groups.			Have learner about	rs to talk in groups	
	them.			Engage learners to discuss how history promote national integration			 i. How does history promote our identity as Ghanaians? ii. How does history promote the survival of the ethnic groups? 	
			Engage learners to di history promote nationand patriotism?				istory promote national	
						iv. How does h pride and patri	istory promote national otism	
	Have leaners wa some of the hist major ethnic gro Ghana	ory of the	Engage learners to di history defines our id Ghanaians			What have v	ve learnt today? promote national	
	Have learners to of part of the vic		Role-play to show ho teaches us customs, y	values,	-	integration	rs to summarize the	
	them.	ieo interest	traditions all of which the survival of our na		e		oints in the lesson	
			Role play how history promote national prio patriotism and integra	de,				

Week E	nding:	DAY	:		Subje	ct: Creat	ive Arts		
Duratio	n: 60mins per lesson				Stran	d: Visual .	Arts		
Class: B	4	Class	Size:		Sub S	trand: Pl	anning, Making and Co	omposing	
Demonst	t Standard: trate understanding of he								
	s for artistic expressions nance Indicator:	s on the	e people.	visual arts med	o create artwork I OF I				
		ailable y	visual arts r	nodia and moth	Competencies:				
create ar	can experiment with available twork	allable v	risuar ar is r	neula and metho		Commu	n Making Creativity, Innc	wation	
	Teaching/ Learning Resources			videos, art paper,	colors a				
	ces: Creative Arts Cur								
Reieren	ces: Creative Arts Curi	iculuii	1 Fg. 30						
DAYS	PHASE I: STARTE	D	DUACE	2: MAIN			PHASE 3: REFLE	CTION	
DATS	FRASE I: STARTE	n	FNASE	Z: MAIN			FRASE STREFLE	CHON	
	Play games and recite		Engago le	arners to explo	re the lo	vcal	Ask learners to tell	the whole	
	rhymes that learners a	re		nent to select av			class what they have		
	familiar with to begin t			that are suitabl					
	lesson.	-	visual art			0	Learners tell what th like to learn	ney will	
	Ask learners questions review their understan		Practice media	the use of variou	ıs visual	arts			
	in the previous lesson.	0	(e.g. mod	lel with clay, we					
			and pape leaves)	r, make prints w					
			Assemble their test results and share their experiences through open discussion.						
			Use avail	able materials in	the				
				nent to make the					
				based on ideas		d from			
			the visua	l artworks studi	ed.				
				and compare the		orks to			
	Diana and an all south			l artworks studi				J	
	Play games and recite rhymes that learners a	ro		ers select ideas nd culture of th			Use series of question answers to review le		
	familiar with to begin t lesson.			nd culture of the t with own desig		10	understanding of the		
			Guide th	em to select and	l use ava	ilable	Call learners in turn	s to	
	Ask learners questions	to		and tools and a			summarize the lesso		
review their understanding			appropriate skills and techniques to						
	in the previous lesson.	-	make artworks based on their own						
				designs. For example: - modelling with					
			clay, plasticine, papier mâché (paper						
			• • • •	. to create a cer		pot,			
				an ancestor etc.					
			through j	and share their e iury.	xperien	CG2			

Week Er	nding:	DAY:			Subject: (Ghanaian Language		
Duration	: 60mins per le	esson			Strand: O	ral Reading		
Class: B4		Class Size:			Sub Strar	id: Story telling		
B4.1.4.1: [Standard: Demonstrate k and features of	nowledge on the f folktales.	Indicator: B4.1.4.1.1. R	etell a fo	lktale of abc	out three scenes	Lesson:	
	ance Indicato ers can retell a	o r: a folktale of about t	hree scenes	nree scenes Core Competen Creativity and innova collaboration			and	
Teaching	g/ Learning R	esources Wor	d cards, sentence	cards, let	tter cards, hai	ndwriting on a manila o	card	
Referenc	es: Ghanaian I	Language Curricul	um Pg. 6					
DAYS	PHASE I: S	STARTER	PHASE 2: N	1AIN		PHASE 3: REFL	ECTION	
	Have learner going on in th	rs share what is heir lives.	Let learners s song.	sing a po	pular	Learners to tell wh interesting about t		
		r learners can talk or the weekend.	Play a video o a folktale. Encourage lea of whatever t	arners to	o take note	Have learners to read and spell the key words written on the board.		
			Teach learners what a folktale is.					
			Call learners individually to retell what they saw and heard in the video.					
			ask them to o	Put learners into groups and ask them to compose a folktale on any topic of their choice.				
			Let learners p folktales to th	ne class.				
	Split your cla groups of 4.	ss into small	Let learners s song.	sing a po	pular	Learners to tell wh interesting about t		
	acronym abo	have to think of an but what they have r. The acronym er than the	Tell them a for encourage lea of whatever t	arners to	o take note	Have learners to read and spell the key words written on the board.		
	number of m group. Call the grou		Call learners individually to retell what they heard in the tale.					
		the letters in the	Put learners i ask them to o on any topic	compose	a folktale			
			Let learners p folktales to th		heir			

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

Week E	nding:	DAY:			Sı	u bject: PHY	SICAL EDUCATION		
Duration	n: 60mins				Strand: Motor Skill And Movement Patterns				
Class: B4	ł	Class Size:			Sı	ub Strand: I	Manipulative Skills		
Content Demonstr movemen physical a		B4.1.3.1.3: Roll ball with a stick to a			Lesson:				
Performance Indicator: Core Competencies: • Learners can roll ball with a stick to a target. Develop personal skills Teaching/ Learning Resources Balls and sticks References: PE Curriculum Pg. 44 Example Core Competencies:									
DAYS	PHASE I: STA	ARTER	PHASE 2: I	2: MAIN PHASE 3: REFLECT				CTION	
	Take learners th minutes jogging body up	•	Learner rolls sticks to a dia and specific v	stance	aft		Help those who find difficult and help the		
	varied patter	earner practice ball rolling in aried patterns such as straight olling, curve rolling, etc.			Assessment: Organize mini game for learners for fun and enjoyment.				
				to practice individually ups how to roll a ball			Take learners through cool down to end the lesson		

Week Ending:	DAY:				Subject: Com	puting			
Duration: 60mins	·				Strand: Introd	luction To Com	uction To Computing		
Class: B4	Class	Size:			Sub Strand: (Generation of computers			
Content Standard: B4.1.1.1: Identify parts technology tools Performance Indica • Learners can descr a computer and th Teaching/ Learning References: Computi	of input d	Indicator: Lesson: B4.1.1.1.2. Describe the types of input devices of a computer and their uses I OF I devices of Core Competencies: Creativity and innovation. 2. Communication and collaboration. keyboard monitor, system unit and its components							
DAYS PHASE I:		PHASE 2	: M/		PHASE 3: R	EFLECTION			
Have learne of paper -List any fiv the comput -learners to technologic introduce t	devices are hardware to feed the data. <i>E.g. joystick,</i> <i>pointing stick</i> Bring input Guide lear types of in their uses. Let learner input device Demonstra of the input learners. Engage lea	e the device con light ¢ c etc. c dev ners put c c etc. c dev ners put c c etc. c dev ners put c c etc. c dev ners put c c etc. c ners put c c etc. c ners c etc. c ners c etc. c ners c etc. c ners c etc. c ners c etc. c etc. etc. etc. etc. etc. etc. etc. etc.	e that are used nputer with pen, mouse, ices to class. to explore the levices and atch the various ith their uses. ne use of some						

SCHEME OF LEARNING- WEEK 4

BASIC FOUR

Week Ending:	DAY: M	IONDAY	Su	bject: English Lang	inguage		
Duration: 60mins		Strand: Oral Langua			ze		
Class: B4	Class Si	Size: Sub Strand: Poems					
Content Standard: B4.I.3.I: Appreciate poems literary materials	and other pieces of	Indicator: B4.1.3.1.2. identify	and	discuss values in po	ems	Lesson:	
Performance Indicator: Learners can identify and		5		Core Competen Communication ar Personal		ration,	
References: English Langu	age Curriculum For Pri	mary Schools Pg. 3					
Phase/Duration	Learners Activities	Resourc	ces				
PHASE 1: STARTER PHASE 2: MAIN	them search the dict The group to read fin Did you enj What new v Form two s Share performance in Have learners recite Put them in groups t Have groups share th Engage learners in re	 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 Have learners recite the poem learnt. Put them in groups to discuss the values in the poem. Have groups share their views with the whole class. 					
PHASE 3: REFLECTION	the lesson: I. Tell the class wh 2. Tell the class ho acquire during the	the following by w nat you learnt durin w you will use the lesson. of the lesson did yo					

Week Ending:		DAY: Tuesda	ау	Subject:	English Langua	age			
Duration: 60mins				Strand:	Reading				
Class: B4	Cla	ass Size:		Sub Stra	and: Comprehe	nsion			
Content Standard: B4.2.7.1: Process and c appropriate texts	comprehend	level	Indicator: B4.2.7.1.1 cor	struct meani	ead	Lesson:			
Performance Indica Learners can construct		om texts read			Core Comp Communicati Personal		e s: Collaboration,		
References: English L	anguage Cu	rriculum For Pri	mary Schools F	Pg. 27					
Phase/Duration		s Activities				Reso	urces		
PHASE I: STARTER	them sea The grou • •	 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. 							
PHASE 2: MAIN	Select lev Take lear walk, pre prior kno Have lea While Re read. Provide	rformance indica vel-appropriate t eners through Be ediction and Befo owledge. rners use their p eading questions After Reading qu text read.	cards,	l cards, sentence letter cards, vriting on a a card					
PHASE 3: REFLECTION	lesson: I. Tell t 2. Tell t during t	ners to do the he class what y he class how y he lesson. h aspects of th	n. they acquire						

Week Ending:		DAY: W	/ednesday	5	ubject: English Language			
Duration: 60mins				5	trand: Grammar			
Class: B4		Class Si	ze:	5	ub Strand: Determiners			
Content Standard B4.3.2.1: Apply know of determiners in con	ledge of differe	nt types	Indicator: B4.3.2.1.2 iden quantities	itify an	d use quantifiers to show	Lesson:		
Performance India			1 ·		Core Competencies:			
Learners can identify					Communication and Colla	aboration, Personal		
New words	Playing, swe	eping, wee	ding, cooking, et	с				
References: English	Language Curr	iculum Pg.	36					
Phase/Duration	Learners A					Resources		
PHASE I:			ives with learne	ars				
STARTER								
	Do an acti							
			his? Pupils gue	ss: slo	W.			
	Do an acti				1			
			his? Pupils gues	s: Iou].			
	Do an acti		py. his? Pupils gues:	a han				
	ASK. VVIIau		ins: rupiis gues	s. nap	РУ			
	Share perf	ormance i	ndicators and i	ntrodi	ice the lesson.			
PHASE 2: MAIN		Have learners read sentences with quantifiers from the board. e. g. some, few/little, one, two, No, all /every etc. Put some pictures on the						
		Use more examples to show that these quantifiers are used with non- countable nouns: few, little, etc. e. g. little water, little bread, few books, etc.						
		Have learners write sentences using quantifiers e.g. many books, a piece of chalk and identify them from given sentences/texts						
PHASE 3:	Ask learne	rs to do t	he following by	ways	of reflecting on the			
REFLECTION	lesson:							
	2. Tell the during the	class how lesson.	t you learnt du you will use th the lesson did y	ne kno	wledge they acquire			

Week Ending:		DAY: TH	URSDAY		Subject: English Lan	guage	
Duration: 60mins					Strand: Composition	Writing	
Class: B4	Clas	s Size:			Sub Strand: Writing	g as a Proo	cess
Content Standard: B4. 4.9.1: Apply the skills ar idea generation, selection, c organisation and revision in	levelopme			nviror	a topic of choice on issument, brainstorm and ong		Lesson: I of 2
immediate environment, br	Learners can select a topic of choice on issues in the mmediate environment, brainstorm and organize ideas Communication and Collabora						
References: English Langu	age Curri	culum Pg. 5	0				
Phase/Duration							urces
PHASE I: STARTER	• Wi • Wi • Wi	ould you lo hat words c rite some o	ve to sing more lid you hear in f the words yo	e son the s ou hea	ong? ard.		
PHASE 2: MAIN	Take le Prewri Put learn Each me one. Each tea Have gu discussi	ich team presents their topic to the class and writes it on the board. ave groups plan their composition by identifying and scussing the purpose, audience and the context of the piece. vite groups to present their work and have the whole class					l cards, sentence , letter cards, vriting on a a card
PHASE 3: REFLECTION	the les I. Tell 2. Tell acquire	arners to c son: the class v the class h e during th ich aspects					

Week Ending:		DAY: FRIC	DAY	Subject: English L	anguage		
Duration: 60mins				Strand: Writing (Conventions/ E	xtensive Reading	
Class: B4	Cla	ass Size:		Sub Strand: Usir	ng Actions wor	ds	
Content Standard B4.5.4.1: Demonstra in everyday language	ite understandir	ng of verbs		e the singular and plural subjects and s that go with them I of 2			
 Performance Indi Learners can us with them. Learners can re References: English 	e the singular a ad a variety of a	age- and level	appropriate bo	rb forms that go poks.	Core Comp Communicati Collaboration	ion and	
<u>U</u>							
Phase/Duration PHASE I: STARTER	Learners Ac Engage learne Spread your f Each finger re Turn your ba Raise the inde Bring the inde	Resources					
PHASE 2: MAIN	Use fingers to Revise the sin subject they f Have learners him/her what friendly letter Guide learner verb forms th Have learners	d telling read their	Word cards, sentence cards, letter cards, handwriting on a manila card				
	The rules are "popcorn" wh where the pro- Guide learner during the lib	Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers.					
PHASE 3: REFLECTION	Ask learners I. Tell the cl 2. Tell the cl the lesson.	to do the f ass what yo ass how you	ollowing by w u learnt durin u will use the	of the book read. ays of reflecting or g the lesson. knowledge they ac u not understand?			

Week Endir	ng:	DAY:		Subject: Math	ematics	tics		
Duration: 6	Omins per lesson			Strand: Numb	er			
Class: B4		Class Size:		Sub Strand: C Cardinality	Counting, Represer	nting, Representation &		
	andard: emonstrate understa rals up XXX (30)	anding of		34.1.1.2.1 Learners ng of Roman Nume)		Lesson:		
Learners can system up XX		-		Ideas	ills; Critical Thinking	-		
	earning Resource Mathematics Currie		Counters, bundle	and loose straws b	base ten cut square	9		
neier ences.								
DAYS	PHASE I: STA	RTER	PHASE 2: MA	AIN	PHASE 3:	REFLECTION		
Monday	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.			o convenient group		ve learnt today? rnt how to skip		
				unt in 50s or 100s count. It out "240" 0, 340, 390, 440, 49 It out "1285" skij in 100s Learner 4; 5, 885, 785etc.	Let learners examples in 0, workbooks.			
Tuesday				vards and backward veen 1000 and 1000 es of 50s and 100s ror or leave out a ers to identify or 200,280,300 ,400,450,560,600 50,250,300,400,420	00 we have lear We have lea counting by Let learners	Can someone tell me what we have learnt today? We have learnt how to skip counting by 50s and 100s Let learners solve several examples in their workbooks		

Wednesday	Learners must count in reverse numbers in a range continuously without	arranged		ral charts (1-30) order and lead e numerals.	Can someone tell me what we have learnt today?	
	breaking. For example from (20 – 1). Divide the class	Number	Roman Numeral	Calculation	We have learnt how to	
	into groups. One person	0	not defined		identify Roman numerals	
	from each group countdown	1	I	1	identity Roman numerals	
		2	II	1+1		
	the range without breaking.	3	III IV	1+1+1 5-1		
	The group with the highest	5	V V	5	• · · · · ·	
	score wins!	6	VI	5+1	Give learners independent	
		7	VII	5+1+1	activity or home task to find	
		8	VIII	5+1+1+1	the Roman numerals for	
		9	IX	10-1	given numbers in their	
		10	X	10	workbooks	
		11	XI	10+1		
		12	XII	10+1+1	1	
Thursday	Learners must count in reverse numbers in a range continuously without breaking. For example from (40 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!	of the ro the table X, Call out a point at i ROMAI 1 1 21 2 1 22 3 11 23 4 1V 24 5 V 25 6 V 26 6 V 26 7 VII 27 8 VII 28 9 1X 29 9 1X 29 1 X 30 11 X 31 12 XII 32 14 XV 34 Assessme have lear chart.	man numeral up to 30 i.e. a numeral an t from the ch NUMERA NUMERA XXII 41 XII 6 XXII 42 XII 6 XXII 42 XII 6 XXII 43 XIII 6 XXII 44 XIV 6 XXII 43 XIII 6 XXII 44 XIV 6 XXII 44 X	LS CHART 1 TO 100 LVI 81 LXXII 2 LXI 82 LXXII 3 LXII 83 LXXII 4 LXI 84 LXXII 5 LXI 85 LXXII 5 LXI 86 LXXII 5 LXI 87 LXXII 6 LXII 88 LXXII 6 LXII 87 LXXII 6 LXII 87 LXXII 6 LXII 90 XC 1 LXXI 91 XCI 2 LXII 91 XCI 2 LXII 93 XCIII 6 LXII 94 XCIV a numeral and 1 t from the	Can someone tell me what we have learnt today? We have learnt how to identify Roman numerals Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks	
Friday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000?	numerals numerals 10, XV=	15.		Review the lesson by giving learners more examples to solve.	
	Answer: 888+88+8+8+8		v and have lea			

Week E	nding:	DAY:				Subject: Scier	nce			
Duration	n: 60mins per lesso	on				Strand: Diver	sity of matte	sity of matter		
Class: B4	1	Class Si	ze:			Sub Strand: L	iving & Non Living Things			
B4.1.1.2 U between l	Standard: Jnderstand the diff living things and th ve never been alive	ings	B4	n dicator: 4.1.1.2.2 Describe the physical appear ifferent types of plants			rance of	Lesson:		
Learners different t	Performance Indicator: Learners can describe the physical appear different types of plants Teaching/ Learning Resources				Froblem Solving skins; Critical Thinking; Ju					
				ures of living	g and no	n-living things in	the environi	ment		
Reference	ces: Science Curr	riculum P	g.2							
DAYS PHASE I: STARTER				PHASE 2	: MAIN	l	PHASE 3	: REFLECTION		
	Teacher introduces the lesson to learners. Leaners are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition			Take learners out to observe different types of plants. Pictures and videos can also be used. Learners describe the physical features of different types of plants (in terms of their structure and size). Learners create a plant album of different types of plants. (shrubs, trees, climbing and creeping plants).			Ask learners questions to review their understanding o the lessson. Give learners task to do whiles you go round to guide those who need help.			
Put students into groups of three 3 and number them 1- 3. Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group. The group who explains well wins			Take learners out to observe different types of plants. Pictures and videos can also be used. Learners describe the physical features of different types of plants (in terms of their structure and size). Learners create a plant album of different types of plants. (shrubs, trees, climbing and creeping plants).			Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.				

Week E	nding:	DAY:				Subject: OW	OP			
Duratio	n: 60mins per lesso	on				Strand: All ab	out us			
Class: B4	4	Class S	Size:			Sub Strand: N	Yyself			
B4.1.2.1. self-aware others				Indicator: B4.1.2.1. 2. Mention reasons to liv with one another as a responsible			•	Lesson:		
Performance Indicator: Learners can mention reasons to live in har one another as a responsible citizen			mony with		Core Compete	ncies: d Collaboration Criti	cal Thinking			
Teachin	g/ Learning Reso	urces	Pictu	res, Charts, Vide	90	Clips				
Referen	ces: OWOP Curr	iculum F	9g. 3							
DAYS	PHASE I: STARTER			PHASE 2: M	AI	N	PHASE 3: REFLECTION			
	Put students into groups of three 3 and number them 1-3.		Learners mention ways of living in harmony with one another, e. g. to promote peace and			Ask learners questions to review their understanding of the lessson.				
Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group. Have leaners to sing songs and recite rhymes related to the lesson		unity, law and order, growth and development, etc. In a think-pair-share session, learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.			Give learners task to do whiles you go round to guide those who need help.					
		Learners ment in harmony wit e. g. to promo unity, law and	Learners mention ways of living in harmony with one another, e. g. to promote peace and unity, law and order, growth and development, etc.		Ask learners to summarize what they have learnt. Let learners say 5 words th remember from the lesson					
				In a think-pair-share session, learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.						
Week Er	nding:	DAY:			Subje	ect: RELIG	GIOUS & MORAL EDUCATION			
--	--	-----------	--	--	----------	------------	---------------------------------------	---	--	--
Duration	: 60mins			Strand: God's o			creation and a	creation and attributes		
Class: B4		Class Siz	e:		Sub S	Strand: T	he Environme	nt		
Content Standard: B4 1.1.2. Appreciate the uniqueness of humankind and other creatures Performance Indicator: Learners can identify the uniqueness of hum creatures.			nanl	Indicator: B4.1.1.2.1: Identify the uniqueness of humankind from other creatures. Core Compete Cultural Identity, Si Togetherness			s. ompetencies dentity, Sharing	Lesson: I OF I ncies: haring Reconciliation,		
	g/ Learning Resourc	ces	Wa	all charts, wall wo	ords, po					
Referenc	es: RME Curriculur	n Pg.								
DAYS	PHASE I: STAR	TER	P	PHASE 2: MAIN	١		PHASE 3:	REFLECTION		
	PHASE I: STARTER Tell learners stories about creation. Teacher paste a chart on the board showing pictures of human beings, animals and plants. Learners to observe and talk about the pictures. Have learners to talk about how different they are from other creatures		id is - - L d h a g L P A a d	 Have learners to form groups to identify how different humankind is from other creatures of God: -human beings versus animals - human beings versus plants Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak, knowing what is good and evil, etc. Let each group present its list for peer-review and class discussion. Assessment: Let learners draw an animal and a human being and draw the comparison between the two. 			Uniqueness Have learne	ve learnt today? of human kind. rs to summarize the of the lesson.		

Week E	nding:	DAY:		Subj	ect: History	History		
Duration	n: 60mins per lesso	on		Stra	nd: My count	My country Ghana		
Class: B4	1	Class Siz	e:	Sub	Strand: Wh	Id: Why & how we study History		
B4.1.1.1. importance Perform	Standard: Show understandi ce of studying histo ance Indicator:	ory	the history of Ghana	B4.1.1.1.1 explain the importance of studying				
			studying the history of C			nkers and digital literates		
	g/ Learning Reso		A map of Ghana showing	major r	istorical loca	tions/ Resource person		
Reference	es: History Curr	iculum Pg.	21					
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN		PHA	SE 3: REFLECTION		
	Have leaners wa of some of the the major ethnic Ghana Have learners to of part of the vio interest them.	history of groups in tell which	 Engage learners to disc history promote our is Ghanaians Engage learners to disc history promote the se the ethnic groups. Engage learners to disc history promote natio integration Engage learners to disc history promote natio and patriotism? 	dentity cuss ho urvival cuss ho nal	as The ir histor w Have of about i. How identity ii. How survival w e iii. How integra iv. How	learners to talk in groups does history promote our as Ghanaians? does history promote the l of the ethnic groups? v does history promote national		
	Have leaners wa of some of the the major ethnic Ghana Have learners to of part of the vio interest them.	history of groups in tell which	history defines our ide Ghanaians Role-play to show how teaches us customs, va	lay to show how history s us customs, values, ons all of which ensure the l of our nation. lay how history can te national pride,		What have we learnt today? How history promote national pride, patriotism and integration Have learners to summarize the important points in the lesson		

Week En	nding:	DAY:			Subject: Creative Arts			
Duration	: 60mins per lesso	on			Stra	and: Perf	orming Arts	
Class: B4		Class Siz	e:			Strand nposing	: Planning, Mal	king and
	Standard: ate understanding	of how to	-	licator:				Lesson:
	own ideas for artis			2.2.2.1./B4 2.2.3.1 E				
expression	ns on the people.		artv	vorks using availabl	e per	forming a	rts media.	I OF I
	ance Indicator:	(n onto	vorke using availabl	•		Competencie		
	g arts media.	u create ow	in al tv	vorks using availabl	e	Commu	Making Creativ	ity, innovation
	/ Learning Reso	ources P	hotos,	videos, art paper, col	lors ar	nd traditio	nal art tools	
	es: Creative Arts		n Pg.	30				
				-			-	
DAYS	PHASE I: STA	ARTER		PHASE 2: MAII	N		PHASE 3: I	REFLECTION
	Paste a chart on			Engage learners to			Have leaners	to summarize
	showing pictures	s of differen	t	the surroundings			•	it points of the
	plants.			available instrume etc. that are suita			lesson	
	Have learners to	o observe th	е	composing and pe			Project: Lea	arners create a
	pictures for som	ie time.		music, dance, dra	ma, p	oetry,	plant album of different types	
	Leaners to ident	ify the name	ss of	etc.			of plants. (Shrubs, trees, climbing and creeping plants).	
	plants in the pict		5 01	Let learners expe	rimer	nt with		creeping plants).
				available instrume	ents, s	ounds,		
				rhythms, moveme				
				etc. to perform some of the compositions of the Ghanaian				
				performing artists.				
				For example, sing patrictic				
				For example, sing patriotic songs composed by Ephraim				
				Amu	, ,			
				Discuss and share	e their	-		
				experiences throu				
		<u> </u>		review				
	Paste a chart on showing pictures		t	Learners are to ta ideas from the his			What have w	ve learnt today?
	animals.		•	culture of the peo	,		Physical featu	ures of mammals,
				come out with ov	vn mu	usic,	reptiles, inse	
	Have learners to pictures for som		е	dance, drama, poe	em, et	tc.	amphibians	
	pictures for som	ie unie.		Engage learners to	o sele	ct and	Have leaners	to summarize
	Leaners to ident		es of	use available perfe	ormin	g arts	the important points of the	
	animals in the picture.			elements, instruments, to				the ' the pupil as
				compose and perform own music, dance, drama, poetry,			teacher me	uiou
				etc.				
				D			Project: Learners create a	
				Discuss and share their experiences through jury and			plant album of different types of plants. (Shrubs, trees,	
				peer review	agii ju			creeping plants).

