LESSON PLANS FOR PRIMARY SCHOOLS

2024

BASIC 5
TERM 5

FAYOL INC 0547824419

FIRST TERM SCHEME - ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
	Oral Language	Songs	B5.1.1.1	B5.1.1.1.1.		
	Reading	Phonics	B5.2.2.1	B5.2.2.1.1	Word cards,	
I	Grammar	Nouns	B5.3.1.1	B5.3.1.1.1	sentence cards, letter cards,	
'	Writing	Penmanship and Handwriting	B5.4.2.1	B5.4.2.1.1	handwriting on a manila card and a	
	Writing Conventions & Using Capitalization B5.5.1.1 B Grammar Usage	B5.5.1.1.1	class library			
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1		
	Oral Language	Songs	B5.1.1.1	B5.1.1.1.2		
	Reading	Word Families and Common Digraphs	B5.2.3.1	B5.2.3.1.1	Word cards,	
	Grammar	Nouns	B5.3.1.1	B5.3.1.1.2	sentence cards, letter cards,	
2	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	handwriting on a manila card and a	
	Writing Conventions & Grammar Usage	Using Punctuation	B5.5.2.1	B5.5.2.1.1	class library	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1		
3	Oral Language	Poems	B5.1.3.1	B5.1.3.1.1	Word cards, sentence cards, letter	

					cards,
	Reading	Vocabulary	B5.2.6.1	B5.2.6.1.1	handwriting on a manila card and a
	Grammar	Determiners	B5.3.2.1	B5.3.2.1.1	class library
	Writing	Writing as a Process	B5.4.9.1	B5.4.9.1.1	
	Writing Conventions & Grammar Usage	Using Naming words	B5.5.3.1	B5.5.3.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
	Oral Language	Poems	B5.1.3.1	B5.1.3.1.2	
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.1	Word cards,
4	Grammar	Determiners	B5.3.2.1	B5.3.2.1.2	cards, letter cards, handwriting
	Writing	Writing as a Process	B5.4.9.1	B5.4.9.1.1	on a manila card and a class library
	Writing Conventions & Grammar Usage	Using Naming words	B5.5.3.1	B5.5.3.1.2	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
	Oral Language	Story Telling	B5.1.4.1	B5.1.4.1.1	Word cards,
5	Reading	Diphthongs	B5.2.4.1	B5.2.4.1.1	sentence cards, letter cards,
	Grammar	Pronouns	B5.3.3.1	B5.3.3.1.1	handwriting on a manila card and a
	Writing	Narrative Writing	B5.4.10.1	B5.4.10.1.1	class library

	Writing Conventions & Grammar Usage	Using Action Words	B5.5.4.1	B5.5.4.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
	Oral Language	Presentation	B5.1.10.1	B5.1.10.1.1	
	Reading	Vocabulary	B5.2.6.1	B5.2.6.1.2	Word cards,
	Grammar	Adjectives	B5.3.4.1.1	B5.3.4.1.1	cards, letter cards,
6	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	handwriting on a manila card and a
	Writing Conventions & Grammar Usage	Using Action Words	B5.5.4.1	B5.5.4.1.2	class library
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
	Oral Language	Story Telling	B5.1.4.1	B5.1.4.1.2	
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.2.	Word cards,
7	Grammar	Verbs	B5.3.5.1	B5.3.5.1.1	cards, letter cards,
7	Writing	Narrative Writing	B5.4.10.1	B5.4.10.1.1	handwriting on a manila card and a
	Writing Conventions & Grammar Usage	Using Qualifying Words- Adjectives	B5.5.5.1	B5.5.5.1.1	class library
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
8	Oral Language	Presentation	B5.1.10.1	B5.1.10.1.2	Word cards, sentence cards, letter
8	Reading	Blends and Consonant Clusters	B5.2.5.1	B5.2.5.1.1	cards, handwriting on a manila

	Grammar	Verbs	B5.3.5.1	B5.3.5.1.2	card and a class library
	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.2.	
	Writing Conventions & Grammar Usage	Using Adverbs	B5.5.6.1	B5.5.6.1.1	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
	Oral Language	Dramatization and Role Play	B5.1.5.1	B5.1.5.1.1	
	Reading	Vocabulary	B5.2.6.2	B5.2.6.2.1	Word cards,
9	Grammar	Verbs	B5.3.5.1	B5.3.5.1.3	sentence cards, letter cards,
,	Writing	Creative/Free Writing	B5.4.11.1	B5.4.11.1.1	handwriting on a manila card and a class library
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B5.5.7.1	B5.5.7.1.1.	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1	
	Oral Language	Presentation	B5.1.10.1	B5.1.10.1.3	
	Reading	Silent Reading	B5.2.8.1	B5.2.8.1.1	Word cards, sentence cards, letter
10	Grammar	Conjunctions	B5.3.8.1	B5.3.8.1.1	cards, handwriting on a manila
	Writing	Argumentative/Persuasive Writing	B5.4.13.1	B5.4.13.1.1	card and a class library
	Writing Conventions & Grammar Usage	Using Conjunctions	B5.5.8.1	B5.5.8.1.1	

	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1		
	Oral Language	Dramatization and Role Play	B5.1.5.2.	B5.1.5.2.1-2		
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.3.	Word cards,	
	Grammar	Conjunctions	B5.3.8.1	B5.3.8.1.1	sentence cards, letter cards, handwriting	
''	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.2	on a manila card and a class library	
	Writing Conventions & Grammar Usage	Using Simple, Compound and Complex Sentences	B5.5.9.1	B5.5.9.1.1	cass not at y	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1		
	Oral Language	Presentation	B5.1.10.2	B5.1.10.2.1		
	Reading	Fluency	B5.2.9.1	B5.2.9.1.1	Word cards,	
12	Grammar	Modals	B5.3.9.1	B5.3.9.1.1.	sentence cards, letter cards, handwriting	
12	Writing	Informative Writing	B5.4.14.1	B5.4.14.1.1	on a manila card and a class library	
	Writing Conventions & Grammar Usage	Spelling	B5.5.10.1	B5.5.10.1.1	, ,	
	Extensive Reading	Building the love and culture of reading	B5.6.1.1	B5.6.1.1.1		

FIRST TERM SCHEME - MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
ı	Number	Counting, Representation & Cardinality	B5.1.1.1	B5.1.1.1.1-3	Counters, bundle and loose straws base ten cut
2	Number	Counting, Representation & Cardinality	B5.1.1.2	B5.1.1.1.4-6	square, patterns made from Manila cards, Bundle of sticks
3	Number	Counting, Representation & Cardinality	B5. I.2.3 B5.I.2.4	B5.1.1.2.1-2	Counters, bundle and
4	Number	Counting, Representation & Cardinality	B5.1.3.1	B5.1.1.3.1-3	loose straws base ten cut square, patterns made from
5	Number	Counting, Representation & Cardinality	B5.1.3.1	B5.1.1.3.4-5	Manila cards, Bundle of sticks
6	Number	Number Operations	B5.1.3.1	B5.1.2.1.1-2	Counters, bundle and
7	Number	Number Operations	B5.2.1.1	B5.1.2.2.1 B5. 1.2.3.1 B5.1.2.4.1	loose straws base ten cut square, patterns made from Manila cards,
8	Number	Number Operations	B5.2.1.1	B5.1.2.5.1. B5.1.2.6.1	Bundle of sticks
9	Number	Fractions	B5.2.1.1	B5.1.3.1.1-2	Paper strips, cut out cards
10	Number	Fractions	B5.3.2.1	B5.1.3.1.3-4	Patterns made from Manila cards Ruler, rope, meter rule
11	Number	Fractions	B5.3.2.2	B5.1.3.1.5-6	Patterns made from Manila

12	Number	Percentages	B5.3.2.2	B5.1.5.1.1-3	cards Ruler, rope, meter rule
	Number	i ercentages	B3.3.2.2	55.1.5.1.1-5	Tope, meter rule

FIRST TERM SCHEME - SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Diversity Of Matter	Living and Non Living Things	B5.1.1.1	B5.1.1.1.1	Pictures of Plants and animals in the environment,
2	Diversity Of Matter	Living and Non Living Things	B5.1.1.2	B5.1.1.2.1	plastics videos paper, metal woods pencil
3	Diversity Of Matter	Materials	B5.1.2.1	B5.1.2.1.1	Metals, woods plastics soil stones
4	Diversity Of Matter	Materials	B5.1.2.2	B5.1.2.2.1	paper pencil crayons balloons water sand salt
5	Diversity Of Matter	Materials	B5.1.2.3	B5.1.2.3.1	sugar
6	Diversity Of Matter	Earth Science	B5.2.1.1	B5.2.1.1.1	Torch candle matchstick lantern
7	Diversity Of Matter	Earth Science	B5.2.1.2	B5.2.1.2.1	paper pencil pictures of well river stream
8	Diversity Of Matter	Earth Science	B5.2.1.3	B5.2.1.3.1-2	water
9	Diversity Of Matter	Earth Science	B5.2.1.4	B5.2.1.4.1	Torch candle matchstick lantern paper pencil
10	Diversity Of Matter	Earth Science	B5.2.1.5	B5.2.1.5.1-2	pictures of well river stream water
П	Diversity Of Matter	Life Cycle of Organism	B5.2.2.1	B5.2.2.1.1	Plants seeds hand lens paper pencil fruits
12	Diversity Of Matter	Life Cycle of Organism	B5.2. 2.1	B5.2. 2.1.2	

FIRST TERM SCHEME - OUR WORLD OUR PEOPLE

STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
All About Us	Nature of God	B5.1.1.1	B5.1.1.1.1	Pictures, Charts,
All About Us	Nature of God	B5.1.1.1	B5.1.1.1.2	Video Clips
All About Us	Myself	B5.1.2.1	B5.1.2.1.1	Pictures, Charts,
All About Us	Myself	B5.1.2.1	B5.1.2.1.2	Video Clips
All About Us	My Family	B5.1.3.1	B5.1.3.1.1	Pictures, Charts, Video Clips
All About Us	My Family	B5.1.3.1	B5.1.3.1.2	
All About Us	Home And School	B5.1.4.1	B5.1.4.1.1	Pictures, Charts,
All About Us	Home And School	B5.1.4.1	B5.1.4.1.2	Video Clips
All Around Us	The Environment And The Weather	B5.2.1.1	B5.2.1.1.1	Pictures, Charts,
All Around Us	The Environment And The Weather	B5.2.1.1	B5.2.1.1.2	Video Clips
All Around Us	Plants And Animals	B5.2.2.1	B5.2.2.1.1	Pictures, Charts,
All Around Us	Plants And Animals	B5.2.2.1	B5.2.2.1.2	Video Clips
	All About Us All Around Us All Around Us All Around Us	All About Us Nature of God All About Us Nature of God All About Us Myself All About Us Myself All About Us My Family All About Us My Family All About Us Home And School All About Us Home And School All Around Us The Environment And The Weather All Around Us Plants And Animals All Around Us Plants And	All About Us Nature of God B5.1.1.1 All About Us Nature of God B5.1.1.1 All About Us Myself B5.1.2.1 All About Us Myself B5.1.2.1 All About Us My Family B5.1.3.1 All About Us My Family B5.1.3.1 All About Us Home And School B5.1.4.1 All About Us Home And School B5.1.4.1 All Around Us The Environment And The Weather B5.2.1.1 All Around Us Plants And Animals B5.2.2.1 All Around Us Plants And Animals Plants And Plants And R5.2.2.1	STRAND SUB STRANDS STANDARD INDICATORS All About Us Nature of God B5.1.1.1 B5.1.1.1.1 All About Us Myself B5.1.2.1 B5.1.2.1.1 All About Us Myself B5.1.2.1 B5.1.2.1.2 All About Us My Family B5.1.3.1 B5.1.3.1.1 All About Us My Family B5.1.3.1 B5.1.3.1.2 All About Us Home And School B5.1.4.1 B5.1.4.1.1 All About Us Home And School B5.1.4.1 B5.1.4.1.2 All Around Us The Environment And The Weather B5.2.1.1 B5.2.1.1.1 All Around Us Plants And Animals B5.2.2.1 B5.2.2.1.1 All Around Us Plants And Animals B5.2.2.1 B5.2.2.1.2

FIRST TERM SCHEME - RELIGIOUS & MORAL EDUCATION

STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
God's Creation & Attributes	God The Creator	B5.1.1.1	B5.1.1.1.1	Wall charts, wall words, posters,
God's Creation & Attributes	God The Creator	B5.1.1.1	B5.1.1.1.2	video clip, etc.
God's Creation & Attributes	God The Creator	B5.1.1.1	B5.1.1.1.2	Wall charts, wall words, posters,
God's Creation & Attributes	God The Creator	B5.1.1.1	B5.1.1.1.3	video clip, etc.
God's Creation & Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	Wall charts, wall words, posters,
God's Creation & Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	video clip, etc.
God's Creation & Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	Wall charts, wall words, posters, video clip, etc.
God's Creation & Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	
Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, posters, video clip, etc.
Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.1	
Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.2	Wall charts, wall words, posters, video clip, etc.
Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.2	
	God's Creation & Attributes Religious Practices Religious Practices Religious Practices Religious Practices	God's Creation & Attributes God's Creation & Attributes God's Creation & God The Creator & Attributes God's Creation & God The Creator & Attributes God's Creation & God The Creator & Attributes God's Creation & The Environment Attributes God's Creation & The Environment Attributes God's Creation & The Environment Attributes Religious Practices Religious Worship Religious Worship Religious Worship Religious Worship Religious Worship Religious Worship Religious Worship	God's Creation & Attributes God The Creator & Attributes God The Creator & Attributes God's Creation & The Environment & Attributes Religious Practices Religious Worship Religious Practices Religious Worship Religious Religious Worship	God's Creation & Attributes God The Creator & Sp. 1.1.1 God's Creation & Attributes God The Creator & Attributes God The Creator & Sp. 1.1.1 BS. 1.1.1.2 BS. 1.1.1.2 God's Creation & BS. 1.1.1 God's Creation & BS. 1.1.1 God's Creation & BS. 1.1.1 God's Creation & Attributes God's Creation & BS. 1.2.1 God's Creation & Attributes God's Creation & Attributes God's Creation & BS. 1.2.1 God's Creation & BS. 1.2.1 God's Creation & BS. 1.2.1 BS. 1.2.1.1 BS. 1.2.1.2 BS. 1.2.1.3 BS. 2.1.1.1 BS. 2.1.1.2 Religious Religious

FIRST TERM SCHEME - HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATO RS	RESOURCES
I	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, poster, etc.
2	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, poster, etc.
3	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, poster, etc.
4	My Country Ghana	The People Of Ghana	B5.2.1.1	B5.2.1.1.1	Wall charts, wall words, poster, etc.
5	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1	Wall charts, wall words, poster, etc.
6	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1	Wall charts, wall words, poster, etc.
7	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1	Wall charts, wall words, poster, etc.
8	My Country Ghana	Some Selected Individuals	B5.2.5.1	B5.2.5.1.1	Wall charts, wall words, poster, etc.
9	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1	Wall charts, wall words, poster, etc.
10	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1	Wall charts, wall words, poster, etc.
П	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1	Wall charts, wall words, poster, etc.
12	Europeans in Ghana	International Trading Including Slave Trade	B5.3.2.1	B5.3.2.1.1	Wall charts, wall words, poster, etc.

FIRST TERM SCHEME - CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	B5. 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	B5. 2.1.1.1	materials available in the community
3	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B5.1.2.2.1 B5.1.2.3.1	Photos, videos, art paper, colors and traditional art tools, other
4	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B5.2.2.2.1 B5.2.2.3.1	materials available in the community
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	B5.1.3.4.1 B5.1.3.5.1	Photos, videos, art paper, colors and traditional art tools, other
6	Performing Arts	Displaying and Sharing (Performing Arts)	CSE 4&5	B5.2.3.4.1 B5.2.3.5.1	materials available in the community
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	B5.1.4.6.1 B5.1.4.7.1	Photos, videos, art paper, colors and traditional art tools, other
8	Performing Arts	Appreciating and Appraising (Performing Arts)	CSE 6&7	B5.2.4.6.1 B5.2.4.7.1	materials available in the community
9	Visual Arts & Performing Arts	Thinking and Exploring Ideas School based project (Visual Arts & performing Arts)	CSE I	B5.1.1.1 B5.2.1.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
10	Visual Arts	Planning, Making and Composing	CSE 2&3		Photos, videos, art paper, colors and traditional art

	Performing Arts	School based project (Visual Arts & Performing		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	
ı	Oral Language/Exten sive Reading	Songs Reading Texts, And Short Stories	B5.1.1.1/ B5.6.3.1	B5.1.1.1.1 B5.6.3.1.1-2	Word cards,	
2	Oral Language/Exten sive Reading	Poems Reading Texts, And Short Stories	B5.1.3.1 /B5.6.3.1	B5.1.3.1.1-2 B5.6.3.1.3-4	sentence cards, letter cards	
3	Oral Language	Story telling	B5.1.4.1	B5.1.4.1.1-2	-	
4	Reading	Phonics: letter and sound knowledge	B5.2.4.1	B5.2.4.1.1-4	Word cards, sentence	
5	Reading	Vocabulary: sight and content vocabulary	B5.2.5.1	B5.2.5.1.1-2	cards, letter cards	
6	Writing	Penmanship	B5.3.1.1	B5.3.1.1.1-3		
7	Composition Writing	Narrative Writing	B5.4.1.1	B5.4.1.1.1-3	Word cards,	
8	Composition Writing	Creative/ Free Writing	B5.4.2.1	B5.4.2.1.1-3	sentence cards, letter cards	
9	Writing Conventions	Integrating grammar in written language (capitalization)	B5.5.1.1	B5.5.1.1.1-3		
10	Writing Conventions	Integrating grammar in written language (punctuation)	B5.5.2.1	B5.5.2.1.1-3	Word cards, sentence cards, letter cards	
11	Writing Conventions Integrating Grammar In Written Language (Use Of Action Words)		B5.5.3.1	B5.5.3.1.1-3	Word cards, sentence cards, letter cards	
12	Writing/Extensi ve Reading Building the love and culture of reading in learners		B5.4.8.1 B5.6.2.1	B5.4.8.1.1 B5.6.1.1.1-2	Word cards, sentence cards, letter cards, library	

FIRST TERM SCHEME - PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Motor Skill And Movement Patterns	Locomotive skills	B5.1.2.1	B5.1.2.1.1	Pictures and Videos
2	Motor Skill And Movement Patterns	Locomotive skills	B5.1.3.1	B5.1.3.1.2:	Pictures and Videos
3	Motor Skill And Movement Patterns	Manipulative skills	B5.1.4.1	B5.1.4.1.3:	Pictures and Videos
4	Motor Skill And Movement Patterns	Manipulative skills	B5.1.5.1	B5.1.5.1.4	Pictures and Videos
5	Motor Skill And Movement Patterns	Rhythmic skills	B5 1.5.1	B5 1.5.1.5	Pictures and Videos
6	Motor Skill And Movement Patterns	Rhythmic skills	B5.1.6.1	B5.1.6.1.6	Pictures and Videos
7	Movement Concepts	Space awareness	B5.2.1.2	B5.2.1.2.1	Pictures and Videos
8	Movement Concepts	Dynamics	B5.2.2.2	B5.2.2.2.2	Pictures and Videos
9	Physical Fitness	Aerobic Capacity	B5.3.1.3	B5.3.1.3.1	Pictures and Videos

10	Physical Fitness	Strength	B5.3.2.3	B5.3.2.3.2	Pictures and Videos
11	Physical Fitness Concepts	Fitness Programme	B5.4.1.4	B5.4.1.4.1	Pictures and Videos
12	Values And Psycho-Social Concepts	Self- Responsibility	B5.5.1.5	B5.5.1.5.1	Pictures and Videos

FIRST TERM SCHEME - COMPUTING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
I	Introduction To Computing	Generation Of Computers	B5.1.1.1	B5.1.1.1.1-3		
2	Introduction To Computing	Generation Of Computers	B5.1.1.1	B5.1.1.1.4-5	Computer, Laptop, Smartphone	
3	Introduction To Computing	Generation Of Computers	B5.1.1.1.	B5.1.1.1.6-7		
4	Introduction To Computing	Introduction To MS-Windows Interface	B5.1.2.1.	B5.1.2.1.1-2		
5	Introduction To Computing	Introduction To MS-Windows Interface	B5.1.2.1.	B5.1.2.1.3-4	Computer, Laptop, Smartphone	
6	Introduction To Computing	Introduction To MS-Windows Interface	B5.1.2.1.	B5.1.2.1.5-6		
7	Introduction To Computing	Data, Sources And Usage	B5.1.3.1.	B5.1.3.1.1-2	Computer,	
8	Introduction To Computing	Data, Sources And Usage	B5.1.3.1	B5.1.3.1.3-4	Laptop, Smartphone	
9	Introduction To Computing	Data, Sources And Usage	B5.1.3.1	B5.1.3.1.5-7	Computer, Laptop,	
10	Introduction To Computing	Data, Sources And Usage	B5.1.3.1	B5.1.3.1.8-10	Smartphone	
П	Introduction Tec To Computing The		B5.1.4.1	B5.1.4.1.1-2	Computer, Laptop,	
12	Introduction To Computing	Technology In The Community	B5.1.4.1	B5.1.4.1.3-4	Smartphone	

SCHEME OF LEARNING- WEEK I

BASIC FIVE

Name of School	
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Week Ending: DA			10NDAY	Subject: E	inglish Language			
Duration: 60mins				Strand: O	ral Language			
Class: B5		Class S	ize:	ze: Sub Strand: Songs				
Content Standard: B5.I.I.I: Demonstrate variety of songs	e understanding of	a	Indicator: B5.1.1.1.1 explain	cator: .1.1.1 explain the central messages in songs				
Performance Indica					Core Compet			
Learners can explain t		es in song	S		Communication	and Coll	aboration	
	sequentially							
References: English I	Language Curriculu	ım For Pr	imary Schools Pg.	71				
Phase/Duration	Learners Acti	ivities				Resou	rces	
PHASE I: STARTER	search the dict The group to r	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson						
PHASE 2: NEW LEARNING	Have learners Guide learners and rhythm. Let them sing Using question Who composi	s listen to rs to sing g individu ons discus sed this s	me familiar patrices you sing a select glines of the song ally and in groups the central meaning? What is the central the central meaning?	eted song. g with appro	e target song: g us?	sentend letter of handwr	ord cards, tence cards, er cards, dwriting on a nila card	
PHASE 3: REFLECTION	Use peer disc learners what	cussion a t they ha	nd effective ques ve learnt during t earners and sumr	tioning to fi the lesson.	nd out from			

Week Ending:		DAY: Tuesday		Subjec	t: English Langu	ıage	
Duration: 60mins				Strand: Reading			
Class: B5	Cla	ıss Size:	Sub Strand: Phonics				
Content Standard: B5.2.2.1: Connect soun letters/syllables in orde Performance Indicat Learners can apply com	nd write	generalizations (e.g when reading cont	B5.2.2.1.1 apply common phonic generalizations (e.g. hard and soft "c" and "when reading continuous texts. Core Compe				
"g") when reading cont					Personal Devel		
References: English La	anguage Cui	rriculum For Prim	nary Schools Pg. 91				
	T -						
Phase/Duration PHASE I:		Activities				Resources	
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.					flashcards	
DILLAGE O DIEDA			ors and introduce th				
PHASE 2: NEW LEARNING	get.	Review the hard form of the sound, e.g. "c" as in cut; "g" as in get. Introduce the soft form using lots of examples, e.g. "c" as in center, cent, circle; "g" as in gent, gin, etc.				Word cards, sentence cards, letter cards, handwriting on a manila card	
	the sour	In groups, encourage learners to come out with words in which the sounds occur. Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to					
1	read.			- 6			
PHASE 3: REFLECTION	lesson: 1. Tell th 2. Tell th during th	ne class what yo ne class how yo ne lesson.	ollowing by ways of the learnt during the the will use the know the lesson did you				

Week Ending:			DAY: \	WEDNE	SDAY	Su	ıbject: English Langua	ıge		
Duration: 60mins						St	rand: Grammar			
Class: B5		Class S	Size:		Sub Strand: Nouns					
B5.3.1.1: Apply knowledge of different types B5			refer t	I.I identify o quantitie Core Co	s or u mpe icatio	etencies: n and Collaboration, Pe		Lesson: I of I evelopment		
New words			tive, kno	owledge	;					
References: English L	anguage	e Curricu	ılum Pg. I	105						
Phase/Duration	Lea	arners A	ctivities					Resou	rces	
PHASE I: STARTER Write down a couple of wo familiar with the words. Divide the class in to group up in front to pick and act to The group to get the higher				ds. groups. d act the highest	One person on the original of	on fro				
PHASE 2: NEW LEARNING	Inti e.g. Har the	devise nouns briefly. Introduce quantities and units in context. I.g.: – Please, give me a piece of paper. – I have a pair of trousers. Idave learners identify more examples of these in text and use them in sentences. In the service of these in text and use them in sentences.					ave a pair of trousers. se in text and use	Word cards, paper, letter cards,		
PHASE 3: REFLECTION	Asi less 1. 2. acc	k learne son: Tell the Tell the quire du	class wh class ho	the following by ways of reflecting on the hat you learnt during the lesson. by you will use the knowledge they e lesson. s of the lesson did you not understand?						