Week Er	nding:	DAY:			Subject	: Ghanaian Lang	uage
Duration	: 60mins per	lesson			Strand:	Reading	
Class: B4	ł	Class Size:			Sub Stra knowledg	and: Letter and ge	Sound
B4.2.4.1: listening a	nd pronounci	knowledge in ing words with list of words.	Indicator: B4.2.4.1.1-3 Read and recognize so diagraphs in sentences.			ounds and	Lesson:
Performa Learners o	Performance Indicator: Learners can read and recognize sounds a sentences.					encies: ovation, Commun	ication and
	g/ Learning		rd cards, sentence	cards, le	tter cards, l	nandwriting on a 1	manila card
Reference	es: Ghanaian	Language Curricu	Ilum Pg. 11				
DAYS	PHASE I:	STARTER	PHASE 2: MA	AIN		PHASE 3: R	EFLECTION
	Learners sir to the lesso	ng songs related	Let learners say the alphabet as then individuall Write a number the board. Lead learners t as a group and Let learners us they have on lea and sorting to g with the same is together in a gr	a group y. o say th then inc e the kn tters an group w initial so roup. ow their	o and rds on e words dividually. owledge d sounds rords unds		sson with learners talk about what t.
	sing the nev Have learne	ners RPK as they v song learnt. ers to summarize ney took after ey folktale	to another grou Let learners say the alphabet as individually. Write a number on the board. Lead learners t sentences as a individually. Lead learners t diagraphs in the Let learners res in the words th sentences.	y the let a group or of sen o read t group an o recog e senten ad the d	and tences the nd nize the ces.		sson with learners talk about what it.

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

Week E	nding:	DAY:			Sı	u bject: PH	YSICAL EDUCATIO	NC	
Duration	1: 60mins				Strand: Motor Skill And Movement Patterns				
Class: B4	1	Class Size:		Sub Strand: Manipulative Skills					
Content Standard: Demonstrate competence in the motor skills ar movement patterns needed to perform a variet physical activities Performance Indicator:								Lesson: OF	
Learners can perform an inverted balance (tripod) by evenly distributing weight on body parts Core Competencies: Develop personal skills									
Teaching	g/ Learning Reso	ources Ball	ls and stick	s					
Reference	es: PE Curriculun	n Pg. 44							
	-		-						
DAYS	PHASE I: STA	ARTER	PHASE	2: MAIN			PHASE 3: REFLECTION		
	Take learners th minutes jogging body up	-	Demonstrate how to p an inverted balance by distributing weight on l parts. Learners perform head with hands supporting.			, evenly	learners to practi and in groups how tripod		
								•	
				with difficed by peers		y are			

Week Ending:	DAY:			Subject: Computing		
Duration: 60mins				Strand: Introduction To Computing		
Class: B4	Class Size:			Sub Strand: Generation of co	mputers	
Content Standard: B4.1.1.1: Identify parts of a comput technology tools	er and	Indicator: B4.1.1.1.3. Differentiate between RAM and ROM			Lesson:	
Performance Indicator: Learners can differentiate between RAM and ROM			Core Competencies: Creativity and innovation. 2. Communication and collaboration.			
Teaching/ Learning Resources	es of comput	ter m	nemory, hard disk etc. set of co	mputers		
References: Computing Curriculu	ım Pg. 2					

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

SCHEME OF LEARNING- WEEK 5

BASIC FOUR

Week Ending:	DAY: M	10NDAY	bject: English Language					
Duration: 60mins			St	rand: Oral Language	e			
Class: B4	Class Si	ize:	Su	ib Strand: Story Te	lling			
Content Standard: B4.1.4.1: Respond to storie	s	Indicator: B4.1.4.1.1 rete details	Il storie	s sequentially, includi	ing key	Lesson:		
Performance Indicator: Learners can retell stories				Core Competen Communication ar Personal		-		
References: English Langu	age Curriculum For Pri	imary Schools P	g. 4					
Phase/Duration	Learners Activities	:			Resourc	<u>es</u>		
PHASE I: STARTER	them search the dict The group to read fi • Did you enj • What new • Form two s Share performance i	 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? 						
PHASE 2: MAIN	Tell a suitable story to the class e.g. "The Hawk and the Hen". Have learners identify the parts of the story as beginning part, middle part and ending part. Through questioning, have learners discuss the various parts of the story i.e. beginning, middle and ending, as in the table below Put learners into groups to discuss the central message of the					rds, sentence ter cards, ing on a rd		
PHASE 3: REFLECTION	the lesson: I. Tell the class wh	e learners to do the following by ways of reflecting on lesson: Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they						

Week Ending:		DAY: Tuesda	ay	Subject:	English Langua	ge		
Duration: 60mins				Strand:	Reading			
Class: B4	С	lass Size:		Sub Stra	nd: Diphthong	gs		
Content Standard: B4.2.4.1: Identify and us words	e diphtho	ongs to decode	Indicator: B4.2.4.1.1 use of meaningful sent	• •	-	Lesson:		
						etencio on and (e s: Collaboration,	
References: English La	anguage C	Curriculum For Pri	mary Schools Pg	. 20				
Phase/Duration	Learne	ers Activities				Reso	urces	
PHASE 1: STARTER PHASE 2: MAIN	them so The gro Share p Write v the wo Learned diphtho Have le E.g. ei Learned	Form two senter performance indication words with each of rds and have learn rs come up with e ongs. earners identify the - take oi - boy ai- rs form their own	ry for their mean vins. he game? ds have you learn ences with your n ators and introdu of the diphthongs hers repeat after examples of word ese diphthongs as - why, try sentences using	ings. ? ew words. <u>ce the lesso</u> on the boa you. s that have s that have s they read words havir	on rd. Pronounce the the words. ng diphthongs	cards,	l cards, sentence letter cards, vriting on a a card	
PHASE 3: REFLECTION	lesson: I. Tell 2. Tell during	arners to do the : the class what y the class how yo the lesson. ich aspects of th	ou learnt durin ou will use the l	g the lesso knowledge	n. they acquire			

Week Ending:		DAY: W	'EDNESDAY	S	ubject: English Languag	e		
Duration: 60mins				S	trand: Grammar			
Class: B4		Class Siz	ze: Sub Strand: Pronouns					
Content Standard B4. 3.2.1: Apply know of determiners in cor	vledge of differe	ent types	Indicator: B4.3.3.1.1 iden pronouns	tify and	use different types of	Lesson:		
Performance Indic Learners can identify	and use differe		•		Core Competencies: Communication and Co			
New words	, с		ding, cooking, et	C				
References: English	Language Curr	iculum Pg.	38					
Phase/Duration	Learners A	ctivities				Resources		
PHASE I:			ves with learne	rs.				
STARTER PHASE 2: MAIN	Ask: What Do an activ Ask: What Do an activ Ask: What Share perfe	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.						
	e. g. You ar Provide lear ii. Interroga Introduce ir Provide a pa	e late. mers with a tive pronot nterrogative assage and	personal pronou a variety of pract uns – Who, Wha e pronouns with have learners ide ogative pronoun:	Word cards, paper, letter cards,				
PHASE 3:					of reflecting on the			
REFLECTION	lesson:		0-7	,	0			
	2. Tell the during the	class how lesson.	: you learnt dur you will use th the lesson did y	e knov	wledge they acquire			

Week Ending:		DAY: TH	URSDAY		Subject: English Langua	age			
Duration: 60mins					Strand: Composition W	/riting			
Class: B4	Cla	ss Size:			Sub Strand: Narrative W	Writing			
Content Standard: B4.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world			Indicator: B4.4.10.1.1 experiences	B4.4.10.1.1 write about real or imagined			Lesson: I of 2		
Performance Indicator:			-		re Competencies:				
Learners can write about re		• ·		Co	mmunication and Collabor	ation, Pe	ersonal		
References: English Langua	ige Curr	iculum Pg. 5	3						
	1.								
Phase/Duration		ers Activiti				Reso	urces		
PHASE I: STARTER			te familiar rhyr						
			ve to sing mor		-				
			lid you hear in		•				
	• W	rite some o	f the words yo	u he	ard.				
	CI								
PHASE 2: MAIN					introduce the lesson.	14/			
PHASE 2: MAIN					ey participated in		Word cards, sentence cards, letter cards,		
	⊑.g. III)	inst day at	the national th	leatre	.		vriting on a		
	Guide	them with e	examples to wr	ito fr	om the first person point	manila	•		
					the same story to read	manne			
			son point of vi	-					
	Learne groups notice	rs edit their . Let learner board so ea	work first in t rs then publish ich group can r	heir their ead a	groups, then across stories on the class another's story.				
PHASE 3:	Ask le	arners to o	lo the followi	ng b	y ways of reflecting on				
REFLECTION	the le	sson:							
	2. Tell acquir	Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they quire during the lesson. Which aspects of the lesson did you not understand?							

Week Ending:	DAY: FRI	DAY	Subject: English I	_anguage				
Duration: 60mins			Strand: Writing (Convention	s/ Extens	ive Reading		
Class: B4	Class Size:		Sub Strand: Usir	ng Action V	Vords			
Content Standard: B4.5.4.1: Demonstrate und in everyday language	-		: use the singular and pl orms that go with them		s and	Lesson:		
 Performance Indicator: Learners can use the s with them. Learners can read a value 	ingular and plural sub riety of age- and leve	l appropriate	-	Core Competencies: Communication and Collaboration, Personal				
References: English Langu	iage Curriculum Pg. 6	52						
Phase/Duration	Learners Activiti	ies			Resou	rces		
PHASE I: STARTER			pping Out" Game.					
	Each finger repres Turn your back to Raise the index fin Bring the index fin the sound.	Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound.						
PHASE 2: MAIN	Use fingers to den			cards, sentence				
	Have learners do e. g. Write a letter your siblings do af	Revise the simple present form of verbs and their use to agree with the subject they follow. Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. Learners read their friendly letters in pairs.						
	Have learners do e.g. we eats – we		to identify and correct	errors.				
	Engage learners in	the "popcor	n reading" game					
	calls out "popcorn	" when they t	ent starts reading aloud finish. This prompts the revious one left off.					
	Guide learners to their choice durin		read independently boc period.	oks of				
	Learners think-pai	ir-share their	stories with peers.					
			h summary of the book					
PHASE 3: REFLECTION	Ask learners to the lesson:	do the follov	wing by ways of refle	cting on				
	2. Tell the class acquire during the	how you wil ne lesson.	arnt during the lessor Il use the knowledge on did you not under	they				

Week End	ing:	DAY:			Subject: Mathematics			
Duration:	60mins per lesson				Strand: Number			
Class: B4		Class Sizes	:		Sub Strand: Co Cardinality	unting, Repres	entation &	
	nonstrate an under				nine set of factors of	of a given	Lesson:	
	iples and squared n	umbers	numbers up				I OF I	
	nce Indicator: In determine set of f	actors of a giv	ven numbers		re Competencie blem Solving skills; C as		Justification of	
Teaching/ Resources	Learning	Counters, Manila	bundle and loose	e stra	ws base ten cut sq	uare, patterns	made from	
References	: Mathematics Cur	riculum Pg. 9						
D 4)/0								
DAYS	PHASE I: STA	RIER	PHASE 2: MA	AIN		PHASE 3: I	REFLECTION	
Monday	Engage leaners in the 'double up game'		Have learners i multiplication f			Ask learners they have lea	to tell you what arnt	
	land 6. Example 3. Learn	Call out a number between land 6. Example 3. Learners must call out the double (2x) of		hers y s.	what factors of	Give learner home task.	s individual or	
	that number. In this case 6 is th			Factors represent the numbers that we can multiply to get a bigger number called the product or multiple.		Copy and complete the table Numbers factors 10 11 12		
			4 x	3 :	= 12	12 13 14 15 16		
			Factor		Product	17 18		
					can say 4 and 3 Id 12 is a multiple	19		
			of 3 or a multip			20		
			Guide learners multiples into f factors of given	actor num	rs and pairs of nbers.			
Tuesday	Engage learners t I'm counting one,		Use different a what factors m		•	Ask learners they have lea	to tell you what arnt	
	one • I - One is one a it shall be. • 2 - Two pair, tw		Example: multip numbers gives numbers that v	a pro	duct. The	Give learner home task.	s individual or	
	come pair let us • 3 - Turn around • 4 - Follow me	pair	factors of the p 2 x 4 =		ict.	List the factor following nur		
	 5 - Fire 6 - Sister 7 - Saviour 8 - Eat more fru 9 - Nana Yaw 	uits	factors	Pr	oducts	b) 5 c) 6 d) 7 e) 8 f) 9		
	• 10 - Thank you	r God				f) 9 g) 12		

		For instance: 3 x 5 = 15 therefore, 3 and 5 are the factors of 15. Have learners to again understand	h) 4 i) 5 j) 6
		that factors divides a number completely without leaving any reminder.	
Wednesday	Engage leaners to sing We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well	Engage learners to make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:	Ask learners to tell you what they have learnt Give learners individual or home task. List the factors for the following numbers k) 4 l) 5 m) 6 n) 7 o) 8 p) 9
Thursday	Have leaners to solve for the missing numbers in the empty cells + 1 2 3 1 2 4 2 4 3 4	Learners pair grouping and the number of equal objects for each formation as factors; 4 groups of 3 straws (4, 3) 6 groups of 2 straws (6, 2) 1 group of 12 straws (1, 12) 3 groups of 4 straws (3, 4) 2 groups of 6 straws (2, 6) 12 groups of 1 straw (12, 1) Learners collect from the pairs and form a set as the factors of the given number. For example the set of factors of 12 = {1,2,3,4,6,12}	Review lesson with leaners by giving them task to solve in their workbooks.

Week End	ling:	DAY:		Su	ubject: Science	е	
Duration:	60mins per lesson			St	rand: Diversity	y of matte	er
Class: B4		Class Size	e:	Su	ub Strand: Ma	terials	
types, forma separating t Performar Learners ca different typ	derstand mixtures, ation, uses and ways hem into their com nce Indicator: n describe the phys pes of plants	s of ponents ical appearan	describe how	to separate Core Co Problem Sc	-	cal Thinking; Justification of Ideas;	
Teaching/ Resources	-	Metals, v	voods plastic	s, soil ston	es, paper peno	cil, crayor	าร
Reference	s: Science Curricu	ılum Pg.4					
DAYS	PHASE I: ST	ARTER	PHASE 2	PHASE 2: MAIN			3: REFLECTION
	answers for the questions on sho What is force? How is force de	How is force described? What forces do you observe		Display different types of liquids for learners to observe, e. g. water, kerosene, cooking oil, milk, soft drinks, etc. Task learners to identify the liquids provided. In groups, learners mix liquids of the same kind, different kinds and then observe and record their findings, e.g., vinegar and water, palm oil and water, etc. Engage learners in discussion to describe the different types of			mers series of ns to review their anding of the lesson mers to summarize ey have learnt mers to tell you what re learnt rners individual or isk
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.		separate a liquids. Learners in mixture of as cooking Guide lear laboratory E.g. separa improvised Caution le liquids that	Engage learners in an experiment to separate a mixture of immiscible liquids. Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water. Guide learners to choose the right laboratory tools for this activity. E.g. separating funnel or an improvised version of it. Caution learners to not bring liquids that are flammable or poisonous to class for this lesson		Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task	

Week E	nding:	DAY:			Subject: OWO	Ρ	
Duratio	n: 60mins per lesso	on			Strand: All abou	ıt us	
Class: B4	4	Class Size	e:		Sub Strand: My	⁷ Family	
B4.1.3.1. family rel	: Standard: Demonstrate unde ationships ance Indicator:	rstanding of	B4.1.3.1.	Indicator: B4.1.3.1.1. Explain and appreciate t of being a committed member of th			Lesson:
• Lear	ners can explain an rtance of being a c				Competencies: unication and Collab	oration Critical Th	inking
Teachin	g/ Learning Reso	ources	Pictures, Chai	rts, Video	o Clips		
Referen	ces: OWOP Curr	iculum Pg.	4				
DAYS	PHASE I: STA		ΡΗΔ	PHASE 2: MAIN		PHASE 3: RE	
27110							
	Tell learners a b about Ghana. Let learners sing songs they are fa	some patric	member e.g. moth aunties, g Learner expecte of the fa e.g. takin obedien respect acceptin initiative	rs her, fathe grandpar s talk abo d of com amily ng part ir ice to elo for famil ng respor es, helpin	out behaviors mitted members n family activities, lers of the family, y members, nsibility, taking g needy relatives.	Ask learners series of questions to review their understanding of the lesso Ask learners to summarize what they have learnt Ask learners to tell you wh they have learnt Give learners individual or home task	
	Review the prev knowledge of the making them ans on the previous Engage learners and sing songs to lesson	e learners by wer questio lesson. to play game	y importa family m e.g. to p respect, es trustwo Learner	nember promote to be co rthy pers s draw a	eing a committed unity, to gain onsidered a	Ask learners se questions to re understanding Ask learners to what they have Give learners i home task	eview their of the lesson o summarize e learnt

Week Er	nding:	DAY:			Subject: RELIGIOUS & MORAL EDUCATION				
Duration	: 60mins				Strand: God's cre	ation and	d attributes		
Class: B4		Class Size:			Sub Strand: The	Environn	nent		
B4. I.2.I.	Standard: Explain the effects on the environme		Indicator: B4.1.2.1.1 Discuss the effects of hum activities on the environment.			n	Lesson:		
 Performance Indicator: Learners can discuss the effects of hur activities on the environment. 				an Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness					
Teaching Resource	;/ Learning es	Wall charts, v	wall wo	ords, posters	s, video clip, etc.				
Referenc	es: RME Curricu	ılum Pg. 25							
DAYS	PHASE I: STA	РНА	SE 2: MAII	N	PHAS	E 3: REFLECTION			
	Review the previ knowledge of the making them ans questions on the lesson. Engage learners to and sing songs to lesson	e learners by wer previous to play games	huma envir Show that of mining down water Water Let le huma envir flood	an activities in onment. y pictures on destroy the e g (galamsey), in of trees (defore bodies, air poll where the poly activities of onment: clim	human activities environment: illegal discriminate cutting estation), pollution of ution, etc. the effects of on the nate change – heat, is, less rainfall,	questio underst Ask lea what th	rners series of ns to review their tanding of the lesson rners to summarize ney have learnt arners individual or ask		

Week E	nding:	DAY:		Subject: History	/	
Duratio	n: 60mins per lesso	on		Strand: My cou	ntry Ghana	1
Class: B	4	Class Size	2:	Sub Strand: Th	e People c	of Ghana
B4.2.1.1. the factor	t Standard: Show understandir rs that led to the ri n and decline of on	se,		ribe how one major Kir I the reasons behind its	ngdom Lesson:	
PerformLearn	nance Indicator: ners can describe h ed and the reasons	s behind its e	expansion.	Core Compete critical thinkers a	ind digital l	
Teachin	g/ Learning Reso	ources	ctures of some c	outstanding entrepreneu	rs in Ghan	a
Referen	ces: History Curr	iculum Pg. 2	22			
DAYS	PHASE I: STA	ARTER	PHASE	2: MAIN	PHASE	3: REFLECTION
	Tell learners a b Ghana. Let learners sing songs they are fa Review the prev of the learners b	some patric miliar with. ious knowle	them to la Kingdom. Engage lea the histor Kingdom. The Gonja divided inta male siblin Jakpa. By established called the the kingdo Learners t for the ris decline of dge Using the em learners t	arners to discuss about y of the Gonja kingdom was originally o sections overseen by gs of Sumaila Ndewura 1675, the Gonja d a paramount chief Yagbongwura to control m. to Identify the reasons se, expansion and the Gonja Kingdom. map of Ghana, guide o locate the Mole-	question understa Ask lear what the Ask lear they hav Give lea home ta Ask lear question	rners individual or sk ners series of 15 to review their
	answer question previous lesson. Engage learners and sing songs to lesson	to play game	es the histor Kingdom. Ya-Na is the traditional k administrati are at Yedi. Dagbon kno power is a c skin Learners t for the ris	arners to discuss about y of the Mole-Dagbani e king of the Dagbon kingdom. The court and we capital of this kingdom The seat of the king of own as king of absolute collection of cow and lion to Identify the reasons se, expansion and the Mole-Dagbani	Ask lear what the Ask lear they hav	rners individual or

Week E	Inding:	DAY:			Sub	ject: Creat	ive Arts	
Duratio	on: 60mins per le	esson			Stra	and: Visual	Arts	
Class: B	34	Class	Size:		Sub	Strand: D	isplaying and Sharir	ng
Demons how to §	t Standard: trate understand generate own ide ic expressions c	eas		or: I /B4 I.3.5.I Plan a ory and culture of th				Lesson:
Perform • Lear histor Teachir Resource	ory and culture on g/ Learning	exhibit of the po Photo	eople of G s, videos, a	rt paper, colors and t	raditic	Decision M Communica		vation
DAYS	PHASE I: ST	ARTE	R	PHASE 2: MAII	N		PHASE 3: REFL	ECTION
	Learners are to video on an ex an exhibition c preferably duri district or regis festival of the c education unit Education Serv	hibition enter, ng the c onal cul cultural of the C ice.	or visit tircuit, tural Ghana	Have leaners to d for displaying port visual artworks; Develop a roadma exhibition by: - fixing a date; - selecting a venue - inviting an audie Brainstorm to agr for the exhibition Send manual and/ invitations. E.g. letters, postca WhatsApp, etc.	ap for e; nce; ee on or ele ards,	of own the a theme ectronic	What have we lea Planning and Disp own artworks. Have leaners to s in relation to the	laying of ay rhymes lesson
	Have Learners short video on or visit an exhi gallery	an exh	ibition	Select works for t by considering cri creativity and orig and decoration, re works to the ther cultural important decide on mode of hanging, draping, s clean and prepare environment and for the exhibition Plan for post-exhi such as cleaning, a evaluation, report	teria ginality elevar me, sc ce; of disp spread the h make ; bition	like y, finishing nee of the ocial and blay (e.g. ding); nall and its it ready n activities ciation,	What have we lea Planning and Disp own artworks. Have leaners to so in relation to the	laying of ay rhymes

Week Er	nding:	DAY:			Subject: Ghanaia	n Language			
Duratior	n: 60 mins per	· lesson			Strand: Reading				
Class: B4	-	Class Size:			Sub Strand: Voc vocabulary	abulary: sight and	content		
B4.2.5.1: recognize environme	and read abo ent	lerstanding of, out things in th	eir	Indicator: B4.2.5.1.1-3 and tone.	B4.2.5.1.1-3 Read aloud with correct pronunciatio and tone.				
		aloud with cor	rrect pro	onunciation	nunciation Creativity and innovation, Communication and collaboration				
Teaching	g/ Learning	Resources	Word	cards, sentence	cards, letter cards, hand	writing on a manila	card		
Reference	c es: Ghanaiar	n Language Cu	irriculun	n Pg. 12					
DAYS	PHASE I	STARTER		PHASE 2:	MAIN	PHASE 3: REF	LECTION		
	on cards. M	n a couple of v 1ake sure learr with the word	ners	Sing a song aloud a pass	with learners. Read sage.	Use questions to understanding o			
	One perso	class in to grou n from each gr n front to pick	oup		ussage again while ad after you.	Ask learners to summarize what they have learnt			
	act the wor The group score wins!	to get the high	lest	passage wit pronunciati	s read aloud the h correct on and tone (correct e necessary).				
	"What lett	mers to play th er am I writing			the passage again.	Use questions to understanding o			
		rs into groups o r writes a lette		them on the	me words and write e board.	Ask learners to what they have l			
	the air. Learners m	nakes the letter teacher the so	r sound	meaning of context.	rs to find the the words in	······			
					s find the meanings of niliar words in				
	on cards. M	n a couple of v 1ake sure learr	ners	Read a pass	-	Use questions to understanding o			
	Divide the One perso	with the word class in to grou n from each gr	ups. oup	in the passa	igurative expressions ge on the board.	Ask learners to what they have			
	act the wo	to get the high			rs through to find the meanings ative expressions.				
					s find the meanings of tive expressions				