Week Ending:	DAY: THU	JRSDAY !	Subject: English Language			
Duration: 60mins	<u> </u>	:	Strand: Writing			
Class: B5	Class Size:	!	Sub	Strand: Penmanshi	P	
Content Standard: B5.4.2.1: Copy and rewrite	sentences correctly	Indicator: B5.4.2.1.1 copy sent maintaining legible h		es clearly in joint scrip	Lesson:	
Performance Indicator: Learners can copy sentence handwriting		pt maintaining legible		Core Competenci Communication and		
References: English Langu	iage Curriculum Pg. I	20				
Phase/Duration					D	
	Learners Activities				Resources	
PHASE I: STARTER		ite familiar rhymes.				
		ve to sing more songs				
		did you hear in the so	_			
	Write some of	of the words you hear	d.			
	Share the performance indicators and introduce the lesson.					
PHASE 2: NEW		rom texts learners hav	ve r	ead and write them	Word cards, sentence	
LEARNING	on the board, usin	g joint script. e.g.			cards, letter cards, handwriting on a	
	Have learners read large groups)	Have learners read out the sentence. (in pairs, small groups, large groups)				
	Have learners cop					
	Go round to supp	Go round to support struggling learners				
PHASE 3:	Ask learners to	do the following by	way	s of reflecting on		
REFLECTION	the lesson:					
	I. Tell the class v	I. Tell the class what you learnt during the lesson.				
		how you will use the				
	acquire during th	•		. ,		
	3. Which aspects of the lesson did you not					

understand?

Week Ending:		DAY: FRIDAY		Subject: E	nglish Language			
Duration: 60mins				Strand: Writing Conventions/ Extensive Reading				
Class: B5	CI	ass Size:		Sub Stran	d: Using Capitalizat	ion		
Content Standard B5.5.1.1: Use capital in a direct speech		t the first words	B5.5.1.	Indicator: B5.5.1.1.1 follow appropriate mechanical convention			Lesson:	
	llow appropriat	te mechanical conv age- and level appi		ooks.	Core Competen Communication an Personal		ooration,	
References: Englis	h Language C	urriculum Pg. 14	5					
Phase/Duration PHASE I:		Learners Activities Review some adjectives with learners.						
PHASE 2: NEW	Ask: What Do an acti Ask: What Do an acti Ask: What	on for slow. word is this? Pu on for loud. word is this? Pu on for happy. word is this? Pu ormance indicate composition, ask in	pils gues pils gues ors and in	s: loud. s: happy ntroduce the	e lesson. rite a formal letter	Word	cards,	
LEARNING	the full stop marks, apos The rules at out "popcot up where the Guide learn during the I Assessmen	e, comma, question strophe, hyphen et re simple: One stu rn" when they finis ne previous one let ers to choose and ibrary period.	n mark, ex cc. dent start sh. This pr ft off. read inde	cclamation ma ts reading alou compts the ne ependently bo	ud and then calls ext student to pick noks of their choice	letter	nce cards, cards, vriting on a a card	
PHASE 3: REFLECTION	Ask learne lesson: 1. Tell the 2. Tell the during the	rs to do the follo class what you le class how you w	owing by earnt dur vill use th	ways of refloring the lesson e knowledge	ecting on the on. e they acquire			

Week End	ling:	DAY:		Subject: Mathematics Strand: Number					
Duration:	60mins per lesson	1							
Class: B5		Class Size	e:		Sub Stra Cardinalit		unting, Represe	entation &	
B5.1.1.1 Demonstrate an understanding of quantities and place value for multi-			B5.	icator: 1.1.1.1-3 Read ar rds up to 100000		mber in	figures and	Lesson:	
Performance Indicator: Core						Competenci Thinking; Justifi			
Teaching/	Learning Resou	rces	Count	ters, bundle and	loose straw	/S			
Reference	s: Mathematics Cu	urriculum Pg	. 55						
DAYS	PHASE I: ST	ARTER		PHASE 2: MAIN		PHASE 3: REFLECTION			
Monday Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.		ith ber	Have learners numbers quant 1000000 using multi base mat For instance, w block. A cube=100000 a flat=100000, block=1000000	tities up to graph shee erials. vith multi ba nit, a rod= and a 0.	ase 10000,	Modeling nur using graph s	model number		
	the appropri			the appropriat	lel 436000 with te materials.				
Tuesday		the appropriate chart of base block on and for learners to e. Hand out sheet of to learners to draw the appropriate Ask learners to number 13700 sheet square.					n with learners. model number		

	B		
Monday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to model numbers quantities up to 1000000 using graph sheets or multi base materials. For instance, with multi base block. A cube=1000unit, a rod=10000, a flat=100000, and a block=1000000.	What have we learnt today? Modeling number quantities using graph sheet. Learners to model number quantities written on the board.
		Learners model 436000 with the appropriate materials.	
Tuesday	Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to learners to draw what they see on the chart. Review the previous lesson through examples	Ask learners to model the number 137000 shading graph sheet square. Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note: A cube=1000unit A cube=1000unit Etc. Have learners practice more examples. Give learners teacher made token currency notes on different colored paper and ask them to model or pick given amounts up to GHC100,000	Review lesson with learners. Have learner model number quantities for multi digit using multi base materials
Wednesday	Review the previous lesson by; Bring real Ghana cedi currency	Read out number figures and have learners to write numbers	What have we learnt today?
	of different denominations to class.	in words up to 100000.	Have learners summarize the important points of the lessor

	Put them in a box in front of the class. Call out an amount for learners to model it. Do it groups to create competition.	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)	Engage pupils in a think pair share activity to. Write number in figures and in words up to 100000
Thursday	Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class. Put them in a box in front of the class. Call out an amount for learners to model it. Do it groups to create competition.	Read out number figures and have learners write them in words up to 10,000,000. Assessment: Engage learners to play the place value number wheel game. Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000)	What have we learnt today? Have learners summarize the important points of the lesson. Engage pupils in a think pair share activity to. Write number in figures and in words up to 1000000
Friday	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	Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number	Review the lesson with learners. Have pupils practice more examples.

Week Ending:	DAY:		Subject: Science		
Duration: 60mins per lesson		Strand: Diversity Of Matter			
Class: B5	Class Size:		Sub Strand: Living and Non Living Things		
Content Standard: B5.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them		things (growth, se	the life processes of living ensitivity to the piration and excretion)	Lesson:	

Performance Indicator:

Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)

Core Competencies:Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;

Teaching/ Learning Resources

Pictures of Plants and animals in the environment, plastics videos paper

References: Science Curriculum Pg. 17

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch a documentary on the life processes of some animals	Learners go outside the classroom to observe and identify various living and non-living things	What have we learnt today? classify animals into insects,
		and discuss their observation.	birds , mammals and reptiles
		Engage learners to watch pictures or animated videos of different living things (e.g. birds, insects, trees, reptiles, mammals,	Have learners to summarize the important points of the lesson
		etc.) and comment on them.	Give learners task to draw some insects, birds and color
		Ask learners to identify the names of the living things from the video	them
	Display word cards o the teachers table in front of the	Use relevant examples and illustrations to demonstrate or	What have we learnt today?
	class	explain sensitivity, respiration and excretion as life processes.	Have learners to summarize the important points of the
	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	Learners go on a nature walk to observe sensitivity in the mimosa plant when touched	lesson.
	explain the corresponding statements to their group.	Assist learners to understand growth by observing a seedling and a mature plant of the same	
	The group who explains well wins	kind.	
		Let learners breathe air in and out to demonstrate respiration	

Week E	nding:	DAY:	!	Sub	ject: OV	VOP	
Duratio	n: 60mins per lesson		Strand: All A		About Us		
Class: B	5	Class Size:	:	Sub	Strand:	Nature of Go	od
Content Standard: B5.1.1.1. Demonstrate understanding of the uniqueness of human beings among God's creation Performance Indicator: Learners can explain that human beings are unother creatures.		Indicator: B5.1.1.1.1 explain that human beings unique compared to other creatures			Lesson:		
		nan beings are ı	unique compared to				es: llaboration Critical
Teachin	g/ Learning Resou	rces Pictu	ıres, Charts, Video C	lips			
New wo	ords						
Referen	ces: OWOP Curric	ulum Pg. 23					
	.						
DAYS	PHASE I: STAR	TER	PHASE 2: MAIN			PHASE 3:	REFLECTION
	Take a nature walk learners around the observe things in the environment. Use questions and have learners talk a of the natural thing observed.	e school to ne natural answers to about some	Learners recall and restories about Creative talk about the nature the Creator, the all-powerful and creator things. Learners look at the pictures of different beings, and animals and non how they are different findings to the class and discussion.	ion. de of known of	They God as wing, all elves, nan reflect nt from r	How human from other of Have learned main points Give learner	rs to summarize th of the lesson. rs a task to match different creatures
	Engage learners to about nature	sing songs	Learners in groups r make a poster on th characteristics of hur that make them diffe other creatures Example: - Having a unique pe - Ability to be creative	ie iman ereni ersor	beings t from nality	Use pupil as the lesson. Group class	rs to summarize the oints of the lesson teachers to review into three and ader from each

think rationally.
- Ability to communicate and

and wrong, ability to learn.

- Ability to exercise judgment and make choices between right

collaborate.

class

group to teach to the whole

Week Ending:	DAY:		Subject: RELIGIOUS & MORAL EDUCATION		
Duration: 60mins			Strand: God's Creation & Attributes		
Class: B5 Class Size:		Sub Strand: God The Creat	cor		
B5.1.1.1 Appreciate the nature of God as		Indicator: B5.1.1.1.1: Exp individual is.	B5.1.1.1.1: Explain how special each		
Performance Indicator: Learners can explain how special each individual is.		dual is.	Core Competencies: Cultural Identity, Sharing Reconc Unity	ciliation, Togetherness,	
Teaching/ Learning Resources Wall charts, wall wor		harts, wall word	s, posters, video clip, etc.		
References: RME Curricu	lum Pg.				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Start with a related song.	Through various activities such as working in pairs or in groups, let	Review the lesson with learners.
	Example: My God is so Big	learners discuss how each person	
		is unique and different from one	Ask pupils to summarize the
	My God is so big	another: some are short, tall,	important points in the lessor
	So strong and so mighty	intelligent, fair in complexion,	
	There is nothing my God cannot do.	black in complexion, serious, etc.	Ask learners to draw and colure two things God
		Lead learners to demonstrate the uniqueness of each individual, using themselves.	created
		Put learners into groups according to: height, color, mass, intelligence, etc.	
		Let learners put in writing how different they are from each other.	

Week Ending:	DAY	DAY:		Subject: History		
Duration: 60mins per lesson Stra			Strand: My Country Ghana			
Class: B5	Class: B5 Class Size:		Sub Strand: The People Of Ghana			
how life in ancient time was different from times (before the		B5.2.1.1.1 Describ	tribe how our ancestors lived in ancient he 15th century) and compare it with		Lesson:	
Performance Indicator: Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today		y.	Core Competencies: Learners to become critical the and digital literates	hinkers		
Teaching/ Learning Resources Wall ch			harts, word cards, p	oosters,	video clip, etc.	
References: History C	Curriculum P	g. 30				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Tell learners stories about how our ancestors lived	Identify the kinds of food they ate, the clothes they wore and	What have we learnt today?	
		how they travelled etc.	How our ancestors lived	
	Have learners to watch			
	videos of how our ancestors	Compare life today to life in	Have learners to summarize	
	lived	ancient days. E.g. Food eaten,	the important points in the	
		Clothes worn, Mode of travel,	lesson	
		buildings Communication,		
		Trading, Professions and		
		Technology.		
	Have learners visit a palace	Produce a photo album (Tactile	What have we learnt today?	
	near them to see how our	photo album for visually		
	ancestors lived	impaired) of family members including learners	How our ancestors lived	
			Have learners to summarize	
		Visit ancient sites and museums	the important points in the	
		, issue assessed and massams	lesson	
		Use videos/ documentaries	1333	
		/internet to highlight how life		
		today has changed from the past		

Week Er	nding:	DAY:		Subject: C	reative	e Arts	
Duration	: 60mins per lesso	on		Strand: Vi	sual Ar	ts	
Class: B5	, ,	Class Size:		Sub Strand: Thinking and Exploring Ide			eas
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B5 2.1.1.1 Explore and study some concept performances of Ghanaian and performances in Africa		compositions and	Lesson:		
on the people. Performance Indicator: Learners can explore and study some compartists living in Africa Teaching/ Learning Resources Photo		•			Decisi Comn	e Competencies: on Making Creativity, In nunication	novation
	es: Creative Arts			<u> </u>			
DAYS	PHASE I: ST	ARTER	PHASE 2: MA	IN		PHASE 3: REFLEC	CTION
	Play games and that learners are to begin the less Ask learners quereview their und the previous less	e familiar with son. estions to derstanding in	Learners are to compositions are of Ghanaian and performing artistice.g. Chinua Acid Guide learners information through the correction of the correction of the compositions are of selected artistics.	nd performand other Africants to gather ough OERs: nternet surfires, etc. things fall Aparthe. to discuss the odiscuss the odiscuss the odiscuss and find outs	ng rt' e ces	Ask learners question review their understathe lessson. Give learners task to whiles you go round those who need help	anding of do to guide
	Play games and that learners are to begin the less. Ask learners quereview their und the previous less.	e familiar with son. estions to derstanding in	history and cult Learners are to compositions ar of Ghanaian and performing artis (e.g. Chinua Ach Let learners wr Chinua Achebe following guideli - Name - Country of or - Training - Type of compositions - Title of some	study the nd performan I other Africa sts nebe) ite a brief abo using the ines: igin ositions and	ces in	Ask learners to summer what they have learner the learners say 5 we remember from the	t. ords they

Week Ending:	DAY:	S	Subject: Ghanaian Language		
Duration: 60mins per lesson			Strand: Oral Language/Extensive Reading		
Class: B5 Class Size:			Sub Strand: Songs / Reading Texts, And Short Stories		
Content Standa B5.1.1.1: Show an cradle songs/lullab	understanding of	with the correct rhy	-2 Sing cradle songs/lullaby thms and discuss importance d answer questions on the	Lesson:	
Performance In		narratives/passage re	Core Competencies:		
Learners can sing cradle songs with the correct rhythms and			Core Competencies:		

Learners can sing cradle songs with the correct rhythms and discuss importance of songs and read and answer questions on the narratives/passage.

Creativity and innovation, Communication and collaboration, Critical thinking

Teaching/ Learning Resources

Word cards, sentence cards, letter cards, handwriting on a manila card

References: Ghanaian Language Curriculum Pg. 34

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

	T	1
	It allows the mother to do her	
	work. It helps the mother to rest	
	etc.	
	Write the outcome from the	
	discussion with the learners.	
	Let learners role play mother	
	singing a lullaby and holding a	
	child.	
Engage learners to play the	Read a text aloud to the hearing	Learners to tell what was
"What letter am I writing"	of learners.	interesting about the lesson.
game <u>.</u>		
Put learners into groups of	Guide learners to read short	Have learners to read and
two.	texts, narratives or stories from	spell the key words written
The teacher writes a letter in	other materials with correct	on the board.
the air.	intonation.	on the board.
Learners makes the letter	inconación.	
sound and tell the teacher	Let learners read paragraph each	
the sound that has been	of the text to the class.	
written	of the text to the class.	
written		
	Learners read a passage to the	
	hearing of others learners.	
	Lead learners to answer	
	questions on the passage read	
	orally then write them into their	
	books.	

Week En	iding:		Subject: PHYSICAL EDUCATION			
Duration	: 60mins			Strand: Motor Skill And Movement Pattern		
Class: B5 Class Size:			Sub Strand: Locomotive skills			skills
Demonstra and mover	Standard: ate competence in a ment patterns need physical activities			alk on straight lin		Lesson:
	ance Indicator: an walk on straight	lines edges.	As lea	Competencies rners list factors cognitive domain	that cause in	njuries they develop
Reference	// Learning Resouce PE curriculu	m Page 57	PHASE 2: MAI	N	PHASE 3	: REFLECTION
Take learners out to the field. Let learners run or jog within a demarcated area to warm themselves up. Let learners perform some general and specific warm ups.		or jog within ea to warm form some ific warm ups.	Draw a straight line on the floor for learners to walk on it. Learners walk as individually and in a groups under the watch of the teacher. Organize competition for learners.		Have learners to express their satisfaction for the lesson by talking about how they enjoyed the dancing moves of their partners.	
		3	End the lesson w and use question lesson.			

Week Ending:	DAY	DAY:		Subject: Computing		
Duration: 60mins		Strand: Introduction To Computing				
Class: B5 Class Size:			Sub Strand: Generation Of Computers			
Content Standard: Indicator:				Lesson:		
B5.1.1.1: Identify parts of a computer and B5.1.1.1.1 -3			B5.1.1.1.1 -3 C	Describe the types of output		
technology tools device and i		device and ide	ntify their uses.	I OF I		
Performance Indicator:		Core Competencies:				
Learners can discuss how technology is used to save lives in			Creativity and innovation. 2. Communication and			
community and the effects of technology on the community			collaboration.			
Teaching/ Learning Resources Pictures of telephone, mobile phone, radio, tablets,				ablets,		

References: Computing Curriculum Pg. 11

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social	Guide learners to identify types of output devices and their uses. Assist them to list them	Ask learners to talk about what they have learnt.
	media handles.	on the board as well as their uses.	Pose questions to learners to review their understanding of
	Discuss what is trending and		the lesson
	invite learners to share their opinions on them.	Guide the learners to identify the similarities and differences between analogue and digital devices.	
		Present examples of analogue and digital devices to learners.	
		Aid them to mention other examples of analogue devices and digital devices as well as noticing the differences.	

SCHEME OF LEARNING- WEEK 2

BASIC FIVE

Name of School.....

Week Ending:		DAY: N	MONDAY	Subject: English Language			
Duration: 60mins Strand: Oral Language							
Class: B5	Class Size: Sub Strand: Songs						
Content Standard: B5.1.1.1: Demonstrate understanding of a variety of songs Indicator: B5.1.1.1.2 relate values in songs to real life experiences						Lesson:	
Performance Indicator: Learners can relate values in songs to real life experiences Core Compe Communication					l		
Key words							
References: English La	nguage Curricul	um For Pr	rimary Schools Pg.	71			
Phase/Duration	Learners Act	ivitios				Resou	rces
PHASE I:			ours Call out son	ne vocahulan	and let them		
STARTER PHASE 2: NEW	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 sing familiar songs as in the previous lesson. Word card						cards,
LEARNING	Lead learners to discuss the song and have them bring out the meaning. In groups, learners discuss the values in the song, e.g. truthfulness, patience, etc. and relate the values to real life situations. Have groups share their ideas with the class in the form of presentations. Write salient responses on the chalkboard.				sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.						

Week Ending: DAY: Tuesday			,	Subject: English Language			
Duration: 60mins				Strand: Reading			
Class: B5 Class Size:					rand: Word Fa	amilies and	
Content Standard: B5.2.3.1: Identify minimal pairs and common digraphs			Indicator: B5.2.3.1.1 use com decode words. e.g	nmon mir	nimal pairs to wash	Lesson:	
Performance Indicator: Learners can use common minimal pairs to decode			words. e.g. – sash, v	vash	etencies: on and Collaboration, lopment		
References: English L	_anguage	e Curriculum For Prim	nary Schools Pg. 93				
Phase/Duration PHASE I:		ners Activities earners into two grou	ups. Call out some v	ocabulary	and let them	Resources flashcards	
STARTER	The	search the dictionary for their meanings. The group to read first wins. Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson					
PHASE 2: NEW LEARNING	In g Ider th –	e examples of minimoroups let learners contify specific spelling both, tooth	al pairs, e.g. watch ome up with more patterns e.g. sh- f	, catch exampl	es	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Learners read the words containing minimal pairs, e.g. church, search, perch, fetch. Work together with learners to write simple sentences with the minimal pairs.						
PHASE 3: REFLECTION	Ask lesse I. T 2. T duri	learners to do the f	ou learnt during the	e lesson. wledge t	hey acquire		

Week Ending:	DAY: WEDNESDAY		Subject: English Language				
Duration: 60mins					Strand: Grammar		
Class: B5 Class Size:					Sub Strand: Nouns		
Content Standard: B5.3.1.1: Apply knowl of nouns in communic	-	ent types	Indicat B5.3.1.1		and use proper nouns		Lesson:
Performance Indicates Learners can identify a		er nouns			mpetencies: cation and Collaboration, P rship	ersonal D	evelopment
New words	Imp	erative, kn	owledge				
References: English	Language Cur	riculum Pg.	105				
Phase/Duration	Learner	s Activities	S			Resou	rces
PHASE I: STARTER	familiar v Divide th up in fro The grou	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!					
PHASE 2: NEW LEARNING	Introduc E.g. Chr	e the conce istmas is co	pt in cont ming.	ext.	troduce the lesson.	Word cards, paper, letter cards,	
	In pairs he them as Briefly di examples Use seve count no Introduc Can you those ch	Christmas is coming. e people of Ga celebrate Homowo. pairs have learners give more examples of festivals and write arm as proper nouns. efly discuss what common nouns are, giving and eliciting several					
PHASE 3: REFLECTION	lesson: I. Tell t 2. Tell t acquire	he class wh he class ho during the	nat you le ow you w lesson.	earnt duri vill use the	ways of reflecting on the ng the lesson. knowledge they you not understand?		