Week E	nding:	DAY:		Si	Subject: PHYSICAL EDUCATION				
Duration	n: 60mins			St	Strand: Motor Skill And Movement Patterns				
Class: B4	1	Class Size:		Su	Sub Strand: Rhythmic skills				
Demonst	Standard: rate competence in t patterns needed ctivities			B 4. 1.5.1.5 Balance while moving and			Lesson:		
Perform • Learn	ance Indicator: lers can balance wl ground-level balanc	ce beam.		-	Core Comp Develop perse				
-	g/ Learning Reso		and picture	es					
DAYS	PHASE I: STA	ARTER	PHASE	2: MAIN	l	PHASE 3: REFI	ECTION		
	Learners go thro specific warm-up	ough general and os.	rubber ba their two at a static Let them	alls availat hands an onery pos lift the ba begin to	alls over their walk while	Learners to pract individually and in Help those who f and help them Assessment : Organize mini gar learners for fun a	groups. inds it difficult ne for nd enjoyment.		
						Take learners thr down to end the	•		

Week Ending:	:	DAY:	Subject: Computing						
Duration: 60m	ins				Strand: Introduct	ion To Comp	outing		
Class: B4		Class Size:			Sub Strand: Gen	eration of co	mputers		
Content Stand B4.1.1.1: Identify technology tools	parts of a c	omputer and	Indicator B4.1.1.1.4		e short phrases.		Lesson:		
Performance I Learners car	Indicator:	phrases.			Core Competencies: Creativity and innovation. 2. Communication and collaboration				
Teaching/ Lea Resources	rning	Mouse, keybo	ard monitor, s	systen	n unit and its comp	onents			
References: Co	omputing C	urriculum Pg. 2							
DAYS PHA	ASE I: STA	RTER	PHASE 2: I	MAIN	l	PHASE 3:	REFLECTION		
news You ⁻ medi Discr invite	a viral pictur s on twitter, Tube and oth ia handles. uss what is t e learners to ions on then	her social rending and share their	used in typin they type. That is the; > Thur > Little > Ring > Inde. > Mide @ WER @ Q WER	mb fing e finger g finger ex finger dle fing f G H V B	r er 9 8 5 0 - ± dete U 1 0 P (7 1 \	what they h Pose questic to review th	ons to learners		

SCHEME OF LEARNING- WEEK 6

BASIC FOUR

Class Size of spoken grammar	Indicator:	Strand: Oral Langua, Sub Strand: Present	0		
	Indicator:	Sub Strand: Present	tation		
of spoken grammar					
	B4.1.10.1.1 demons of spoken language	trate awareness of the		Lesson:	
e awareness of the featu	res of spoken languas	ge Core Compete Communication a Personal		ration,	
age Curriculum For Pri	mary Schools Pg. 14				
Learners Activities	Resourc	Resources			
The group to read fir Did you enjo What new v Form two so	 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. 				
language. e.g. Contractions: Ca	ugh role play, demonstrate the features of spoken age. Contractions: Can't, Shouldn't, etc. es: A. How are you?				
the lesson: I. Tell the class wh 2. Tell the class how	at you learnt during w you will use the l	g the lesson.			
	age Curriculum For Prin Learners Activities Put learners into two them search the dicti The group to read fin Did you enju What new v Form two su Share performance in Through role play, de language. e.g. Contractions: Ca Ellipses: A. How are B. Fine. Ask learners to do the lesson: I. Tell the class wh 2. Tell the class how acquire during the	age Curriculum For Primary Schools Pg. 14 Learners Activities Put learners into two groups. Call out sor them search the dictionary for their mean The group to read first wins. Did you enjoy the game? What new words have you learn Form two sentences with your n Share performance indicators and introdu Through role play, demonstrate the featur language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses: A. How are you? B. Fine. Ask learners to do the following by w the lesson: I. Tell the class what you learnt durin 2. Tell the class how you will use the lacular acquire during the lesson.	age Curriculum For Primary Schools Pg. 14 Learners Activities 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 Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses: A. How are you? B. Fine. 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	age Curriculum For Primary Schools Pg. 14 Learners Activities Resource 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 Word ca Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses: A. How are you? B. Fine. Ask learners to do the following by ways of reflecting on the lesson: I. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 2. Tell the class now you will use the knowledge they	

Week Ending:		DAY: Tuesda	ıy	Subject	English Langua	ige	
Duration: 60mins				Strand:	Reading		
Class: B4		Class Size:	Sub Strand: Vocabulary				
Content Standard: B4.2.6.1: Understand w	vord mea	anings and usages	Indicator: B4.2.6.1.2 use the different terms in spoker written expressions			n and	Lesson:
Performance Indica Learners can use the d		terms in spoken and	nd written expressions Personal				
References: English L	anguage	Curriculum For Pri	mary Schools Pg	. 23			
Phase/Duration	Learr	ners Activities				Reso	urces
PHASE I: STARTER	them The g •	earners into two gro search the dictionau group to read first w Did you enjoy th What new worc Form two sente performance indica					
PHASE 2: MAIN	<u>compo</u> verbs. Elicit Learn e.g. th	Share performance indicators and introduce the lesson Introduce the terms one at a time with several examples. <u>compound word, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal</u> <u>verbs</u> . Elicit examples from learners. Learners identify examples from different sources, e.g. their readers, story books, newspapers (Junior Graphic) and use them in sentences of their own					l cards, sentence letter cards, vriting on a a card
PHASE 3: REFLECTION	lesso I. Te 2. Te durin	earners to do the n: Il the class what y Il the class how yo g the lesson. hich aspects of the	ou learnt durin ou will use the l	g the lessc knowledge	n. they acquire		

Week Ending:		DAY: W	ednesday	Subject: English Language			
Duration: 60mins				S	t rand: Grammar		
Class: B4		Class Siz	ze:	S	ub Strand: Adjectives		
Content Standard: B4.3.4.1: Apply the kno communication	owledge of adj	ectives in	Indicator: B4.3.4.1.1.1 use	e adject	ives to make comparison	Lesson:	
Performance Indica			_		Core Competencies:	lahanatian Danaanal	
Learners can use adjec New words			n ding, cooking, et	c	Communication and Co	laboration, Personal	
References: English L	, ,			-			
Phase/Duration	Learners A	ctivities				Resources	
PHASE 1: STARTER PHASE 2: MAIN	Do an actic Ask: What Do an actic Ask: What Do an actic Ask: What Share perfo Revise adjec them in sent	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. Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own.					
PHASE 3: REFLECTION	imperative b e.g. small–sn Assist learne appropriatel e.g. i. Ama is Learners for Ask learner lesson: I. Tell the o	y adding 'e haller, big- ers with ex y. taller than <u>m sentenc</u> rs to do th class what class how	r' bigger, etc. amples to use co n Kwesi. ii. This r <u>es with the comp</u> ne following by : you learnt dur	omparative ouler is parative ways of ring the	longer than that one. forms of adjectives of reflecting on the		

Week Ending:	DAY: TH	DAY: THURSDAY Subject: English Langu					
Duration: 60mins			Strand: Composition Writing				
Class: B4	Class Size:			Sub Strand: Letter Wri	ting	ting	
Content Standard: B4.4.14.1: Write informative	e essays	Indicator: B4.4.14.1.1 family	B4.4.14.1.1 write words giving information ab			Lesson:	
Performance Indicator: Learners can write words gi	ving information abo		Core Competencies:				
References: English Langua	age Curriculum Pg. 5	7					
Phase/Duration	Learners Activiti	es			Reso	urces	
PHASE I: STARTER	Have learners reci Would you lo What words o Write some c Share the perform						
PHASE 2: MAIN	Share the performance indicators and introduce the lesson. Guide learners with a model to talk about themselves. This is a whole class discussion with individual learners saying things about themselves. Let learners write about themselves. In pairs learners edit each other's work and identify words and sentences that give information about the partner which they did not know previously. In groups learners research about their school and write a short history about it.					l cards, sentence letter cards, vriting on a a card	
PHASE 3: REFLECTION	Ask learners to o the lesson: I. Tell the class v 2. Tell the class l acquire during th	do the follow what you lea now you will ne lesson.	rnt dı use t	y ways of reflecting on uring the lesson. he knowledge they you not understand?			

Week Ending:	DA	Y: FRID	۹Y	Subject: Er	glish Language			
Duration: 60mins				Strand: W	riting Conventior	ns/ Extens	sive Reading	
Class: B4	Class S	Size:		Sub Strand	I: Using Adjectiv	Adjectives		
Content Standard: B4.5.5.1: Demonstrate und adjectives in speech and in			Indicator: B4.5.5.1.1	ator: Lesson: .1.1 use adjectives to make comparisons 1 of 2				
 Performance Indicator: Learners can use adjection Learners can read a value 	tives to make	•		books.	Commur	ompeter nication a ration, Per	n cies: nd	
References: English Langu	age Curricul	um Pg. 63						
Phase/Duration PHASE 1: STARTER	Learners Engage lea			pping Out" Gam	e.	Resou	rces	
	Spread yo Each finge Turn your Raise the i Bring the i the sound	r represent back to t index fing index fing						
PHASE 2: MAIN	Use fingers to demonstrate blending. Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. Ama is fast but Kofi is slow. Have learners identify adjectives in a given passage. Let learners write sentences using comparative and superlative forms of adjectives Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. <u>Assessment</u>					cards,	cards, sentence letter cards, riting on a card	
PHASE 3: REFLECTION	Learners Ask learn the lesson I. Tell th 2. Tell th acquire d	write a-tw iers to do n: e class w e class ho luring the	o the follov hat you lea ow you wil e lesson.	n summary of the wing by ways of urnt during the I use the knowl on did you not	reflecting on lesson. edge they			

Week En	nding:	DAY:		Subject: Mathem	natics			
Duration	: 60mins per lesson			Strand: Number				
Class: B4		Class Size	:	Sub Strand: Co Cardinality	unting, Repres	nting, Representation &		
B4.1.1.3 D	Standard: Demonstrate an unde ultiples and squared			determine the lowest c M) of at least any two g		Lesson:		
Learners of (LCM) of a	ance Indicator: can determine the lo at least any two give	n numbers u	ip to 100.	Core Competencie Problem Solving skills; C	ritical Thinking;	-		
· · · ·			, bundle and loose straws base ten cut square, patterns made from Manila					
DAYS	PHASE I: STA		PHASE 2: MA	IN	PHASE 3:	REFLECTION		
Monday	Engage learners to song <u>WE CAN COUN</u> We class four We can count We count 1,2,3,4 We count 6,7,8,9 We class four can very well.	IT 5 10	set multiples of skip counting E.g. The set of m $5 = \{ 5, 10 \ 15 \ 10 = \{ 10, 20, 30 \ 00 \ 00 \ 00 \ 00 \ 00 \ 00 \ 00$	0,	they have learne Give learne home task. List the mu following nu	rs individual or Itiples for the		
Tuesday	Review learners understanding in t previous lesson u questions and ans Engage learners to games and sing so begin the lesson.	sing wers o play	Introduce the vocabulary terms to learners. That is least common multiples (LCM). Revise with learners on multiples of numbers. Guide learners select the least of the common multiple of given numbers, and identify the least common multiple (LCM). E.g. find the LCM of 5 and 10. 5={5,10,15,20,25,30,35,40,45,50} 10={10,20,30,40,50} Common numbers={10}		Ask learners to tell you what they have learnt Give learners individual or home task. Find the LCM for i. 2 and 3 ii. 4 and 7 iii. 10 and 15 iv. 20 and 5			

		Assessment: Engage learners to solve several examples.	
Wednes day	Review learners understanding in the previous lesson using questions and answers	Have learners recite some multiplication facts up to 12 Explain to learners what factors of numbers means.	Ask learners to tell you what they have learnt Give learners individual or home task.
	Engage learners to play games and sing songs to begin the lesson.	Factors represent the numbers that we can multiply to get a bigger number called the product or multiple. $4 \times 3 = 12$ Factors Product Since 12 = 4 × 3, we can say 4 and 3 are factors of 12; and 12 is a multiple of 3 or a multiple of 4. Guide learners to break given multiples into factors and pairs of factors of given numbers.	Numbers factors 10 11 12 13 14 15 16 17 18 19 20 20
Thursday	Let learners solve this Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Guide learners to Investigate with even and odd numbers. Engage learners to play the sharing game to demonstrate even and odd numbers. First, give two oranges to two learners to share equally. With this, learners get one each. Let learners record the number 2 down in their books, Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be reminder of one. Let learners record the number 3 down in their books. Continue with several examples for learners to list the numbers that are divisible by 2 and those which are not. <i>Example:</i> {2,4,6,8,10,12,14,16} Guide learners to Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is a multiple of 2? a multiple of 3? a multiple of 4? and a multiple of 5? (This is also known as the divisibility test).	Ask learners to tell you what they have learnt Give learners individual or home task. List the even numbers between 1 and 50 List all the odd numbers between 10 and 100

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

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to write answers	Display different types of liquids	Ask learners series of
	for the following questions on	for learners to observe,	questions to review their
	sheet of papers.	e. g. water, kerosene, cooking oil, milk, soft drinks, etc.	understanding of the lesson
	What is force?		Ask learners to summarize
	How is force described? What forces do you observe in	Task learners to identify the liquids provided.	what they have learnt
	everyday life?		Ask learners to tell you what
		In groups, learners mix liquids of the same kind, different kinds and	they have learnt
		then observe and record their findings,	Give learners individual or home task
		e.g., vinegar and water, palm oil and water, etc.	
		Engage learners in discussion to describe the different types of liquid-liquid mixtures.	
	Review learners understanding	Engage learners in an experiment	Ask learners series of
	in the previous lesson using	to separate a mixture of	questions to review their
	questions and answers	immiscible liquids.	understanding of the lesson
	Engage learners to play games and sing songs to begin the	Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water.	Ask learners to summarize what they have learnt
	lesson.		Ask learners to tell you what
		Guide learners to choose the right	they have learnt
		laboratory tools for this activity.	
		E.g. separating funnel or an	Give learners individual or
		improvised version of it.	home task
		Caution learners to not bring	
		liquids that are flammable or	
		poisonous to class for this lesson	

Week Er	nding:	DAY:			Subject: OWOF)		
Duration	: 60mins per lesso	'n			Strand: All abou	t us		
Class: B4		Class Size:			Sub Strand: My	Family		
	Standard: Demonstrate under tionships	rstanding of		. Expla	in and appreciate t tted member of the		Lesson:	
 Performance Indicator: Learners can explain and appreciate the importance of being a committed member the family 				r of Core Competencies: Communication and Collaboration Critical Thinking				
Teaching/ Learning ResourcesPictures, Char			rts, Video	Clips				
Reference	es: OWOP Curr	iculum Pg. 4						
DAYS PHASE I: STARTER		PHAS	E 2: M/	AIN	PHASE 3: RE	FLECTION		
	Put students into three 3 and num Put three numbe to the white boa students to expla corresponding st related to the les group.	ber them 1-3. Ir statements up rd and ask ain the atements sson to their	in harm Avoid y others. <i>i.</i> Be gen <i>ii.</i> Spend <i>iii.</i> Hang regular <i>iv.</i> Conn Participo In group the imp harmon e. g. to p law and develop	nony wit velling or nerous an d quality g out wit basis nect with ate in cor ps, let le portance y. promote l order, g ment, etc		Ask learners se questions to re understanding of Ask learners to what they have Give learners in home task	eview their of the lesson o summarize e learnt ndividual or	
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson		learners behavio harmon school, Learner promot	In a think-pair-share session, learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc. Learners to role play scenes that promote harmonious living at home, school, community		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 Er	nding:	DAY:			Subject: RELIGIOUS & MORAL EDUCATION				
Duration	: 60mins				Strand: God's cre	eation and attributes			
Class: B4		Class Size:	Sub Strand: The			Environn	nent		
Content	Standard:		Indicator: B4.1.2.1.1 Discuss t activities on the env		s the effects of human		Lesson:		
Performance Indicator: • Learners can discuss the effects of hur activities on the environment. Teaching/ Learning Wall charts,				Core Competencies:					
Resource	es l			<i>*</i> 1	, I,				
Referenc	es: RME Curricu	ılum Pg. 25							
DAYS	PHASE I: STARTER		PHASE 2: MAIN		PHAS	E 3: REFLECTION			
	knowledge of the making them ans questions on the lesson. Engage learners	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the		Guide learners to talk about the human activities in the environment. Show pictures on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc. State bodies, air pollution, etc. Construction of the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall,		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 Ending: DAY:					Subject: History	/		
Duration	: 60mins per lesso	on			Strand: My coun	itry Ghana		
Class: B4		Class Si	ze:		Sub Strand: The People of Ghana			
Content Standard: B4.2.1.1. Show understanding some of factors that led to the rise, expansion decline of one major kingdom Performance Indicator: Learners can describe how one major and the reasons behind its expansion. Teaching/ Learning Resources References: History Curriculum Pg				formed and the r dom was formed	be how one major reasons behind its e Core Compete critical thinkers a nding entrepreneur	expansion. ncies: nd digital literates	Lesson: I OF I	
DAYS PHASE I: STARTER			Pł	HASE 2: MAIN		PHASE 3: RE	FLECTION	
	about Ghana. Let learners sing some patriot songs they are familiar with.		lea Sta E.g En his Th Ak Bej rul De firs Le	sing the map of Gh arners to locate the ates. g. Denkyira Kingdo gage learners to di story of the Denky e Denkyira was a pow an people that existed what is now modern-d- ans, they originated fro fore 1620, Denkyira was enkyirahene and the ca st Denkyirahene was co arners to Identify to e rise, expansion an enkyira Kingdom.	e Forest Belt m scuss about the ira Kingdom. erful nation of the before the 1620s, ay Ghana. Like all om Bono state. vas called Agona. The s called ipital was Jukwa. The alled Mumunumfi.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task		
	Review the prev knowledge of the by making them questions on the lesson. Engage learners games and sing s begin the lesson	e learners answer previous to play ongs to	Us lea Sta E.g En his Th at of bro Ku wa Ak of Le th	sing the map of Gh arners to locate the ates. g. Akwamu Kingdou gage learners to di story of the Mole-I e Akwamus migrated f the Twifo- Heman fore the I6 th century. This longed to the Aduana for others of Asumennya, I mawu. The modern cit is originally founded an wamus. Nana Ansa Sa the Akwamu arners to Identify to e rise, expansion an kwamu Kingdom.	e Forest Belt m scuss about the Dagbani Kingdom. from Adanse to settle est at the later part group of Akans family and are blood Dormaa and ty of Asaamankese id occupied by the israku was the King	Ask learners set questions to re- understanding of Ask learners to what they have Ask learners to they have learner Give learners in home task	view their of the lesson summarize learnt tell you what t	

Week E	nding:	DAY:			Sub	ject: Creat	tive Arts	
Duration	n: 60mins per lesso	on			Stra	and: Perfor	ming Arts	
Class: B4	ł	Class	Size:		Sub	Strand: [Displaying and Sharin	ng
Demonsti how to ge	Standard: rate understanding enerate own ideas pressions on the p	for		o r: I /B4 2.3.5.1 Plan a eative experiences	a perf	ormance of	f compositions to	Lesson:
• Learn	ance Indicator: ers can plan a perf	formance	e of comp	oositions to share			mpetencies: 1aking Creativity, Inno ation	vation
Resources				rt paper, colors and t	raditio	onal art tools	5	
Reference	ces: Creative Arts	Curric	ulum Pg.	30				
DAYS	PHASE I: STA	ARTER		PHASE 2: MAII	N		PHASE 3: REFL	ECTION
	Review the prev of the learners b answer question previous lesson. Engage learners and sing songs to lesson	y makin; s on the to play g o begin t	g them games he	Learners are to w of performances to history and cultur Ghanaian people. Let leaners talk at pictures and tell to part of the picture them most. Leaners to perfor video in groups. Discuss the need compositions of co dance, drama, poor	hat re pout t he cla es tha m par for pe per n etry, e	effect the he iss the t interest rts of the erforming nusic, etc.	Ask learners series questions to review understanding of t Ask learners to su what they have lear Ask learners to tel they have learnt Give learners indiv home task	w their he lesson mmarize Innt Il you what vidual or
	Review the prev of the learners b answer question previous lesson. Engage learners and sing songs to lesson	y making s on the to play g	g them games	Guide learners to of portfolio of ow or drama Have learners tall they felt performi compositions. Learners to talk a <i>i. what they learnt f</i> <i>performance of oth</i> <i>ii.what other things</i> <i>want to do to impro- compositions.</i>	plan m mu a abou ng the bout from t eer gro they m	a display sic, dance ut how eir own eir own he oups. would	Ask learners series questions to review understanding of t Ask learners to su what they have lea Ask learners to tel they have learnt Give learners indiv home task	w their he lesson mmarize arnt Il you what

Week Ending: DAY:					Subject: Ghanaian Language						
Duration: 60mins per lesson						Strand: Writing					
Class: B4 Class Size:					Sub Strand: Penmanship/Handwr		dwriting				
Content Standard: B4.3.1.1: Exhibit knowledge of the use of stops, commas and question marks appropriately in sentences, and write simp sentences boldly and clearly.				B4.3.1.1.1-3 Recognize the use of fu			ll stops,	Lesson: I OF I			
 Performance Indicator: Learners can recognize the use of full and question mark 				stops, commas Coreativity and innovation collaboration							
Teaching/ Learning Resources Word card				ls, sentence cards, letter cards, handwriting on a manila card							
Reference	References: Ghanaian Language Curriculum Pg. 16										
DAYS PHASE I: STARTER			PF	PHASE 2: MAIN			PHASE 3: REFLECTION				
	Let learners sing a song they know.			Write a number of sentences on a cardboard.			Use questions to review their understanding of the lesson				
	Engage learners in the "Lucky Dip game" Learners take turns to dip their hands into a box containing words of collective nouns, pick a card		ser Lea a g	Use full stops at the end of each sentence you write. Lead learners to read the sentences as a group and in turns. Tell them that the full stop is used at			Ask learners to what they have				
	and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep		Wı wit	the end of a complete sentence. Write more sentences on the board without full stops and ask learners to use the full stop to punctuate them.							
	Choose 5-6 letters that the learners know and make 5- 10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound		Ca the boa hou Use hav Let use rov	 Draw some items on a cardboard. Call learners to mention the names of the items you have drawn on the board and write the names down horizontally. Use commas to separate the items you have written. Let learners recognize that a comma is used to separate a list of items in a row. Let learners make list of items in 			Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt				
	Write nine key in the previous boxes on the b Challenge stud	lesson, in	Re	ntences using c vise command rners.			Use questions t understanding o				

(historically accurate) sentence of at least three lines or a short paragraph using them all	Write some questions on a cardboard.Lead learners to read the questions.Use question marks at the end of each of the questions.Let learners recognize that question	Ask learners to summarize what they have learnt						
	marks are used at the end of a question. Write more questions on the board and call learners to come out to punctuate them using the question mark.							
Week Er	nding:	DAY:			Su	bject: PHYS	SICAL EDUCATION	
--	---	--------------	---	---------	---	--------------------	---	--------------------------------------
Duration	: 60mins				St	rand: Motor	Skill And Movement	Patterns
Class: B4		Class Size:			Su	b Strand: F	hythmic skills	
Demonstr movemen physical ac Perform	t patterns needed ctivities ance Indicator:	to perform a	Perform a variety of B4.1.6.1.6: strike a bounce ball with the hands and feet. Core Competencies:			Lesson: I OF I		
Teaching Resource	ers can strike a bo g/ Learning es: PE Curriculum	Videos and		l feet.		Develop per	rsonal skills	
DAYS	PHASE I: STA	-	PHASE 2: I	MAIN			PHASE 3: REFLE	CTION
	Take learners through general and specific warm ups In pairs, a plightweight hit over var Image: Second structure Image: Second structure Image: Second structure				a col stand : ball unde . Str	lleague to ces.	Have learners to pra individually and in gr Help those who find difficult and help the Assessment : Organize mini game learners for fun and enjoyment. Take learners throug down to end the les	oups. s it m for gh cool

Week Er	ding:	DAY:			Subject: Computing				
Duration	: 60mins				Strand: Introduct	tion To Comp	outing		
Class: B4		Class Size:			Sub Strand: Ger	eration of co	mputers		
B4.1.1.1:10 technolog		omputer and	Indicator: B4.1.1.1.5. Summarize the first ge computers		neration of	Lesson:			
• Learn comp		_		Cre	re Competencies ativity and innovation. 2	2. Communication	and collaboration.		
Teaching Resource	/ Learning	Mouse, keyboa	ard monitor, sy	yste	m unit and its com	oonents			
	es: Computing C	urriculum Pg 2							
DAYS	PHASE I: STA	RTER	PHASE 2:	MA	IN	PHASE 3:	REFLECTION		
	Take some extre pictures of first g computers. Pass them aroun students to gues and hence introc for the day	generation of d and get the s what they are	Guide learners to discuss about the first generation of computers. e.g. ENIAC- It was the first programmable electronic, general purpose digital computer. It was able to solve a large class of numerical problems through reprograming.			PHASE 3: REFLECTION Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson			
		EDVAC- It was one of the earliest electronic computers. It was rather binary rather than decimal and was designed to be a stored program computer.							

SCHEME OF LEARNING- WEEK 7

BASIC FOUR

Week Ending:	DAY: M	ONDAY	Su	bject: English Lang	guage		
Duration: 60mins			St	Strand: Oral Language			
Class: B4	Class Si	ze:	lling				
Content Standard:	I	Indicator: B4.1.4.1.1 retell st	ories	s sequentially, includi	ing key	Lesson:	
B4.1.4.1: Respond to storie	S	details			• •	I of I	
Performance Indicator: Learners can retell stories	sequentially, including	key details		Core Competen Communication ar Personal		ration,	
References: English Langu	age Curriculum For Pri	mary Schools Pg. 4					
Phase/Duration	Learners Activities		Resourc	es			
PHASE 1: STARTER PHASE 2: MAIN	 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 Tell a suitable story to the class e.g. "The Hawk and the Hen". Have learners identify the parts of the story as beginning part, middle part and ending part. 					rds, sentence ter cards, ing on a rd	
PHASE 3:	ole below al message of the						
REFLECTION	the lesson:	o the following by ways of reflecting on					
	2. Tell the class how acquire during the	Fell the class what you learnt during the lesson. Fell the class how you will use the knowledge they juire during the lesson. Which aspects of the lesson did you not understand?					

Week Ending:		DAY: Tuesda	y	Subject:	English Langua	ıge		
Duration: 60mins		•		Strand: Reading				
Class: B4	(Class Size:		Sub Stra	b Strand: Comprehension			
Content Standard: B4.2.7.1: Process and c appropriate texts	comprehe	end level	Indicator: B4.2.7.1.2 no sequence	te and recall	main ideas in a		Lesson:	
Performance Indicator:Core ComLearners can note and recall main ideas in a sequenceCommunicaPersonal							e s: Collaboration,	
References: English L	anguage (Curriculum For Pri	mary Schools P	g. 27				
Phase/Duration	Learn	ers Activities	Reso	urces				
PHASE 1: STARTER PHASE 2: MAIN	them s The gr • • Share	 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 						
	S – Sur noting Q – Q 3R Rea Recite	the SQ3R strategy, rvey the text- (lear heading/sub-headin Question - Generation ad - Read for mo - Retrieve informa w - Go over the ma	cards,	l cards, sentence , letter cards, vriting on a a card				
PHASE 3: REFLECTION	Ask le lessor I. Tel 2. Tel during	earners to do the	following by w ou learnt durir ou will use the	vays of refle	cting on the n. they acquire			

Week Ending:		DAY: W	EDNESDAY	S	ubject: English Languag	e				
Duration: 60mins				S	trand: Grammar					
Class: B4		Class Siz	ze:	S	ub Strand: Verbs					
Content Standard: B4.3.5.1: Apply the kr communication		rbs in	Indicator: B4.3.5.1.1 use	differe	nt types of verbs	Lesson:				
Performance Indic Learners can use diffe		verbs	1		Core Competencies: Communication and Co					
New words			ding, cooking, et	c		,				
References: English	Language Curr	iculum Pg.	40							
Ū										
Phase/Duration	Learners A	Activities				Resources				
PHASE I:	Review so	me adjecti	ves with learne	ers.						
STARTER										
	Do an acti									
			his? Pupils gue	ss: slov	v .					
	Do an acti									
			his? Pupils gues	s: loud						
		Do an action for happy.								
	Ask: What	word is t	his? Pupils gues	s: happ	у					
	Share perf	ormance i	ndicators and i	ntrodu	ce the lesson.					
PHASE 2: MAIN					es from the board and	Word cards,				
	identifying t	he verbs.	, ,			paper, letter cards,				
	Have learne	ers write se	ntences with giv	en verb	s.					
		s read sente	ences with auxili	ary vert	DS.					
	e.g. i. The boy <u>is</u>	s going to s	chool							
	ii. The girls									
	Note: An au	ıxiliary verb	is also known as	a helpin	g verb e.g. is, are, am, was,					
	and were			-	'					
	underline th	nem.		-	in sentences and					
PHASE 3:	Ask learne	rs to do t	he following by	' ways (of reflecting on the					
REFLECTION	lesson:									
	I. Tell the									
			•	-						
		2. Tell the class how you will use the knowledge they acquire during the lesson.								
			the lesson did g			1				

Week Ending:	DAY: THURSDAY		Subject: English Langu	age		
Duration: 60mins			Strand: Composition W	Vriting		
Class: B4	Class Size:		Sub Strand: Narrative	Writing		
Content Standard: B4.4.10.1: Narrate situation point of view about the wo	ns, express feelings and convey orld/ or fictional world	y B4.4.10.1.1 write about real or imag experiences or events			Lesson: I of 2	
Performance Indicator: Learners can write about r events	eal or imagined experiences or		re Competencies: mmunication and Collabor	ation, Pe	rsonal	
References: English Langu	iage Curriculum Pg. 53					
Phase/Duration	Learners Activities			Resou	irces	
PHASE I: STARTER	 Have learners recite familiar Would you love to sing What words did you heat Write some of the words Share the performance indication 					
PHASE 2: MAIN	first day at school. Learners tell the story seque Help learners to determine t (events in the story). Assessment: Learners are gro based on a chosen experience Learners to use first and thir up.	Learners tell the story sequentially: beginning, middle and end. Help learners to determine the setting and develop the plot				
PHASE 3: REFLECTION	 Ask learners to do the fol the lesson: I. Tell the class what you 2. Tell the class how you vacquire during the lesson. 3. Which aspects of the le 	learnt du vill use t	iring the lesson. he knowledge they			

Week Ending:	DAY: FR	IDAY	Subject: English I	anguage			
Duration: 60mins			Strand: Writing (Convention	s/ Extens	ive Reading	
Class: B4	Class Size:		Sub Strand: Usir	ng Adverbs			
Content Standard: B4.5.6.1: Understand and u correctly in speech and in v			ator:Lesson:.1.1 use adverbs to talk about when and the action of a verb took placeI of 2				
 Performance Indicator: Learners can use advertook place. Learners can read a va References: English Langu 	riety of age- and lev	vel appropriate		Core Co Communi Collabora	ication ar	nd	
	0 0						
Phase/Duration PHASE 1: STARTER	Learners Activi				Resou	rces	
PHASE 2: MAIN	 Engage learners to play the "Tapping Out" Game. Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending. Guided with examples, let learners narrate events using adverbs to describe the manner and the degree. Introduce drills to provide oral practice. Learners to identify adverbs of manner and degree in passages. Let them write and use the adverbs in simple sentences. 					cards, sentence etter cards, iting on a card	
	calls out "popcor student to pick u Guide learners to their choice duri Learners think-p <u>Assessment</u>						
PHASE 3:			h summary of the book wing by ways of refle				
REFLECTION	2. Tell the class acquire during	s how you wi the lesson.	arnt during the lessor Il use the knowledge son did you not under	they			

Week End	ling:	DAY:			Subject: Mather	Subject: Mathematics			
Duration:	60mins per lesson				Strand: Numbe	r			
Class: B4		Class S	ize:		Sub Strand: No	nd: Number Operations			
× 12	call basic multiplication	n fact up to	o 12	Indicator: B4.1.2.1.1 Do to 12 × 12	etermine basic multiplic	ermine basic multiplication facts up			
	nce Indicator: In Determine basic mu	ultiplicatio	n fact	s up to 12 ×	Core Competencie Problem Solving skills; (Justification of Ideas		
-	Learning Resource		Mani		nd loose straws base to	en cut square, j	patterns made from		
Reference	s: Mathematics Curri	culum Pg.	14						
DAYS	PHASE I: STAR	RTER	PI	HASE 2: MA	Ν	PHASE	3: REFLECTION		
Monday	Monday Let learners recite multiplication facts up to 5		m	Guide learners to determine basic multiplication facts. Example: To find $2 \times 3 = ?$			rners task to e whiles you go o guide those who iderstand.		
			an (a Le int -	earners count to tersections $2 \times 3 = 6$	2 straws vertically (leg with 3 horizontal ones he number of ubles of given numbers	s those w	nedial learning to ho special help.		
Tuesday	Engage learners to games and sing fam rhymes to begin th	niliar	G m Ex Le an (a	uide learners to ultiplication fac cample: To find earners arrange	o determine basic 2×3 = ? 2 straws vertically (leg with 3 horizontal ones	Give lea complet round to don't ur gs) Give ren	rners task to e whiles you go o guide those who iderstand. medial learning to ho special help.		

Wednesday	Engage learners to play games and sing familiar rhymes to begin the lesson.	Learners model different multiplication sentences, for example 3×4 . Learners mention the number of dots (intersections) for other learners to model fence Alternatively, learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product.	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	Engage learners to play games and sing familiar rhymes to begin the lesson.	Learners skip count in 4, 5, and 8. Draw a 6 by 6 multiplication chart for the numbers 5 to 10 and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. $\begin{array}{rrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrr$	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 En	nding: DAY:			Subject: Science			
Duration	: 60mins per lesson			Strand: Cycles			
Class: B4	Class Siz	ze:		Sub Strand: Earth	Science		
B4.2.1.1 R	Standard: ecognize that some events in onment occur recurrently		Demons	trate understanding o environment	of cyclic	Lesson:	
	ance Indicator:	movement					
	an demonstrate understandii ts in the environment		by of cyclic Core Competencies: Problem Solving skills; Critical			ustification of Ideas;	
Teaching	/ Learning Resources	Torch candle m	atchstick	k lantern paper pencil			
Referenc	es: Science Curriculum Pg						
DAYS	PHASE I: STARTER	PHASE 2: M	1AIN		PHASE	3: REFLECTION	
	Invite learners to tell stories of their mistakes they have committed in the past. Encourage		n a strin	ld a pendulum (a g) and let them motion.		stions to review understanding of the	
	learners to come up with how best they could do to prevent such mistakes				interesti	s to tell what was ng about the lesson.	
	and/ or solve them.		RT KANETICE		Have learners to read and spell the key words written on the board		
		(2) merry-go-ro (3) a swinging	hands of ound pendulur	n an analogue clock			
		Assist learner thing that is c movements.		ne out with one to all the			
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media			he life cycle of a rt on their findings. ^{Seeds}		stions to review understanding of the	
	handles.	Fruits with seeds 7	N	Germination		s to tell what was ng about the lesson.	
	Discuss what is trending and invite learners to share their opinions on them	Fruit		Sprout		rners to read and key words written oard	
		· ·		Flowering			

Week I	Ending:	DAY:			Subject: OWOF)	
Duratio	on: 60mins per les	son			Strand: All abou	t us	
Class: E	34	Class Size:			Sub Strand: Ho	me And School	
 B4.1.4.1. Demonstrate understanding of work as a civic responsibility Performance Indicator: Learners can explain importance of eduand work as a responsible citizen 			work as a	4.1.4.1.1. Explain importance of education and ork as a responsible citizen I OF I			
Teachi	ng/ Learning Re	sources Pi	ictures, Ch	arts, Vid	leo Clips		
Referen	nces: OWOP Cu	rriculum Pg. 5					
DAYS	DAYS PHASE I: STARTER			E 2: M/	AIN	PHASE 3: R	EFLECTION
	going on in their your learners mi	going on in their lives. You and your learners might talk about plans for the weekends. Learners t education e.g. i. Education work. Learners i ii. Education work. Learners i		oortance school a inity. rs talk al on is lin ucation of do. tion opens tion provi		Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board	
	Ask learners questions to En review their understanding in far the previous lesson ed Hig op in d Sha rol			learners want g on. nt on so unities le ation. oles and y the va	and officient of the second se	lesson Learners to te interesting abo Have learners	rstanding of the

Week Er	eek Ending: DAY:				Subject: RELIGIOUS & MORAL EDUCATION				
Duration	: 60mins			Strand: God's creation and attributes					
Class: B4		Class Size:	Class Size:			Sub Strand: The Environment			
Content	Standard:		Indic	ator:			Lesson:		
B4. I.2.I.	Explain the effects	of human	B4.I.	2.1.1 Discuss	the effects of hum	nan			
activities on the environment ad				ties on the e	nvironment.		I OF I		
 Learn activit 	ance Indicator: ers can discuss the ies on the enviror	iment.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness					
Teaching Resource	y/ Learning es	Wall charts, v	wall wo	all words, posters, video clip, etc.					
Referenc	es: RME Curricu	ılum Pg. 25							
DAYS	PHASE I: STA	RTER	PH	IASE 2: MA	NN	PHASE	3: REFLECTION		
	three 3 and number them 1-3.		hui env	Guide learners to talk about the human activities in the environment.		What have we learnt today? Effects of human activities on			

Put three number statements up		the environment.
to the white board and ask	Show pictures and video clips on	
students to explain the	human activities that destroy the	Learners talk about what was
corresponding statements	environment: illegal mining,	interesting and made
related to the lesson to their	indiscriminate cutting down of	meaning to them in the
group.	trees (deforestation), pollution	lesson and what they will
	of water bodies, air pollution,	change and do differently
Paste pictures on the board for	etc.	
learners to observe about it		
J/ 27 8	Let learners write the effects of	
and the second	human activities on the	
	environment: climate change –	
	heat, floods, rain storms, less	
27/10/2010/00/00	rainfall, famine, drought, etc.	

Week E	nding:	DAY:		Subject: History	,		
Duration	n: 60mins per lesso	on		Strand: My cour	itry Ghana	L	
Class: B4	1	Class Size:		Sub Strand: The	e People of Ghana		
B4.2.1.1.5 factors the decline of	Standard: Show understandir at led to the rise, e one major kingdo ance Indicator:	expansion and		the factors that le Kingdom you have s		Lesson: I OF I	
• Learr	lom you have stud	ied.		Core Compete critical thinkers a	nd digital l	iterates	
Teaching	g/ Learning Reso	ources Wa	ll charts, wall wo	rds, posters, video	clip, etc		
Reference	es: History Curr	iculum Pg. 22					
DAYC					DUACE		
DAYS	PHASE I: STA	ARIER	PHASE 2: MA	AIN	PHASE	3: REFLECTION	
	Engage learners and sing familiar the lesson.	to play games rhymes to begin	Revise with lea the major kingo In a discussion,	-	answers	es of questions and to review learners nding of the lesson	
			give reasons wl Kingdoms decli E.g. Akwamu K	ned.	what the	ners to tell the class y have learnt.	
			750 AD to 1200 as a result of po	and the rise of the kingdoms. Also		ners in turns ze the lesson	
			present day ivory				
	Engage learners and sing familiar the lesson.	to play games rhymes to begin	the major kingo	rners on some of loms in ghana.		ners to tell the class y have learnt.	
			give reasons w Kingdoms decli	In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Denkyira kingdom		ners in turns ze the lesson	
			led to the Ashan Denkyira as the among the twi s peoples. The De started to decline	the struggle that ti empire replacing dominant power beaking Akan			

Week En	ding:	DAY:			Subject: Creative Arts				
Duration	: 60mins per lesso	on			Stra	and: Visual	Arts		
Class: B4		Class	Size:		Sub	Strand: A	Appreciating and App	oraising	
Demonstr how to ge	Standard: ate understanding nerate own ideas pressions on the p	for		a tor: .6.1 / B4 1.4.7.1 Analy artworks based on th				Lesson:	
 Performance Indicator: Learners can analyze and appreciate own and others' visual artworks based on the developed guidelines. 						Decision M Communic		vation	
Teaching Resource	y/ Learning es	Photo	s, videos	, art paper, colors and 1	traditio	onal art tools	5		
Referenc	es: Creative Arts	Curric	ulum P	g. 30					
DAYS	PHASE I: STA	RTER		PHASE 2: MAIN			PHASE 3: REFL	ECTION	
	Engage learners t and play games t ready for lesson. Use questions ar review learners t in the previous le	o get th nd answ understa	em ers to	 Appreciating in art i people to look at a and understand how made. Explain to learners and have them agree Description of the stage involves destwork is made of, seand materials use The subject matter talks about the mwork. Appraisal: this stage of the artwork Experience to shear the stage talks about the stage talks about the mwork. 	work v the gu the gu e to it ne wo cribing size of d. cer: th eaning age tal c. nare: t	of art work was idelines rk: this what the the work is stage of the ks of the his stage	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 t and play games t ready for lesson. Use questions ar review learners t in the previous le	to get them n. and answers to s understanding		talks about the design process Learners are to display selected works that reflect the history and culture of the people of Ghana. Talk about the works dispassionately using the developed guidelines. Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks. Record the activity and share using		Use questions to r understanding of the Ask learners to sur what they have lea Learners to read a key words on the	he lesson mmarize rnt nd spell the		
				a social media platfo by the class/group.					

Week E	Inding:	DAY:				Subject: Gh	nanaian Language		
Duratio	n: 60mins per lesson	1				Strand: Cor	mposition Writing		
Class: B	.4	Class Size:				Sub Strand	: Narrative Writir	Ig	
B4.4.1.1:	t Standard: Show an understand ion marks appropriat is.		5	Indicator: B4.4.1.1.1-3 Demonstrate the use of stops and question marks appropria writing.					
• Lear	n ance Indicator: ners can demonstrat question marks appro						ies: on, Communication	and	
Teachir	ng/ Learning Resou	irces	Wor	rd cards, senten	ice cards,	letter cards, har	ndwriting on a manil	a card	
Referen	ces: Ghanaian Langu	age Curricu	lum Pg.	18					
DAYS	PHASE I: STAR	TER	PHA	SE 2: MAIN			PHASE 3: REF	LECTION	
	Engage learners to and sing familiar rhy begin the lesson.		Discu: learne	ss what a narr ers.	ative wri	ting is with	Use questions to understanding o		
				o learners and narrative essa		n to write a	Ask learners to summari what they have learnt		
			class f should	e groups read or the class to focus on the par s think a commo	o discuss ts in the es	(the discussion say that	Learners to read and sp key words on the board		
	Ask learners questi review their unders the previous lessor	standing in	cardb	a number of oard. Use full sentence you	stops at		Use questions to understanding o		
	Engage learners to and sing familiar rh			the cardboard to read the se			Ask learners to what they have l	earnt	
	begin the lesson.			earners recog at the end of a			Learners to read key words on th		
				em show thei and discuss the					
	Ask learners questi review their unders the previous lesson	standing in		earners a nari on marks use		-	o review their f the lesson		
				arners read al g in turns.	oud the r	narrative	Ask learners to what they have l		
	Engage learners to and sing familiar rhy begin the lesson.			ey read, let the			Learners to read and spell th key words on the board		
				em recognize appropriately		•			

Week Er	nding:	DAY:			Subject: PHYSICAL EDUCATION					
Duratior	: 60mins					S	trand: Mov	ement Concepts,		
Class: B4		Class S	ize:			S	ub Strand:	Space Awareness		
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities Performance Indicator: • Learners can distinguish between self-space ar					Indicator: B4.2.1.2.1: Distinguish between self-space and open space. Core Competencies: Develop personal skills			Lesson:		
	z/ Learning Reso			eos and picture		.е.	Develop p			
	es: PE Curriculun									
DAXC		DTED						PHASE 3: REFLEC	TION	
DAYS	PHASE I: STA	ARIER		PHASE 2: N					HON	
	space by indicating the total working area. Learners move to indicate the general space; Learners shade general space				explain the difference self-space and open ough discussion. or self-space is your space you take up within space			Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt		
Look for				space", thus	ook for and move to "open key words pace", thus where others are		Learners to read and s key words on the boa			
				Learners also space and op the spaces pr appropriately	en sp ovide	ace	by ticking			

Week E	nding:	DAY:			Subject: Computing				
Duration	n: 60mins				Strand: Introduct	tion To Comp	outing		
Class: B4	ł	Class Size:			Sub Strand: Intro Interface	oduction to M	IS Windows		
B4.1.2.1: I Desktop folders.	Standard: Demonstrate the u Background as wel ance Indicator:		Indicator B4.1.2.1.1 and explai	. Des in its			Lesson: I OF I		
 Learn expla 	ers can describe t in its features			Cre	re Competencies ativity and innovation. 2	. Communication	and collaboration.		
Teaching Resource	g/ Learning es	Projected exan	nples of pers	onali	zed desktop backgr	ound			
Reference	es: Computing C	Curriculum Pg. 3							
DAYS	PHASE I: STA	ARTER	PHASE 2:	MAI	N	PHASE 3:	REFLECTION		
	Get a viral pictur technology on ty Facebook, YouT	witter,			o explore the und and explain	Ask learners what they ha	s to talk about ave learnt.		
	social media han Discuss what is t invite learners to opinions on ther	trending and 5 share their	Jinis PC pTom		LC media pbycie Chronic	to review th	ons to learners eir ng of the lesson		
			Network Wins Blogstine Blogs	icp	Adobe Recycle Bin Creati Firefox Control Ponel S				
		11	Show differe background	task	💼 🛓 🍨 🛝 💩	203 PM 2/22/2021 ₿			

SCHEME OF LEARNING - WEEK 8

Week Ending:		DAY: M	ONDAY	Su	bject: English Lang	uage			
Duration: 60mins				Sti	r and: Oral Language	9			
Class: B4		Class Si	ze:	Su	b Strand: Presenta	entation			
Content Standard: B4.1.10.1: Show knowledge and register	of spoken g	rammar	Indicator: B4.1.10.1.2 demon of spoken language		te awareness of the	features	Lesson:		
Performance Indicator: Learners can demonstrate	e awareness o	of the featu	ires of spoken langua	age	Core Competen Communication an Personal		ation,		
References: English Langu	age Curriculi	um For Pri	mary Schools Pg. I4	ł					
Phase/Duration	Learners				, <u></u> ,	Resourc	es		
PHASE I: STARTER	them sear The group • D • V • F	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.							
PHASE 2: MAIN			ndicators and introd			Word ca	rds, sentenc		
		rms of lang	guage e.g. simple and		•		ter cards, ing on a		
			a level-appropriate s ss or intonation.	story	or a paragraph				
	Read the s intonation		or text aloud with p	boor	pace, stress and				
			oups to analyze the ty onveys meaning and						
	Have learners practice reading the story with good pace, stress and intonation.								
PHASE 3: REFLECTION	Ask learn the lesso		the following by w	vays	of reflecting on				
	2. Tell the acquire d	e class ho uring the	nat you learnt durir w you will use the lesson. of the lesson did yo	kno	wledge they				

Week Ending:		DAY: Tuesda	ıy	Subject:	English Langua	ige		
Duration: 60mins				Strand: F	Reading			
Class: B4	C	ass Size:		Sub Stra	. nd: Blends and C	Consona	nt Clusters	
Content Standard: B4.2.5.1: Identify and us clusters in reading	se consona	int blends and	Indicator: B4.2.5.1.1 oral	y produce s	ingle-syllable wo	ords	Lesson:	
Performance Indicat Learners can orally pro		e-syllable words			Core Comp Communication Personal	petencies: tion and Collaboration,		
References: English La	anguage Ci	urriculum For Pri	mary Schools Pg	. 21				
Phase/Duration	Learne	rs Activities				Reso	urces	
PHASE I: STARTER	them se The gro •	 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. 						
PHASE 2: MAIN	Guide le single-sy Demons blending e.g. p-I- b-I-a-c- g-r-o-w Have lea	earners to play ga vllable words. strate blending by g/bringing them to o-t = plot, k = black v = grow arners identify wo	rate blending by sounding out letters separately and manila bringing them together into syllables and words. •t = plot, = black					
PHASE 3: REFLECTION	lesson: 1. Tell 2. Tell during	cr, cl, gr, gl Ask learners to do the following by ways of reflecting on the						

Week Ending:		DAY: W	'EDNESDAY	S	ubject: English Languag	e			
Duration: 60mins				S	trand: Grammar				
Class: B4		Class Siz	ze:	s	ub Strand: Verbs				
Content Standard: B4.3.5.1: Apply the kn communication		rbs in	Indicator: B4.3.5.1.2 use agreement - si		oriate subject-verb plural	Lesson:			
Performance Indica Learners can use appr singular/plural		t-verb agre	ement –		Core Competencies: Communication and Co				
New words	Playing, swe	eping, wee	ding, cooking, et	с					
References: English	Language Curr	iculum Pg.	40						
Phase/Duration	Learners A					Resources			
PHASE I:	Review so	me adjecti	ves with learne	ers.					
STARTER	_	<i>.</i> .							
	Do an acti								
			his? Pupils gue	ss: slov	Ν.				
	Do an acti								
			his? Pupils gues	s: loud	1.				
	Do an acti								
	Ask: vvhat	word is t	his? Pupils gues	s: napj	ру				
	Share perfe	ormance i	ndicators and i	ntrodu	ce the lesson.				
PHASE 2: MAIN					rs to realize rules that	Word cards,			
	govern sent					paper, letter cards,			
	- A Singular room.	subject go	es with singular v	verb. e	, g. The boy is in the				
	- A Plural su	ubject goes	with a plural ver	ъ.е.g	. The girls are happy.				
	- Collective tomorrow.	nouns take	e singular verb. e	e. g. Th	e team is playing				
	Assessment verbs.	: Provide s	entences for gro	ups to	identify the subjects and				
	Have learne	Have learners write their own sentences to be presented to the class.							
PHASE 3:	Ask learne								
REFLECTION	lesson:		2,	•	2				
	I. Tell the	I. 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 a	spects of	the lesson did y	ou no	t understand?				