Week Ending:	DAY: THURSDAY Subject: English Langua			ge		
Duration: 60mins			Strand: Writing			
Class: B5	Class Size: Sub Strand: Paragraph			Develop	oment	
Content Standard: B5.4.3.1: Develop, organize a cohesively in writing and rep variety of purposes, audience	Indicator: B5.4.3.1.1 choose a writing for a variet		opriate ways and mod purposes	es of	Lesson:	
Performance Indicator: Learners can choose appropriation variety of purposes	riate ways and mod	es of writing for a		Core Competenci Communication and		ration,
References: English Language	ge Curriculum Pg. I	31				
Phase/Duration	Learners Activiti	es			Resou	rces
PHASE 1: STARTER PHASE 2: NEW LEARNING	What words of Write some of Share the perform	ve to sing more song did you hear in the so of the words you hea ance indicators and i	ong? ird. intro	duce the lesson. ch group a mode of	cards, l	cards, sentence etter cards,
					riting on a card	
PHASE 3: REFLECTION	the lesson: I. Tell the class to acquire during the	do the following by what you learnt du now you will use the lesson.	ring ne kr	the lesson. nowledge they		

Week Ending:		DAY: FRIDAY Subject: English Language						
Duration: 60mins				Strand: W	Strand: Writing Conventions/ Extensive Reading			
Class: B5		Class Size:		Sub Stran	d: Using Punctuation			
Content Standar	Content Standard: Indicator:					Lesson:		
		of how punctuations		•	uations: - (the comma) to			
are used appropria		ng	write a	ın address	C C	l of l		
		ions: - (the comma) to	write an	address	Core Competencies Communication and C			
		of age- and level appr			Personal	onabor acion,		
	•	e Curriculum Pg. 13						
DI /D ::	Ι,	A						
Phase/Duration PHASE I:		Activities	laannana			Resources		
STARTER	Keview s	ome adjectives with	iearners	•				
JIANILN	Do an ac	tion for slow.						
		at word is this? Pupi	ls guess:	slow.				
		tion for loud.	6					
	Ask: Wha	at word is this? Pupil	s guess:	loud.				
		tion for happy.						
	Ask: Wha	at word is this? Pupil	s guess:	happy				
		formance indicators						
PHASE 2:		use of the comma bef			d "No" in sentences;	Word cards,		
NEW	after addr	essing a person, e.g. Ko	oti, can yo	ou help me!		sentence cards, letter cards,		
LEARNING	Introduce contractio	handwriting on a manila card						
	Provide sa punctuation	ample sentences/texts fons.	for learne	ers to identify	the target			
	apostroph	ners practice using the e in contraction. Give texts to punctuate.						
	Engage lea	rners in the "popcorn	reading"	game				
	"popcorn"	are simple: One studer when they finish. This ous one left off.						
	Guide lear the library		ad indepo	endently book	s of their choice during			
	Assessme			6.4	. b l d			
PHASE 3:		ers to write a-three-pa						
REFLECTION		ers to do the follow e class what you lear		•	_			
		e class how you will		-				
	the lesso	•		- · · · 0 - · ·	, 10			
	3. Which	aspects of the lesso	n did yo	u not unders	tand?			

Week Ending: DAY:		c Ending: DAY:		Subject: Mathematics				
Duration: 60mins per lesson			Strand: Number		er			
Class: B5		Class Si	ize:	Sub Strand: Co		unting, Represe	ntation &	
of quantitie numerals up Performa Learners ca multi base to number in a Teaching/	standard: emonstrate an understa s and place value for mu p to 1000,000 nce Indicator: an model number quanti- block and identify number a number chart Learning Resources es: Mathematics Curricu	ties up to ers in diffe	erent positions around a	eets or	Core			
DAYS	PHASE I: STARTI	ER	PHASE 2: MAIN			PHASE 3: R	EFLECTION	
Monday	Have learners to comtable.		Guide Learners to it which are 10,000 m than a given six-digit E.g. 122,400 is 1,000 Learners use words to" "greater than" "later use symbols su">" to compare nur 10,000 taking into coplace value of each on number. E.g. 251200 = 251,2132,635	ore or 10,000 to number. I less than 13 such as: "expless than" a sich as "<", "inbers up to onsideration digit in the g	33,400 qual nd =", the given			
Tuesday	Have learners to comtable. x 1 2 3 6 x 1 2 3 4	aplete the	which are 10,000 m than a given six-digit E.g. 122,400 is 1,000 Learners use words to" "greater than" "later use symbols su">" to compare nur 10,000 taking into coplace value of each onumber.	Given that is a superstant of the place value of each digit in the given number. E.g. 121,400 is 1,000 less than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 >		they have lear will like to lea lesson	Give learners individual or	
Wed	Have learners to commultiple pattern.	plete the		given set of ding or descending I in writing.			o tell you what nt and what they rn in the next	

	14 21 42 56 Multiples of	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 1022345 and 1022534; 1022345 is less than (smaller than) than 1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc.	Give learners individual or home task.
Thursday	Have learners to complete the multiple pattern. 8 32 40 Multiples of	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020,1025, 2673,2873 Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 1022345 and 1022534; 1022345 is less than (smaller than) than 1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Friday	Have learners to complete the multiple pattern. 6 12 18 24 Multiples of	Learners round off numbers to the nearest 10,000, 1000 and 100. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000 Learners round up and round down to estimate sums and differences 214765 Round up Round down Round off to the nearest ten 214770 214760 214770 to the nearest thousand 215000 214000 215000	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

Week Ending:	DAY:		Subject: Science		
Duration: 60mins per lessor	1		Strand: Diversity Of Matte	er	
Class: B5	Class Size:		Sub Strand: Living and Non Living Things		
Content Standard: B5.1.1.2 Demonstrate understanding of the		Indicator: B5.1.1.2.1 Compare the differences		Lesson:	
differences between living things, non-living things, and things which have never been alive		among things that are living, dead and things that have never been alive		I OF I	

Performance Indicator:

Learners can compare the differences among things that are living, dead and things that have never been alive

Core Competencies:

Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;

Teaching/ Learning Resources

Pictures of Plants and animals in the environment

References: Science Curriculum Pg. 17

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Assemble living things (e.g. plants, insects, etc.), non-living things (e.g. firewood, pencils, paper, etc.) and things that have	Ask learners questions to review their understanding of the lessson.
	Ask learners questions to review their understanding in the previous lesson	never lived (rocks, soil, water, etc.) for class activities. Learners observe and comment on the samples.	Give learners task to do whiles you go round to guide those who need help.
		Learners, in an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive.	
		Learners are guided to compare the differences among things that are alive, once alive or never been alive.	
		Learners explain why they (learners) are classified as living things	
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Learners, in an activity, classify the provided specimen as (1) Things that are alive	Ask learners to summarize what they have learnt.
	Ask learners questions to review their understanding in the previous lesson	(2) Once alive or(3) Never been alive.Learners are guided to compare the differences among things	Let learners say 5 words they remember from the lesson.
		that are alive, once alive or never been alive.	
		Learners explain why they (learners) are classified as living things	

Week Ending:	DAY:		Subject: OWOP			
Duration: 60mins per lesson		Str	and: All About Us			
Class: B5	Class Size:		Sub	Strand: Nature of G	od	
Content Standard: B5.1.1.1. Demonstrate understhe uniqueness of human being God's creation	•	Indicator: B5.1.1.1.1 explain that hur unique compared to other		•	Lesson:	
Performance Indicator: Learners can explain that human beings are unique compared to other creatures.				Core Competencies: Communication and Collaboration Critical Thinking		
Teaching/ Learning Resou	rces Pictu	res, Charts, Video C	lips			
New words	•					

References: OWOP Curriculum Pg. 23

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Learners recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing,	Ask learners questions to review their understanding of the lessson.
	Ask learners questions to review their understanding in	powerful and creator of all things.	Give learners task to do whiles you go round to guide
	the previous lesson	Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.	those who need help.
	Play games and recite rhymes	Learners in groups reflect and	Ask learners to summarize
	that learners are familiar	make a poster on the	what they have learnt.
	with to begin the lesson.	characteristics of human beings	
	_	that make them different from	Let learners say 5 words the
	Ask learners questions to review their understanding in	other creatures	remember from the lesson.
	the previous lesson	Example:	
	·	- Having a unique personality	
		- Ability to be creative and think	
		rationally.	
		- Ability to communicate and	
		collaborate.	
		- Ability to exercise judgment and	
		make choices between right and	
		wrong, ability to learn.	

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

References: RME Curriculum Pg. 34

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

Week Ending:	DAY:	DAY:		Subject: History		
Duration: 60mins per lesson				Stran	d: My Country Ghana	
Class: B5	Class: B5 Class Size:		Sub S	trand: The People Of Ghana		
Content Standard:			Indicator:			Lesson
B5.2.1.1. Demonstrate under	standing of		B5.2.1.1.1 Describe how our ancestors lived in ancient		:	
how life in ancient time was	different fro	m	times (before the 15th century) and compare it with			
life today			how we live today	oday.		I OF I
Performance Indicator:		•			Core Competencies:	
Learners can describe how o	ur ancestors	s live	d in ancient times		Learners to become critical tl	ninkers
(before the 15th century) and	d compare it	t with	n how we live today	/ .	and digital literates	
Teaching/ Learning Resources Wall charts, word cards, posters, video clip, etc.				video clip, etc.		
References: History Currie	culum Pg. 3	30				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Identify the kinds of food they ate, the clothes they wore and how they travelled etc.	Ask learners questions to review their understanding of the lessson.		
	Ask learners questions to review their understanding in the previous lesson	Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.	Give learners task to do whiles you go round to guide those who need help.		
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Produce a photo album (Tactile photo album for visually impaired) of family members including learners Visit ancient sites and museums	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.		
		Use videos/ documentaries /internet to highlight how life today has changed from the past			

Duration: 60mins per lesse Class: B5 Content Standard: Demonstrate understanding	Class S		rforming Arts d: Thinking and		
Content Standard:	Class S	Size: Sub Stran	d: Thinking and		
	l l			Exploring Ideas	
Demonstrate anderstanding	Indicator: B5 2.1.1.2 Explore and study some of	study some compositions Lesson			
to generate own ideas for artistic and performances of Gha expressions on the people.			hanaian and performing		
Performance Indicator: Learners can explore and st Ghanaian and performing ar	,	compositions and performances of in Africa	Core Compe Decision Making Innovation Com	g Creativity,	
Teaching/ Learning Reso	ources	Photos, videos, art paper, colors and tradit	ional art tools		
References: Creative Arts	Curriculu	ım Pg. 64			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes	Learners are to study the	Ask learners questions to
	that learners are familiar with to begin the lesson.	compositions and performances of Ghanaian and other African performing	review their understanding of the lessson.
	Ask learners questions to review their understanding in the previous lesson	artists (e.g. Chinua Achebe)	Give learners task to do whiles you go round to guide those who need help.
		Guide learners to gather information through OERs: library studies, internet surfing recorded videos, etc. For example, 'Things fall Apart'	
		by Chinua Achebe. Engage learners to discuss the	
		compositions and performances of selected artists and find out how their works reflect the history and culture of Africans.	
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Learners are to study the compositions and performances of Ghanaian and other African performing	Ask learners to summarize what they have learnt. Let learners say 5 words they
	Ask learners questions to review their understanding in the previous lesson	artists (e.g. Chinua Achebe)	remember from the lesson.
		Let learners write a brief about Chinua Achebe using the following guidelines: - Name	
		Country of originTrainingType of compositions and performances	
		- Title of some works - Style.	

Week Ending:	DAY:		Subject: Ghanaian Language					
Duration: 60mins pe	er lesson		Strand: Oral Language					
Class: B5	ass: B5 Class Size:			Sub Strand: Poem				
B5.1.3.1: Demonstrate understanding of select discussing them.	B5.1.3.1.1- 2 EXPI	Indicator: B5.1.3.1.1- 2 Explore a poem of about six to seven lines correctly.		Lesson:				
Performance Indicates Learners can explore correctly.	t six to seven lines	Cre	Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking					
Teaching/ Learning	g Resources	Word cards, sentence	cards, letter	cards, handwriting or	n a manila card			

References: Ghanaian Language Curriculum Pg. 35

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes to prepare them for the lesson.	Ask a learner to explore a poem and listen to a poem accompanied by audio.	Use questions to review their understanding of the lesson Ask learners to summarize
	Play games with learners	Let the learners perform the gestures that accompany the poems.	what they have learnt
		Explore a poem for learners to listen.	
		Lead learners to explore poems correctly.	
	Split learners into 2 teams. Taking turns, learners from each team come up and chose	Let learners listen to a poem recital.	Use questions to review their understanding of the lesson
	a vocabulary word.	Read a poem and discuss key issues in the poem.	Ask learners to summarize what they have learnt
	Learners to draw something on the board while only their tries to guess the word	Let learners explore poems they know.	
		Lead learners to recognize the key words in the poem they explore.	
		Put learners into groups and let the groups discuss the key issues and present to the class.	
	Have learners share what is going on in their lives.	Allow a learner to explore a poem for the whole class to listen.	Use questions to review their understanding of the lesson
	You and your learners can talk about plans for the weekend.	Allow learners to write down what they think about the poem and let them discuss.	Ask learners to summarize what they have learnt
		In groups, help learners to discuss the theme of the poem.	

Week En	ding	•	DAY:		Subject: PHYS			SICAL EDUC	CATION	
Duration	: 60m	nins					Strand: Moto	r Skill And M	lovement Patterns	
Class: B5			Class Siz	e:			_ocomotive :	skills		
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities								nuously	Lesson:	
Learners c	an sk	Indicator: ip and leap co		Core Competencies: As learners list factors that cause injuries they developed their cognitive domain						
7					es and V	'ideos				
Referen	ce	PE curriculu	m Page 57							
DAYS	PH	ASE I: STA	RTER	PF	PHASE 2: MAIN			PHASE 3: REFLECTION		
	tha to I	y games and re t learners are begin the lesso c learners ques iew their unde previous lesso	familiar with on. stions to erstanding in	h aga lea the are I Lea ind ow Or lea	inst the p as ma eir own ea. arners p ividuals en pace. ganize crners in	ground ny times pace in a gractice t and in g competit groups.		review the the lesssor Give learn whiles you	ers questions to bir understanding of n. ers task to do go round to guide need help.	
							h cool down to summarize			

the lesson

Week End	ling:	DAY:			Subject: Compu	uting			
Duration:	60mins		Strand: Introduc			ction To Computing			
Class: B5		Class Size:			eneration Of C	of Computers			
Content S B5.1.1.1: Ide technology	entify parts of a co	mputer and		Indicator: B5.1.1.1.4-5 Perform some basic mousing and keyboarding skills I OF					
	nce Indicator: n perform some ba	asic mousing a	nd k	eyboarding skills	Core Compe Creativity and inno collaboration.		unication and		
Teaching/	Learning Resou	rces Pictur	es o	f telephone, mo	bile phone, radio,	tablets,			
Reference	s: Computing Cu	rriculum Pg. I I							
DAYS	PHASE I: STARTER			IASE 2: MAIN		PHASE 3: REFLECTION			
	Play games and rethat learners are with to begin the Ask learners quereview their und the previous less	familiar e lesson. estions to erstanding in	De per clic the Gu of I and row for P k row for per the	rforming single, of cking, dragging of cking, dragging of cesscroll wheel wide learners to remouse through pagames. Inde learners to the keys (Q, W, E the left-hand and keys for the right work keys (Z, X, C, which is the left to the keys (Z, X, C, x, C, x).	nolding of mouse, double and triple bject and using master the use practical sessions type using top, R, and T keys ad Y, U, I, O, and thand), bottom V, and B keys ad N, M, comma, d slash keys for	Ask learners what they had Let learners they rememblesson.	say 5 words		

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

SCHEME OF LEARNING- WEEK 3

BASIC FIVE

Name of School.

Week Ending:		DAY:	Y: MONDAY Subject: English Language					
Duration: 60mins			Strand: Oral Language		Oral Language			
Class: B5		Class S	Size:					
Content Standar B5.1.3.1: Appreciate literary materials	r d: e poems and other p	pieces of	Indicator: B5.1.3.1.1 responses central message	r	Lesson:			
Performance Ind Learners can respo	licator: nd to poems by disc	ussing the	ir central message	es	Core Compet Communication		aboration	
Key words	sequentially				1			
References: Englis	sh Language Curricul	lum For Pi	rimary Schools Pa	g. 72				
Phase/Duration	Learners Act					Resou	rces	
PHASE I: STARTER	search the dic The group to Did y What Form	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson						
PHASE 2: NEW LEARNING	Choose a po Recite and ac and observe. Allow some Lead learner clapping and	em appro ct out the individua s to recit tapping c		rade level. ers listen att ite as others em with co	entively to you s listen. rrect stress,	Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	learners wha	clapping and tapping out the rhythm. Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.						

Week Ending:		DAY: Tuesday	,	Subjec	c t: English Lang	uage
Duration: 60mins				Strano	d: Reading	
Class: B5	Cla	ss Size:		Sub St	t rand: Vocabula	ary
Content Standard: B5.2.6.1: Understand wo	rd meaning	gs and usages	Indicator: B5.2.6.1.1 use level-appropriate content wo and function words appropriately in spoker and written communication.			
Learners can use level-appropriate content words and function words						etencies: n and Collaboration, lopment
References: English Lar	nguage Cur	riculum For Prin	nary Schools Pg. 96			
Phase/Duration PHASE I: STARTER	Resources flashcards					
PHASE 2: NEW LEARNING	Explain to together is grammatic. Examples preposition. Content vadjectives e.g. The simple swords in the series of the series	formance indicated learners that further tha	sentences ess a ds in a sentence. ons, as nouns,	Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Ask learn lesson: I. Tell th 2. Tell th during th	ners to do the f e class what yo e class how yo				

Week Ending:		DAY:	DAY: WEDNESDAY		Subject: English Language			
Duration: 60mins					Str	Strand: Grammar		
Class: B5	Clas	ss Size:		Sub Strand: Determiners				
Content Standard: B5.3.2.1: Apply knowledge of different types of determiners in communication Indicator: B5.3.2.1.1 identify and use indefinite a articles						use indefinite and defin	nite	Lesson:
Performance Indicat Learners can identify an articles		nite and defi	inite	Core Co Commun and Lead	ication	t encies: n and Collaboration, Pe	ersonal D	evelopment
New words	lmp	erative, kno	owledge	е				
References: English La	inguage Cur	riculum Pg.	109					
Phase/Duration	Logingsi	s Activities					Resou	
PHASE I:				de on card	ls Mal	ro suro loarnors aro	Kesou	rces
STARTER	familiar v Divide th up in fro	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!						
	Share pe	erformance	e indicat	tors and ir	ntrodu	uce the lesson.		
PHASE 2: NEW LEARNING	nouns. Revise t definite, Guide le passage.	Revise the lesson on nouns. Use the same text to introduce definite, indefinites and zero articles. Guide learners with examples to list the articles in the					Word letter o	cards, paper, cards,
PHASE 3: REFLECTION Ask learners to do the followard f				lowing by learnt dur will use th	ways ring th e kno	of reflecting on the e lesson.		

Week Ending:	DAY: TH	JRSDAY	Sul	bject: English Langua	ge		
Duration: 60mins	•		Strand: Writing				
Class: B5	Class Size:		Sul	Strand: Writing as	s a Process		
Content Standard: B5.4.9.1: Apply the skills and generation, selection, develorganization and revision in	ppment,		B5.4.9.1.1 select a topic of choice on issues in community, brainstorm and organize ideas be			Lesson:	
Performance Indicator: Learners can select a topic of choice on issues in their community, brainstorm and organize ideas before writing References: English Language Curriculum Pg. 131						ration,	
References: English Langua	ige Curriculum Fg.	131					
Phase/Duration PHASE I: STARTER	Learners Activities 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.					rces	
PHASE 2: NEW LEARNING	Share the performance indicators and introduce the lesson. Scaffold the writing process. i. Pre-writing Have learners select and discuss topics of interest on issues in their community with their partners. Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.					cards, sentence etter cards, riting on a card	
PHASE 3: REFLECTION	Have them orga outline, a chart of the lesson: I. Tell the class 2. Tell the class acquire during the thick aspect of the chart of the chart of the thick aspect of t						

Week Ending:		DAY: FRIDAY		Subject: E	nglish Language		
Duration: 60mins				Strand: W	riting Conventions	/ Exten	sive Reading
Class: B5	1	Class Size:	Sub Strand: Using Naming words				
Content Standard	:			I.I identify an	d use nouns or noun	Lesson:	
quantities or uni	ntify and us ts	e nouns or noun phra			Core Competent Communication an Personal		ooration,
References: English	n Language	Curriculum Pg. 145	5				
Phase/Duration PHASE I: STARTER		s Activities some adjectives wit	h learne	rs.		Reso	urces
	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: NEW LEARNING	Share performance indicators and introduce the lesson. Guide learners to Identify and use nouns or noun phrases to refer to quantities or units. Introduce quantities and units in context. E.g. – Please, give me a piece of paper. I have a pair of trousers 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. Assessment					sente letter handv	d cards, nce cards, cards, vriting on a a card
PHASE 3: REFLECTION					ecting on the on. e they acquire		

Week Ending:	DAY:		Subject:	Subject: Mathematics		
Duration: 60mins per lesson		Strand:	Strand: Number			
Class: B5 Class Size:			Sub Strand: Counting, Representation & Cardinality			
Content Standard:	Indicator:			Lesson:		
B5.1.1.2 Demonstrate understand	_		convert Hindu Arabic numbers			
Roman Numerals up to C (i.e. 10	00)	to Roman numerals up to 100 (C) and vice versa			I OF I	
Performance Indicator:				Coro Compotonci	ne:	
Learners can count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa Core Competencies: Critical Thinking; Justification of						
Teaching/ Learning Counters, bundle and loose stra			aws			
Resources						

References: Mathematics Curriculum Pg. 59

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	How many triangles can you see in this picture?	Display roman numeral charts (1-50) arranged in sequential order and lead learners to identify the numerals.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
		Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C Call out a numeral and have learners point at it from the chart	Give learners individual or home task.
		Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = I; V= 5: IX= 9, XV= I5, XXX = 30, XL = 40, LVI = 56, XCIX = 99.	
		Mention some numerals randomly and have learners point at it on the chart.	
Tuesday	Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.	Display roman numeral charts (1-100) arranged in sequential order and lead learners to identify the numerals.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
		Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C Call out a numeral and have learners point at it from the chart	Give learners individual or home task.
		Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = I; V= 5:	