Week Ending:	D	AY: TH	URSDAY		Subject: English Langua	ige	
Duration: 60mins					Strand: Composition W	'riting	
Class: B4	Class S	Size:			Sub Strand: Letter Wr	riting	
Content Standard: B4.4.15.1: Write informal let topics	ters on giv	ren			to friends about personal appropriate letter formats		Lesson: I of 2
Performance Indicator: Learners can write to friends about personal experiences using appropriate letter formatsCore Competencies: Communication and Collaborat						ation, Pe	ersonal
References: English Langua	ge Curricul	um Pg. 5	8				
Phase/Duration	Learners	Activiti	es			Reso	urces
PHASE I: 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. 						
PHASE 2: MAIN	Present sa Let learne features o Discuss th Each grou	imples of rs read s f friendly nese featu p writes	formance indicators and introduce the lesson. es of friendly letters to learners. ead samples in groups and identify important endly letters. features with learners. rites a friendly letter (about their personal				l cards, sentence letter cards, vriting on a a card
PHASE 3: REFLECTION	Ask learr the lesso I. Tell th 2. Tell th acquire c	ences) showing the important features. earners to do the following by ways of reflecting on sson: I the class what you learnt during the lesson. I the class how you will use the knowledge they re during the lesson. hich aspects of the lesson did you not understand?					

Week Ending:	0	DAY: FRIE	DAY	Subject: English L	anguage					
Duration: 60mins	•			Strand: Writing (Convention	s/ Exten	sive Reading			
Class: B4	Class	s Size:		Sub Strand: Usir	ng Preposit	ions				
Content Standard: B4.5.7.1: Apply the knowled in oral and written commun		oositions	Indicator: B4.5.7.1.1 u meanings	use prepositions to co	nvey a varie	ety of	Lesson:			
 Performance Indicator: Learners can use prepo Learners can read a var 		•	variety of mea	-	Commun	ompetencies: nication and ration, Personal				
References: English Langua	References: English Language Curriculum Pg. 64									
Phase/Duration	Loarno	rs Activiti	05			Resou	rcos			
PHASE I: STARTER	Learners Activities Engage learners to play the "Tapping Out" Game.						rces			
	Each fing Turn yo Raise th Bring th the sour	ger repres- our back to e index fin e index fin nd.	ents a letter so the class and ger straight as ger down to r							
PHASE 2: MAIN	A prepo one obje Write e e.g. i. Th ii. Keep t iii. studer Have lea under) i Let ther Engage I The rule calls out student Guide le their ch	 Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending. A preposition is a word, which shows the relationship between one object and the other. Write examples of sentences to illustrate this. e.g. <i>i</i>. The book is <u>on</u> the desk ii. Keep this book <u>in</u> your desk. iii. students should put their bags <u>under</u> their desk Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences. Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. 					cards, sentence letter cards, riting on a card			
PHASE 3: REFLECTION	Learners write a-two-paragraph summary of the book read. Ask learners to do the following by ways of reflecting on the lesson: I. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they									
	acquire	during th	e lesson.	n did you not under	-					

Week Endi	ng:	DAY:		Subject: Mathe	matics			
Duration: 6	0mins per lesso	n		Strand: Numbe	er			
Class: B4		Class Size:		Sub Strand: N	umber Operati	ons		
mathematics properties to	scribe and apply strategies and r determine ans ication facts to 8	number wers for	Indicator: B4.1.2.2.2 ap for multiplica	ply mental mathematic tion,	s strategies	Lesson: I OF I		
			-	es for Problem Solving skills; Critical Thinking; Justification of Ideas e and loose straws base ten cut square, patterns made from				
Resources	_	Manila			1, F			
References	: Mathematics C	Curriculum Pg.	15					
DAYS	PHASE I: S	TARTER	PHASE	2: MAIN	PHASE 3:	REFLECTION		
Monday	Let learners so teaser $\mathbf{\hat{0}} + \mathbf{\hat{0}} + \mathbf{\hat{0}}$ $\mathbf{\hat{0}} + \mathbf{\hat{3}} + \mathbf{\hat{3}}$) = 30	one facto and 100 b adding ze		they have le	s to tell you what earnt and what e to learn in the		
	<mark>≫</mark> - <u>o</u> 0 = <u></u> 0 + <u>)</u> + <u>></u>		and then Assessm	3×200 think of 3×2 add two zeros ent: Learners to with more examples	Give learne home task.	Give learners individual or home task.		
Tuesday	Engage learner song <u>WE CAN CC</u>	DUNT	one facto annexing	ne the products when or is a multiple 1000 by zero or adding zeros	they have le	s to tell you what earnt and what e to learn in the		
	We class four We can count We count 1,2 We count 6,7 We class four well.	t ,3,4,5	and then Assessm	3×2000 think of 3×2 add three zeros ent: Learners to with more examples	Give learne home task.	rs individual or		
Wednesday	Engage learne Dice game. Put learners ir	nto pairs and giv	when de product ve	lving and doubling termining a given 5 is the same as 16×10	they have le they will like next lesson	s to tell you what earnt and what e to learn in the		
		r to toss the di add up the two	ce	rs individual or				
Thursday	I-20) to learn Leaners are to	ber cards (from ers at random. o identify numb marks, frames, tc.	to deteri ers involving	e distributive property mine a given product multiplying factors close to multiples of	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson			

	The first child shouts and mention the number on his card and ask for another number. Example, I have 5Who has 9?	e.g., 29×7 = (30×7) – (1×7) = 203 Assessment: Learners to practice with more examples	Give learners individual or home task.
Friday	Have learners to sing songs and recite familiar rhymes JOHNNY JOHNNY Johnny, Johnny, yes papa. Eating sugar, no papa. Telling lies, no papa.	Apply the distributive property to determine a given product involving multiplying factors that are close to multiples of 10	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	Open your mouth ha! ha! ha!	e.g., 29×7 = (30×7) – (1×7) = 203	Give learners individual or home task.
		Assessment: Learners to practice with more examples	

Week E	nding:	DAY:			Subject: Science	e			
Duratio	n: 60mins per lesso	on			Strand: Cycles				
Class: B	4	Class Siz	e:	Sub Strand: Eart			th Science		
B4.2.1.2 between	t Standard: Recognize the relat the earth and the s		Indicator: B4.2.1.2.1 Ider day and night	ntify the	objects in the sky o	during	Lesson:		
	nance Indicator: can Identify the ob hight	•	, ,	Probler	-	-	; Justification of Ideas;		
Teachin	g/ Learning Reso	ources	orch candle m	rch candle matchstick lantern paper pencil					
Referen	References: Science Curriculum Pg.5								
DAYS	PHASE I: STA	RTER	PHASE 2:	MAIN		PHASE	3: REFLECTION		
	Engage learners to and play games to ready for lesson.			nd name	o outside the e the objects in	•	stions to review understanding of the		
	Use questions and answers to review learners understanding in the previous lesson.		objects to s • The sun • The moon • The planets • Earth-orbitin • Stars Have learnet color a cut of look like the Learners to to the center "Day sky".	Guide learners to identify some objects to see during the day • The sun • The moon • The planets • Earth-orbiting satellites • Stars Have learners to use markers to color a cut out circular shape to look like the earth. Learners to glue the cut out shape to the center of a paper, labelling it			to tell what was ng about the lesson. rners to read and key words written oard		
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.		Have learned differences a night sky. Learners dr circles then overlapping them the th sky, day sky and display classroom v Answer the to the sky in Learners wi	Have learners to Identify the differences and similarities in day and		Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board			

Week	Ending:	DAY:			Subject: OWOF	þ		
Duratio	on: 60mins per les	son			Strand: All abou	t us		
Class: B	34	Class Size:	Sub Strand: Ho			me And School		
B4.1.4.1.	at Standard: Demonstrate une a civic responsibil			. Explai	n importance of ec sible citizen	lucation and	Lesson:	
PerformLear and	nance Indicator mers can explain i work as a respon	mportance of sible citizen	education	Core Comm	Competencies: unication and Collabo	oration Critical Th	ninking	
	ng/ Learning Real		ctures, Char 5	ts, video				
DAYS	PHASE I: STA	ARTER	PHASE 2:	MAIN		PHASE 3: RI	EFLECTION	
	Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends.		Learners in groups talk about the importance of work at home, school and the community. Learners talk about how education is linked to work e.g. i. Education opens avenues to get work to do. ii. Education opens minds to set up work. iii. Education provides skills to manage work. Learners identify individuals in their community who have been able to			Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board		
Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.		Engage learners to discuss how far they want get with their education. Highlight on some carrer opportunities learners can have in education. Share roles and have learners to role play the various careers		their education. earrer ers can have in e learners to role eers	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board			
			Learners compose a song on the importance of education					

Week Endir	ng:	DAY:			Subject: RELIGIO	US & MO	ORAL EDUCATION	
Duration: 60	Omins		Strand: God's crea			ation and attributes		
Class: B4		Class Size:			Sub Strand: The	Environn	nent	
activities on t	andard: Iain the effects he environmer ce Indicator:		B4.1.	ties on the e		n	Lesson:	
activities	can discuss the on the environ earning Reso	ment.		Cultural Ide	npetencies: ntity, Sharing Reconcili posters, video clip,		getherness	
-	RME Curricu				<u> </u>			
DAYS P	HASE I: STA	RTER	PHA	SE 2: MAIN	I	PHAS	E 3: REFLECTION	
ar re U tc ur	ngage learners t nd play games to eady for lesson. se questions an o review learner nderstanding in sson.	o get them d answers rs	the hu envirce Let les human contribu of harm toxins c natural degrad harmfu	uman activitie onment. arners write n activities of a activities affect uting to air poll offul substances can exert treme world, leading ation and proba l algal blooms rain storms, les	rs to talk about es in the the effects of in the environment: at the environment by ution, or the emission into the air. These endous effects on the to environmental lems like acid rain and in the ocean, heat, is rainfall, famine,	learner lesson Learne interes Have le	estions to review s understanding of the rs to tell what was ting about the lesson. earners to read and e key words written board	

Week E	nding:	DAY:			Subject: History	ubject: History				
Duratio	n: 60mins per lesson				Strand: My count	ry Ghana				
Class: B	4	Class	Size:	Size: Sub Strand: The			People of Ghana			
Content Standard: B4.2.1.1. Show understanding some of factors that led to the rise, expansion decline of one major kingdom Performance Indicator:			and	the Kingdom you	the factors that led to a have studied. Core Competen		Lesson: I OF I			
	can state the factors you have studied.	that led	l to decli	ine of the	critical thinkers and	d digital literates	5			
	g/ Learning Resou	rces	Wall ch	arts, wall words,	posters, video clip, et	tc				
Referen	ces: History Curric	ulum Pg	g. 22							
DAYS	PHASE I: STAI	RTER		PHASE 2:	MAIN	PHASE 3: R	REFLECTION			
	Engage learners to a songs and play game get them ready for Use questions and answers to review learners understand the previous lesson Engage learners to a songs and play game get them ready for Use questions and answers to review learners understand the previous lesson	sing es to lesson. ding in sing es to lesson. ding in	kingdo In a d reaso declin E.g. G After y Jakpa his me A ragin was sh The kin death. Revise kingdo In a d reaso declin E.g. A serie gradue of the	e with learners on oms in ghana. iscussion, led learn ns why some of th red. Sonja Kingdom years of conquering contemplated fight en were murdered of ng battle then took hot in the ankle and ingdom gradually st e with learners on oms in ghana. iscussion, led learn ns why some of th red. ssante kingdom es of defeats at the ally weakened and	some of the major hers to give he Kingdoms many territories, ing the Ashanti's but due to fatigue of war. place in which Jakpa I mortally wounded. arted falling after his some of the major hers to give he Kingdoms hands of the British reduced the territory ofter nearly a century	Use series of a answers to re- understanding Ask learners t what they have Call learners in summarize the	questions and view learners of the lesson o tell the class e learnt. n turns e lesson o tell the class e learnt. n turns			
			in 190	om was finally decla D2 following the upr santewaa war.	red a crown colony ising known as the					

Week End	ding:	DAY:		Sub	oj	ect: Creati	ve Arts		
Duration:	60mins per lesson			Stra	a	nd: Perforn	ming Arts		
Class: B4		Class Si	s Size: Sub Strand: A			Strand: Ap	oppreciating and Appraising		
to generate expressions	itandard: te understanding o own ideas for arti on the people. nce Indicator:		2.4.6.1 / B4 2.4.7.1 Develop guidelines for preciating own and others' performing artw				Lesson:		
 Learne own an Teaching/ 		ng artwor rces	Photos, videos, art paper, o	-		Decision Ma Communica	king Creativity, Innc	ovation	
DAYS	PHASE I: STA		PHASE 2: MAIN				PHASE 3: REF		
	Use questions ar answers to revie previous lesson learners. Engage learners games and sing s begin the lesson	w the with to play	 The easiest way to under appreciate a performance and approprichecklist. Guide learners to create criteria for appreciating performance; Creative process Subject matter Selection and use of elements Styles and techniques Originality or creative Selection and use of space Selection and use of Symbolism and culture Aesthetic qualities 	ce is t riate c e a ch and a instru s ity costu	in in	develop iteria or ocklist or opraising a nents and	Use questions to learners understa lesson. Ask learners to t what they have le Call learners to s the main points o	anding of the cell the class earnt. summarize	
	Engage learners songs and play ga get them ready f Use questions ar answers to revie learners underst the previous less	ames to or lesson. id w anding in	 > suitability Lead a discussion to exp with learners. Now let learners use th appreciate and appraise performed in class. e.g. and the Wisdom Pot. Put learners into groups or allow learners to pick themselves. Invite each group to per as others observe. Set up a three member checklist or criteria to a performance of each group 	e che a pre Kwek and : oup r form judge pprai:	sl sl sl sl sl	klist to ious art Ananse hare roles bles for he drama to use the	Use questions to learners understa lesson. Ask learners to t what they have le Call learners to s the main points of	anding of the cell the class earnt. summarize	

Week Er	nding:	DAY:				Subject: Gh	anaian Language	
Duration	: 60mins per l	esson				Strand: Cor	nposition Writing	
Class: B4		Class Size:			Sub Strand			Vriting
B4.4.2.1: S	Standard: how an under g short simple				Indicator: B4.4.2.1.1-2 Write a one paragraph describing a past event.			Lesson:
• Learn	ance Indicato ers can write a event.		iph story	y describing		•	es: on, Communication	and
Teaching	g/ Learning R	lesources	Word	cards, sentence	cards, let	tter cards, hand	writing on a manila o	card
Reference	es: Ghanaian	Language Cu	ırriculun	n Pg. 20				
DAYS	PHASE I: S	STARTER		PHASE 2:	MAIN		PHASE 3: REF	LECTION
	and play gam ready for les Use question review learn the previous	ns and answei ers understar	rs to nding in	traditional s Share the cl learners and to a page wi passage mad paragraph. Lead learner passage. Use the pas	Lead learners to read the passage. Use the passage to assist learners to recognize a			o review anding of the tell the class earnt. summarize the he lesson.
	and play gam ready for les Use questior	les to get the son. Ins and answer ers understar	m rs to	and put then write a one describing the them. Show learned In groups, let the scenes to movie. Let learners on the scent their story to	m into g paragra he event ers a sho et learne chey saw write a e they sa to the cl	roups to ph story c narrated to ort video. rs discuss r in the short story aw and read	Use questions to learners underst lesson. Ask learners to t what they have l Call learners to t main points of th	anding of the tell the class earnt. summarize the

Week Er	nding:	DAY:		S	Subject: PHYSICAL EDUCATION					
Duration	: 60mins			S	trand: Physical	Fitness				
Class: B4		Class Size:		Sub Strand: Aerobic Capacity						
Demonstr movemen physical ac Perform	ance Indicator:				I OF					
	ers can perform 15 g/ Learning Reso	1.1	and picture		Develop perso	onal skills				
Referenc	es: PE Curriculum	1 Fg. 50								
DAYS	PHASE I: STA	ARTER	PHASE	2: MAIN	N	PHASE 3: REFL	ECTION			
	Engage learners to and play games to ready for lesson. Use questions ar review learners to the previous less	o get them nd answers to understanding in	walking br demarcate pace. Walking at	swing the iskly with ed area at t a brisk p	ir arms by	Use questions to the learners understant lesson. Ask learners to tee what they have learners to sumain points of the	nding of the Il the class arnt. Immarize the			

Week Er	nding:	DAY:	Subject: Computing						
Duration	: 60mins					Strand: Introductio	n To Comp	outing	
Class: B4		Class Size	:			Sub Strand: Introd Interface	uction to M	IS Windows	
B4.1.2.1: E Backgrour Performa Learners o Desktop B Teaching	Standard: Demonstrate the u ad as well as worki ance Indicator: an demonstrate ho ackground J Learning Reso es: Computing C	ing with folde ow to Persona urces F	infolders. the Desktop Background I OF I ersonalize the Core Competencies: Creativity and innovation. 2. Communication and collabo Projected examples of personalized desktop background						
DAYSPHASE I: STARTERPHASEEngage learners to sing songs and play games to get them ready for lesson.Show pr Desktop aid of a pUse questions and answers to review learners understanding in the previous lesson.Show pr Desktop aid of a pDescriptionDescriptionDescriptionDescriptionDescriptionDescriptionDescriptionDescriptionDescriptionDescription				p Backgroun projector of projector of projec	am nd or p ntion eel er e s, v ave	n is the process of and organization of experience. It involves vindow color schemes,	Use quest learners u the lesson Ask learne what they Call learne	ers to tell the class have learnt.	

SCHEME OF LEARNING- WEEK 9

BASIC FOUR

Week Ending:	DAY: M	AY: MONDAY Subject: Engl			h Language		
Duration: 60mins			St	t rand: Oral Language	е		
Class: B4	Class Si	ize:	Si	u b Strand: Dramatiz	zation and	Role Play	
Content Standard: B4.1.5.1: Perform stories	I	Indicator: B4.1.5.1.1 role	e-play a s	story/play		Lesson:	
Performance Indicator: Learners can role-play a s				Core Competer Communication ar Personal		ration,	
References: English Langu	age Curriculum For Pri	imary Schools P	g. 5				
Phase/Duration	Learners Activities	;			Resourc	ces	
PHASE I: 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. 						
PHASE 2: MAIN	e. g. Ananse and the Have learners identi events/key issues in	Select a suitable story/play learners have heard or read e. g. Ananse and the Black Pot. Have learners identify and discuss the characters and events/key issues in the play/story. Assessment: Guide learners to role-play the key characters in				ards, sentence ater cards, and ard	
PHASE 3: REFLECTION	Ask learners to do the lesson: I. Tell the class wh 2. Tell the class ho acquire during the 3. Which aspects of	nat you learnt o w you will use lesson.	luring t the kno				

Week Ending:		DAY: Tuesday	Subject:	English Langua	ige		
Duration: 60mins			Strand:	Reading			
Class: B4	Clas	s Size:	Sub Stra	and: Vocabular	ary		
Content Standard: B4.2.6.2: Build vocabular	У	Indicator: B4.2.6.2.1 develop a r reading of age-approp		ock through ext	ensive	Lesson:	
Performance Indicate Learners can develop a age-appropriate texts		lary stock through extensi	ve reading of	Core Comp Communication Personal		e s: Collaboration,	
References: English La	nguage Curi	riculum For Primary Schoo	ols Pg. 24				
Phase/Duration	Learners	Activities			Reso	urces	
PHASE I: STARTER	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson						
PHASE 2: MAIN	Introduce portfolios in sentence Display so sentences to do sam Guide lear have been	Word cards, sentence cards, letter cards, handwriting on a manila card					
PHASE 3: REFLECTION	Ask learn lesson: 1. Tell the 2. Tell the during the 3. Which						

Week Ending:		DAY: W	/ednesday	S	ubject: English Language				
Duration: 60mins				S	trand: Grammar				
Class: B4		Class Si	ze:	s	ub Strand: Verbs				
Content Standard: B4.3.5.1: Apply the kn communication	owledge of ve	rbs in	Indicator: B4.3.5.1.3 use t in sentences	the sim	ple present form of verbs	Lesson:			
Performance Indica Learners can use the s		form of ve	erbs in sentences		Core Competencies: Communication and Coll	aboration. Personal			
New words			ding, cooking, etc						
References: English I	Language Curr	iculum Pg.	41						
Phase/Duration	Learners A	Activities				Resources			
PHASE I:	Review so	me adject	ives with learne	rs.					
STARTER		<i>.</i> .							
	Do an acti								
			his? Pupils gues	ss: slo	W.				
	Do an acti				1				
	Do an acti		his? Pupils gues	s: iouc	1.				
			1.7	s: han					
	ASK. VVIIat	Ask: What word is this? Pupils guess: happy							
	Share perfe	ormance i	ndicators and ir	ntrodu	ice the lesson.				
PHASE 2: MAIN	-		C. gram			Word cards,			
			(Pg.41)			paper, letter cards			
	Using sever								
	form of ver								
	e.g. i. Esi <u>re</u>		•						
	ii. Joe <u>sweep</u> s		illing.						
	Create situa	ations for l	earners to use ve	rbs to	express habitual actions.				
	e.g. Tell the	class what	you do every m	orning	- Timeless and universal				
	statements.								
			he east and sets ir	the w	est.				
	ii. Ghana <u>is</u> ii	n Africa.							
	Provide am								
PHASE 3:					of reflecting on the				
REFLECTION	lesson:				0 011 010				
_									
	I. Tell the	class wha	t you learnt dur	ing th	e lesson.				
			•	-	wledge they acquire				
	during the								
	3. Which a	spects of	the lesson did y	/ou no	ot understand?				

Week Ending:		DAY: TH	URSDAY		Subject: English Language			
Duration: 60mins Strand:					Strand: Composition V	I: Composition Writing		
Class: B4	Class Size:				Sub Strand: Creative Writing			
Content Standard: B4.4.11.1: Create texts			Indicator: B4.4.11.1.1 write freely about topics of choic their immediate environment			ce in	Lesson:	
Performance Indicator: Learners can write freely about topics of choice in their immediate environment				Core Competencies: Communication and Collaboration, Personal				
References: English Langua	ige Curri	culum Pg. 5	4					
Phase/Duration	Learners Activities Resources							
PHASE I: STARTER	 Have learners recite familiar rhymes. Would you love to sing more songs? What words did you hear in the song? Write some of the words you heard. Share the performance indicators and introduce the lesson.							
PHASE 2: MAIN	Go round to supervise learners as they write their draft. They then peer edit their work. Have them present their work for class discussion and correction. They then write the final draft and display their work for their peers to read.					cards handv	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Ask les the les 1. Tell 2. Tell acquire	Ask learners to do the following by ways of reflecting on he lesson: . Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 8. Which aspects of the lesson did you not understand?						
Week Ending:		DAY: FRIC	DAY	Subject: English I	Language			
--	--	--	---	---	---	---		
Duration: 60mins		•		Strand: Writing	Conventions/ Exter	sive Reading		
Class: B4	Cla	ass Size:		Sub Strand: Usir	ng			
Content Standard B4.5.8.1: Apply the k in speech and in writ	nowledge of co	onjunctions	Indicator: B4.5.8.1.1 ide	ntify and use conjun	ctions	Lesson:		
 Performance Indi Learners can ide Learners can re References: English 	entify and use c ad a variety of a	age- and level		ooks.	Core Compete Communication a Collaboration, Pe	and		
Kelerences. Englisi			0					
Phase/Duration PHASE 1:	Learners Ac		e "Tapping Out	" Game		Resources		
STARTER	Spread your f Each finger re Turn your ba Raise the inde	fingers apart a opresents a le ck to the clas ex finger strai ex finger dow	as learners do s itter sound of si is and raise you ight as learners in to meet the s	same. ingle-syllable words. ır right hand.	the sound.			
PHASE 2: MAIN	Guide learner of conjunctio e.g. i. Ted stayed ii. She was go Guide learner a topic. e. g. A visit to Guide them t Let learners t Engage learner The rules are "popcorn" wh the previous Guide learner the library pe Learners thin <u>Assessment</u>	rs to give exa ns. home from s ing out to pla rs in groups t to an interestin to edit each o calk about the ers in the "po e simple: One hen they finish one left off. rs to choose eriod. k-pair-share to	chool <u>because</u> ay <u>but</u> it rained. o join sentence ng tourist site. other's work by e differences in pcorn reading" student starts h. This prompts and read indepent their stories wit	nces demonstrating t he was sick. Is using coordinating exchanging with oth their stories game reading aloud and th s the next student to endently books of th th peers.	conjunctions on her groups. en calls out o pick up where	Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Ask learners I. Tell the c 2. Tell the c lesson.	s to do the f lass what yo lass how yo	ollowing by w ou learnt durin u will use the	y of the book read. Yays of reflecting of the lesson. knowledge they ac u not understand?				

Week Endi	ng:	DAY:			Subject: Mathematics					
Duration: 6	0mins per lesson					Strand: Number				
Class: B4		Class Size	:			Sub Strand: Numb	er Operati	ons		
division (2- o Performan Learners can	nonstrate an under r 3-digit by one dig c e Indicator: solve multi-step w	git number)	ns ir	problems invo	olvin Co	2.6.1 Solve multi-step g the four basic opera re Competencies: blem Solving skills; Criti	ations I OF I			
four basic op Teaching/ L Resources References				ndle and loose	stra	ws base ten cut squar	re, patterns	made from Manila		
References:		iculuii i g. i	/							
DAYS	PHASE I: STA	RTER	P	HASE 2: MAI	N		PHASE	3: REFLECTION		
Monday	fractions from the to the smallest.	ns from the largest smallest. di $\frac{3}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ Ex su ers are to complete ork within a given di			Guide learners to solve Division as repeated subtraction (using the long division method). 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 times the divisor is taken from the dividend. For example, 25 ÷ 5 = ? Learners count			ners task to while you go e class to support o might need extra		
Tuesday	Engage learners t missing number p Use I to 4 to finish ead Multiply before you add 3.	uzzle. h equation.	For example, $25 \div 5$ the number of times from 25, which is 5 Hence, $25 \div 5 = 5$ Guide learners to so the estimation of mu and others of the dir to solve $276 \div 3 = ?$ Learners use estimat have to use multiple a convenient estimat many groups of 3 ca The estimation used 40 = 120. Subtracting get 156. The next estimation So $3 \times 50 = 150$. Sul 156 to get 6. The next estimation And $2 \times 3 = 6$. Subtra get 0. There is nothing			imes. Ive Division using Itiples of 10, 100 isor. For Example ions: (they may s of divisor to select e) "About how n fit into 276?" here is 40. So 3 × g 120 from 276 to used is 50. ptracting 150 from used is 2. acting 6 from 6 to ng more to share.	complete round the	ners task to while you go e class to support o might need extra		

Wednesday	Engage learners to play the missing number puzzle. Use I to 4 to finish each equation. Multiply before you add and subtract	Learners model mathematical statements from a given word problem involveing addition and solve using the strategies learnt. Multiply before you add and subtract	Give learners task to complete while you go round the class to support those who might need extra help.
	× 8 × - + 4 2 1	- 3 + X - 1 7 2	
Thursday	Let learners play games and sing songs to begin the lesson. Revise with them the previous lesson through questions and answers.	Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed	Give learners task to complete while you go round the class to support those who might need extra help.
Friday	Engage learners in the Mental math game: Give a sequence of instructions for learners to follow while doing math in their head.	Learners role play a given word problem involving addition and multiplication and solve. e.g. i. A bee has 6 legs. How many legs do 8 bees have? ii. Brad has 17 ballons. 8 ballons are red and the rest are green. How many green ballons does Brad have? iii. Josh had 16 marbles in his collection. He lost 7 marbles. How many marbles does he have now?	Give learners task to complete while you go round the class to support those who might need extra help.

Week Ending	g:	DAY:			Subject: Science	9			
Duration: 60	mins per lesso	n			Strand: Cycles	ycles			
Class: B4		Class Size:	Sub Strand: Ear			rth Science			
condensation,	understanding evaporation, t	g of the roles of ranspiration and jical (water) cycle	Indicator: B4.2.1.3.1 Demonstrate the process of evapotranspirati						
Performance Learners can d evapotranspira	•		Probler	Competencies: m Solving skills; Critic	al Thinking	; Justification of Ideas;			
Teaching/ Le	arning Reso	urces Glass of	or plastic	c bottle					
References: S	Science Curr	iculum Pg.5							
DAYS PH	IASE I: STA	RTER	PHAS	SE 2: MA	AIN	PHASE	3: REFLECTION		
and rea Us rev	gage learners t d play games to dy for lesson. e questions an riew learners to previous less	o get them Id answers to understanding in	evapo Guide breath transp or pla obsern Explai humar when Put lea give ea plant, rubbe follow (1) Let the lea any wa (2) Tie the pla for an l (3) Obs wrap st	ration and learners ne out or sarent sur stic bottle vations. In to learn ns release they resp they tran arners int ach group plastic wir r band to ring activiti learners ex ves of the p ter droplets the plastic mup to the bour. serve both f urfaces.	o groups and a young potted rap bag and a undertake the	learners lesson Learners	stions to review understanding of the to tell what was ng about the lesson.		

Week Er	ding:	DAY:			Subject: OWOP				
Duration	: 60mins per lesso	on			Strand: All about us				
Class: B4		Class Size	e:		Sub Strand: The E	nvironment &	The Weather		
B4.2.1.1 D environme	Standard: vemonstrate know ental safety ance Indicator:	ledge of	Indicato B4.2.1.1. safe	I. Explair	n ways of making the o	environment	Lesson:		
	ers can explain wa onment safe	ays of making	g the		Competencies: unication and Collabora	tion Critical Th	inking		
Teaching	/ Learning Reso	ources	Pictures, Charts, Video Clips						
Reference	es: OWOP Curr	iculum Pg. (6						
			-			-			
DAYS	PHASE I: STA	ARTER	PHASE 2:	MAIN		PHASE 3: I	REFLECTION		
	Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends.		safety in the e.g. keeping a trees, good so water, reduce burning of thi Show pictu human activ environmer (galamsey), trees (defore	Learners talk about ways of ensuring safety in the environment e.g. keeping the environment clean, planting trees, good sanitation, good roads, safe drinking water, reduce usage of chemicals, reduce burning of things. Show pictures and video clips on human activities that do not make the environment safe: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of the air and water bodies, throwing plastic bags around.			ns to review erstanding of tell what was bout the lesson.		
	songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson. hom keep scho				blay games or hat teach ways of e community ling, preventing g fire outbreaks by gadget after use, er available in oad accidents, nd classroom or g trees, recycling stics	the lesson Learners to	ns to review erstanding of tell what was bout the lesson.		

Week E	nding:	nding: DAY: Subject: RELIGIOUS & MORAL EDUC						
Duratio	n: 6 0mins			Strand: Religious Practices				
Class: B	4	Class Size:		Sub Strand: Relig			orship	
B4.2.1.1.	: Standard: Appreciate the imp and other acts of w		, E	ndicator: 34.2.1.1.1: N vorship	ame the various fo	rms of	Lesson:	
 Performance Indicator: Learners can name the various forms of worship 					npetencies: ntity, Sharing Reconc	iliation, To	getherness	
Teachin	g/ Learning Reso	ources Wall cl	harts	, wall words,	posters, video clip	, etc.		
Referen	ces: RME Curricu	ulum Pg. 26						
DAYS	PHASE I: STA	ARTER	РН	ASE 2: MA	IN	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			Ask learners to mention the various forms of worship in the Christianity religion. Let learners observe pictures depicting various forms of worship and discuss them.			stions to review understanding of the s to tell what was ing about the lesson.	
			dov	roups, let lea vn the activit ing worship i	ies that go on			
				learners dra vorship amoi	matize the modes ng christians.			

Week Er	nding:	DAY:			Subject: History				
Duration	: 60mins per lesso	on			Strand: My coun	itry Ghana	l		
Class: B4		Class Size:			Sub Strand: Maj	Sub Strand: Major Historical Loca			
B4.1.4.1. history of Performa • Learn Kingd	Content Standard: B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Gha Performance Indicator: • Learners can state the factors that led Kingdom you have studied. Teaching/ Learning Resources			Core Compete			Lesson: I OF I iterates		
			ii cha	rts, wall word	is, posters, video c	iip, etc			
References: History Curriculum Pg. 24									
DAYS	PHASE I: STA	ARTER	PH	IASE 2: MA	IN	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.		the Gh Exa Ret the gha can its r gha civit	e major histor ana ample: Burma tell the stories historical loc ma camp is th ghana armed anaian ministry np is in accra, notoriety and f	s behind some of ration e headquarters of forces and the of defense. The ghana. It retains ear from previous regimes, when red the camp	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson			
	Engage learners and play games t ready for lesson. Use questions ar review learners in the previous l	o get them nd answers to understanding	wh hav bui Ma to	ve been put si lt. tch these hist where they ca	orical locations nce they were orical locations an be located s a documentary	what the Call lear	ners to tell the class y have learnt. ners in turns ze the lesson		

Week E	nding:	DAY		Sub	ject: Creati	ve Arts	
Duratio	n: 60mins per lesson			Stra	and: Visual /	Arts &Performing A	vrts
Class: B		Class	Size:		Strand: The sed property of the set of the	ninking and Explorir oject	ng Ideas
Demonst generate expression Perform Learners visual arti Teachin	-	works ci	Indicator: B4 1.1.1 / B4 2.1.1.1.study selected Ghanaian visual art reated by selected Ghanaian Photos, videos, art paper, o Pg. 27 & 30	tists.	Core Cor Decision Ma Communica	npetencies: aking Creativity, Innov	Lesson: I OF I vation
DAYS	PHASE I: STARTE	R	PHASE 2: MAIN			PHASE 3: REFL	ECTION
	Review the previous knowledge of the learn by making them answe questions on the previ- lesson. Engage learners to play games and sing songs t begin the lesson	r ous /	Learners are to study the vertice of the some Ghanaian of Example: Ben Agbee Ben Agbee is an artist of Ghana. 1966, and majored in art at colled in 1989 and continued with paints purposefully bold and colorful, illuvitality and convivial nature of his Have learners to watch some artworks and talk about the Context of the source of the s	visual : He was ge. He ting. Hi minativ respec ne of h	artists. s born in graduated s work is re of the tive locality.	Use questions to learners understa lesson. Ask learners to te what they have le Call learners to su the main points o	nding of the ell the class arnt. ummarize
	Review the previous knowledge of the learn by making them answe questions on the previ- lesson. Engage learners to play games and sing songs t begin the lesson	r ous /	Engage learners to study so Ben Agbee. Learners to identify and disc of the compositions of Ben reflect the history and cultur of Ghana Let learners make their own on their own themes. Learners to create a gallery drawings for appreciation.	cuss th Agbee re of n paint	ne themes e that the people tings based	Use questions to learners understa lesson. Ask learners to te what they have le Call learners to su the main points o	nding of the ell the class arnt. ummarize

Week End	ek Ending: DAY: Subject: Ghanaian Language								
Duration:	60mins per le	sson				Strand: Gra	ımmar Usage		
Class: B4		Class Size	:			Sub Strand	: Capitalization		
Content S B4.5.1.1: Ex letters appro	hibit knowled	ge of using	capital	Indicator: B4.5.1.1.1-3 use of capital			rstanding of the	Lesson:	
• Learner	n ce Indicato rs can demons al letters after	trate an un	derstand	ing of the use			i es: on, Communication	1 and	
Teaching/	Learning Re	sources	Word o	ards, sentence ca	ards, lette	er cards, handw	riting on a manila ca	ard	
Reference	s: Ghanaian La	anguage Cu	urriculum	n Pg. 24					
DAYS	PHASE I:	STARTER	ł	PHASE 2: M	IAIN		PHASE 3: RE	FLECTION	
	Review the previous knowledge of the learners by making them answer questions on the previous lesson.			Let learners w a paper and sh Create a game capital letter t	now it to e about	o the class. using a	Ask learners ser questions to rev understanding of Ask learners to they have learnt	view their of the lesson tell you what	
	Engage learners to play games and sing songs to begin the lesson			Play the game with learners. Write the sentences on the board and let learners read the sentences. Encourage learners to begin			Give learners individual or home task		
	Review the p knowledge c making them questions or	of the learne answer	-	sentences wit Create a game capital letter a Play the game	h capital e about after a fu	letters. using a Il stop.	Ask learners qu review their und the lessson.		
	esson. Engage learn and sing son	ers to play	games	Let learners u after full stops	se capita		Give learners task to do whi you go round to guide those who need help.		
	lesson	-		Create a game capital letter a					
				Play the game	with lea	irners.			
				Help learners use of capital					
				Encourage lea letters to beg colon					

Week En	ding:	DAY:		S	ubject: PHYSIC	CAL EDUCATION			
Duration	: 60mins			Strand: Physical Fitness					
Class: B4		Class Size:		Sub Strand: Endurance					
Content Standard: Demonstrate competence in the motor skills a movement patterns needed to perform a varie physical activities									
• Learne	formance Indicator: C					e tencies: onal skills	I		
Resource	•								
Reference	es: PE Curriculum I	Pg. 50							
DAYS	PHASE I: STA	ARTER	PHASE	2: MAIN	1	PHASE 3: REFL	ECTION		
	Engage learners specific warm up	•	the floor, and open palms flat	osition b straighte to 'v' sha on the f lift the be	y sitting on ening the legs ape and keep loor. ody up at their	End the lesson wi down	th a cool		

Week End	ing:	DAY:				Subject	: Comput	ing			
Duration:	60mins					Strand: Introduction To Computing					
Class: B4		Class Size:				Sub Str Interface	and: Intro	oduction t	o MS Wind	dows	
Background	monstrate the use as well as working		р	Indicator B4.1.2.1.3. Sections of	De	monstrate		of the	Lesso		
	nce Indicator: s can demonstrate kbar				Cre	ativity and ir	petencies	. Communic		aboration.	
Teaching/	Learning Resou	rces Projec	ted	examples of	f pei	rsonalized	l desktop t	backgroun	d		
References	s: Computing Cu	rriculum Pg. 3									
DAYS	PHASE I: STA	ARTER	F	PHASE 2: N	1A I	N		PHASE	3: REFLI	CTION	
	Engage learners of and play games to ready for lesson. Use questions and review learners of in the previous learners	o get them nd answers to understanding	C P N T	Guide learne of the Taskba Pinned Applic Notification A Fask bar is th es at the bo	ar, S [.] catic Area ne ho	tart Menu ons and orizontal I	ı, and bar that	learners the lesso Call lear	stions to re understand on. ners to sur points of	ding of nmarize	
	Sta		L	e to search 0 E ch Quick earners to m he use of the kc ch kc c	e sta	ate and e	ents ter Access and port		Time & Da	te	

SCHEME OF LEARNING- WEEK 10

BASIC FOUR

Week Ending:	DAY: M	ONDAY	Su	bject: English Lang	guage		
Duration: 60mins			Sti	Strand: Oral Language			
Class: B4	Class Si	ze:	Su	b Strand: Presenta	tation		
Content Standard: B4.1.10.1: Show knowledge and register Performance Indicator: Learners can demonstrate through appropriate pace, s	e awareness of how me	is conveyed throug	demonstrate awareness of how meaning through appropriate pace, stress, tone I o Core Competencies: Communication and Collaboration Personal				
References: English Langu		mary Schools Pg. 14	ł				
Phase/Duration	Loorport Activition				Resource		
PHASE I: STARTER	Put learners into two them search the dict The group to read fin Did you enj What new v Form two s Share performance in	Learners Activities Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson					
PHASE 2: MAIN	 with good pace, stream Read the same story intonation. Put learners into ground identify which one conduct on the state of the state o	Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.Read the same story or text aloud with poor pace, stress and intonation.Put learners into groups to analyze the types of reading and identify which one conveys meaning and why.Have learners practice reading the story with good pace, stress					
PHASE 3: REFLECTION	Ask learners to do the lesson: I. Tell the class wh 2. Tell the class ho acquire during the 3. Which aspects c	hat you learnt durir w you will use the lesson.	ng th kno	ne lesson. wledge they			

Week Ending:		DAY: Tuesda	ıy	Subject:	English Langua	ge			
Duration: 60mins				Strand:	Reading				
Class: B4	С	lass Size:							
Content Standard: B4.2.8.1: Construct me	eaning from	n texts read	Indicator: B4.2.8.1.1. read meaning from lead		Lesson:				
Performance Indica Learners can read siler texts		asonably for mean			Core Comp Communication Personal		es:		
References: English L	anguage C	urriculum For Pri	mary Schools Pg	. 30					
Phase/Duration	Learne	rs Activities				Reso	urces		
PHASE I: STARTER	them se								
PHASE 2: MAIN	Learner etc. to r Encoura guide le	s read silently ma make meaning of t age learners to do arners with quest	king reference to texts.) independent wo ions to do this	Word cards, sentence cards, letter cards, handwriting on a manila card					
PHASE 3: REFLECTION	Ask lea lesson:	Ask learners to do the following by ways of reflecting on the lesson:							
	2. Tell during	the class what y the class how yo the lesson. ch aspects of the	ou will use the l	knowledge	they acquire				

Week Ending:		DAY: W	EDNESDAY	S	ubject: English Language				
Duration: 60mins				St	t rand: Grammar				
Class: B4		Class Siz	ze:	S	ub Strand: Conjunctions				
Content Standar B4.3.8.1: Apply the conjunctions in spe	knowledge of	5	Indicator: B4.3.8.1.1 identify	Lesson:					
Performance Inc Learners can ident		conjunctio	ns		Core Competencies: Communication and Collab	ooration, Personal			
New words	Playing, sweepir								
References: Engli	sh Language Curr	iculum Pg. 4	14						
Phase/Duration	Learners Activ	vitios				Resources			
PHASE I:			with learners.			Resources			
STARTER	Do an action f Ask: What we Do an action f Ask: What we Do an action f Ask: What we	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							
PHASE 2:	Share perform Revise simple co	Word cards,							
MAIN	them using and, The conjunctions They are called constructions Introduce <u>so</u> and e.g.: <i>i.</i> Let's write of <i>ii.</i> We left early <u>so</u> Guide learners Have them prace Provide a passa ASSESSMENT Have learners u <i>i.</i> I sat down becau <i>ii.</i> Because we arrive <i>iii.</i> I took an apple	so and <u>so t</u> onjunctions d <u>so that</u> in down the add <u>that</u> we would to discover ctice using t ge and have underline the use I was feel wed late, we re since it was t	paper, letter cards,						
PHASE 3: REFLECTION	iv. Since you have a Ask learners t I. Tell the class 2. Tell the class the lesson. 3. Which aspe								

Week Ending:	DA	: THURSDAY		Subject: English Langu	age			
Duration: 60mins	•			Strand: Composition V	Vriting			
Class: B4	Class Siz	e:		Sub Strand: Persuasive	ve Writing			
Content Standard: B4.4.13.1: Support an opinion	in writing	Indicator B4.4.13.1. sentences	l supp	ort opinions with simple	Lesson:			
Performance Indicator: Learners can support opinion	earners can support opinions with simple sentences Communication and Collabora							
References: English Languag	e Curriculum	1 Pg. 55						
Phase/Duration	Learners A	ctivities			Resources			
PHASE I: STARTER	 Have learner Would) What w Write so 							
PHASE 2: MAIN	Present a mo important th Discuss the r and invite the Put learners motion and v	rformance indicat otion to learners. an a farmer. meaning and impli em to take a stand into two groups: write down what	Word cards, sentence cards, letter cards, handwriting on a manila card					
PHASE 3: REFLECTION	Ask learner the lesson: I. Tell the c 2. Tell the c acquire dur	ts to do the follo class what you le class how you w ing the lesson. spects of the less						

Week Ending:	DAY: F	RIDAY	Subject: English	Language				
Duration: 60mins			Strand: Writing	Convention	s/ Extens	ive Reading		
Class: B4	Class Size:		Sub Strand: Usin	ng Simple ar	ple and Complex Sentences			
Content Standard: B4.5.9.1: Apply knowledge rules to form words, phras		Indicator: B4.5.9.1.1 sentences	0.1.1 Identify subjects and verbs in simple					
 Performance Indicators Learners can identify s Learners can read a va 	ubjects and verbs i	•			ication and			
References: English Langu	, ,		DOOKS.	Collabora		Sona		
Phase/Duration	Learners Activ	vities			Resou	rces		
PHASE I: STARTER	Engage learners	to play the "Ta	pping Out" Game.					
	Turn your back Raise the index Bring the index the sound.	esents a letter to the class and finger straight a finger down to	sound of single-syllable d raise your right hand, is learners watch. meet the thumb as you					
PHASE 2: MAIN	Use fingers to c Give learners a	Word	cards, sentence					
	Guide them to subjects and ver Let learners wr Learners edit th	identify the simp bs in each sent ite an event the eir work to den	ple sentences. Let then	n identify	cards, l	etter cards, riting on a		
	subject and pre Engage learners The rules are si calls out "popco							
	student to pick Guide learners their choice du							
	Assessment	Learners think-pair-share their stories with peers. <u>Assessment</u> Learners write a-two-paragraph summary of the book read.						
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson:							
	 Tell the class Tell the class Tell the class acquire during Which aspe 							

Week Endi	ng:	DAY:		Subject: Mathemat	tics		
Duration: 6	Omins per lesson			Strand: Number			
Class: B4		Class Size	:	Sub Strand: Fract	tions		
	andard: elop an understandir id improper fractions		use number	Recognize and name equiv line to determine the Low enominator (LCD).		Lesson:	
Learners can line to deterr Teaching/ L	ce Indicator: recognize and name mine the Lowest Co Learning Resource Mathematics Currie	mmon Deno s Co	and use number ominator (LCD). ounters, bundle a	Core Competencies: Problem Solving skills; Crit and loose straws base ten	ical Thinking;	Justification of Ideas	
DAYS	PHASE I: STAR		PHASE 2: M	AIN	PHASE	3: REFLECTION	
Monday	Put leaners in two Call out a number and 6. E.g. 3.		locate one eigh from 0 to 1 as	s to use number line to nt by defining the interval the whole and into 8 equal parts		esson with leaners by m task to solve in kbooks.	
	Learners must call double (2x) of that In this case 6 is the Try out more num The group that ans wins.	: number. e answer. bers.	Assessment: with more exa	Have leaners to practice	7 7 8 1		
Tuesday	I 2		each, and mark For each line a interval from 0 following unit f 1/2, 1/3, 1/5, 1/6 Ask pupils to u have drawn		giving the their wor	esson with leaners by im task to solve in kbooks.	
Wednesday	Engage leaners to I me a number game learners (up to 10) fingers. Teacher mentions number from (1 to Learners then show fingers up to show number	e with , with the 0 10). w their	Use fraction ch concept of equ i.e. equal fracti fractional units i.e. one-half is eighths	hart to illustrate the livalent fractions ons that have different or denominators 2-fourths, 3-sixth or 4- Have leaners to practice		esson with leaners by Im task to solve in Kbooks.	

Thursday	Engage learners to sing I'm counting one, what is one • I - 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	Illustrate the relationship between fractions and their equivalences by observing the different fractional units or denominators (i.e. the numerator is multiplied by the number of units the denominator is further broken into) $\frac{x^2}{12} \underbrace{4}_{\times 2} 4$	Review lesson with leaners by giving them task to solve in their workbooks.
Friday	Engage leaners to sing We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well	Assessment: Have leaners to practice with more examples Ask pupils to color fractions that are equivalent to given fractions or write more equivalent fractions for given fractions $\frac{1}{3} = \frac{4}{6} \begin{vmatrix} 4\\8\\8\\2\\4\\2\\4\\2\\4\\8\\2\\4\\8\\2\\4\\8\\1\\3\\1\\2\\1\\2\\1\\2\\1\\2\\1\\2\\1\\2\\1\\2\\1\\2\\1\\2$	Review lesson with leaners by giving them task to solve in their workbooks.