								IX= 9, XV= I5, XXX = 30, XL =	
								40, LVI = 56, XCIX = 99.	
								Mention some numerals randomly	
								and have learners point at it on the	
								chart.	
Wednesday	Sta	art a	at th	ne b	otto	m l	eft	Guide learners to count and	Ask learners to tell you what
v v curiesday							own,	convert Hindu Arabic numbers to	they have learnt and what
							each	Roman numerals up to 100 (C) and	they will like to learn in the
			the	fin	ish.			vice versa	next lesson
								vice versa	HEXT lesson
		4	9	7	7	4	🌣 Finish	Paste a the roman numeral chart	Give learners individual or
		8	9	4	5	7		on the board and have learners	home task.
		6	6	4	9	9	-	read the chart sequentially	
		7	8	8	8	6	_	forwards and backwards, vertically	
	C44.3	_	5	-		_	-	Invite 2/2 Incompany to the di	
	Start 🗘	5	5	6	5	5		Invite 2/3 learners to read to the	
								class.	
	Add	the	nun	nbe	rs a	s vo	u go.	Call a Danca a constant and add	
							53 ?	Call a Roman numeral and ask	
		•				•		learners to write E.g. 2 Give	
								learners a numeral in the Hindu	
								Arabic system and have learners	
								convert to roman numeration and	
								vice versa for instance $XXIV = 24$,	
								LX = 60, XCIV = 94, ETC.	
Thursday	Whic						in	Guide learners to count and	Ask learners to tell you what
	ti	ne e	mpt	y tri	iangl	e?		convert Hindu Arabic numbers to	they have learnt and what
		2				4		Roman numerals up to 100 (C) and	they will like to learn in the
	2	1				\		vice versa	next lesson
		4			/ 3	3			
	8		4	5			13	Paste a the roman numeral chart	Give learners individual or
]	,				,		on the board and have learners	home task.
	1	_			,	4		read the chart sequentially	
						1		forwards and backwards, vertically	
	94		5	14			6	as and backwar as, vertically	
	4 5 M 0			Invite 2-3 learners to read to the					
				class.					
				Ciuss.					
				Call a Roman numeral and ask					
								learners to write E.g. 2 Give	
								learners a numeral in the Hindu	
								Arabic system and have learners	
								convert to roman numeration and	
								vice versa for instance XXIV = 24,	
								LX = 60, XCIV = 94, ETC.	
			_			_			

Week Ending:	DAY	DAY:			Subject: Science		
Duration: 60mins per lesson					Strand: Diversity Of Matter		
Class: B5	Class	Class Size:			Sub Strand: Materials		
Content Standard: B5.I.2.I Recognize materials as important resources for providing human needs				tor: I Classify everyday materials based r properties			
Performance Indicator: Learners can classify everyday materials based on their properties				Proble	Competencies: n Solving skills; Critical Thinking prative Learning;	g; Justification of Ideas;	
Teaching/ Learning Resources cotton			wool, piec	es of clo	oth, pieces of paper, cardboa	rd, wood, plastics	
References: Science Cu	ırriculum Pg.	18					

Ref	erences:	Science	Curricu	lum Pg.	8

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners solve the brain teasers. It likes food, but water kills it.	Learners are asked to collect and bring a variety of everyday materials from the home, school and community.	Ask learners questions to review their understanding of the lessson.
	What is it?	Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, etc.	Give learners task to do whiles you go round to guide those who need help.
	What's full of holes but can still hold water?	Learners are assisted to sort and group the materials based on texture (hard or soft), and size (big or small).	
		Demonstrate by assisting learners to group materials into those that we can see through (transparent) and those that we cannot see through (opaque).	
	Have learners solve the puzzel below	Learners sort the materials into those that can bend and those that cannot bend.	Ask learners to summarize what they have learnt. Let learners say 5 words they
	1. Find a letter that is in but not in	Learners feel and draw materials that are hard, soft, smooth, etc.	remember from the lesson.
	2. Find a letter that is in	Learners are tasked to display their drawings in class for discussion.	
	but not in	Learners are assisted to know that the properties of a given material enable it to be used for making	
		certain products, e.g. clay is used for making pots because it can be moulded without breaking. raffia palm is used in basketry because it can bend easily	

Week End	ek Ending: DAY:				Sub	oject: OWC)P		
Duration: 60mins per lesson				Strand: All About Us					
Class: B5			Class	Size:		Sub	Strand: M	yself	
Content Standard: B5.1.2.1. Demonstrate understanding of positive attitudes towards the changes that occur during adolescence			Indicator: B5.1.2.1.1. Describe changes that conduring adolescence						
Performa Learners ca			s that o	ccur dur	ring adolescence			npetencie ition and Co	es: Ilaboration Critical
Teaching/	Learnir	ng Resou	rces	Picture	es, Charts, Video C	lips			
New word	ds								
Reference	s: OWC	P Curric	ulum F	Pg. 24					
DAYS	PHAS	E I: STA	ARTER	1	PHASE 2: MAI	N		PHASE	3: REFLECTION
	4. Find but r	Have learners solve the puzzel below 4. Find the letter that is in but not i			Learners brainstorm on the term, Adolescence; e.g. Young people are people within the ages 10 -24 and the adolescent falls within this group. Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968). Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class.			review th of the less Give learn whiles yo those who	ers questions to eir understanding sson. ners task to do u go round to guide o need help. ers to summarize
	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 lesson.		Guide learners to identify some physical changes in boys and girls e.g. breaking of voice, broadening of the chest, enlargement of testes and penis, growth of armpit, facial and pubic hair, acquisition of excess energy, acne (pimples) may develop on the face, growth in height and weight,		what they	ers to summarize have learnt. ers say 5 words ember from the			

Week Ending:	DAY:		Subject: RELIGIOUS & MORAL EDUCATION		
Duration: 60mins		Strand: God's Creation &	Attributes		
Class: B5	Class Size:		Sub Strand: God The Cr	eator	
Content Standard: B5.1.1.1. Appreciate the natural the Creator	re of God as	Indicator: B5.1.1.1.2: State thumankind should	the qualities of God that demonstrate.	Lesson:	
Performance Indicator: Learners can state the qualities of God that humankind should demonstrate.			Core Competencies: Cultural Identity, Sharing Reco	onciliation,	
Teaching/ Learning Resources Wall charts, wall word			, posters, video clip, etc.		
References: RME Curricu	lum Pg. 34				

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

Week Ending:	DAY:			Subject: History		
Duration: 60mins per lesson				Stran	and: My Country Ghana	
Class: B5	Class S	Size:		Sub S	Strand: The People Of Ghana	
	B5.2.1.1. Demonstrate understanding of how life in ancient time was different from			15th ce	our ancestors lived in ancient entury) and compare it with	Lesson:
Performance Indicator: Learners can describe how our ancestors lived in the I5th century and compare it with h				y.	Core Competencies: Learners to become critical the and digital literates	hinkers
Teaching/ Learning Resources Wall			charts, word cards	, poster	rs, video clip, etc.	
References: History Curric	ulum Pg.	30				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Identify the kinds of food they ate, the clothes they wore and how they travelled etc.	Ask learners questions to review their understanding of the lessson.
	Ask learners questions to review their understanding in the previous lesson	Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.	Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Produce a photo album (Tactile photo album for visually impaired) of family members including learners Visit ancient sites and museums	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
		Use videos/ documentaries /internet to highlight how life today has changed from the past	

Week Ending:	DAY:		Subject: Creative Arts			
Duration: 60mins per lesso		Strand: Vis	ual Arts			
Class: B5	Class	Size:	Sub Strand	Sub Strand: Planning, Making and Composing		
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. Indicator: B5.1.2.2.1/B5.1.2.3.1 Exvisual arts media and meaning artworks				Lesson:		
Performance Indicator:		l		Core Competenci	ies:	

Performance Indicator:

Learners can experiment with available relevant visual arts media and methods to create own visual artworks

Core Competencies:

Decision Making Creativity, Innovation Communication

Teaching/ Learning Resources Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 64

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Guide learners to explore the local environment to select available materials and tools that are good for making artworks Learners to study and experiment with available materials and tools to create simple artworks. Discuss and share their experiences through jury and peer review. Use available materials in the	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.
		environment to make artworks similar to the works studies	
	Have learners play games and recite familiar rhymes to begin the lesson	Discuss and compare their artworks to the artworks studied.	Ask learners questions to review their understanding of the lessson.
	Using questions and answers, review their understanding of the previous lesson	Learners are to demonstrate basic knowledge and skills in making own comprehensive designs.	Give learners task to do whiles you go round to guide those who need help.
		Guide learners to choice the right tools and equipment for their designs e.g. brush, scissors, knives, spray diffuser, chisel, etc.	

Week Ending:	DAY:		Subject: Ghanaian Language				
Duration: 60mins	per lesson		Stra	nd: Oral Language			
Class: B5	Class Size:		Sub	Strand: Story telling			
Content Standar B5.1.4.1: Demonstr the structure and fe	ate knowledge on			tale of about five scenes	Lesson:		
Performance Ind Learners can retell the moral/values of	a folktale of about	five scenes and discu	ıss	Core Competencies: Creativity and innovation, C collaboration, Critical think			
Teaching/ Learni	ng Resources	Word cards, sentence	cards,	letter cards, handwriting on a	manila card		

References: Ghanaian Language Curriculum Pg. 35

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Ask learners to say what is done in the evenings when there are no electrical gadgets around. Discuss answers with learners and talk about folktales. Tell a folktale to learners. Allow learners to retell the folktale.	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.
		structure of, and the values/moral lessons in the folktale.	
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	In groups, let learners summarize the structure and values of folktales and present to the class. Let a learner tell a folktale and discuss key issues among themselves. Allow learners to recognize the	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
		characters in the folktales. Let learners write briefly on the characters identified.	
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	In groups, let learners summarize the structure and values of folktales and present to the class. Let a learner tell a folktale and discuss key issues among themselves.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

	Allow learners to recognize the characters in the folktales.	
	Let learners write briefly on the characters identified.	

Week E	inding:	DAY:				Subject: PHYS	SICAL EDUCATIO	N	
Duratio	n: 60mins	1				Strand: Motor Skill And Movement Patterns			
Class: B	Class: B5 Class Size:					Sub Strand:	Manipulative skills		
Content Standard: Demonstrate competence in the motor skill movement patterns needed to perform a vaphysical activities					1.3:	: Roll ball using a (arranged cones)	_	Lesson:	
Learners (arranged	nance Indicator: can roll ball using a s d cones) ng/ Learning Resou		bstacles	As the	lear	Competencies ners list factors ognitive domain	that cause injuries	they develop	
Refere									
DAYS	PHASE I: STAR	TER	PHAS	E 2: MA	IN		PHASE 3: REF	LECTION	
	Learners jog within area with their han sideways to warm t	ds stretched	form ar	nd zigzag	e ten cones in a straight ad zigzag.		Organize compet learners. End the lesson w		
up.			Learners roll balls thro turns. As learners more teacher checks their nation control of the balls with and gives corrective for correct mastery of ski		rs move, the down and use summarize the alls with the stick ctive feedback for		estions to		
			Learners are allowed to progress at their own pace during practice.			. •			

Week Ending:	DAY	DAY:		Subject: Computing			
Duration: 60mins	Strand: Introduction To Comp		outing				
Class: B5	Class	Size:		Sub S	trand: Generation Of C	omputers	
Content Standard: B5.1.1.1: Identify parts of a technology tools	computer	and	Indicator: B5.1.1.1.5-7 ld bottom row k		ome row keys, top row, nerical pad	Lesson:	
Performance Indicator: Learners can identify home numerical pad	row keys	, top row, t	oottom row key	s,	Core Competencies: Creativity and innovation. 2. and collaboration.		
Teaching/ Learning Resources Pictures of telephone,			f telephone, mo	bile pho	one, radio, tablets,		
References: Computing	Curriculur	n Pg. 12					

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

SCHEME OF LEARNING- WEEK 4

BASIC FIVE

Name of School.....

Week Ending:		DAY: N	MONDAY	Subject: English Language				
Duration: 60mins				Strand: Oral Language				
Class: B5		Class S	iize:	Sub Strand: Poems				
Content Standard: B5.1.3.1: Appreciate p literary materials		ieces of	Indicator: B5.1.3.1.2 relate	values in poe	ems to day-to-day		sson:	
Performance Indic Learners can relate va	alues in poems to d	day-to-day	ı life		Core Compet Communication		ation	
Key words	sequentially							
References: English	Language Curricul	um For Pr	rimary Schools Pg.	72				
Phase/Duration PHASE I:	Learners Act		oups. Call out son	ne vocahular	v and let them	Resources Music box		
STARTER	search the dict The group to I Did y What Form Share perform	tionary for read first vou enjoy to new wor two sent	r their meanings. wins. the game? ds have you learn? ences with your ne	ew words.		Word cards		
PHASE 2: NEW LEARNING	new poem or of the key wo Lead learners them the mean Recite the pother rhythm. Together witt poem, e.g. pa	n the boa ords in co s to read aning of t bem with the learner tience, lo	the poem line by the whole poem. pupils line by lines identify and dispose, patriotism et	s. Teach the meaning and pronunciation sext. e poem line by line and discuss with whole poem. upils line by line, clapping and tapping out dentify and discuss some values in the				
PHASE 3: REFLECTION	Use peer disc learners what	discussion and effective questioning to find out from what they have learnt during the lesson. Iback from learners and summarize the lesson.						

Week Ending:		DAY: Tuesday	,	Subjec	t: English Lang	uage		
Duration: 60mins			Strand:		: Reading			
Class: B5	Cla	ıss Size:		Sub St	rand: Compre	hension		
Content Standard: B5.2.7.1: Process and comprehend level appropriate texts			Indicator: B5.2.7.1.1 constru	ct meanir		I Of I		
Performance Indic Learners can constru		om text read.			Core Compe Communicatio Personal Devel	n and Collaboration,		
References: English	Language Cu	rriculum For Prim	nary Schools Pg. 99					
Phase/Duration PHASE I: STARTER	Put learn search th The grou	ne dictionary for to up to read first wi Did you enjoy the What new words Form two senten	ns. e game?	words.		Resources flashcards		
PHASE 2: NEW LEARNING	Choose of different - Use of - Making - Contexto make	different texts for strategies they ar prior experience predictions ktual meaning of va meaning.	learners to make me familiar with: vocabulary to conne	earners to make meaning from using the				
PHASE 3: REFLECTION	lesson: 1. Tell tl 2. Tell tl during tl	he class what yo he class how yo he lesson.	following by ways on learnt during the unit will use the knowne lesson did you	e lesson. wledge t	hey acquire			

Week Ending:	DAY:	WEDNE	SDAY	Subject: English Langua	ge		
Duration: 60mins					Strand: Grammar		
Class: B5	Class	Size:			Sub Strand: Determiners		
Content Standard: B5.3.2.1: Apply knowledge of different types of determiners in communication Performance Indicator: Learners can identify and use quantifiers to show qualities Indicator: B5.3.2.1.2 identify and use quantifiers Core Competencies: Communication and Coll and Leadership					npetencies: cation and Collaboration, Pe		Lesson: I of I evelopment
New words	Impera	ative, kno	owledge	2			
References: English La	nguage Curric	ulum Pg.	109				
Phase/Duration	Learners A	Activities				Resour	rces
PHASE I: STARTER	familiar with Divide the or up in front	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!					
PHASE 2: NEW LEARNING	Let learned determine Provide a signoup active Provide a learners to e.g. i. Numii. Ordinalsiii. Some feiv. No/bot	are performance indicators and introduce the lesson. roduce other types of determiners like each, both, and all. It learners read the sentences containing these terminers and explain the sentences. Dovide a text and let learners identify the determiners in a pup activity. Dovide a context containing quantifiers. With examples help transport to identify them. It is in the interval of the int					cards, paper, ards,
PHASE 3: REFLECTION	Ask learne lesson: I. Tell the 2. Tell the acquire du	class wh class ho ring the	the follows the fo	lowing by v learnt duri will use the	n sentences ways of reflecting on the ng the lesson. knowledge they d you not understand?		

Week Ending:	DAY: THU	DAY: THURSDAY Subject: English Language				
Duration: 60mins			Str	and: Writing		
Class: B5	Class Size:		Sub	Strand: Writing as	a Process	
Content Standard: B5.4.9.1: Apply the skills and generation, selection, develor organization and revision in	pment,			c of choice on issues in and organize ideas be		Lesson:
Performance Indicator: Learners can select a topic of brainstorm and organize ide	as before writing	<u>, </u>		Core Competenci Communication and		ration,
References: English Langua	ge Curriculum Fg. 1	26				
Phase/Duration PHASE I: STARTER		te familiar rhymes.			Resou	rces
	What words ofWrite some of	ve to sing more song did you hear in the softhe words you hear and the words are the words and the words are the words and the words are the w	ong? ırd.			
PHASE 2: NEW LEARNING	Share the performance indicators and introduce the lesson. Scaffold the writing process. i. Pre-writing Have learners select and discuss topics of interest on issues in their community with their partners. Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics. Have them organize the ideas into a writing plan using an					cards, sentence etter cards, riting on a card
PHASE 3: REFLECTION	do the following by what you learnt du now you will use the lesson.	ring he kr	the lesson. nowledge they			

Week Ending:		DAY: FRIDAY		Subject: Er	nglish Language			
Duration: 60mins				Strand: W	riting Conventions	/ Exten	sive Reading	
Class: B5	Cla	ss Size:		Sub Strand	d: Using Naming w	ords		
Content Standard: B5.5.3.1: Apply knowledge of different types of nouns in communication Indicator: B5.5.3.1.2 identify and use proper no refer to festivals						to	Lesson:	
Performance Indi	cator:		-I		Core Competen	cies:	II.	
• Learners can ide	entify and use pi	oper nouns to re	fer to fes	tivals	Communication an	d Collab	oration,	
 Learners can re 	ad a variety of a	ge- and level appr	opriate b	ooks.	Personal			
References: Englis	h Language Cι	ırriculum Pg. 145	5					
Phase/Duration	Learners A					Reso	urces	
PHASE I: STARTER		ne adjectives wit	h learne	rs.				
	Do an actio		.,					
		word is this? Pu	ipils gue	ss: slow.				
	Do an actio		•1					
	Ask: What							
	Do an actio							
	Ask: What							
	Share perfo	rmance indicato	rs and in	ntroduce the	lesson.			
PHASE 2: NEW	Proper nour					Word cards,		
LEARNING	Introduce the concept in context.					sentence cards,		
	e.g. Christmas is coming.						letter cards,	
	The people of	of Ga celebrate H	omowo.				vriting on a	
	Count and n	on-count nouns.				manila	a card	
		oncept of proper i	nouns an	d common no	uns giving and			
		ral examples.			66			
	Provide a text and let learners identify count and non-count nouns.							
	Have groups use the nouns identified in simple sentences.							
	Invite groups to present their work. Communication							
	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 learne during the lib		read inde	ependently bo	oks of their choice			
	Assessment	=		h a C	the beet			
PHASE 3:		to write a-three- s to do the follo						
REFLECTION		3 to do the lollo	אייווא טא	ways of Telle	cang on the			
IVELEC I IOIA	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.	
3. Which aspects of the lesson did you not understand?	

Week Ending:	DAY:		Subject:	Mathematics		
Duration: 60mins per	lesson		Strand: Number			
Class: B5	Class Size:		Sub Strand: Counting, Representation & Cardinality		entation &	
Content Standard: B5.1.1.3 Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100		Indicator: B5.1.1.3.1-3 Generate all composite numbers bet			Lesson:	
Performance Indicate Learners can generate between I and I00		e numbers and composite	numbers	Core Competenci Critical Thinking; Justifi		
Teaching/ Learning	Resources	Counters, bundle and loose straws				
References: Mathematics Curriculum Pg. 60-62						
DAYS PHASE I	STARTER	PHASE 2: MAIN		PHASE 3: R	EFLECTION	

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1).	Ask learners to use different arrangements of arrays of objects to find factors of whole numbers 1 – 100. For instance the factors of 24 can be obtained from the following arrays of	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!	obtained from the following arrays of objects.	Give learners individual or home task.
Tuesday	Engage learners to solve this brain teaser A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left? Answer: 7	Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below. Have learners identify prime numbers; i.e. number with only two factors, I and the number itself; other are composite Number Factors Number of factors I I I I I I I I I	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Wednes day	Engage learners to sing the song	Ask learners to use different arrangements of arrays of objects (or the factorization method) to find	Ask learners to tell you what they have learnt and

	WE CAN COUNT	factors of the first 30 whole numbers	what they will like to learn
	We class five	and use their results to complete the	in the next lesson
	We can count	table below.	
	We count 1,2,3,4,5		
	We count 6,7,8,9,10	Have learners identify prime numbers;	Give learners individual or
	We class five can count very	i.e. number with only two factors, I	home task.
	well.	and the number itself; other are	
		composite	
		Number Factors Number of factors	
		10 1,2,5,10 4	
		15 1,3,5,15 4	
		20 1,2,4,5, 6	
		10,20	
		30 1,2,3,5, 7	
		6,15,30	
Thursday	Engage learners to solve this	In convenient groups, have learners	Ask learners to tell you
_	number pattern	use the "Sieve of Eratosthenes" to	what they have learnt and
	·	identify prime numbers between I and	what they will like to learn
	If: 2+2=44	100, i.e. dividing through by whole	in the next lesson
	3+3=96	numbers starting from 2; numbers that	
	4+4=168	cannot be divided by other numbers	Give learners individual or
	5+5=2510	except the number itself are prime	home task.
		numbers	
	Then: 6+6=?	× 2 3 × 5 × 7 × 9 × 9	
		11 24 13 14 15 16 17 18 19 20 21 24 23 24 25 26 27 28 29 36	
		31 32 33 34 35 36 37 38 39 40	
	Answer: 3612	41 34 43 34 45 36 47 38 49 50 51 52 53 54 55 36 57 58 59 80	
		61 82 63 84 65 86 67 88 69 70	
		71 72 73 74 75 76 77 78 79 80	
		81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 180	
Friday	Tell learners a few jokes to	Ask learners to use arrangements of	Ask learners to tell you
	get their attention.	twos arrays of objects to find even and	what they have learnt and
		odd numbers between 1 and 100	what they will like to learn
	Call two learners to share	Even Odd	in the next lesson
	their jokes as well	10	
		8	Give learners individual or
		6 6 5	home task.
		4 00 0	
		2 0 1	
		Adulasman ta salla se Cosos ellos se	
		Ask learner to collect from the arrays,	
		pairs to skip count in twos starting	
		from I to generate odd numbers, and	
		skip count in twos starting from 2 to	
		generate even numbers.	
		1 2 3 4 5 6 7 8 9 10	
	<u> </u>	The second secon	<u>l</u>

Week Ending:	DAY:		Subject: Science	
Duration: 60mins per lesson			Strand: Diversity Of Matter	
Class: B5 Class Size:			Sub Strand: Materials	
Content Standard:		Indicator:		Lesson:
B5.1.2.2 Know that substance	s can exist in	B5.1.2.2.1 know 1	that some changes are	
different physical states (solid, liquid, gas).		reversible, while	others cannot be reversed	I OF I
Performance Indicator:		_		•

Learners can know that some changes are reversible, while others cannot be reversed

Core Competencies:Problem Solving skills; Critical Thinking; Justification of Ideas;

Teaching/Learning Resources

candle wax, shea butter, water, paper

References: Science Curriculum Pg. 18

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage leaners in the mystery box game	Provide substances such as candle wax, shea butter, water,	What have we learnt today?
	The teacher brings a bag into the classroom that contains an	paper and a source of heat.	Reversible and irreversible changes
	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.	In groups learners undertake the following activities (e.g. melting of candle wax, melting of ice, melting of shea butter, heating of water, crumpling of paper, melting of plastics, burning of paper, burning of wood, etc.).	Have leaners to summarize the important points in the lesson.
		Learners, in their groups, talk about their observations and present their findings to the whole class.	
	Put students into groups of three 3 and number them 1-3.	Assist learners to classify the activities as (1) lead to the	What have we learnt today?
	Put three number statements up to the white board and ask	formation of a new thing, (2) no new thing formed.	Reversible and irreversible changes
	students to explain the corresponding statements related to the lesson to their group.	Assist learners to understand that changes where no new thing is formed are reversible, while changes where new things are formed are usually not	Have leaners to summarize the important points in the lesson
	The group who explains well wins	reversible.	
		Have leaners to come up with different examples of changes that are reversible or irreversible.	