Week En	ding:	DAY:				Subject: Science	9		
Duration:	60mins per lesson					Strand: Cycles			
Class: B4		Class S	Size:			Sub Strand: Ear	th Science		
important i	cognize water and natural resources	air as	Indicat B4.2.1.5		ater safe for use	Lesson:			
Learners ca for use	nce Indicator: In demonstrate wa	-	-		Probler	Competencies: m Solving skills; Critic	cal Thinking; Justificat	tion of Ideas;	
	Learning Resou es: Science Curric			r plastic	bottle				
Reference	s: science Curric	uiuiii re	5.0						
DAYS	PHASE I: STA	RTER		PHAS	E 2: MA	AIN	PHASE 3: REF	LECTION	
	Group learners into three (3), appoint a leader from each group to act as the teacher.Ask them to summarize what was covered in the previous/current lesson.The class is allowed to pose questions to the leaders.Group learners into three (3), appoint a leader from each group to act as the teacher.Ask them to summarize what was covered in the previous/current lesson.The class is allowed to pose questions to the leaders.Group learners into three (3), appoint a leader from each group to act as the teacher.Ask them to summarize what was covered in the previous/current lesson.The class is allowed to pose questions to the leaders.		:h er. what ose	water in Some o are; Well wat Stream v Tap wate Bore hole Learner good du • Water • Should above • Should	n the co of the so er vater er s discus rinking v should be l be rich in l have alk taste goo	e contaminate free n minerals aline pH of 9 or od and etc.	Ask learners questions to revie their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help		
			water fr sources boreho etc. Learner make w Learner demons of maki example addition chloring filters, a	rom the c: rivers, les, pon- rs brains vater saf rs, in gro strate th ng wate e, filterin n of iodi e, and sa addition	e different ways r safe. For ng, boiling, ne tablets, use of and use of water of alum, etc. s the dangers of	their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help			

Week En	ding:	DAY:			Subject: C	WOP				
Duration	: 60mins per lesson				Strand: All	about us				
Class: B4		Class Siz	ze:		Sub Stran	d: The Environment	: & The Weather			
reducing e	Standard: Demonstrate knowl nvironmental pollut Ince Indicator:	-			: . Prevent pollution c ning simple activities		Lesson:			
• Learne	ers can prevent poll nment by performi			es	S Core Competencies: Communication and Collaboration Critical Thinking					
Teaching	/ Learning Resou	rces Pi	ctures	, Charts, V	/ideo Clips					
Reference	es: OWOP Curric	ulum Pg. (6							
DAYS	PHASE I: STA	RTER		PHAS	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.		activitie water a burning and fact	earners to discuss huils s which pollute the land air such as bush smoke from vehicle ories and dust from and construction site	And, Activities that Activities that Have learner the main poi Learners talk interesting a	ve learnt today? at causes pollution rs to summarize nts in the learners < about what was nd made meaning he lesson and what nge and do				
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous/current lesson. The class is allowed to pose questions to the leaders.			the effe environ Example i. Heat ii. Heat iii. Depl for anin iv. Floo Learner activitie importa	e; h hazards etion of natural habit nals	Activities that Have learner the main point Learners tall interesting a to them in the	What have we learnt today? Activities that causes pollution Have learners to summarize the main points in the learners Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently			

Week Er	nding:	DAY:				Subject: RELIGIO	US & M	ORAL EDUCATION	
Duration	n: 60mins					Strand: Religious I	Practices	Practices	
Class: B4	ł	Class S	Size:	Sub Strand: Religi			ous Wo	orship	
B4.2.1.1.	Standard: Appreciate the impo			B4.2.		the various forms o	f	Lesson:	
 prayer, worship and other acts of worship Performance Indicator: Learners can name the various forms of worship 			ms of		worship I OF I Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness				
Teaching	g/ Learning Resou	rces	Wall	charts	, wall words	, posters, video clip,	etc.		
Reference	es: RME Curriculu	um Pg. 2	6						
DAYS	PHASE I: STA	RTER		PHAS	E 2: MAIN		PHA	SE 3: REFLECTION	
	songs and play games to get them ready for lesson. religio Use questions and answers to review learners variou				k learners to mention the various rms of worship in the Islamic igion. t learners observe pictures depicting rious forms of worship in the Islamic igion and discuss them.			uestions to review ers understanding of the ers to tell what was sting about the lesson.	
				-	es that go or	ers write down the n during worship in			
					rners drama p among Mu	tize the modes of slims.			

Week En	ding:	DAY:		Subject: History	/			
Duration:	60mins per lesson			Strand: My country Ghana				
Class: B4		Class Size	:	Sub Strand: Ma	jor Histor	ical Location		
	Standard: Demonstrate knowl of some historical		Indicator: B4.1.4.1.1 Describe t major historical loca		na's	Lesson:		
 Learne Kingdo 	nce Indicator: ers can state the fac om you have studie	d		Core Compete critical thinkers a	nd digital l	iterates		
-	Learning Resou es: History Curric	lees	ll charts, wall words, p 	oosters, video ciip,	etc			
DAYS	PHASE I: STA	RTER	PHASE 2: MA	IN	PHASE 3: REFLECTION			
	Engage learners and play games t ready for lesson. Use questions ar review learners in the previous learners	o get them nd answers t understandir	the major histor Ghana Example: Flagsta o ng Retell the storie	With the use of internet, identify the major historical locations in Ghana Example: Flagstaff house Retell the stories behind some of the historical location		es of questions and to review learners anding of the lesson ners to tell the class by have learnt.		
	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.		which these hist have been put si built. Match these hist to where they c Show and discus	Explain some of the uses to which these historical locations have been put since they were built. Match these historical locations to where they can be located Show and discuss a documentary on these locations in Ghana		ze the lesson ners to tell the class by have learnt. ners in turns ze the lesson		

Week En	ding:	DAY	:		Sub	oject: Crea	itive Arts		
Duration	60mins per lesson				Str	and: Visual	Arts &Performing	Arts	
Class: B4		Class	Size:	Sub Strand: Planning (School based project)				ning, Making and Composing ject)	
generate o	Standard: ate understanding of he wn ideas for artistic s on the people.	ow to	B4 I.	c ator: 2.3.3/ B4 2.2.2.3. Create own artwork l arts media.			s using available	Lesson:	
	n ce Indicator: ers can create own art	works u	ising av	ailable visual arts med	mpetencies: laking Creativity, Inno ation	ovation			
Teaching	Learning Resource	es	Photos,	videos, art paper, color	s and t				
-	es: Creative Arts Cur		n Pg. 27	7 & 30					
DAYS	PHASE I: STAR	TER		PHASE 2: MAIN			PHASE 3: REFL	ECTION	
	Learners to sing sor games to get them lesson			Learners are to reca ideas on visual artwo issues in Ghana.	orks a	Use questions to understanding of t	the lesson		
	Show pictures of visual artworks to learners for them to observe and talk about them		Example: Youth une Have learners to re- visual artworks on t issues. Street ha Guide learners to de from ideas and conc	call im the top	Ask learners to summarize what they have learnt				
	Review learners und in the previous less questions and answ	on using		issues to make own Guide learners to re music, dance, drama history and culture	ecall al a that i	l kinds of reflect the	Use questions to review t understanding of the lesso		
	Engage learners to play games and sing songs to begin the lesson.			Have learners to sing familiar songs, or perform dances found in their community.			Ask learners to summarize what they have learnt		
				Let learners put on costumes to perform in groups as teacher (Other teachers can be observe)	m the r(s) ob	artwork serve.			

Week End	ling:	DAY:				Subject: Gh	anaian Language		
Duration:	60mins per les	son				Strand: Gra	mmar Usage		
Class: B4	(Class Size:				Sub Strand	: P unctuation		
	emonstrate an ounctuation ma			Indicator: B4.5.2.1.1-3 Write sentences using question marks appropriately.			full stops and	Lesson:	
Performat Learner	n ce Indicator rs can write sei n marks appro	ntences using	g full sto	ps and	s and Core Competencies: Creativity and innovation, Communication and collaboration				
Teaching/	Teaching/ Learning Resources Word				cards, le	tter cards, hand	writing on a manila	card	
Reference	s: Ghanaian La	inguage Cur	riculum	Pg. 25					
DAYS	PHASE I: S	STARTER		PHASE 2:	MAIN		PHASE 3: REF	LECTION	
	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 Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson			Use comma the board.			Ask learners que review their und the lessson.		
				Let learners demonstrate the use of commas by writing sentences in groups. Let learners show their work to the class and discuss it with them.			Give learners task to do whiles you go round to guide those who need help.		
				and show it Let learners as a group. Call learner	 Write sentences on cardboards and show it to learners. Let learners read the sentences as a group. Call learners to put the full stop at the right positions in the sentences. Let learners write sentences using full stops effectively. Write questions on the board using question marks appropriately. Encourage learners to recognize and use the question marks appropriately in writing. 			estions to lerstanding of sk to do whiles guide those	
				using full sto Write quest using questi appropriate Encourage I and use the				ies of iew their f the lesson tell you what dividual or	
				call learners	to put	in the			

Week En	ding:	DAY:			S	ubject: PHYSIC	CAL EDUCATION			
Duration:	60mins				S	Strand: Physical Fitness				
Class: B4		Class Siz	ze:		ness					
Content Standard:Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activitiesPerformance Indicator: Learners can identify the heart rate intensity that is increase aerobic capacity.Teaching/ Learning ResourcesVideos aReferences: PE Curriculum Pg. 52				of	heart rate ary to increase etencies: onal skills	Lesson:				
DAYS PHASE I: STARTER Take learners through general and specific warm ups.		eral	walk-jog, j keeping th maximum level (70-7 times a we	walk, por jog at the ne heart aerobic 75%) at l eek.	power walk, their own pace art rate at bic endurance at least three		n with			
			circuit training and strength training in this moderate to vigorous physical activity. Have learners to perform some activities that requires aerobic endurance							

Week Er	nding:	DAY:				Subject: Com	puting		
Duration	n: 60mins					Strand: Introd	luction To Com	puting	
Class: B4	1	Class S	Size:	Sub Strand: Introduction to MS Window Interface					
B4.1.2.1: [Standard: Demonstrate the use nd as well as workin		•	Indicator:LessonB4.1.2.1.4. Adding and removing icons fromI OF I					
Perform Learners of			Cre	-	n. 2. Communicatio				
Teaching/ Learning Resources Proje				ed examples	ofp	ersonalized desl	ktop background		
Reference	ces: Computing Cu	rriculum	Pg. 3						
DAYS	PHASE I: STA	ARTER	F	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		begin f	Revise with learners the features of the desktop. Learners to identify the			Ask learners questions to review their understanding o the lessson.			
		vers, f	function or use of the various features.			Give learners task to do whiles you go round to gu those who need help			
				Guide learne emove icon		o add and om the desktop.			

SCHEME OF LEARNING- WEEK 11

BASIC FOUR

Week Ending:	DAY: N	MONDAY	Su	bject: English Lang	guage	
Duration: 60mins	·		Str	r and: Oral Language	9	
Class: B4	Class S	bize:	Su	b Strand: Dramatiz	zation and	Role Play
Content Standard: B4.1.5.2: Talk about key iss stories/sketches		Indicator: B4.1.5.2.1. Identify relate them to real		al values in sketches situations	s and	Lesson:
Performance Indicator: Learners can Identify mo life situations		and relate them to rea	al	Core Competen Communication an Personal		ration,
References: English Langu	lage Curriculum For Pr	rimary Schools Pg. 5				
Phase/Duration	Learners Activitie	s			Resourc	es
PHASE I: STARTER	Put learners into tw them search the dic The group to read f • Did you en • What new • Form two					
PHASE 2: MAIN	Share performance Have learners discu the play.		rds, sentenc ter cards, ing on a			
	Put learners into gr characters in the pla Give scenarios (from members take up re	manila ca	ırd			
	Create dialogues for the sketch and have learners prepare to perform the sketch. Go round and provide support to groups. Have groups take turns to perform their sketch in front of the class.					
	Lead the class with talk about what wer alternative ways of they relate to life.					
PHASE 3: REFLECTION	Ask learners to do the lesson:	o the following by w	vays	of reflecting on		
	 Tell the class w Tell the class ho acquire during the Which aspects 					

Week Ending:		DAY: Tuesda	ıy	Subject:	English Langua	age			
Duration: 60mins		•		Strand:	Reading				
Class: B4	Cla	ss Size:		Sub Stra	nd: Comprehe	nd: Comprehension			
Content Standard: B4.2.7.1: Process and c appropriate texts	comprehend	level	Indicator: B4.2.7.1.3 skim for main ideas in texts			Lesson:			
						etencies: on and Collaboration,			
References: English L	anguage Cur	riculum For Pri	mary Schools Pg	. 28					
Phase/Duration	Loarnors	Activities				Resources			
PHASE I: STARTER	them sear The grou • [• \ • F	rch the dictional p to read first w Did you enjoy th What new word Form two sente		ings. ? ew words.					
PHASE 2: MAIN	Guide lea	rners to scan/sk on as a preparat	Word cards, sentence cards, letter cards, handwriting on a manila card						
PHASE 3:Ask learners to do the following by ways of reflecting on the lesson:									
	2. Tell th during th	ne class how yo ne lesson.	ou learnt during ou will use the k e lesson did you	knowledge	they acquire				

Week Ending:		DAY: W	ednesday	S	ubject: English Language				
Duration: 60mins		•		S	trand: Grammar				
Class: B4		Class Siz	ze:	S	ub Strand: Conjunctions				
Content Standard: B4.3.8.1: Apply the known conjunctions in speech	and in writing	g	Indicator: B4.3.8.1.1 iden	tify and	use simple conjunctions	Lesson:			
Performance Indica Learners can identify a	nd use simple				Core Competencies: Communication and Coll	aboration, Personal			
New words			ding, cooking, et	с					
References: English L	anguage Curr	iculum Pg. 4	41						
	•					-			
Phase/Duration	Learners A					Resources			
PHASE I:	Review sor	me adjec ti	ves with learne	ers.					
STARTER									
	Do an acti								
		Ask: What word is this? Pupils guess: slow.							
		Do an action for loud.							
			his? Pupils gues	s: louc					
	Do an acti	•	• •						
	Ask: What	word is t	his? Pupils gues	s: happ	ру				
			ndicators and i						
PHASE 2: MAIN				mple se	ntences and let learners	Word cards,			
	join them us	sing and, or	/nor, but.			paper, letter cards,			
			<u>so that</u> are used lled conjunctions		what the purpose of ose				
	Introduce s	o and so tha	<u>at</u> in context.						
			address <u>so</u> we don	't forget	it.				
	ii. We left earl	ly <u>so that</u> we	wouldn't be late.						
	Guide learn	ers to disco	over the function	ns of th	ese conjunctions.				
	Have them	practice usi	ng these conjun	ctions i	n their own sentences.				
	Provide a passage and have learners identify the conjunctions in the passage.								
PHASE 3:	Ask learne	rs to do th	ne following by	ways	of reflecting on the				
REFLECTION	lesson:								
			_						
			you learnt du	-					
			you will use th	ne knov	wledge they acquire				
	during the								
	3. Which a	spects of t	the lesson did y	you no	t understand?				

Week Ending:	DAY: TH	URSDAY		Subject: English Langu	age		
Duration: 60mins				Strand: Composition V	Vriting		
Class: B4	Class Size:			Sub Strand: Informativ	e Writin	e Writing	
Content Standard: B4.4.14.1: Write informative	essays	Indicator: B4.4.14.1.1 family	4.4.14.1.1 write words giving information ab			Lesson:	
Performance Indicator:		· · ·		re Competencies:			
Learners can write words gi	ving information abo	out family	Co	mmunication and Collabor	ation, Pe	ersonal	
References: English Langua	ge Curriculum Pg. 5	57					
	A						
Phase/Duration	Learners Activiti				Keso	urces	
PHASE I: SIARIER	HASE I: STARTER • Would you love to sing more songs?						
	 What words 						
	 Write some of 						
			you ne	ai G.			
	Share the perform	ance indicato	ors and	introduce the lesson.			
PHASE 2: MAIN	Guide learners wi	Guide learners with a model to talk about themselves.					
		T I I I I I I I I I I I I I I I I I I I					
			ave individual learners say things			writing on a	
	about themselves.				manii	a card	
	Let learners write	about thems	elves.	In pairs learners edit each			
	other's work and						
	information about						
	previously.						
		waaaayah ah -		in achool andite a			
	short history abou		out the	ir school and write a			
PHASE 3:			wing h	y ways of reflecting on			
REFLECTION	the lesson:						
	I. Tell the class	what you lea	arnt di	uring the lesson.			
		•		he knowledge they			
	acquire during th		-	6 /			
			on did	you not understand?			

Week Ending:	DAY: FR	IDAY	Subject: English L	anguage		
Duration: 60mins	ł		Strand: Writing (Convention	s/ Extens	ive Reading
Class: B4	Class Size:		Sub Strand: Usir	ng Simple A	nd Com	olex Sentences
Content Standard: B4.5.9.1: Apply knowledge rules to form words, phras	-	Indicator: B4.5.9.1.1	: construct simple senter	nces correc	tly	Lesson:
Performance Indicator:				Core Co	ompeter	
• Learners can construct	t simple sentences o	correctly.		Commun		
• Learners can read a va	riety of age- and lev	el appropriate	books.	Collabora	ation, Per	rsonal
References: English Langu	lage Curriculum Pg.	67				
					1 -	
Phase/Duration	Learners Activ				Resou	rces
PHASE I: STARTER	Engage learners	to play the "Ta	apping Out" Game.			
	Spread your fing					
			sound of single-syllable			
			d raise your right hand. as learners watch.			
				u make		
Bring the index finger down to meet the thumb as you make the sound.						
	Use fingers to demonstrate blending.					
PHASE 2: MAIN	Give learners an		cards, sentence			
						etter cards,
			ple sentences. Let them	n identify		riting on a
	subjects and ver	os in each sent	ence.		manila	card
	Let learners writ	e an event the	y have participated in.			
	Learners edit the	eir work to dei	monstrate their knowle	edge of		
	subject and pred					
	Engage learners					
	The rules are sin					
	calls out "popcor student to pick u					
	Guide learners t					
	their choice duri					
	Learners think-p	air-share their	stories with peers.			
	Assessment					
		-two-paragrap	h summary of the book	read.		
PHASE 3:			wing by ways of refle			
REFLECTION	the lesson:			-		
			arnt during the lessor			
			ll use the knowledge	they		
	acquire during					
	3. Which aspec	ts of the less	on did you not under	rstand?		

Week End	ding:	DAY:		Subject: Mathem	natics			
Duration:	60mins per lesson			Strand: Number				
Class: B4		Class Size:		Sub Strand: Fractions				
equivalent a Performa Learners ca	Standard: evelop an understa and improper fract nce Indicator: un recognize fraction actions), draw and lab	ions 12 × 12 s that are greater	one (i.e. impro fractions with than one (i.e.	Core Competencie	label such I OF I			
Teaching/	Learning Resou			shapes, counters, bundled	sticks			
Reference	s: Mathematics Cu	ırriculum Pg. 16)					
DAYS	PHASE I: STA	RTER	PHASE 2:	MAIN	PHASE 3:	REFLECTION		
Monday	day Engage learners to play games and sing familiar rhymes to begin the lesson.		representation simplest form $\frac{2}{4}$	rs to use pictorial ons to illustrate the n of a fraction; e.g. $\frac{2}{4} = \frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	Ask learners to tell you what they have learnt Give learners individual or home task			
Tuesday	Engage learners and sing familiar begin the lesson.	rhymes to	form of a give through by th factor. e.g. simplify g	th with the highest for i.e. 3 = $\frac{2}{3}$	they have le	s to tell you what arnt rs individual or		

Wednesday	Engage learners to play games and sing familiar rhymes to begin the lesson.	Find the simplest form of a given fraction, express the numerator and denominators as factors and cancel through common factors. $\frac{8}{12} \equiv \underbrace{\cancel{1} \times \cancel{2} \times \cancel{2}}_{\cancel{1} \times \cancel{2} \times \cancel{3}} \equiv \frac{2}{3}$	Ask learners to tell you what they have learnt Give learners individual or home task
Thursday	Engage learners to play games and sing familiar rhymes to begin the lesson.	Use several pictorial representations (or card cut outs) to introduce improper fractions (i.e. where the fraction is bigger than I or the numerator is larger than the denominator). Examples are $\frac{9}{4}$ and $\frac{7}{6}$ (i.e. nine- fourths and seven-sixths) and show how they are expressed as mixed fractions. i.e. $2\frac{1}{4}$ and $1\frac{1}{6}$ Ask pupils to change given improper fractions to mixed fractions	Ask learners to tell you what they have learnt Give learners individual or home task
Friday	Engage learners to play games and sing familiar rhymes to begin the lesson.	Ask pupils to express given colored mixed fractions as improper fractions or draw and color given improper fraction (e.g. five-fourths and four- thirds) A $= \frac{5}{4}$ B $= \frac{4}{3}$	Ask learners to tell you what they have learnt Give learners individual or home task

Week End	ding:	DAY:				Subject: Scienc	e	
Duration:	60mins per lesson					Strand: Cycles		
Class: B4		Class Siz	ze:			Sub Strand: Cy	cle Of Org	ganism
Content S B4.2.2.1 De the life cycl	emonstrate unders	tanding of		c ator: 2.1.1. Observe, identify and give fun e parts of a plant			nctions	
Performa Learners ca the parts of	nce Indicator: In observe, identify f a plant	U	unctions	Problem Solving skills; Critical Thinking; Justification of Id				
	Learning Resou es: Science Curric		Picture	es of see	edlings			
Reference	s: science curric	ululli Fg.7	, 					
DAYS PHASE I: STARTER				PHASI	E 2: MA	AIN	PHASE	3: REFLECTION
Engage learners to sing songs and play games to get them ready for lesson.				young p	lants fro	oups, uproot om the school r a class activity.		ners questions to heir understanding of on.
	Use questions ar review learners the previous less	understand	ling in រូ រ	give fun plants (i flower).	ctions o roots, si	ve, identify and f parts of the tem, leaves and	the lesso and it in	arners write 3 facts of on on a sheet of paper their pockets and on their way home.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.			diagram display to Learner the part the plan the plant the plant the ste	s of the them in s relate ts to the tt. t is the po water a m has ve	annotated plants and class. the functions of eir positions on art of the plant that and minerals for ssels that transport broughout the plant	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of pape and it in their pockets and learn it on their way home.	

Week End	ling:	DAY:				Subject: OWOF	Subject: OWOP			
Duration:	60mins per lesson					Strand: All abou	t us			
Class: B4		Class S	Size:			Sub Strand: Pla	nts And Animal	s And Animal		
how living a environmen	tandard: emonstrate unders nd non-living thing t are related. nce Indicator:		of	B4.2.2.1.1	Indicator: B4.2.2.1.1. Explore the relationship be and non-living things in the environme			Lesson: I OF I		
• Learner	rs can explore the nd non-living thing		•		Communication and Collaboration Critical Enlinking					
Teaching/	Learning Resou	rces	Pictur	es, Charts	, Video	Clips				
Reference	s: OWOP Curric	ulum Pg	. 9							
DAYS PHASE I: STARTER			PHAS	E 2: MA		PHASE 3: RE	FLECTION			
	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.		relation followir things: • Plant in soi • Plant own t • Plant	nship bet ng living ts and s l ts and s sunlight food	ups, discuss the ween the and non-living soil: Plants grow sunlight: Plants to prepare their water: Plants to grow	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.				
	Play games and recite rhymes that learners are familiar with to begin the lesson.Ask learners questions to review their understanding in the previous lesson.		Learner relation followir things: • Hum breat	rs in gro Iship bet Ing living Inans an Ihe in air	ups, discuss the ween the and non-living d air : Humans to live	the lesson. Have learners	write 3 facts of a sheet of paper pockets and			
			needs use it comn • Hum farm	 Humans and water: Human needs water to survive and use it for other domestic and commercial purposes Humans and land: Humans farm on lands for food and shelter 						

Week En	ding:	DAY:				Subject: RELIG	IOUS & M	ORAL EDUCATION		
Duration	: 60mins					Strand: Religiou	s Practices	5		
Class: B4		Class	Size:		Sub Strand: Religious Worship					
Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship			Indicator: B4 2.1.1.2: State the purpose of worsh the three main religions.			rship in	Lesson:			
Performance Indicator: Learners can state the purpose of worship in the three main religions.Core Competencies: Cultural Identity, Sharing Reconciliant							getherness			
Teaching/ Learning Resources Wall cha				arts, v	wall words, p	osters, video clip,	etc.			
Reference	es: RME Curriculu	um Pg. 1	26							
DAYS	PHASE I: STA	ARTER		PF	PHASE 2: MAIN			PHASE 3: REFLECTION		
	Play games and r that learners are begin the lesson. Ask learners que review their und the previous less	familiar estions t lerstand	with to	wh i. to ii. t iii. etc In g rec act	y we worshi o draw close to communic to show obe groups, learn cognize the n ive part in w	ate with Allah, dience to God, ers should eed to take	review t the lesso Have lea the lesso and it in	ners questions to heir understanding of on. arners write 3 facts of on on a sheet of paper their pockets and on their way home.		
Week End	ing:	DAY:		Subject: History						
--	---	---	--	---	--	--	--			
Duration: 6	60mins per lesson			Strand: My co	and: My country Ghana					
Class: B4		Class Size	2:	Sub Strand: N	nd: Major Historical Location					
the history of in Ghana Performan Learners car have studied Teaching/ I	emonstrate knowl of some historical ice Indicator: n state the factors	locations that led to o rces Wa	Indicator: B4.1.4.1.1 Describe the histo major historical locations decline of the Kingdom you Il charts, wall words, posters,	you Core Competencies: critical thinkers and digital literates						
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN	PH	ASE 3: REFLECTION					
	Engage learners and play games t ready for lesson. Use questions ar review learners in the previous le	o get them nd answers t understandir	the major historical locat Ghana Example: James Town lig	tions in ans unc tht house Ask what Cal the some of located in of accra, e was eplacing an en built in wer with	e series of questions and wers to review learners derstanding of the lesson a learners to tell the class at they have learnt. I learners in turns summarize lesson					
Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.		these historical locationsbeen put since they wereMatch these historical lo	a have what e built. Cal cations to the ed	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson						
			on these locations in Gh							

Week Ending: DAY: Subject: Creative Art					Sub	ject: Creativ	e Arts			
Duration:	60mins per lesson				Stra	and: Visual A	rts &Pe	erforming Arts		
Class: B4		Class Size:					anning, Making and Composing			
own ideas fo	tandard: e understanding o or artistic expressi nce Indicator:			Indicator: B4 1.3.5.3 /B4 artworks of to	2.3.5		wn Ina	Lesson: I OF I cies:		
	rs can display own	artworks of t	opical is	sues in Ghana		Decision Mak Communicat		eativity, Innovation		
Teaching/	Learning Resou	rces P	hotos, vie	deos, art paper, c	olors			ls		
Reference	s: Creative Arts C	Curriculum P	g. 27 &	30						
DAYS	PHASE I: STA	RTER	PHAS	E 2: MAIN			PHA	SE 3: REFLECTION		
	Show pictures ar the artwork to e		of owr inform	learners to plar artworks to sh the public on t	nare, e	educate and	class	her moves round the to monitor the progress arners in their sketches.		
	Engage learners to sing songs about work. Learne their a				the local community. Learners should select a theme for their art. E.g. stop child trafficking.			Encourage learners to come out with good sketches. Give out manual invitations cards to learners to be given to their parents.		
	Show pictures and videos of the artwork to exhibit.			sketch form. Organize a place for the exhibition. Invite other teachers to witness the artwork. Set the stage for learners to			for th	eciate and thank parents heir presence. earners organize		
	Engage learners songs about wor	-	Evaluat to talk apprais	lay their artwork. uate individual art and allow pupils alk about them in the form of raisal. cuss the moral lessons in the song.				selves to clean up the after the exhibition.		