Week Ending:	DAY:		Subject: OWOP			
Duration: 60mins per lesson				Strand: All About Us		
Class: B5 Class Size:			Sub	ub Strand: Myself		
Content Standard: B5.1.2.1. Demonstrate understanding of positive attitudes towards the changes that occur during adolescence		Indicator: B5.1.2.1.1. Descri	35.1.2.1.1. Describe changes that occur		Lesson:	
Performance Indicator: Learners can describe changes that occur du			ring adolescence		Core Competencie Communication and Co Thinking	
Teaching/ Learning Resources Picture			es, Charts, Video Cl	ps		

New words

References: OWOP Curriculum Pg. 24

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners play games and recite familiar rhymes to begin the lesson	Revise with learners on the definition of adolescent.	Ask learners to summarize what they have learnt.
	Using questions and answers, review their understanding	Learners bring out the physical changes in boys.	Let learners say 5 words they remember from the lesson.
	of the previous lesson	Brainstorm from learners some physical changes in girls e.g. development of breast, broadening of hips, growth of armpit and pubic hair, onset of ovulation and menstruation, acquisition of excess energy, growth in height and weight, acne (pimples) on the face.	
	Have learners play games and recite familiar rhymes to begin the lesson	Engage learners to discuss other changes other than physical changes in adolescent boys and	Ask learners to summarize what they have learnt.
	Using questions and answers, review their understanding of the previous lesson	girls. Some emotional and psychological changes in both boys and girls e.g. easily irritated (anger), worry/fear, love (strong attachment to the opposite sex), shyness, excitement, happiness/sadness, adventurous	Let learners say 5 words they remember from the lesson.

Week Ending: DAY:		Subject: RELIGIOUS & MORAL EDUCATION		
Duration: 60mins			Strand: God's Creation & At	tributes
Class: B5 Class Size:		ze:	Sub Strand: God The Create	or
Content Standard:	Content Standard:		Indicator:	
B5.1.1.1. Appreciate the natur	B5.1.1.1. Appreciate the nature of God		B5.1.1.1.3 Mention why individuals should	
as the Creator		maintain their Go	maintain their God-given gifts of form and color I OF I	
Performance Indicator:			Core Competencies:	
Learners can mention why inc	dividuals sh	ould maintain their	Cultural Identity, Sharing Reconci	liation, Togetherness,
God-given gifts of form and color			Unity	
Teaching/ Learning Resources Wall charts, wall word			s, posters, video clip, etc.	
References: RME Curricu	lum Pg. 34	•		

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

Week Ending:	DAY:		Subject: History	
Duration: 60mins per	lesson	Strand: My Country Ghana		
Class: B5 Class Size:			Sub Strand: The People Of Ghana	
Content Standard: B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today		Indicator: B5.2.1.1.2 Descri	be some ancient towns in Ghana.	Lesson:
Performance Indicator: Learners can describe some ancient towns in Ghana.		Core Competencies: Learners to become critical the and digital literates	hinkers	

Teaching/ Learning Resources Picture References: History Curriculum Pg. 30

and digital literates

Pictures of past events of the school, community and Ghana

DAVC	DLIACE	I. CTADTE	,
	,		0

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

Week En	ding:	DAY:		Subject: Cr	eative Arts		
Duration	: 60mins per lesson			Strand: Per	forming Arts	orming Arts	
Class: B5 Class Size:			Sub Strand	: Planning, Making and	d Composin		
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people. Performance Indicator:			artworks based	Indicator: B5.2.2.2.1/B5.2.2.3.1 Create own performing artworks based on own ideas, knowledge and understanding of artworks Core Competen			
Learners ca knowledge	an create own performand understanding / Learning Resou	of artworks	s based on own ide		Decision Making Creati Innovation Communica	ivity,	
	es: Creative Arts C	l .	64				
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN	1	PHASE 3: REFI	LECTION	
	Have learners pl and recite familia begin the lesson Using questions review their und of the previous l	ar rhymes to and answers, lerstanding esson	Learners are to exenvironment to se instruments, equipare good for comperforming music, poems, appellation. In groups engage I create compositio Ghanaian artists. Learners to displaartworks for appropriate and share experiences through	elect available oment, etc that cosing and dance, drama, as, etc. earners to as of some y their eciation. their gh peer review	what they have le	arnt. words the	
	Have learners pl and recite familia begin the lesson Using questions review their und of the previous l	ar rhymes to and answers, lerstanding	Learners are to de basic knowledge a use and application elements and principerforming arts. Let learners make compositions base	nd skills in the n of the ciples of own	Let learners say 5 remember from t	arnt. words the	

Africans.

compositions based on reflective memory of the history and culture of a selected group of

Week Ending:	DAY:	DAY:		Subject: Ghanaian Language		
Duration: 60mins per lesson			Stra	trand: Reading		
Class: B5 Class Size:		Sub	Strand: Phonics: letter ar	nd sound knowledge		
Content Standard: B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words.			ndicator: 5.2.4.1.1-2 Read and recognize diagraphs in ords found in paragraphs.		Lesson:	
Performance Indicator: Learners can read and recognize diagraphs in words found paragraphs.		in	Core Competencies: Creativity and innovation, Collaboration, Critical think			
Teaching/ Learning Resources Word cards, senten		ce card	ls, letter cards, handwriting o	n a manila card		

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION			
	ļ.,	Have learners play games and				
	recite familiar rhymes to begin the lesson	sounds of the letters of the alphabet.	Ask learners to summarize what they have learnt.			
			Let learners say 5 words th			
	Using questions and answers, review their understanding of the previous lesson	Write down some of these sounds on the board.	remember from the lesson.			
	the previous lesson	Select one sound and lead				
		learners to form words using that sound.				
		Read to learners words with familiar sounds.				
		Assist learners to read and recognize word with familiar sounds at word medial.				
	Have learners play games and	Let learners mention some	Ask learners to summarize			
	recite familiar rhymes to begin the lesson	words and write them on the board.	what they have learnt.			
	the lesson	board.	Let learners say 5 words th			
	Using questions and answers, review their understanding of the previous lesson	Group the words into two: those without diagraphs and those with diagraphs.	remember from the lesson.			
		Write out the diagraphs on the board and pronounce them to the hearing of learners.				
		Assist learners to recognize diagraphs in the words in a given paragraph.				
		Call learners to write the diagraphs identified from the words on the board.				
	Have learners play games and recite familiar rhymes to begin	Let learners mention some words and write them on the	Ask learners to summarize what they have learnt.			

Using questions and answers, review their understanding of the previous lesson	Divide the words into syllables and discuss with learners.	Let learners say 5 words they remember from the lesson.
the previous lesson	Allow learners to use some of the syllables to form new words.	
	Let learners say the words to the class and write some on the board.	
	Assist learners to blend two or more syllables to form words and read them	

Week End	ding:	DAY:			Subject: PHYSICAL EDUCATION			
Duration:	60mins			Strand: Motor Skill And Movement Patter				
Class: B5		Class Size:		Sub Strand: Manipulative skills			skills	
and movem variety of p Performa Learners ca stunts by di	tte competence in the competen	small-group baland base of supp	B5.I balar base	cof suppo Core As lea their c	Competencie	weight and s: that cause in	Lesson: I OF I njuries they develop	
DAYS	PHASE I: STA	ARTER	PHASE	2: MAIN	I	PHASE 3	: REFLECTION	
	Take learners th minutes jogging t body up	_	Guide Le and hold Stand slo as high a body we Organize learners winners	earner to so on to and on to spossible ight on to e competitic and use tibase on he	ion for me to declare	Help those difficult an Assessme Organize r learners for enjoyment	mini game for or fun and	

Week Ending:	Week Ending: DAY:		Subject: Computing		
Duration: 60mins			Strand: Introduction To Computing		
Class: B5 Class Size:		Sub Strand: Introduction To MS-Windows Interface			
Content Standard: Indicator:				Lesson:	
B5.1.2.1. Demonstrate the use of the Desktop B5.1.2.1.12			Recognize and Personalize the		
Background as well as working	•		ground and edit its images I OF I		
Performance Indicator: Learners can recognize and Perand edit its images	ersonalize the Desk	ktop Background	Core Competencies: Creativity and innovation. 2. Comm collaboration.	nunication and	
Teaching/ Learning Resou	irces Computer	r, Laptop, Smart	ohone		
References: Computing Cu	rriculum Pg. 13				

Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners play games and recite familiar rhymes to begin	Guide learners to create their own background picture using	Ask learners to summarize what they have learnt.
	the lesson	any application (e.g. paints).	what they have learnt.
			Let learners say 5 words they
	Using questions and answers,	Guide them to use it as	remember from the lesson.
	review their understanding of the previous lesson	background picture.	
	·	Background using Change	
		Background, Start menu and Pin to taskbar or start menu.	
		Guide learners to identify and use task bar, start menu, etc.	

SCHEME OF LEARNING- WEEK 5

BASIC FIVE

Name of School.....

Date:			DAY:		Subject: English Language	
Duration	ı:				Core Competencies: Reading and Writing Skills Personal	Development
Class: B5			Class Size:		and Leadership and Collaboration	Development
Content	Standard:			Indicator:		Lesson:
B5.1.4.1	B5.2.4.1	B5.3.3.1		B5.1.4.1.1. B5.	.2.4.1.1. B5.3.3.1.1.	
B5.4.10.1	B5.5.4.1	B5.6.1.1		B5.4.10.1.1. B	5.5.4.1.1. B5.6.1.1.1	I OF I

Performance Indicator:

- A. Learners can demonstrate understanding of lessons in stories by making relevant comments.
- B. Learners can use closing diphthongs to make meaningful sentences.
- C. Learners can identify and use indefinite pronouns.
- D. Learners can create settings, characters and at least one plot in a narrative text.
- E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing.
- F. Learners can read a variety of level appropriate books and present at least a-three-paragraph summary

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Write a simple word vertically	A. <u>ORAL LANGUAGE</u>	Give learners task to complete
•	on the board .	(Story Telling Pg.74)	whiles you go round to guide
	E.g. P	, , , , , , , , , , , , , , , , , , , ,	those who don't understand.
	E	Tell a story using the appropriate	
	N	procedure or stages.	Give remedial learning to those who special help.
	Invite learners to come up	With examples, guide learners to	· ·
	with a word starting with	identify the beginning, middle and	
	each letter of the vertical word.	ending.	
		Invite learners to retell story	
		sequentially	
		Have learners take turns to	
		comment on the story	
Tuesday	Have learners recite familiar	B. READING	Give learners task to complete
	rhymes.	(Diphthongs Pg.94)	whiles you go round to guide those who don't understand.
	ONCE I CAUGHT A FISH	Let learners pick partners, think-	
	<u>ALIVE</u>	pair-share use their rhyming	Give remedial learning to those
	One, two, three, four, five Once I caught a fish alive	words in meaningful sentences.	who special help.
	Six, seven, eight, nine, ten	Introduce words that contain the	
	Then I let it go again	target diphthongs, one at a time,	
	Why did you let it go?	by writing examples on the board	
	Because it bit my finger so	e.g. /eʊ/ - go, no, boat, load etc.	
	Which finger did it bite?	/aʊ/ - how, fowl etc.	
	This little finger on my right		
		Learners read and identify the	
		common sound in the words. In	
		groups learners make a list of	

		words containing diphthongs and	
		use some in sentences e.g. she	
		says today is pay day.	
Wednesday	Have learners sing songs and	C.GRAMMAR	Give learners task to complete
Wednesday	recite familiar rhymes	(Pronouns Pg.111)	whiles you go round to guide those who don't understand.
	MINGLE MINGLE	Introduce indefinite pronouns with	
	•Mingle, mingle – mingle 2x Two mingle (2 come	examples in sentences.	Give remedial learning to those who special help.
	together) •Mingle, mingle – mingle 2x Three mingle (3 come	Discuss the indefinite pronouns with learners.	The special neeps
	together) •Mingle, mingle – mingle 2x	Provide a passage and group learners to identify indefinite	
	four mingle (4 come together)	pronouns, and use the pronouns identified in sentences.	
		Repeat the procedure to teach possessive pronouns	
Thursday	Put learners into two groups. Call out some vocabulary and let them search the dictionary	D. WRITING (Narrative Writing Pg.128)	Give learners task to complete whiles you go round to guide those who don't understand.
	for their meanings.	Revise the stages of the writing	those who don't understand.
	The group to read first wins.	process with learners.	Give remedial learning to those
	The group to read mot mine.	E.g. prewriting, writing, revising,	who special help.
		editing and publishing.	, ma special neigh
		Guide learners through the	
		process to write about real or	
		imagined experiences or events.	
		E.g. personal narrative	
		Discuss personal narrative with learners	
Friday	Have learners sing songs and	E.WRITING CONVENTIONS	Give learners task to complete
,	recite familiar rhymes	& GRAMMAR USAGE (Using Action Words Pg.143)	whiles you go round to guide those who don't understand.
	WE ARE GOING		
	•We are going 2X	Distribute a sample story and let	Give remedial learning to those
	•We are going to the train	learners identify the simple past	who special help.
	station	verbs to observe how they are	
	•The train is coming lalalala push push 2x	used in sentences.	
	•Chukuchaka 2x push push 2x	Working in pairs, learners write	
		their own story using the simple past.	
		Guide learners to do their own	
		editing paying attention to the	
		correct use of the simple past.	
		Follow the same procedure to	
		guide learners to identify uses of	
		the present perfect tense.	
		Have learners compare how the two tenses are different.	

Week En	ding:	DAY:		Subject:	Mather	natics		
Duration:	60mins per lesson			Strand: Numbe		er		
Class: B5		Class S	ize:	Sub Strand: Cou		ounting, Represe	ntation &	
understanding of factors, multiples of			ndicator: 5.1.1.3.4-5 Recognize relationship between the between two between the between t					
	an generate and iden	tify prime	numbers and composite	numbers		Competencie al Thinking; Justific		
			ers, bundle and loose stra	aws				
Resource								
Keterence	es: Mathematics Cur	riculum P	g. 64				-	
DAYS	PHASE I: STARTER		PHASE 2: MAIN	PHASE 2: MAIN			PHASE 3: REFLECTION	
Monday	Review learners understanding in previous lesson of questions and an Engage learners of games and sing subegin the lesson.	using swers to play ongs to	to determine prime given whole number For example the prime for instance, from the 2×2×2×3 so 2 and 3 and factors of 24.	Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have 36= 2×3×2×3=2×2×3×3		they have learn they will like to next lesson Give learners home task. Use the factor to the prime factor following. i. 32 ii. 50	rs to tell you wha earnt and what se to learn in the overs individual or tor tree to determin	
Tuesday	Using only additican you use eigh	on, how t eights to	Guide learners use to factorization to dete by underlining the contract and the contract are seen as a seen product 36=2×2×2×2×2×3 → which	rmine the Formmon factor 2×3×3 48=	ors in	Ask learners to they have learn they will like to next lesson	nt and what	
	Answer: 888+88	+8+8+8	36	48		Give learners	ndividual or	

Have learners use the prime factorization by inspection to

determine the LCM by underlining the largest number of factors in each

home task.

		product 36=2×2×3×3 48= 2×2×2×2×3	
		\rightarrow which is $2 \times 2 \times 2 \times 2 \times 3 \times 3 = 144$	
Wednesday	Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards.	Learners place factors in a Venn diagrams to find the HCF and LCM of 36 and 48. i.e. the HCF is product of factors in both circles $\rightarrow 2 \times 2 \times 3 = 12$; and the LCM is product of factors in the diagram $\rightarrow 3 \times 2 \times 2 \times 3 \times 2 \times 2 = 144$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line.	Learners use the prime factorization to determine the LCM and HCF of three numbers using (i) prime factorization using table and dividing through by prime factors. Example 1, find the LCM and HCF these sets of numbers: 12, 20 and 30. (see method in figure), i.e. HCF = 2, and LCM = 2×2×3×5 = 60.	Give learners individual or home task.
Thursday	Have learners to solve the following within a given duration. Complete with ">", "<" and "=" 45 67 475 457 17 71 4+5 6+7 4+3 3+4 45-10 70-9	Investigate even and odd numbers. How do you know a number is even or odd? Engage learners to play the sharing game to demonstrate even and odd numbers. First, give two oranges to two learners to share equally. With this, learners get one each. Let learners record the number 2 down in their books, Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be reminder of one. Let learners record the number 3 down in their books. Continue with several examples for learners to list the numbers that are divisible by 2 and those which are not. Example: {2,4,6,8,10,12,14,16} {3,5,7,9,11,13,15,17,19} Investigate numbers that are multiples of 4 and 6. How do you know a number is a multiple of 4? a multiple of 6? (This is also known as	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. I. list prime numbers between 10 and 50 2. find the following A={odd numbers between I and 10} B={prime numbers between 2 to 20}
Friday	Teacher calls out numbers from I to 20	the divisibility test). Investigate perfect numbers, that is, numbers whose factors add up to the	Ask learners to tell you what they have learnt and what

The sum of factors other +2+3 =6, and hence 6 is a
· ·
mber.
Give learners individual or
more perfect number can home task.
the first 100 whole

Week Ending:	DAY:	DAY:		Subject: Science		
Duration: 60mins per lesson			Strand: Diversity Of Matter			
Class: B5 Class Size:			Sub Strand: Materials			
tormation liene and wave of congrating thom		Demonstrate formation and separation of olid-liquid and liquid-liquid mixtures)		Lesson:		
Performance Indicato Learners can demonstrat mixtures (solid-liquid and	te formation and sepa			Competencies: m Solving skills; Critical Thinking; Just	fication of Ideas;	
	esources Metal	مماح علم مسيد	tice soil	stones paper pencil		

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

separating funnel.

Week Ending:	DAY:		Subject: OWOP			
Duration: 60mins per lessor		Stra	and: All About Us			
Class: B5	Class Size:		Sub	Strand: My Family		
Content Standard:		Indicator:			Lesson:	
B5.1.3.1. Demonstrate under	rstanding of	B5.1.3.1.1. Explain	B5.1.3.1.1. Explain the need to be a			
how to be committed to one	's Family	committed members	er of the family I OF I			
Performance Indicator: Learners can explain the need family	d to be a comm	itted member of the	:	Core Competencie Communication and Co Thinking		
Teaching/ Learning Resou	es, Charts, Video Cl	ips				
New words						
References: OWOP Curriculum Pg. 25						

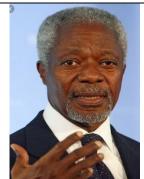
DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners mention behaviors and attitudes needed to be a committed family member e.g. taking part in family activities, obedience to elders of the family, respect for family members, accepting responsibility, taking initiatives, helping needy relatives, be present at family meetings, respond to family needs, etc. Learners talk about the need to be a committed family member e.g. to promote unity, to gain respect, to bring unity and peace in the family, to strengthen the family support system, to be considered a trustworthy person, etc.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task	
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and	Learners role play commitment to the family. The role play should have as a climax reward for being committed.	Ask learners to tell you what they have learnt Give learners individual or home task	

Week En	ding:	DAY:		Subjec	t: RELIGIO	OUS & MOR	RAL EDUCATION
Duration:	: 60mins			Strand: God's Creation & Attributes			ttributes
Class: B5		Class Size:		Sub St	rand: The	Environme	nt
environme	xplain how to care	for the	Indicator: B5.1.2.1.1. Disc activities on the			uman	Lesson:
	nce Indicator: an discuss the effec nt.	ts of human act	ivities on the		Cultural lo	ompetenci dentity, Sharir ness, Unity	es: ng Reconciliation,
Teaching	Learning Resou	rces Wall c	harts, wall words	, poster	s, video clij	o, etc.	
Reference	es: RME Curricul	um Pg. 36					
DAYS	PHASE I: STA	ARTER	PHASE 2: MA	AIN		PHASE 3	: REFLECTION
PHASE I: STARTER Paste pictures on the board. Have leaners to talk about the		Guide learners human activitie environment. Show pictures on human activithe environme (galamsey), ind cutting down of (deforestation) water bodies, at the effects of hon the environ change — heat, storms, less raidrought, etc.	and vide vities tha nt: illega iscrimina of trees , pollution air pollution et learne uman ac ment: cl floods, r	eo clips at destroy I mining ate on of cion, etc. ars write ctivities imate rain	Effects of I the enviro	e we learnt today? numan activities on nment. alk about what was g and made meaning the lesson and will change and do	

Week Er	nding:	DAY:		Subje	ect: History	y	
Duration	n: 60mins per lesson	1	Strand: My Cou		ı d։ My Cou	untry Ghana	
Class: B5	j	Class Size:	;	Sub S	Strand: So	me Selected Individu	als
B5.2.5.1. [Ghanaians	Standard: Demonstrate knowles who made significations locally and inter-	int		Indicator: B5.2.5.1.1 Name Ghanaians who have made a Contribution locally and internationally			Lesson
Perform Learners of locally and	ance Indicator:	s who have ma	ade significant Conti	ribution	Learners	ompetencies: to become critical t al literates	hinkers
Referenc	es: History Curric	ulum Pg. 31					
DAYS	PHASE I: STA	RTER	PHASE 2: MAIN	I		PHASE 3: REFL	ECTION
	There are three I switches outside labeled number of two, and number door to the room and you can't see three switches are You need to figure switch belongs to You can use the showever you war can only enter the once. How do you	of a room— one, number three. The in is closed in. All ie off. The out which which bulb. switches in to, but ie room	Retell the live stor Ghanaian who hav contribution locally internationally Example: Dr. R.E.C. Dr. Raphael Ernest a renowned Ghanaianthropologist, auth politician. He discovidrug that saved mill Africa in the 1940s. Use pictures to ide	Grail Arman doctor or, poet, ions of live	attoe was and "Abochi" ees in	Ask learners quest review their under of the lessson. Give learners task whiles you go rour guide those who n	to do
	A farmer is traveling with a fox, a goose, and a bag of beans. During his journey, he comes across a river with a boat to cross it. The farmer can only t one thing in the boat with him at a time.		important contributionally and internationally Example: Kofi Atta Use pictures to ide important contribution locally locally and internationally locally and internationally locally and internationally locally and internationally locally and international locally and internatio	tionally ies of an e made s y and Annan entify sor	y significant me of the	Ask learners to sur what they have lead Let learners say 5 they remember from lesson.	rnt. words

If left alone together, the fox will eat the goose or the goose will eat the beans.

How does the farmer get everything across the river safely?



Kofi Atta Annan was a ghanaian diplomat who served as the seventh secretary general of the united nations from January 1997 to december 2006. Annan and the UN were the corecipients of the 2001 Nobel peace prize.

Week Ending:	DAY:	DAY:		Subject: Creative Arts		
Duration: 60mins per less	on		Strand: Vi	sual Arts		
Class: B5	Class Size:		Sub Stran	d: Displaying and Sharing		
		Indicator: B5.1.3.4.1/B5.1.3	cator: 3.4.1/B5.1.3.5.1 Plan an exhibition of own		Lesson:	
generate own ideas for articon the people.	stic expressions	portfolio of visua creative experier		to educate and share vorks.	I OF I	
Performance Indicator: Learners can plan an exhibiteducate and share creative			orks to	Core Competencies: Decision Making Creativity, Ir Communication	novation	
Teaching/ Learning Reso	ources Photos	s, videos, art paper, o	colors and tr	aditional art tools		
References: Creative Arts	Curriculum Pg	. 64				

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

Week Ending:	DAY:		Subje	ect: Ghanaian Language	
Duration: 60mins per	esson		Strar	nd: Reading	
Class: B5	Class Size:		Sub S vocab	Strand: Vocabulary: sight and ulary	l content
Content Standard: B5.2.5.1: Show an under recognizing and reading in their environment		Indicator: B5.2.5.1.1-2 Read correct pronuncia		aphs of passages aloud with nd tone.	Lesson:
Performance Indicate	or:			Core Competencies:	

Learners can read paragraphs of passages aloud with correct pronunciation and tone.

Core Competencies:
Creativity and innovation, Communication and collaboration, Critical thinking

Teaching/ Learning Resources

Word cards, sentence cards, letter cards, handwriting on a manila card

References: Ghanaian Language Curriculum Pg. 42

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

Week End	ek Ending: Subject: PHYSICAL EDUCATION					ON		
Duration:	60mins	I			Strand: Motor Skill And Movement Patter			
Class: B5	B5 Class Size: Sub Strand			Sub Strand:	Rhythmic skills			
and movem	tandard: te competence in tent patterns needensies activities		lls B5		ange direction n object within lance.		Lesson:	
Performance Indicator: Learners can change direction quickly whiles walking with an object within obstacles but keep one's balance. Teaching/ Learning Resources Videos and Pictures Reference PE curriculum Page 57					rs that cause injurie	es they develop		
DAYS	PHASE I: STA	ARTER	PHAS	SE 2: MAIN	I	PHASE 3: REF	LECTION	
	Learners go thro and specific warr			earners to b	oring and their	Learners to pract and in groups.	cice individually	
			throug	ers move on the obstactioning their b	cles whiles	Help those who fand help them Assessment:	finds it difficult	
			Put lea	arners in gro	ups to	Organize mini gar learners for fun a		
						Take learners thr down to end the	•	

Week Ending:	DAY:		Subject: Computing		
Duration: 60mins			Strand: Introduction To Computing		
Class: B5 Class Size:		Sub Strand: Introduction To MS-Windows Interface			
Content Standard: B5.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders		Indicator: B5.1.2.1.34 Descr Desktop	ibe how to Personalize the	Lesson:	
Performance Indicator: Learners can recognize and Personalize the Desktop Background and edit its images			Core Competencies: Creativity and innovation. 2. Commic collaboration.	unication and	

Teaching/ Learning Resources Computer, Laptop, Smartphone

References: Computing Curriculum Pg. 13 **DAYS PHASE I: STARTER** PHASE 2: MAIN **PHASE 3: REFLECTION** Have leaners to write on a Guide learners to customize the Ask learners questions to sheet of paper any three Start Menu and the Notification review their understanding of the lessson. features of the computer Area. desktop. Default Programs Give learners task to do Engage leaners in the whiles you go round to Windows Update "THE BALL GAME" guide those who need help. Ask learners to form a big circle, with one of the student holding the ball. Network Connections Search The learner with the ball Printers . starts to mention a word. Taskbar and Start Menu Help and Support He then throws the ball to another student to mention his. Guide learners to create shortcuts Anyone who fails to of icons on the computers' desktop. mention his is out of the circle. To create a desktop icon or shortcut, do the The last person becomes following: the winner. 1. Browse to the file on your hard disk for which you want to create a shortcut. ... 2. Right-click the file for which you want to create a shortcut. 3. Select Create Shortcut from the menu. ... 4. Drag the shortcut to the desktop or any other folder. 5. Rename the shortcut.

SCHEME OF LEARNING- WEEK 6

BASIC FIVE

Name of School.

Week Ending: DAY:			MONDAY	Subject:	English Language	9
Duration: 60mins	S		Strand: Oral Language			
Class: B5		Class S	lass Size: Sub Strand: Presentation			1
grammar and regis	strate knowledge of s ter	poken	Indicator: B5.1.10.1.1 de spoken langua	emonstrate aw	I of I	
Performance Inc Learners can demo	dicator: onstrate awareness of	f the featu	res of spoken l	anguage	Core Compe Communicatio	n and Collaboration
Key words	sequentially					
References: Engli	sh Language Curricul	um For Pr	rimary Schools	Pg. 86		
Phase/Duration	Learners Act	ivities				Resources
PHASE I: STARTER	search the dic The group to • Did y • What	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.				Music box
PHASE 2: NEW LEARNING	Help learners E.g. I. Contri	evise important features of spoken language such as use of contractions and ellipsis. elp learners to use contractions and ellipsis in speech. g. I. Contraction: Kofi cannot come today. ii. Kofi can't come today. Ellipis: A: When will you come?				Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	learners wha	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.				

Week Ending:	DAY: Tuesday			Subjec	t: English Lang	uage
Duration: 60mins				Stranc	I: Reading	
Class: B5	Cla	ss Size:		Sub St	rand: Vocabula	ary
Content Standard: B5.2.6.1: Understand word meanings and usages			Indicator: B5.2.6.1.2 use the and written expres		terms in spoker	Lesson:
Performance Indic Learners can use		terms in spoken	and written expres	sions	Core Compe Communicatio Personal Devel	n and Collaboration,
References: English	Language Cui	riculum For Prim	nary Schools Pg. 96			
Phase/Duration	Loarnore	Activities				Resources
PHASE I: STARTER	Put learns search the The grou	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: NEW LEARNING	or phrasa Create a suffixes a	Choose a text to guide learners identify synonyms, antonyms, idioms or phrasal verbs etc. Create a scenario where learners can use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in written and spoken languages.				
PHASE 3: REFLECTION	lesson: I. Tell th 2. Tell th during th	ne class what yo ne class how yo ne lesson.	following by ways on the learnt during the unit will use the knowne lesson did you	e lesson. wledge t	hey acquire	

Week Ending:		DAY	: WEDNI	ESDAY	Subject: English Lan	guage	
Duration: 60mins		"			Strand: Grammar		
Class: B5		Class Size:			Sub Strand: Adjective	/es	
Content Standard: B5.3.4.1: Apply the known communication Performance Indicate Learners can use compa	or:		irregu	I.I use co lar adjectiv	mparatives forms of regules ompetencies: ication and Collaboration		Lesson: I of I
irregular adjectives				and Lead		,	<u>– 6, 6, 6, 6, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7,</u>
New words		Imperative, k	nowledg	e			
References: English La	ınguage	Curriculum Pg	g. 111				
		A					
Phase/Duration		rners Activitie		1	MI		sources
PHASE 1: STARTER PHASE 2: NEW LEARNING	famil Dividup in The Shar Revi	liar with the w de the class in n front to pick group to get t re performan	ords. to groups and act th he highest ce indicat on of the	. One pers ne word. t score win	s. Make sure learners are on from each group come s! ntroduce the lesson. e adjective using 'er' and	es	ord cards, paper, er cards,
	Intro adject Let to good wors	ctives. them form the d better se	to format	tive forms f	oparison for irregular for irregular adjectives. e Bad e in their usage	g.	
PHASE 3: REFLECTION	Ask lesse I. T 2. T acqu	learners to con: Tell the class voicell the class have the class have the class the contract of the contract o	vhat you now you e lesson.	lowing by learnt dur will use th	ways of reflecting on the lesson. e knowledge they id you not understand		

Week Ending:	DAY: THU	JRSDAY	Sub	oject: English Langua	ge		
Duration: 60mins			Strand: Writing				
Class: B5	Class Size:			Sub Strand: Paragraph Development			
Content Standard: B5.4.3.1: Develop, organize cohesively in writing and repvariety of purposes, audience	oresenting for a	Indicator: B5.4.3.1.1 choose a writing for a variety		opriate ways and mode purposes	es of	Lesson:	
Performance Indicator: Learners can choose appropriately of purposes	oriate ways and mode	es of writing for a		Core Competenci Communication and		ration,	
References: English Langua	age Curriculum Pg. I	22					
Phase/Duration	Learners Activition	es			Resou	rces	
PHASE I: STARTER	What words ofWrite some of	ve to sing more songs did you hear in the so of the words you hear	ng? d.	duce the lesson.			
PHASE 2: NEW LEARNING	Share the performance indicators and introduce the lesson. Have learners study a sample text. Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience Jumble the paragraphs and have learners in groups re-arrange the paragraphs into a coherent piece. Encourage learners to use search engines to search for the different modes of writing they have studied. Discuss the various modes of writing with learners. Have					cards, sentence etter cards, riting on a card	
PHASE 3: REFLECTION	learners read a text to identify the structure of each mode Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?						

Week Ending:		DAY: FRIDAY		Subject: E	nglish Language		
Duration: 60mins				Strand: W	riting Conventions	/ Exter	sive Reading
Class: B5	Cla	ss Size:		Sub Strand: Using Action Words			
Content Standard			Indicat				Lesson:
B5.5.4.1: Demonstrate understanding of B5.5.4.1.2 use the simple past verb form to							1
verbs in everyday			express	past needs, i	feelings and interest		I of I
Performance Indi		t work form to ov	Proce Poe	t noods	Core Competen	cies:	
feelings and inte		t verb form to ex	press pas	t needs,	Communication an	d Collal	boration,
_		ge- and level appr	opriate b	ooks.	Personal		
References: Englis	•	• • • • • • • • • • • • • • • • • • • •	•				
Teleferences. English	T Language Ce	Triculation 6. 1 is					
Phase/Duration	Learners A	ctivities				Reso	urces
PHASE I:		ne adjectives wit	h learnei	~c		iveso	urces
STARTER	Review 3011	ie adjectives wit	ii icai iici	· 3.			
JIANIEN	Do an actio	n for slow					
		word is this? Pu	pils gues	s: slow.			
	Do an actio		F 6				
	Ask: What	word is this? Pup	oils guess	s: loud.			
		n for happy.	J				
	Ask: What	word is this? Pup	oils guess	s: happy			
		·					
	Share perfo	rmance indicato	rs and in	troduce the	lesson.		
PHASE 2: NEW		write on a story.	E	.g. What happ	oened after school		d cards,
LEARNING	on Monday?						nce cards,
	Discus the o	ssay topic with lea	rnors and	luca tha wah	hing stratogy to		cards, writing on a
		rite on the choser			· .		a card
			. тор.с. –		·		u uu. =
	Learners exc	hange their work	and edit	as teacher gu	ides by focusing on		
	the past verb	form and past pa	rticiple fo	orm			
	Guido loarno	rs to rewrite the	occay inc	arparating th	o corrections		
	Guide lear ne	is to rewrite the	essay inco	or por acting cire	e corrections.		
	Let learners	write on another	topic indi	vidually using	the past verb form		
	Engage learn	ers in the "popcoi	rn reading	z" game			
				-			
		e simple: One stud		•			
				ompts the ne	xt student to pick		
	up where the	e previous one lef	t off.				
	Guide learne	rs to choose and	read inde	pendently bo	oks of their choice		
	during the lib			, pozoa., 20			
		, ,					
	Assessment						
		to write a-three-	paragraph	summary of	the book read.		
PHASE 3:		s to do the follo					
REFLECTION	lesson:						
	I. Tell the o	lass what you le	arnt dur	ing the lesso	on.	<u>L</u>	

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

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		
Class: B5	Class Size:		Sub Strand: Number Operations		
Content Standard:	1	Indicator:			
B5.1.2.1 Describe and apply m	ental mathematics	B5.1.2.1.1-2 A	Lesson:		
strategies and number properti	es to determine	strategies to			
answers for basic multiplication	facts to 81 and	multiplication facts to 81 and related division I OF I			
related division facts		facts.			
Performance Indicator:		ı		1	

Learners can apply mental mathematics strategies to determine answers for basic multiplication facts to 81 and related division facts.

Core Competencies:Critical Thinking; Justification of Ideas;

Counters, bundle and loose straws Teaching/ Learning Resources

References: Mathematics Curriculum Pg. 65

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Let learners recall multiplication facts to 15. Call learners to randomly answer multiplication facts.	Describe mental mathematics strategies used to determine a given basic fact, such as A) Skip count up by one or two groups from a known fact. e.g., if $5 \times 7 = 35$, then 6×7 is equal to $(35 + 7)$ and, 7×7 is equal to $(35 + 7 + 7)$ B) Skip count down by one or two groups from a known fact e.g., if $8 \times 8 = 64$, then 7×8 is equal to $(64 - 8)$ and	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Tuesday	Let learners recall multiplication facts to 18. Call learners to randomly answer multiplication facts.	6 × 8 is equal to (64 – 8 – 8) Engage learners to employ mental mathematics strategies used to determine a given basic fact, such as A) Doubling e.g., for 8 × 3, think 4 × 3 = 12, and 8 × 3 = (12 + 12)=24 B) Use patterns when multiplying by 9 e.g., for 9 × 6, think 10 × 6 = 60, and 60 – 6 = 54	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.

		E.g2. for 7×9 , think $7 \times 10 = 70$,	
		and 70 – 7 = 63	
Wednesday	Let learners recall multiplication facts to 18. Call learners to randomly answer multiplication facts.	Guide learners to apply mental mathematics strategies used to determine a given basic fact, such as A) repeated doubling e.g., if 2×6 is equal to 12, then 4×6 is equal to 24 and 8×6 is equal to 48 B) repeated halving e.g., for $60 \div 4$, think $60 \div 2 = 30$ and $30 \div 2 = 15$ C) Relate division to multiplication e.g., for $64 \div 8$, think $8 \times = 64$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Thursday	Let learners recall multiplication facts to 20. Call learners to randomly answer multiplication facts.	Through demonstrations, guide learners to determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros e.g., for 3×200 think of 3×2 and then add two zeros. Apply halving and doubling when determining a given product e.g., 32×5 is the same as 16×10 Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form e.g., $6 \times 18 = (6 \times 10) + (6 \times 8) = 60 + 48 = 108$.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.

Week E	nding:	DAY:			Subject: Scien	nce		
Duratio	n: 60mins per lesson				Strand: Cycles	3		
Class: B5 Class Size:			Sub Strand: E			arth Science	e	
B5.2.1.1 I environm	Standard: Recognize that some ent occur recurrent		Indicator: B5.2.1.1.1 Know how day and night formed			Lesson:		
• Lear	nance Indicator:	· · · · · ·		Probler		itical Thinking	g; Justification of Ideas;	
	g/ Learning Resou ces: Science Curric		football, ice-	-cream s	tick, torch, pen a	and globe		
DAYS	PHASE I: STAR	TER	PHASE 2	: MAIN		PHASE 3	8: REFLECTION	
	to learners. Studentiall the words they a with the topic to be Ask them to put we together to form a	Feacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition Learners are understand the and axis using Rotation is the or any heavenly Axis is an image something rotate. Explain how to list apolystyrene (pootball, ice-or pen and globel Have learners are understand the and axis using Rotation is the or any heavenly Axis is an image something rotate.		e (plastice e-cream obe. ers iden nd relate the tering a bal the move only body to the tering at the move the maginary like the tering at a globe.	c) balls, stick, torch, tify the e to them. ed to ms, rotation l. ment of the earth urning on its axis. ne on which otion of the end night, with	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.		
	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.		using approglobe of the lamp without room. Learners enight come	xplain ho	day and night, materials, e.g. blu tac, and e and a dark SUN ow day and	review the the lesson Have learn the lesson and it in th	ers questions to eir understanding of . There write 3 facts of on a sheet of paper neir pockets and their way home.	

Week E	nding:	DAY	:		Sub)P		
Duratio	n: 60mins per lesso	on			Str	and: All Ab	out Us	
Class: B5 Class Size:			s Size:		Sub	Strand: M	ly Family	
	t Standard: Show understandine road	ng of sta	ying	Indicator: B5.1.3.2.1. Identify things to do to son roads			stay safe	Lesson:
	nance Indicator: can identify things	to do to	stay safe	e on roads			mpetencie ation and Co	es: Illaboration Critical
Teachin	g/ Learning Reso	ources	Picture	es, Charts, Video C	lips			
New wo	ords							
Referen	ces: OWOP Curr	riculum	Pg. 26					
DAYS	PHASE I: STA	RTER		PHASE 2: MAIN	l		PHASE	3: REFLECTION
	Teacher introducto learners. Stude all the words the with the topic to Ask them to put together to form	ents are t y associa be treato words a definiti	to list te ed.	Learners talk about need to know to stood. e.g. traffic light, road pavement, do not with crossing road only attractions. Lead learners to with the use of traffic light, or wath the use of traffic light. Learners in groups present their finding the traffic lights.	d signs alk on the prisit the price ghts.	fe on the s, stick to the the road, pedestrian ne nearest ctures of uss and n the use of	review the first of the less of the less paper and learn home.	rners write 3 facts sson on a sheet of d it in their pockets n it on their way
	Teacher writes as students see the board, perhaps a object on the board. The students must with questions in answer could be the board.	answer o picture o ard. st come o which th	up ne	Learners demonstration lights/lollipo means get ready to means stop, and grundlight. Stop Slow down	p e.g. o stop een n	yellow o, red neans go	review the first of the least of the least paper and series the first of the least paper and series the first of the least paper.	ners questions to heir understanding sson. rners write 3 facts sson on a sheet of d it in their pockets it on their way

Week E	nding:	DAY:			Su	ıbject: RELIGIOI	JS & MOR	AL EDUCATION	
Duratio	Duration: 60mins			Strand: God's Cre			eation & Attributes		
Class: B	5	Class Si	ize:		Su	ib Strand: The E	nvironme	nt	
Content Standard: B5.1.2.1. Explain how to care for the environment Performance Indicator: Learners can discuss the effects of human accenvironment. Teaching/ Learning Resources Wall References: RME Curriculum Pg. 36			Vall c	Indicator: B5.1.2.1.1. Discus activities on the divities on the harts, wall words,	encies: Sharing Rec ity	I OF I ncies: aring Reconciliation,			
DAYS	PHASE I: STAR	TER		PHASE 2: MAI	N		PHASE	3: REFLECTION	
	<u> </u>		e	Guide learners to human activities in environment. Show pictures and human activities the environment: illeging (galamsey), indiscut down of trees (depollution of water pollution, etc.	d v that gal rim efo	rideo clips on t destroy the mining ninate cutting restation),	PHASE 3: REFLECTIO What have we learnt today Effects of human activities on the environment. Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently		
				Assessment: Let I effects of human					

environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.

Week Ending:	DAY:		Subje	ct: History	
Duration: 60mins per lesson		S	Strand: My Country Ghana		
Class: B5	Class Size:	S	Sub S	Strand: Some Selected Individu	als
Content Standard: B5.2.5.1. Demonstrate knowl Ghanaians who made significa contributions locally and inter	int	Indicator: B5.2.5.1.1 Name Gh Contribution locally		ns who have made significant internationally	Lesson:
Performance Indicator: Learners can name Ghanaians who have made significant Contr locally and internationally			ition	Core Competencies: Learners to become critical the digital literates	hinkers and

Teaching	g/ Learning Resources	ictures and Videos	
Referen	ces: History Curriculum Pg. 31		
DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Osibisa- music group	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.
		Osibisa are a Ghanaian afro rock band founded in london in 1969 by four expatriate african and three Caribbean musicians. Their music is a fusion of Africa, Caribbean, jazz, funk, rock, Latin, R&B and highlife.	
		Use pictures to identify some of the important contributions he made locally and internationally	
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: El Anatsui	Ask learners questions to review their understanding of the lesson.
	The students must come up with questions in which the answer could be the object on the board.		Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

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

Week Ending:	DAY:		Subject: Creative Arts		
Duration: 60mins per lesson			Strand: Performing Arts		
Class: B5	Class Size:		Sub Stran	nd: Displaying and Sharing	
Content Standard: Demonstrate understanding generate own ideas for artist on the people.		Indicator: B5.2.3.4.1/B5.2.3.5.1 Stage a display of own portfolio of performing artworks that reflect the history and culture of the people of Africa		Lesson:	
Performance Indicator: Learners can stage a display of	Performance Indicator: Learners can stage a display of own portfolio of performing artworks Core Competencies: Decision Making Creativity, I				
that reflect the history and culture of the people of Africa				Communication	
Teaching/ Learning Resources Photos, videos, art paper, colors and traditional art tools					
References: Creative Arts	Curriculum Pg.	. 64			·

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

Week Ending:	DAY:	Subject: Ghanaian Language			
Duration: 60mins per lesson		Strand: Writing			
Class: B5	Class Size:	Sub Strand: Penmanship			
Content Standard: B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly		or: I-3 Recognize the use of full mma and colon.	Lesson:		

Performance Indicator:

Learners can recognize the use of full stops, comma and colon.

Core Competencies:

Creativity and innovation, Communication and collaboration, Critical thinking

Teaching/Learning Resources

Word cards, sentence cards, letter cards, handwriting on a manila card

References: Ghanaian Language Curriculum Pg. 47

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

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

Week Ending: DAY:			Subject: P		ct: PHYSICAL EDUCA	HYSICAL EDUCATION		
Duration	: 60mins	1	Strand: Moto		d: Motor Skill And Mo	vement Patterns		
Class: B5 Class Size			}	Sub S	trand: Rhythmic skills	;		
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities Performance Indicator: Learners can strike a dropping light ball up forward to a teammate using the hands or Teaching/ Learning Resources Vi Reference PE curriculum Page 57								
DAYS	Learners go throgeneral and specups.	ough	Learners tos their feet fro the ball to a appropriate Partners stri continue the Have learner like volleybal	ups as usual, lea in pairs with a best shalls and swing om behind to stream partner at distance. ke the ball back rally. The sto strike light lis with their hall sike heavy balls li	rners Learners to p and in groups. Help those will and help them Assessment Organize mini learners for fu Take learners down to end	ho finds it difficult : i game for un and enjoyment. through cool		
			football with prevent injur Learners cor	their foot to				

Week Ending:	DAY:		Subject: Computing			
Duration: 60mins			Strand: Introduction To Computing			
Class: B5 Class Size:			Sub Strand: Introduction To MS-Windows Interface			
Content Standard:	•	Indicator:		Lesson:		
B5.1.2.1. Demonstrate the	use of the Desktop	B5.1.2.1.5-6 D	Demonstrate understanding of			
Background as well as worl	king with folders	the File Explor	orer window		I OF I	
Performance Indicator: Learners can demonstrate understanding of the File Explorer window				ndow Core Competencies: Creativity and innovation. 2. Communication and collaboration.		