Week End	Ending: DAY: Subject				Subject: Gh	t: Ghanaian Language				
Duration:	60mins per les	sson				Strand: Grammar Usage				
Class: B4		Class Size	:	Sub Strand: U			: Use Of Action V	Use Of Action Words		
recognition Performa	tandard: emonstrate kn and use of act nce Indicatou n recognize pa	tion words		short senten	B4.5.3.1.1-3 Recognize past tense action workshort sentences.			Lesson:		
sentences.			1				on, Communication			
Teaching/	Learning Re	sources	Word car	rds, sentence ca	ards, lette	er cards, handwi	riting on a manila ca	rd		
Reference	References: Ghanaian Language Curriculum Pg. 26									
DAYS	PHASE I:	STARTER	1	PHASE 2:	MAIN		PHASE 3: REF	LECTION		
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson 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		with learner Write sente action word Lead learne present ten the sentenc Let learners action word Use past ter write short board.	Revise the lesson on commands with learners. Write sentences using past action words. Lead learners to recognize the present tense action words in the sentences. Let learners write past tense action words on their own. Use past tense action words to write short sentences on the			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. 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		sentences. Help learners to recognize past tense action words in the short sentences. Allow learners to narrate what they did yesterday. Let learners recognize the past tense action words in the narration. With the learners' contribution use past tense action words to write short sentences on the board. Let learners read the sentences on the board.		you go round to guide those who need help. Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home					

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

Week End	ding:	DAY	:			Subject: PHYSICAL EDUCATION					
Duration:	60mins					Strand:	Physic	al Fitness			
Class: B4		Class	Size:		Sub Strand: Healthy Diet						
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities Performance Indicator: • Learners can discuss how prolong physical activities endurance, allowing movement to occur for low Teaching/ Learning Resources References: PE Curriculum Pg. 52					increases er occur for lo vity increases nger periods	ndurance, onger perio	allowin ods of t Core	ong physical activity og movement to time. • Competencies: lop personal skills	Lesson:		
DAYS	PHASE I: ST	ARTER			SE 2: MAIN	_		PHASE 3: REFLECTION			
	Take learners th specific and gene ups	-	m	talk a	Engage learners to identify and talk about the five components of physical fitness.			Review the lesson with learners Call learners in turns to			
			In a discussion, explain to learners how their body is able to keep up with physical exercises for extended periods.				summarize the learners Learners end the lesson with cool down				
		activit impro			ners discuss how prolong ities like jogging, walking, etc oves endurance.						
						learners to engage in ties that improves rance.					

Week End	ling:	DAY:	Subject: Computing					
Duration:	60mins				Strand: Introduc	tion To Com	outing	
Class: B4		Class Size:		Sub Strand: Introduction to MS Wi Interface				
Content S	tandard:		Indicato	r:			Lesson:	
B4.1.2.1: De			ving, selecting and	hiding				
Background	as well as workin	g with folders.	multiple i	cons	on the desktop.		I OF I	
Learners car on the desk		-	•	Cre	re Competencie ativity and innovation.	2. Communicatior		
	Learning Resou		ted examples	s or p	ersonalized deskto	p background		
Reference	s: Computing Cu	rriculum Pg. 3						
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN		PHASE 3: REFLECTION			
	Using questions review their und the previous less	erstanding of	Revise with learners the features of the desktop. Learners to identify the function			Ask learners questions to review their understanding of the lessson.		
			or use of the various features.		ous features.		s task to do whiles d to guide those	
			Guide learner remove icons		add and m the desktop.	who need he	-	
			Guide learners to move, select and hide icons on the desktop.					

SCHEME OF LEARNING- WEEK 12

BASIC FOUR

Week Ending:	DAY: N	MONDAY	Su	bject: English Lang	guage		
Duration: 60mins			Strand: Oral Language				
Class: B4	Class S	ize:	Su	b Strand: Presenta	tion		
Content Standard: B4.1.10.2: Demonstrate the communicate with accurate appropriate intonation				is and points with visua ning appropriate to pu		Lesson:	
Performance Indicator: Learners can support ideas meaning appropriate to purpo	and points with visual re se and context	-	15	Core Competer Communication ar Personal		ration,	
References: English Langu	lage Curriculum For Fr	imary schools rg	. 15				
Phase/Duration	Learners Activitie	s			Resource	es	
PHASE I: 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. 						
PHASE 2: MAIN	ideas or points of Use effective intro Put learners into o Guide them to sel speeches to the c	 Have groups of learners draw pictures to support their ideas or points of view on given topics. Use effective introductions and conclusions. Put learners into convenient groups. Guide them to select topics of interest, plan and present speeches to the class. Guide them to introduce and conclude their speeches 					
PHASE 3:	Ask learners to de	o the following b	y ways	of reflecting on			
REFLECTION	the lesson: I. Tell the class w 2. Tell the class he acquire during the 3. Which aspects	ow you will use t e lesson.	he kno	wledge they			

Week Ending:		DAY: Tuesda	ıy	Subject:	English Langua	age	
Duration: 60mins				Strand: F	Reading		
Class: B4	CI	ass Size:		Sub Stra	nd: Fluency		
Content Standard: B4.2.9.1: Read fluently to comprehension	o enhance		Indicator: B4.2.9.1.2. use i understanding of			m	Lesson:
Performance Indicator: Core Comp Learners can use recognition strategies to confirm understanding of level-appropriate Communication texts Personal							
References: English La	anguage Cu	ırriculum For Pri	mary Schools Pg	, 31			
Phase/Duration PHASE 1: STARTER PHASE 2: MAIN	Put learn them sea The grou • • • Share pe	rs Activities hers into two gro arch the dictiona up to read first w Did you enjoy th What new word Form two sente erformance indica hers read the gr	ry for their mean vins. he game? ds have you learn inces with your n ators and introdu	ings. ? ew words. ce the lesso	n	Reso	urces
	given to Use re- correct Have le	o the words, ser reading, vocabu them. arners to answ	cards,	letter cards, vriting on a			
PHASE 3: REFLECTION	lesson: 1. Tell t 2. Tell t during t	rners to do the the class what y the class how yo the lesson. th aspects of the	n. they acquire				

	Week Ending:DAY: WEDNESDAYSubject: English Language								
Duration: 60mins				St	Strand: Grammar				
Class: B4		Class Siz	ze:	S	ub Strand: Modals				
Content Standard: B4.3.9.1: Apply the kno speech and in writing	-	odals in	Indicator: B4.3.9.1.1 use r meanings	nodals t	o express a variety of	Lesson:			
Performance Indica					Core Competencies:	-haussian Dausand			
Learners can use modal New words	1	-	-	r	Communication and Coll	adoration, Personal			
	Playing, sweeping, weeding, cooking, etc anguage Curriculum Pg. 42								
8	0.00	O							
Phase/Duration	Learners A	ctivities				Resources			
PHASE I: STARTER		·	ves with learne	ers.					
	Do an actio								
	Do an actio		his? Pupils gue: d	SS: SIOV	۷.				
			 his? Pupils gues	s: loud					
	Do an actio	on for hap	ру.						
	Ask: What	Ask: What word is this? Pupils guess: happy							
	Share perfo	are performance indicators and introduce the lesson.							
PHASE 2: MAIN	Examples an might and m may and m Use may ar e.g. May I b We might g Illicit the m With exam convey spe <u>Assessmen</u> Provide ser i. Please <u>ma</u> ii. John <u>may</u> iii. <u>May</u> Ken iv. Take an	re; can, con nust night (mi nd <u>might</u> (o to the po o dals in s odals in s oples, assis cific mear <u>t</u> ntences ar <u>y</u> I see you leave now ny come w umbrella. I	uld, would, shoul ght is past tense o talk about th r pen arty later peech and let le t learners to us nings.	Id, ough of may ings the earners se the identify not.	at are possible or likely. s practice as well. modals in sentences to the modals used.	Word cards, paper, letter cards,			

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

Week Ending:		DAY: TH	URSDAY		Subject: English La	nguage			
Duration: 60mins					Strand: Composition	omposition Writing			
Class: B4	Cla	ss Size:			Sub Strand: Letter V	Vriting	ing		
Content Standard: B4.4.15.1: Write informal le topics		Indicator: B4.4.15.1.1. write to friends about personal experiences using appropriate letter formats			Lesson:				
Performance Indicator: Learners can write to friends about personal experiences using appropriate letter formatsCore Competencies: Communication and Collab						boration,	Personal		
References: English Langua	ige Curr	iculum Pg. 5	8						
Phase/Duration	Loarn	ers Activiti	<u></u>			Pa	sourcos		
PHASE I: STARTER						Re	sources		
PHASE I: STARTER			te familiar rhyi						
			ve to sing mor did you bear in						
	What words did you hear in the song?Write some of the words you heard.								
	• •	ville some o	i the words yo	Ju ne	aru.				
	Share	the perform	ance indicator	s and	introduce the lesson.				
PHASE 2: MAIN	Present samples of friendly letters to learners.					Wo	Word cards, sentence		
							ds, letter cards,		
				ups ar	nd identify important		idwriting on a		
	featur	es of friendly	letters.			mai	nila card		
	Discus	s these featu	ures with learr	ners.					
			a friendly lette ring the import		out their personal eatures.				
PHASE 3:					y ways of reflecting o	n			
REFLECTION	the le			0 -	, ,				
	I. Tel	l the class v	what you lear	nt du	iring the lesson.				
	2. Tell the class how you will use the knowled								
		e during th	,		σ,				
		•		n did	you not understand?				

Week Ending:	DA	Y: FRIDAY	Subject: Engli	sh Language		
Duration: 60mins			Strand: Writi	ng Convention	s/ Extensive Reading	
Class: B4	Class S	bize:	Sub Strand: S	Spelling		
Content Standard: B4.5.10.1: Spell words accu	rately		ator: 0.1.1 use invented spell ee writing	ing to increase	fluency I of 2	
 Performance Indicator: Learners can use inven Learners can read a va 	riety of age-	o increase fluenc and level approp	cy and free writing.	Commun	mpetencies: ication and ition, Personal	
References: English Langu	age Curricul	um Pg. 68				
Phase/Duration PHASE I: STARTER						
	Each finge Turn your Raise the Bring the the sound	r represents a le back to the clas index finger strai index finger dow	as learners do same. tter sound of single-sylla is and raise your right ha ight as learners watch. in to meet the thumb as	and.		
PHASE 2: MAIN	Let learne Each grou the highes Spelling C Give learn words Engage lea The rules calls out " student to Guide lear their choic Learners t <u>Assessmen</u>	s to demonstrat rs spell given wo p tries to write t t number of wor hampion for the ers the meaning rners in the "po are simple: One popcorn" when to pick up where to rners to choose ce during the libr chink-pair-share to the a-two-para	Word cards, sentence cards, letter cards, handwriting on a manila card			
PHASE 3: REFLECTION	Ask learn the lesso I. Tell th 2. Tell th acquire d	ers to do the f n: e class what yo e class how you uring the lesso	ollowing by ways of re u learnt during the les u will use the knowled	eflecting on sson. Ige they		

Week Endin	g:	DAY:			Subject: Mathema	tics	
Duration: 60	mins per lesson				Strand: Number		
Class: B4		Class Size:			Sub Strand: Fract	ions	
Content Standard: B4.1.3.2 Demonstrate an understanding of strategies for comparing, adding and subtracting fractions Performance Indicator: Learners can compare and order fractions with denominator Teaching/ Learning Resources Pape References: Mathematics Curriculum Pg. 23/2			strips, cut out shapes, counters, bundled stick			I OF I : tical Thinking; Justification of Idea	
DAYS	PHASE I: STA	RTER	PHASE 2: MA	IN		PHASE 3	REFLECTION
Monday	Learners must co reverse numbers continuously with breaking. For exa (20 – 1). Divide th groups. One pers each group count range without bre group with the hi wins!	in a range iout mple from he class into on from down the eaking. The ghest score	Use number line or fraction chart to illustrate the concept of comparable fractional units or denominators; i.e. halves, fourths and eighths are comparable; i.e. half can be changed to equivalent fractions in fourths and eighths, and fourths can changed to eighths. Also thirds can changed to sixths. Use number line or fraction charts to compare and order unit fractions. Which is larger, $\frac{5}{8}$ and $\frac{3}{4}$ or $\frac{3}{6}$ and $\frac{4}{4}$			Ask learners to tell you what they have learnt Give learners individual or home task	
Tuesday	Learners must co reverse numbers continuously with breaking. For exa (40 – 1). Divide th groups. One pers each group count range without bre group with the hi wins!	in a range out mple from he class into on from down the eaking. The	Arrange from smallest to largest, $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ To arrange the fractions, $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ from largest to smallest, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions			Ask learners to tell you wh they have learnt Give learners individual or home task	
Wednesday	Vednesday Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.		 Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out. Selling liquids – oil, kerosene, drinks, etc. Sharing pizza or birthday cake - half, quarter, eighths, etc. Buying objects in packets – egg, drinks, (half crate), Buying cloth for sewing dresses – half, one-fourths or quarter. 			Ask learners to tell you wha they have learnt Give learners individual or home task	

Thursday	Let learners solve this	Tell the time by half/quarter past, and half/quarter to.	Ask learners to tell you what they have learnt
	Using only addition, how can you use eight eights to get the number 1000? Answer: 888+88+8+8+8	Draw clock-faces with times i.e. half/quarter past or to for pupils to read the time	Give learners individual or home task
Friday	Engage learners to sing the song	Drawing circle graphs that represent halves, fourths and eighths.	Ask learners to tell you what they have learnt
	WE CAN COUNT We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph	Give learners individual or home task

Week En	ding:	DAY:				Subject: Scier	nce		
Duration	Duration: 60mins per lesson Strand: Cycles								
Class: B4		Class Siz	ze:			Sub Strand: (Cycle Of Or	ganism	
B4.2.2.1 Demonstrate understanding of B			B4.2.2	Indicator: B4.2.2.1.2. Examine some common seeds an how they germinate			eds and	Lesson:	
Performa Learners ca the parts o	unction	s of	Core Probler	Competencies n Solving skills; Cr		g; Justification of Ideas;			
Teaching	/ Learning Resou	rces Pie	ctures o	of seedlir	igs				
Reference	es: Science Currio	ulum Pg.7	1						
DAYS	PHASE I: STA	RTER		PHAS	E 2: MA		PHASE 3: REFLECTION		
	Teacher introdu to learners. Stud all the words the the topic to be t Ask them to put to form a definit	ents are to ey associate reated. words tog	list with	that see or with Learner or maiz observe then wi swell ra sprouti sprouti seed lea	eds can g out soil. Is will w e seeds. Is the dry nen it ab pturing ng of the	ork with beans Learners first v seed coat, sorbs water to of seed coat, e root, e stem and e elongation of	review the the lesson Have learr the lesson and it in th	ers questions to eir understanding of hers write 3 facts of on a sheet of paper heir pockets and their way home.	

Learners follow the process and write reports.

Week End	ding:	DAY:		Subje	ct: OWOP	VOP		
Duration:	60mins per lesson	d: All about us	bout us					
Class: B4		Class Siz	ze:	Sub Strand: Plants And Animal				
Content Standard:B4.2.2.1. Demonstrate understanding ofhow living and non-living things in theenvironment are related.Performance Indicator:Learners can recognize the need to preservnon-living things in the environment as a resTeaching/ Learning ResourcesPicture			and non- responsil erve living and responsible	B4.2.2.1.2. Recognize the need to preserve living and non-living things in the environment as a responsible Lesson living and Core Competencies: Communication and Collaboration Critical Thinking				
Reference	es: OWOP Curric	ulum Pg. 9	9					
DAYS	PHASE I: STA	ARTER	PHASE	2: MAIN	PHASE 3: REFL	PHASE 3: REFLECTION		
	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.		n learners to re specific ex the impor non-living e e.g. Plants medicine, f Animals p manure, ch	group work guide o play games and camples to talk at tance of living an things to humans provide oxygen, p fuel wood, clothes. rovide food, medi othes. used for drinking,	use review their under bout the lesson. d s. Have learners writ the lesson on a sh food, and it in their poch it on their way ho	rstanding of te 3 facts of eet of paper kets and learn		
				ooking, river transp ing of industrial go				

Week En	ding:	DAY:		Subject: RELIGIOUS & MORAL EDUCATION					
Duration:	60mins			Strand: Religious	Practices				
Class: B4		Class Size:		Sub Strand: Relig	gious Worship				
Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship				ator: 1.1.2: State the purpose of pree main religions.	worship in	Lesson:			
Performance Indicator: Learners can state the purpose of worship in three main religions.				Core Competencies: Cultural Identity, Sharing Re		getherness			
Teaching/	Learning Resou	rces Wall	charts, v	vall words, posters, video	clip, etc.				
Reference	es: RME Curriculu	um Pg. 26							
	-				-				
DAYS	PHASE I: STA	ARTER	PHAS	SE 2: MAIN	PHASE 3:	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.			why w i. to di ii. to c iii. to s etc. In groo recogn active Let lea	ner with learners, discuss e worship God / Allah: raw closer to God, ommunicate with Allah, show obedience to God, ups, learners should nize the need to take part in worship. urners draw and color a ip scene	review their the lesson. Have learne the lesson c	s questions to r understanding of ers write 3 facts of on a sheet of paper ir pockets and learn vay home.			

Week Ending: DAY:				Subject: Hist	tory		
Duration:	60mins per lesson	I		Strand: My o	ountry Ghana	1	
Class: B4 Class Size			:e:	Sub Strand:	Major Historical Location		
Content Standard: B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana Performance Indicator: • Learners can state the factors that lea			major historical locat	B4.1.4.1.1 Describe the history of Ghana's major historical locations			
	om you have studie Learning Resou		Wall charts, wall words		•		
-	es: History Curric		4				
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN		PHASE 3:	REFLECTION	
	Engage learners songs and play g get them ready f Use questions ar to review learne understanding in previous lesson.	ames to for lesson. Ind answers rs the	With the use of inter the major historical Ghana Example: Flagstaff ho Example: Flagstaf	locations in ouse	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson		
Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.			Explain some of the these historical locat been put since they Match these historic to where they can b Show and discuss a c on these locations in	uses to which ions have were built. al locations e located ocumentary		s in turns	

Week E	nding:	DAY:			Sub	ject: Cr	reative Arts		
Duratio	n: 60mins per lesson				Stra	and: Vis	sual Arts &Performing Arts		
Class: B	4	Class S	ize:	e: Sub Strand (School based			1: Appreciating and Appraising		
Content Standard: Demonstrate understanding of how to g own ideas for artistic expressions on the							agreed guidelines to g from own artworks I OF I		
 Perform Learn mean 	nance Indicator: hers can use the agree hing from own artwo g/ Learning Resou	ines to exan	•		Core Decisio Commu	Competencies: n Making Creativity, Inno unication	vation		
	ces: Creative Arts C								
DAYS	PHASE I: STAR	TER	PHASE	2: MAIN			PHASE 3: REFLEC	TION	
	Have learners to watch videos and pictures on appreciating artworks		(real/pho works (o reflect th the peop Set and s expressir artworks	Learners are to display (real/photographs/video) selected works (own or that of others) that reflect the history and culture of the people of Ghana. Set and spell out guidelines on expressing feelings and thoughts on artworks.			What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson.		
			works di develope	 Have learners to talk about the works dispassionately using the developed guidelines. Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks. Record/document the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, and WhatsApp). 					
Have learners to watch videos and pictures on appreciating artworks		appreciat product different	What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual						
s a F			share usi accepted Facebool				artworks Have learners to summarize the important points in the lesson.		

Week End	ling:	DAY:		Subject: Ghanaian Language					
Duration:				Strand: Ex	tensive Reading				
Class: B4		Class Size	:			Sub Stran	d: Reading		
Content Standard: B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation.				Indicator: B4.6.1.1.1 Re	ad long	stories aloud	correctly.	Lesson: I OF I	
	nce Indicate n read long s	or: tories aloud	correctly	,			c ies: tion, Communication	and	
Teaching/	Learning R	lesources	Word c	ards, sentence ca	rds, lette	er cards, handv	vriting on a manila ca	rd	
Reference	s: Ghanaian	Language Cu	irriculum	Pg. 31					
DAYS	PHASE I	: STARTER		PHASE 2: MAIN			PHASE 3: REFLECTION		
	review the	tions and ans ir understanc vious lesson.	ling	Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually			Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt		
Engage learners to play games and sing songs to begin the lesson.		Do a model reading of a long story. Allow learners to read aloud lo stories correctly in groups and then individually		aloud long ups and	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.				
Have learners play games and recite familiar rhymes to begin the lesson.		Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually		aloud long	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt				

Week En	eek Ending: DAY:					Subject: PHYSICAL EDUCATION				
Duration	: 60mins			Strand: Val			lues and Psycho-socia	l Concepts		
Class: B4		e:		Sub	Stran	d: Self-Responsibility				
Demonstr	Standard: ate competence in patterns needed to tivities						Lesson:			
Performance Indicator: Learners can accept responsibility for one's own behavior in a group activityCore Competencies: Develop personal skills										
	/ Learning Resou		leos and pict	ures						
Referenc	es: PE Curriculum	Pg. 52								
DAYS	PHASE I: STA	ARTER	PHASE 2	: MAIN			PHASE 3: REFLE	CTION		
	Revise with learn previous lesson	ners on the	Spell out r and have le the activity Appreciate from officia	earners to 1. e and acce	obey pt call:	for	Review the lesson v	vith learners		
			Learners n for their o		•	ble				

Week En	ding:	DAY:			Subject: Computing			
Duration:	60mins			Strand: Introduction To Computing				
Class: B4 Cl			ize:		Sub Strand: Introduction to MS Windows Interface			
Content S B4.1.2.1: D Background Performa	lders.	Indicator: Lesson: B4.1.2.1.6. Creating, naming and renaming a folder. I OF I Core Competencies:						
	an creating, naming and rena	-			ativity and innovation. sktop, a computer		n and collaboration.	
Reference	es: Computing Curriculum	Pg. 4						
DAYS	PHASE I: STARTER		PHASE 2:	MA	IN	PHASE 3:	REFLECTION	
Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.		s to atement 1 put it Partners	and rename Learners ca keyboard o the applicat Learners sh play compu	e a fo in pr nly i ions ioulo ter g	actice with the n the absence of I be guided to	learners und lesson. Call learners	ns to review lerstanding of the s to summarize ints of the lesson	