References: Computing Curriculum Pg. 13

Teaching/ Learning Resources | Computer, Laptop, Smartphone

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners play games and recite familiar rhymes to begin the lesson	Demonstrate moving, copying and pasting a file or icon into and from a folder on the desktop.	Ask learners to summarize what they have learnt.
		'	Let learners say 5 words
	Using questions and answers, review their understanding of the previous lesson	Guide learners to copy and paste a file or icon into and from a folder on the desktop.	they remember from the lesson.
		Guide learners to use the file explorer to locate files.	
		The PC	
		Desitop Documents Ficture UpdateAdvisor E Local Disk (C:) NTTS 33.668 free of 233 G8 CD Drive (D:)	
		■ Destrep □ Documents ■ Domelads □ Music □ Potture □ Videos	
		toral Dick (C) CD Drive (D) Cotal Dick (E) Network	

SCHEME OF LEARNING- WEEK 7

BASIC FIVE

Name of School.

Week Ending:	DAY: MONDAY Subject: English Language						
Duration: 60mins				Strand: Oral Language			
Class: B5		Class S	lize:	Sub Strand: Story Telling			
Content Standard: B5.1.4.1: Respond to stories Indicator: B5.1.4.1.2 tell stories which are parallel to heard or read					re parallel to stori	ies	Lesson:
Performance Indica Learners can tell stori		llel to stoi	l		Core Compet Communication		aboration
Key words	sequentially						
References: English	Language Curricul	um For Pr	rimary Schools Pg.	. 74			
Phase/Duration	Learners Act			_		Resou	
PHASE I: STARTER	them search The group to Did y Wha Form	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson					
PHASE 2: NEW LEARNING	Lead the clas Present anot Elicit and disc a parallel stor Assign group board.	Use an example to explain a parallel poem or story. Lead the class to write a story parallel to a familiar story. Present another short story on the board. Elicit and discuss areas that can be changed or replaced to create a parallel story. Assign groups to write and present stories parallel to that on the board.			letter c	ce cards, ards, riting on a	
PHASE 3: REFLECTION	learners wha	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.					

Week Ending: DAY: Tuesday			,	Subject: English Language			
Duration: 60mins		Strand: Reading					
Class: B5	Cla	ss Size:		Sub St	rand: Compre	hens	ion
Content Standard: B5.2.7.1: Process and comprehend level appropriate texts			Indicator: B5.2.7.1.2 construint onte and recall ma			ad,	Lesson:
 Performance Indicate Learners can constr in a sequence 	uct meanir		, note and recall ma		Core Compe	n and	d Collaboration,
References: English Lar	nguage Cur	riculum For Prim	nary Schools Pg. 99				
Phase/Duration PHASE 1: STARTER PHASE 2: NEW LEARNING	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 Choose different texts for learners to make meaning from using the Word cards,						shcards
	different strategies they are familiar with: - Use of prior knowledge/experience. - Making predictions - Contextual meaning of vocabulary to connect with the other words to make meaning. Using survey, question, read, recite and recall (SQ3R), guide learners to present facts and ideas in a sequential order.					har	ter cards, ndwriting on a nila card
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?						

Week Ending: D			DAY: WEDNESDAY S		Subject: English Language		
Duration: 60mins					Strand: Grammar		
Class: B5 Class Size:				Sub Strand: Verbs			
Content Standard: B5.3.5.1: Apply the know communication	wledge	of verbs in	Indica B5.3.5		erent types of verbs in sente	Lesson:	
Performance Indicat Learners can use differe		s of verbs in sen	tences		mpetencies: cation and Collaboration, Pe rship	ersonal D	evelopment
New words		Imperative, kno	owledge	e			
References: English La	nguage	Curriculum Pg.	112				
	1.						
Phase/Duration		rners Activities				Resou	rces
PHASE I: STARTER	famil Dividup in The	liar with the worde the class in to a front to pick an group to get the	rds. groups ad act the highest	. One persone word.			
PHASE 2: NEW LEARNING	E.g. The Mod Call it in	E.g. The boy has bought a new football. Model and role play the action words with learners. Call learners in turns to mention an action word, model it and use it in a sentence. Assessment: Write sentences on the board for learners to identify				Word letter o	cards, paper, cards,
PHASE 3: REFLECTION	lesso I. T 2. T acqu	on: ell the class wh ell the class ho uire during the	at you w you v lesson.	learnt duri will use the	ways of reflecting on the ng the lesson. knowledge they d you not understand?		

Week Ending:	DAY: THU	JRSDAY	Sub	oject: English Langua	.ge	
Duration: 60mins	<u> </u>		Str	and: Writing		
Class: B5	Class Size:		Sub	Strand: Narrative	Writing	
	B5.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world Indicator: B5.4.10.1.1 create settings, characters and at least one plot in a narrative text			least	Lesson:	
Performance Indicator: Learners can create settings, characters and at least one plot in a narrative text Core Competencie Communication and Communication				ration,		
References: English Langu	age Curriculum Pg. I	29				
Phase/Duration	Loomona Astiviti	ioo			Dogge	ncoc
Phase/Duration PHASE I: STARTER	Learners Activiti				Resou	ces
PHASE 2: NEW LEARNING	 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. Revise the stages of the writing process with learners. That is prewriting, writing, revising, editing and publishing					cards, sentence etter cards, riting on a
	Assessment: Guid writing. (Beginning, middle	Guide learners to choose topics and develop them by asking them questions about the topics. Assessment: Guide learners to organize their details into writing. (Beginning, middle and ending).				
PHASE 3: REFLECTION	Learners read their narratives for corrections and feedback. Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?					

Week Ending:		DAY: FRIDAY		Subject: E	nglish Language		
Duration: 60mins		•		Strand: W	riting Conventions	/ Exten	sive Reading
Class: B5	CI	ass Size:		Sub Strane	d:		
Content Standard B5.5.5.1: Demonstra speech and in writin	te understandi	ng of adjectives in		I.I use comp	arative forms of regu es to make comparis		Lesson:
Performance IndiLearners can us to make compa	cator: e comparative risons ad a variety of	forms of regular an age- and level appr urriculum Pg. 145	opriate b		Core Competent Communication and Personal		poration,
DI /D	1.						
Phase/Duration	Learners A					Reso	urces
PHASE I: STARTER	Review some adjectives with learners. Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happy						
PHASE 2: NEW LEARNING	letter					nce cards, cards, vriting on a	
PHASE 3: REFLECTION	lesson: 1. Tell the 2. Tell the during the	rs to do the follo class what you le class how you wi lesson. spects of the less	arnt dur	ing the lesso e knowledge	on. they acquire		

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per l	ins per lesson Strand: Number				
Class: B5	Class Size:		Sub Strand: Number Operations		
B5.1.2.2 Demonstrate ar multiplication of a 2 or 3 3-digit number.		Indicator: B5.1.2.2.1.1 digit numbe	Multiply multi digit numbers by 2- ers efficiently	Lesson:	
Performance Indicate	or:	1	Core Competenci	es:	

Learners can multiply multi digit numbers by 2-digit numbers efficiently

Critical Thinking; Justification of Ideas;

Teaching/ Learning Resources

Counters, bundle and loose straws

References: Mathematics Curriculum Pg. 67/68

DAYS	PHASE I: STARTER	PHASE	2: MAIN	1		PHASE 3: REFLECTION	
Monday	Engage leaners to sing the song WE CAN COUNT We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	Guide learners to multiply of whole numbers using the "expand and box" method (partial decomposition method). Lead learners to multiply a 3-digit number by a 1-digit number as shown below, for example 448 × 2 =?			complete whiles you go re to guide those who don't understand. Give remedial learning to those who special help. and and box" method to guide those who don't understand. Give remedial learning to those who special help.		
		×	400	40	8		
		2	800	80	16		
		,	, , ,	$-(8 \times 2) = 800 + 8$ 6) = 800 + 90 + 6			
Tuesday	Engage leaners to sing the song	Lead lea numbers vertical i	rners to r s using the method;	nultiply wl Column	hole	Give learners task to complete whiles you go round to guide those who don't understand.	
	I AM COUNTING ONE • I'm counting one, what is one	For exar	nple: 25	×32			
	 I - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 		25 <u>x32</u> 50 +750 800			Give remedial learning to those who special help.	
	4 - Follow me5 - Fire6 - Sister7 - Saviour		25 2. 30 x 2. 750 50				
	8 - Eat more fruits9 -Nana Yaw10 - Thank your God.	Guide learners to practice with more examples.					
Wednesday	Engage leaners to sing the		earners to			Give learners task to	
	song WE CAN COUNT		umbers us tive prope			complete whiles you go round to guide those who don't	
	We class five We can count		nple: 25	•		understand.	

	We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	$25 \times (32) = 25(30 + 2)$ = $25(30) + 25(2)$ = $750 + 50$ = 800 Guide learners to practice with more examples.	Give remedial learning to those who special help.
Thursday	Engage leaners to sing the song I AM COUNTING ONE • 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.	Lead learners to multiply whole numbers using the lattice method. Have learners draw a 2 by 1 rectangular box for solving 54 × 3. Have learners draw a 2 by 2 rectangular box for solving 79×58 7 9 1 1 5 6 2 Guide learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		Γ		<u> </u>			
Week En		DAY:			Subject: Scien	ce	
Duration	: 60mins per lesson				Strand: Cycles		
Class: B5		Class Size			Sub Strand: Earth Science		
B5.2.1.2 R between t	Standard: ecognize the relatio he earth and the su			B5.2.1.2.1 Describe the benefits of to the earth			Lesson:
• Learn the ea	ance Indicator: ers can describe the arth // Learning Resou			Probler Collabo	Competencies: n Solving skills; Crit prative Learning; antern paper pen	cical Thinking	g; Justification of Ideas;
	es: Science Curric	•		ecriseren i	апсети рарег реп	Cii	
DAYS	PHASE I: STA	ARTER	PHASE 2:	MAIN		PHASE	3: REFLECTION
	Get a viral pictul trending news o Facebook, YouT other social med	n twitter, ube and	the benefits the sun.	the eartl	ups to discuss h derives from oups, present	review t of the le	ners questions to heir understanding sson
	Discuss what is trending and invite learners to share their opinions on them		their findings. These may include the following; i. the sun provides warmth to the earth. ii. light for plants to grow well. iii. provides day and night cycles and energy.			interesting about the lesson. Give learners task to do in their work books.	
	Get a viral picture trending news or Facebook, YouT other social mediand invite learner their opinions or	n twitter, ube and dia handles. trending ers to share	happen if th	nere was i emonstrat of sunligi		review to f the learners interesti	ners questions to heir understanding asson s to tell what was ng about the lesson. rners task to do in ork books.
			Lead learne importance growth.	water ers to disc			

Week En	iding:	DAY:		Sub	ject: OW	OP	
Duration	: 60mins per lesson			Stra	and: All Ab	out Us	
Class: B5		Class Size:		Sub	Strand: H	Home And So	chool
B5.1.4.1. I	Standard: Demonstrate under sing peer groups fo nmunity				ling with	Lesson:	
	ance Indicator: can describe skills fo	or dealing with p	peer pressure			mpetencie ation and Co	es: llaboration Critical
Teaching	/ Learning Resou	rces Picture	es, Charts, Video Cl	lips			
New wor	·ds	•					
Referenc	es: OWOP Curric	ulum Pg. 28					
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN		PHASE 3	: REFLECTION	
	Play games and rethat learners are to begin the less Ask learners quereview their und the previous less	familiar with on. estions to lerstanding in	Learners talk abo of belonging to go groups e.g. learning respectfulness, of achieving goals, but Learners role play belonging to good	ood p ng ne bedie eing o	eer w things, nce, courteous efits of	review the the lesson Learners to interesting	rs questions to ir understanding o tell what was about the lesson.
Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.		Learners discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre-marital sex Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following: i. drink		Ask learne review the the lesson Learners to interesting	rs questions to ir understanding of tell what was about the lesson.		

pre-marital sex

Week Ending:	DAY:		Subject: RELIGIOUS & MORAL EDUCATION		
Duration: 60mins			Strand: God's Creation & Attributes		
Class: B5 Class Size:			Sub Strand: The Environn	nent	
B5.1.2.1. Explain how to care for the		Indicator: B5.1.2.1.2: Demonstrate ways to care for the environment.		Lesson:	
Performance Indicator: Learners can discuss the effects of human activities on the environment.			Core Competencies: Cultural Identity, Sharing Reco	onciliation,	
Teaching/ Learning Resources Wall charts, wall we			oosters, video clip, etc.		
References: RME Curricu	lum Pg. 37				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Through questions and answers, learners explain what they think a clean environment should be.	Ask learners questions to review their understanding of the lesson
	Ask learners questions to review their understanding in the previous lesson.	Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree	Learners to tell what was interesting about the lesson. Give learners task to do in
		planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc.	their work books.
		Let learners organize and do clean-up exercises in the school environment.	

Week Er	nding:	DAY:		Subje	ct: Histo	ry	
Duration	: 60mins per lessor	1		Stran	d: My Co	ountry Ghana	
Class: B5		Class Size:		Sub Strand: Some Selected Individuals			als
B5.2.5.1. I Ghanaians contributi Perform Learners o locally and	Standard: Demonstrate knowled who made significations locally and interced in the standard in the standard in the standard internationally internationally solutions.	nt mationally who have mad		Islame Ghanaians who have made significant on locally and internationally Core Competencies: Learners to become critical thinking and digital literates		Lesson:	
Reference	es: History Curric	ulum Pg. 31					
DAYS	PHASE I: STA	RTER	PHASE 2: MAIN	l		PHASE 3: REFLEC	CTION
	Play games and re that learners are to begin the less of the less	familiar with on. stions to erstanding in	Retell the live stor Ghanaian who have significant contributinternationally Example: David Active Sir David Adjaye is a british architect. He designing many port around the world, in national museum of American history and Washington, DC. Use pictures to ide the important contimade locally and in	e made tion locality of the made tion locality of the made tion of the mad	ally and chitect an for ldings he in me of as he	Use questions to revunderstanding of the Ask learners to summer what they have learn	lesson marize
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.		familiar with on. stions to erstanding in	Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Ozwald Boateng-fashion Sir Ozwald Boateng is a british fashion designer of ghanaian descent, known for his trademark twist on classic british tailoring and		Use questions to review the understanding of the lesson Ask learners to summarize what they have learnt.		

Use pictures to identify some of the important contributions he made locally and internationally

Week En	ding:	DAY:		Subject: C	reative	Arts	
Duration	: 60mins per lesso	n		Strand: Vi	sual Art	:s	
Class: B5		Class Size:		Sub Stran	d: Appr	ppreciating and Appraising	
Demonstra	Standard: ate understanding wn ideas for artis ople.		Indicator: B5.1.4.6.1/B5.1 appreciating an artworks				Lesson I OF I
Performa Learners conthers' visi	unce Indicator: an develop guideli ual artworks				Decision Comm	Competencies: on Making Creativity, In nunication	novation
	<pre>/ Learning Reso es: Creative Arts</pre>		os, videos, art pape	r, colors and tr	aditiona	i art toois	
DAYS	PHASE I: ST	ARTER	PHASE 2: MA	IN		PHASE 3: REFLE	CTION
	Engage learners and play games lesson.	to begin the	Appreciating in a people to look a understand how made. Explain to learner and have them a Description of stage involves work is made and materials The subject in talks about the work. Appraisal: this use of the artwo	ers the guideling the work was the guideling gree to it. In the work: the describing what of, size of the sused. In atter: this state is meaning of the stage talks of work. In a stage talks of work.	nes nis t the work ne the	Use questions to re understanding of th Ask learners to sum what they have lear Learners to read an key words on the b	e lesson nmarize nt d spell the oard
	Engage learners and play games ready for lesso Use questions to review learn understanding previous lessor	to get them n. and answers ers in the	Learners are to works that reflect culture of the permanent of the permane	et the history cople of Ghan works sing the deve e of the raisal to mod coduce similar	and a. loped	Use questions to re understanding of the Ask learners to sum what they have learners to read an key words on the b	e lesson nmarize nt d spell the

Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).

Week Ending:	DAY:	DAY:			Subject: Ghanaian Language			
Duration: 60mins per lesson			Strand: Composition Writing					
Class: B5 Class Size:			Sub Strand: Narrative Writing					
Content Standard: B5.4.1.1: Comprehend a punctuation marks in na		g.		ecognize and use punctuations in narrative writing. Lesson:				
Performance Indicator: Learners can recognize and use punctuations appropriately narrative writing.			Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking					
T			cards,	letter cards, handwriting on	a manila card			

References: Ghanaian Language Curriculum Pg. 49

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Discuss with learners types of writing and explain what narrative writing is. Give examples of narrative writing to learners to examine. Discuss with learners the structure and features of narrative writing. Assist learners to recognize the use of commas, full stops, and question marks appropriately in narrative writing given.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Engage learners to play the "What letter am I writing"	Allow learners to write a narrative of about two hundred words. Give a long narrative writing piece to learners.	Use questions to review their understanding of the lesson
	game. Put learners into groups of two. The teacher writes a letter in	Discuss the content of the narrative writing with learners.	Ask learners to summarize what they have learnt
	the air. Learners makes the letter sound and tell the teacher the sound that has been written	Allow learners to recognize the exclamation marks used in the given piece.	Learners to read and spell the key words on the board
		Let learners read the narrative piece in their groups.	
		Assist learners to understand the use of exclamation marks in narrative writing appropriately.	

Ask learners questions to review their understanding in	With a given narrative writing piece.	Use questions to review their understanding of the lesson
the previous lesson.		
·	Allow learners to discuss in groups the punctuations used in	Ask learners to summarize what they have learnt
Engage learners to play games	the narrative writing.	what they have learne
and sing familiar rhymes to		Learners to read and spell the
begin the lesson.	Assist learners to know the use of the colon and quotation marks in narrative writing appropriately through	key words on the board
!	discussion.	

Week En			Subject: PHYSICAL EDUCATION				
Duration	Ouration: 60mins Strand: Movement Concepts					pts	
Class: B5		Class Size:			Sub Strand	: Space Aware	ness
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities			Indicator: B5.2.1.2.1: Describe ways to create more space between an offensive player and a defensive player. Lesson: I OF I				
Performance Indicator: Learners can describe ways to create more spa between an offensive player and a defensive pla Teaching/ Learning Resources Video			· · · · · · · · · · · · · · · · · · ·				
Reference	ce PE curriculu	m Page 61					
DAYS	PHASE I: STA	ARTER P	HASE 2	: MAIN	l	PHASE 3:	REFLECTION
	games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in		o create so order to operate	che need space for have en space en	for players themselves nough room	understandir	ns to review their ng of the lesson to summarize ave learnt.

Week Ending:	DAY:		Subject: Computing		
Duration: 60mins			Strand: Introduction To Computing		
Class: B5	Class Size:		Sub Strand: Data, Sources	And Usage	
Content Standard: B5.1.3.1. Illustrate the use of	f Data and identify	Indicator: L B5.1.3.1.1-2 Identify primary sources of		Lesson:	
their sources	, —,	information	, p ,	I OF I	
Performance Indicator: Learners can identify primare	y sources of informa	Core Competencies: Creativity and innovation. 2. Concollaboration.	nmunication and		
Teaching/ Learning Resources Computer, Laptop, Smart			phone		
References: Computing Curriculum Pg. 14					

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DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social	Guide learners to identify the types of data (qualitative and quantitative) by asking leading	Ask learners to talk about what they have learnt.
	media handles.	questions.	Pose questions to learners to review their understanding of
	Discuss what is trending and invite learners to share their opinions on them.	Task them to convert data from one format to another without losing its value.	the lesson
		Guide learners to mention or talk about primary sources of information.	
		Task learners to record data from the primary source and bring them to class for discussion.	
		List items recorded and ask learners to group according to their similarities.	

SCHEME OF LEARNING- WEEK 8

BASIC FIVE

Name of School.....

Week Ending:	DAY: MONDAY Sub		Subject: E	Subject: English Language			
Duration: 60mins	Duration: 60mins Strand: Oral Language						
Class: B5		Class S	lize:	Sub Stran	d: Presentation		
Content Standard B5.1.10.1: Demonstr grammar and registe	ate knowledge of sp	ooken	Indicator: B5.1.10.1.2 dem spoken language	onstrate awa	areness of the fea	Lesson:	
Performance Indicate Learners can demon	cator:	the featu		uage	Core Compete Communication		
Key words	sequentially				•		
References: English	Language Curricul	um For Pr	imary Schools Pg.	82			
Phase/Duration PHASE I:		to two gr	oups. Call out son	ne vocabulary	y and let them	Resources Music box	
STARTER	The group to a Did y What Form	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: NEW LEARNING	contractions and ellipsis. Help learners to use contractions and ellipsis in speech. sentence letter can be an ellipsis in speech.				Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Encourage leatopics, e.g. M Use peer discontinuous learners what	E.g. Introduction of a chairman. Encourage learners to give short and simple speeches on chosen topics, e.g. My Favorite Meal. Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.					

Week Ending: DAY: Tuesday				Subject: English Language			
Duration: 60mins				Strand: Reading			
Class: B5		Class Size:		Sub St Cluste	rand: Blends ar rs	nd Consonant	
Content Standard: B5.2.5.1: Identify and u clusters in reading	ise cons	onant blends and	Indicator: B5.2.5.1.1 orally pr by blending sounds		vo-syllable words	Lesson:	
Performance Indica Learners can orall		ce two-syllable words	by blending sounds		Core Compe Communication Personal Devel	n and Collaboration,	
References: English L	_anguage	Curriculum For Prim	ary Schools Pg. 95				
Phase/Duration	Lear	ners Activities				Resources	
PHASE I: STARTER	then The	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: NEW LEARNING	Teac idens List pron Asse	educe two-syllable well the pronunciation ther and learners setify words containing words on the board funciation. Essment: Learners reble words with consider-hundred, dr-drugeled the words with consider-hundred the words with the	Word cards, sentence cards, letter cards, handwriting on a manila card				
PHASE 3: REFLECTION	Ask lesso 1. Te 2. Te durii	e.g. dr-hundred, dr-drumstick, bl-problem, nd-handcuff Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?					

Week Ending: DA			DAY: WEDNESDAY		Subject: English Language		
Duration: 60mins					Strand: Grammar		
Class: B5	Class: B5 Class Size:				Sub Strand: VERBS		
Content Standard: B5.3.5.1: Apply the kno- communication	wledge	e of verbs in	Indica B5.3.5		propriate subject-verb agree	ement	Lesson:
Performance Indicat Learners can use appro		subject-verb ag	reement		npetencies: ation and Collaboration, Pe ship	ersonal D	evelopment
New words		Imperative, I	knowledge	e			
References: English La	inguage	e Curriculum P	g. 116				
Phase/Duration	l ea	arners Activiti	es			Resou	rces
PHASE I: STARTER	are Div cou Th	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins! Share performance indicators and introduce the lesson.					
PHASE 2: NEW LEARNING	Review subjects and verbs in simple sentences. Use examples to introduce and explain subject-verb agreement. Example. The dog barks at the boy. If the subject is changed to plural, 's' is added- the dogs bark at the boy. Assessment: Present sentences with missing subjects and others without verbs for learners to complete. Introduce drills e.g. a completion drill to give further				cards, paper, ards,		
PHASE 3: REFLECTION	Asi less 1. 2. acc	k learners to o son: Tell the class o Tell the class o quire during th	learners to do the following by ways of reflecting on the on: ell the class what you learnt during the lesson. ell the class how you will use the knowledge they ire during the lesson. //hich aspects of the lesson did you not understand?				

Week Ending:	DAY: THURSDAY Subject: English Language						
Duration: 60mins	Duration: 60mins Strand: Writing				and: Writing		
Class: B5	Clas	s Size:		Sub Strand: Paragraph Development			ment
	B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a				nain idea and minor id	leas in a	Lesson:
Performance Indicator:					Core Competenci	ies:	
Learners can identify the mai	n idea a	nd minor id	eas in a paragraph		Communication and	Collabor	ation,
References: English Language	ge Curri	culum Pg. I	22				
Phase/Duration		ers Activiti				Resou	rces
PHASE I: STARTER			cite familiar rhym				
		•	ove to sing more	_			
			did you hear in the				
	• W	rite some	of the words you	hear	d.		
	lesson	•	mance indicators	and i	ntroduce the		
PHASE 2: NEW			• .				
LEARNING	Display a Model Paragraph, e.g. The children of Boti go to great lengths to seek the power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make bricks to build the walls and desks. They use grass and saplings and make a roof. Also, the children of Boti work very hard studying during the school year. Every day they learn something new. Finally, at the end of the year, their minds become fat with knowledge. This is how the children of Boti work hard to seek the power of education and reading. Have learners read it. Guide learners to identify the details of the paragraph and the sentences that contain these details. Have learners write their own paragraphs						iting on a
PHASE 3: REFLECTION			the following b	y wa	ys of reflecting on		
REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?						

Week Ending:		DAY: FRIDAY		Subject: English Language				
Duration: 60mins		•		Strand: Writing Conventions/ Extensive Reading				
Class: B5	C	lass Size:	Sub Strand: Using Adverbs					
Content Standard:			Indica	tor:		Lesso	n:	
B5.5.6.1: Demonstrate adverbs in speech and	in writing	ding of the use of			os to express manner	l of l		
Performance Indica					Core Competencies			
Learners can use		•	oprioto h	a a lea	Communication and C Personal	ollaboration,		
		f age- and level appr		JOOKS.	i ei sonai			
References: English	Language (Jurriculum Pg. 146	D					
Phase/Duration	Learners	A ativities				Dagayyaga		
PHASE I:		ome adjectives wit	h loorne	are .		Resources	•	
STARTER	Keview 30	one adjectives wit	ii leai ile	:1 3.				
J. A. C. L. C.	Do an act	tion for slow.						
		it word is this? Pu	ipils gue	ss: slow.				
		tion for loud.						
	Ask: Wha	it word is this? Pup	pils gues	s: loud.				
		tion for happy.						
	Ask: Wha	it word is this? Pup	pils gues	s: happy				
	Share per	formance indicato	ors and i	ntroduce the	lesson.			
PHASE 2: NEW		of manner tells ho				Word card	s,	
LEARNING	e.g. Obeng	g walks <u>fast</u>				sentence ca	,	
	Provide a	passage with adve	erbs of n	nanner.		letter cards handwriting manila card	g on a	
	Pair up le	arners to write sh	ort para	graphs using	adverbs of manner.			
	Have pair	s present their wo	ork to th	ne class for fe	edback.			
	Engage lea	arners in the "pop	corn rea	ading" 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.							
	Assessment							
			ee-parag	raph summai	ry of the book read.			
PHASE 3:					ecting on the lesson:			
REFLECTION		e class what you le						
		•	ill use th	ie knowledge	they acquire during			
	the lessor	n. aspects of the less	son did s	vou not unda	urstand?			
	J. VVIIICII	aspects of the less	SOLI GIG	you not unde	i statiu:			

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		
Class: B5	Class Size:	Class Size:		ub Strand: Number Operations	
Content Standard: B5.1.2.5 Translate word pro mathematical sentences and	Indicator: B5.1.2.5.1. Solv involving the fo		o word problems erations	Lesson:	
Performance Indicator: Learners can solve multi step word problems involving the four because of the control o				Core Competenci Critical Thinking; Justifi	

operations

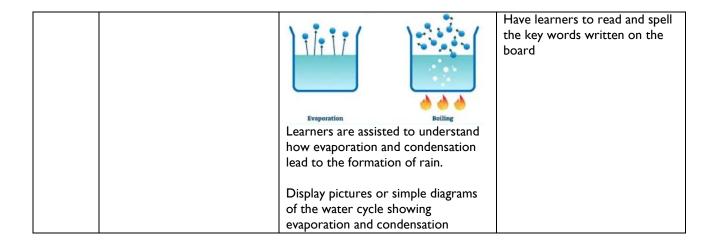
Teaching/ Learning Resources | Counters, bundle and loose straws

References: Mathematics Curriculum Pg. 71

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt	Give learners task to complete while you go round the class to support those who might need extra help.
		Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	
Tuesday	Engage learners in the "Jump Counting" game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Learners role play a given word problem involving addition and multiplication and solve Learners role play a given word problem involving subtraction and division and solve	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	Give learners brain teasers to solve. I. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?	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.
Thursday	Engage learners to cut out some 2D shapes at your start signal.	Use number line to help learners to do the following types (addition) (1) 9 + -4 = (2) -8 + 4 =	Give learners task to complete while you go round the class to support those who might need extra help.

	Have learners to paste the cut outs on the classroom wall	(3) -3 + -5 = (4) + - 3 = (5) -6 + 5 = (6) 6 + -2 = (8) -2 + 9 = Use number line to help learners to do the following types (subtraction) (9) -5 - = (10) -2 - = (12) 2 - 6 = (13) -1 - 7 = (14) -5 - 7 = (15) -8 - 8 = (16) 4 - 6 =	
Friday	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Solve word problems; e.g. (i) Some number added to 5 is equal to -11. Find the number. (ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben What is Cam's position relative to the surface of the water?	Give learners task to complete while you go round the class to support those who might need extra help.

Week Ending: DAY:					Subject: Scien	ice				
Duration: 60mins per lesson						Strand: Cycles	Strand: Cycles			
Class: B5 Class Siz						Sub Strand: E	arth Science	2		
Content Standard: B5.2.1.3 Show understanding of the roles of			Indicator: B5.2.1.3.1 Demonstrate evaporation			istrate evaporati	Lesson:			
condensation, evaporation, transpiration and precipitation in the hydrological (water) cycl Performance Indicator:				condensation as important processes of the			ses of the	I OF I		
as importa	can demonstrate evapor ant processes of the hyd	drological (v	water	r) cycle	Collabo	orative Learning;		; Justification of Ideas;		
	g/ Learning Resource es: Science Curriculu		ch car	ndle matchs	stick lar	ntern paper penc	il			
Keierend	es: Science Curriculu	ım Fg. 20								
DAYS	PHASE I: START	ER	PH	ASE 2: MA	AIN		PHASE 3	: REFLECTION		
	YouTube and other s	invo	lving the er	nvironm	and rhymes nent and water.	Ask learners questions to review their understanding of the lesson				
	news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them		cove obseafter cond	ering water erving water some time densation and he experim	ATIO with a r drople (evapor d condenent per	lid and ets on the lid oration &	interesting Have learn the key wo	o tell what was about the lesson. Hers to read and spellords written on the		
	going on in their lives and your learners migabout plans for the warmers question review their understathe previous lesson	ght talk veekends. ns to	boili trans cond	er until it being water w sparent gladenses on t s(condensat	vith a sh ss. Wat cranspar	er vapor	the lesson Learners to	or tell what was about the lesson.		



Week E	inding:	DAY:	Subject: OWO			Р		
Duratio	n: 60mins per lesson		Strand: All About Us					
Class: B	5	Class Size:		Sub	Strand: Ho	ome And S	chool	
B5.1.4.1. skills for	t Standard: Demonstrate under using peer groups for mmunity	•	Indicator: B5.1.4.1.1. Describe skills for dealing with peer pressure				Lesson:	
	nance Indicator: can describe skills fo	r dealing with	peer pressure		Core Cor Communica Thinking		es: llaboration Critical	
Teachin	g/ Learning Resou	rces Pi	ctures, Charts, Vide	o Clip	s			
New wo	ords	•						
Referen	ces: OWOP Curric	ulum Pg. 28						
DAYS	PHASE I: STARTER 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.		PHASE 2: MAIN			PHASE 3: REFLECTIO		
			Learners talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous		Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson Give learners task to do in their work books.			
	Play games and reci that learners are fai to begin the lesson. Ask learners questi	te rhymes miliar with	Learners role play b belonging to good p Learners discuss the belonging to bad pe drink alcohol, take o marital sex	eer gr dange eer gro	oups ers of oups e.g.	review th of the les	ners questions to neir understanding sson to tell what was	

Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following: i. drink alcohol ii. take drugs iii. have pre-marital sex

their work books.

Week Ending: DAY:			Subject: RELIGIOUS & MORAL EDUCATION					
Duration:	60mins		Strand: God's Creation & Attributes					
Class: B5 Class Size:				Sub St	trand: The E	Environment		
B5.1.2.1. Exenvironmen	xplain how to care		Indicator: B5.1.2.1.2: Demonstrate ways to care for the environment.			Lesson:		
	nce Indicator: .n discuss the effec nt.			Core Competencies:				
Teaching/	Learning Resou	rces Wal	l charts, wall w	ords, pos	ters, video o	lip, etc.		
Reference	s: RME Curricul	um Pg. 37						
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN			PHASE 3: REFLECTION		
	that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.		Guide learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc. Let learners discuss and write down the importance of caring for the environment: the importance may include: i. it helps to improve climatic conditions such as adequate rainfall, balanced temperature on earth, etc. Let learners present their work in class for appreciation and		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: Histo			ct: Histo	ory		
Duration: 60mins per lesson					Strand: My Country Ghana				
Class: B5 Class Siz			ze:		Sub S	trand: S	ome Selected Ind	ividuals	
Content Standard: B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally Performance Indicator: Learners can name Ghanaians who have locally and internationally Teaching/ Learning Resources Pi				significant Contrib	Ghanaians who have made ibution locally and internationally Core Competencies:			Lesson: I OF I cal thinkers	
	ces: History Curric								
DAYS	DUACELCTA	TED	יח	IACE 2: MAIN			DUACE 2 DE	LECTION	
DAYS	PHASE I: STAR	KI EK	26	IASE 2: MAIN			PHASE 3: REF	LECTION	
	Engage learners to play games and sing familiar rhymes to begin the lesson.		Retell the live stories of any Ghanaian who have made significant contribution locally and			Use questions to review learners understanding of the lesson.			
			Efuu play auth adv inclu Ana theo Suth Uso imp loc	armple: Efua Sutherland armight, director, drama activate Foriwa, Edufa, and ansewa. A park in Accra atter was named after harmand park" e pictures to identification and internation ally and internation	was a gh tist, childr t, research rist. Her w The Mar near the er "Efua Ty some ns he ma	anaian ren's rher, child works riage Of national	what they have Call learners to the main points		
	Engage learners to games and sing fam rhymes to begin the Ask learners quest review their under in the previous less	niliar ne lesson. cions to estanding	Gh cor inte Exa Aku serv crim serv She	tell the live stories of anaian who have mentribution locally an ernationally ample: Prof Akua Kora Kuenyehia is a ghance as a judge of the invited as first vice presider was one of the only the ges at the ICC	ade sign d uenyehia nian lawye ternation o 2015. S	a-law er who al She also court.	Use questions to learners underst lesson. Ask learners to what they have to the main points	tell the class learnt.	



Use pictures to identify some of the important contributions he made locally and internationally

Week Ending: DAY:				Subject: (reative A	Arts		
Duration:	60mins per lesso	on		Strand: Pe	erforming	g Arts		
Class: B5 Class Size:				Sub Stran	d: Appr	eciating and Appraisi	ng	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.			appreciating an	2.4.7.1 Develop guidelines for dappraising own and others' works that reflect the history and African people				
Learners ca others' perf	forming artworks	1	ting and appraisin	g own and	Core O Decisio Commu	Competencies: n Making Creativity, Ini inication	novation	
<u> </u>	Learning Reso		s, videos, art paper	, colors and tr	aditional a	art tools		
Reference	s: Creative Arts	Curriculum Pg	g. 88,91					
DAYS	PHASE I: ST	ARTER	PHASE 2: MA	IN		PHASE 3: REFLI	ECTION	
	Use questions and answers to review the previous lesson with learners. Engage learners to play games and sing songs to begin the lesson Use questions and answers to review the previous lesson with learners. Engage learners to play games and sing songs to begin the lesson		The easiest way appreciate a per develop a releva appropriate crit. Guide learners or criteria for a appraising a per > Creative pro > Subject matt. > Selection and and elements > Styles and te > Originality or > Use of space > Selection and > Symbolism and relevance > Aesthetic qu	formance is ance and eria or check to create a coppreciating a formance; cess er duse of instrict chniques r creativity duse of costind cultural	to klist. hecklist nd uments	learners understanding the lesson. Ask learners to tell the what they have learnt. Call learners to summ the main points of the lesson. ents		
			> suitability Lead a discussion criteria with lea Now let learner to appreciate an previous art per e.g. playing music create a rhythm. Put learners into them play music create a rhythm observe. Set up a three nuse the checklis	rners. learne the less so use the checklist ad appraise a formed in class. ical instruments to ic pattern. congroups and let the males al instruments to ic pattern as others nember judge to		learners understan the lesson. Ask learners to tell what they have lear Call learners to sur	Ask learners to tell the class what they have learnt. Call learners to summarize the main points of the	

Week E	nding:	DAY:			Subj	ect: Ghanaian	Language		
Duratio	on: 60mins per lesson Strand: Compo			nd: Composit	tion Writing				
Class: B	5	Class Size:		Sub Strand: Creative/ Free W				/riting	
B5.4.2.1:	t Standard: Show an under ng longer storie			Indicator: B5.4.2.1.1-3 Create a story that their environment.				Lesson:	
Performance Indicator: Learners can create a story that relates to t						Core Com Creativity and		ommunication and	
Teachin	g/ Learning F	Resources	Word	d cards, senten	ce card	s, letter cards, h	nandwriting on	a manila card	
Referen	ces: Ghanaian	Language Cur	riculum	n Pg. 50					
DAYS	PHASE I: S	TARTER		PHASE 2: N	1AIN		PHASE 3:	REFLECTION	
	Engage learners in the "Lucky Dip game" Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep			Discuss with that are cons story.				ons to review their ing of the lesson	
				In groups, ask learners to create a short story and read to the class. Give a few words on the board			Ask learners to summarize what they have learnt Learners to read and spell the key words on the board		
				as a guide for a short story	· learn	ers to write			
	Memory Ga	ers to play " Th ume"		Ask a learner Discuss with				ons to review their ing of the lesson	
	The students picture with a list of sever	many things in i		imaginative st	ory is.		Ask learner what they h	rs to summarize nave learnt	
	The catch is t for just a few	hey are shown		In groups, ask learners to write an imaginative story of about three hundred words and present to the class.				o read and spell the on the board	
	recall what they saw and write it down in their books. U fla		ite	•	nces on flashcards.				
			Use the sente flashcards to write an imag story on thei	help le ginative	earners to e longer				
	Engage learners to play the "Step forward" game.			Discuss some issues with le flood, bushfir	e envir	onmental such as	Use questions to review their understanding of the lesson		
Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward'			ine. e a	pollution, etc. Give learners some guiding sentences on the board.			Ask learners to summarize what they have learnt		
	or 'if your nai step forward'	me begins with	/f/ ish	Put learners i them to crea selected issue environment	te a ste e on th	ory about a ne		read and spell the on the board	

environment for each group

Week End	ling:	DAY:				Subject: PHYS	SICAL EDUC	CATION
Duration:	60mins					Strand: Move	ment Conce	pts
Class: B5		Class Size	: :	Sub Strand: Dynamics				
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities						nen	Lesson:	
Performance Indicator: Learners can explain the differences in apply receiving force when jumping for height and			d dista		As lear their c	Competencies mers list factors ognitive domain	that cause ir	njuries they develop
DAYS	PHASE I: STA	ARTER	PHA	ASE 2: I	MAIN		PHASE 3	: REFLECTION
	Use questions at to review the pr lesson with learn Engage learners games and sing s begin the lesson	evious ners. to play ongs to	that perfo of gr the s	in jumpi ormer h avity act	ng for h as to dis ing on t acing it	in to learners eight, the place the force he body from outside the	learners ur lesson. Ask learne	ons to review nderstanding of the rs to tell the class have learnt.
	J		shou force	ld take a by pusind durin	advantag hing har	e performer ge of reaction d on the off so as to gain		ers to summarize oints of the lesson.

Week Er	nding:	DAY:	Subject: Computing			
Duration	: 60mins			Strand: Introd	luction To Comp	outing
Class: B5		Class Size:		Sub Strand: [Data, Sources An	d Usage
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources			Indicator: B5.1.3.1.3. Identify secondary sources of information e.g. radio, fax, telephones calls,			Lesson:
			SMS etc.			1 01 1
Performance Indicator: Learners can identify secondary sources of inforadio, fax, telephones calls, SMS etc.			rmation e.g. Core Competencies: Creativity and innovation. 2. Communicollaboration.		unication and	
Teaching	g/ Learning Resou	rces Compu	ter, Laptop, Sma	rtphone		
Reference	es: Computing Cu	rriculum Pg. 14				
DAYS	PHASE I: STA	ARTER	PHASE 2: MAI	N	PHASE 3: RE	FLECTION
	Use questions ar review the preview the preview the preview the learners.	ous lesson	Guide learners to talk about where receive or send in asking leading quo	one can nformation by	Use questions learners unders lesson.	
Engage learners to play games and sing songs to begin the lesson		Task learners to record data rom the news on the radio and oring to class for discussion.		Ask learners to tell the class what they have learnt. Call learners to summarize		

List items recorded and ask learners to group according to their similarities.

the main points of the lesson.

SCHEME OF LEARNING- WEEK 9

BASIC FIVE

Name of School.

Week Ending:		DAY: N	MONDAY	Subject	English Language		
Duration: 60mins				Strand:	Oral Language		
Class: B5		Class S	Size: Sub Strand: Dramatization & Role Play				
Content Standard: B5.1.5.1: Appreciate pieces of literary materials through dramatization			Indicator: B5.1.5.1.1 us parts/whole		dramatize or role-p	Lesson:	
Performance Ind Learners can use co	icator: estume to dramatize	or role-p	lay parts/whole	e of stories	Core Compet Communication	tencies: n and Collaboration	
Key words	sequentially						
References: Englis	h Language Curricul	um For Pr	imary Schools	Pg. 75			
Phase/Duration	Learners Act	ivities				Resources	
PHASE I:	Put learners	into two	groups. Call	out some voc	abulary and let	Music box	
STARTER	them search	the diction	onary for thei	r meanings.			
	The group to	read firs	st wins.				
	• Did y	you enjoy	the game?				
	· · · · · · · · · · · · · · · · · · ·		ords have you	ı learn?			
			ntences with y		rds.		
			ŕ				
	Share perfor	mance in	dicators and i	ntroduce the	lesson		
PHASE 2: NEW	Lead learners	s to selec	t a familiar st	ory for dram	atization.	Word cards,	
LEARNING				•		sentence cards,	
	Ask question	s to revi	ew the story.			letter cards,	
	•		•			handwriting on a	
	Assign group	s to prep	to prepare (share roles, select costume and			manila card	
			ize the story				
	their perforn	Assessment: Invite groups to perform for the class to critique their performances.					
PHASE 3:					find out from		
REFLECTION	learners wha	t they ha	ve learnt duri	ing the lesson			
	Take feedbac	k from le	earners and s	ummarize the	lesson.		

Week Ending:		DAY: Tuesday	,	Subjec	t: English Langu	uage
Duration: 60mins			Strand: Reading			
Class: B5	CI	ass Size:	Sub Strand: Vocabul			ary
Content Standard: B5.2.6.2: Build vocabu			Indicator: B5.2.6.2.1 develop a rich vocabulary stock through extensive reading			Lesson:
Performance Indicator: Learners can develop a rich vocabulary stock thro					Core Compe Communicatio Personal Devel	n and Collaboration,
References: English	Language Cu	ırriculum For Prim	nary Schools Pg. 97		l	•
Phase/Duration PHASE I: STARTER	Put lear		oups. Call out son		oulary and let	Resources flashcards
	them search the dictionary for their meanings. The group to read first wins. Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson					
PHASE 2: NEW LEARNING	Choose Have le Let thei in conte Guide le	and read an age arners talk abou m identify unfam ext. earners to choos age individual lea	d an age-appropriate story to the class. Ik about the story.			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	lesson: 1. Tell t 2. Tell t during t	rners to do the f the class what you the class how you the lesson.	following by ways of the learnt during the unit will use the knowne lesson did you	e lesson. wledge t	hey acquire	

Week Ending:		DAY:	WEDNE	ESDAY	Subject: English Langua	ge	
Duration: 60mins					Strand: Grammar		
Class: B5		Class Size:			Sub Strand: Verbs		
Content Standard: B5.3.5.1: Apply the know communication		of verbs in		.1.3 use the	e simple present form of ver preferences		sson: f I
Performance Indicator: Learners can use the simple present form of verbs to express needs or preferences Core Competencies: Communication and Collaboration, Pe and Leadership			rsonal Develo	pment			
New words		Imperative, kno	owledge	e			
References: English La	nguage	Curriculum Pg.	112				
Phase/Duration		rners Activities				Resources	
PHASE 1: STARTER PHASE 2: NEW	are Divi com The Shar	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins! Share performance indicators and introduce the lesson. We use the simple present tense with the verbs "love",				Word cards	
PHASE 3:	Intreexpess. - 1 i -We Let to e	"enjoy", "like" to express likes and "hate" to express dislikes. Introduce the simple present form of verbs in sentences to express needs/preferences. e.g. — I love to watch this movie. — I need new clothes. — I like playing football more than volleyballWe hate to see people without manners. Let learners use simple present form of verbs in sentences to express needs and preferences Ask learners to do the following by ways of reflecting on the			letter cards,		
REFLECTION	lesson 1. T 2. T acqu	on: Tell the class wh Tell the class ho Uire during the	at you w you v lesson.	learnt duri	,		

Week Ending:	DAY: THU	IRSDAY	Sul	bject: English Langua	ge	
Duration: 60mins	1		Strand: Writing			
Class: B5	Class Size:		Sul	b Strand: Creative V	Vriting	
Content Standard: B5.4.11.1: Create texts		Indicator: B5.4.11.1.1 writissues in the com		ely on topics of choice	on	Lesson:
Performance Indicator: Learners can write freely on topics of choice on issues in the community Core Competencie Communication and C						ration,
References: English Langu	age Curriculum Pg. 1	31				
Phase/Duration	Learners Activitie	25			Resou	rces
PHASE 1: STARTER PHASE 2: NEW LEARNING	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. Revise the stages of the writing process Have learners follow the writing process to create their own pieces on a given topic. Learners present their work for editing.			cards,	cards, sentence letter cards, riting on a card	
PHASE 3: REFLECTION	Have pupils publish their works on the notice board. Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?					

Week Ending:		DAY: FRIDAY		Subject: E	nglish Language			
Duration: 60mins				Strand: W	riting Conventions	/ Exten	sive Reading	
Class: B5	Cla	ass Size:		Sub Strand:				
Content Standard: B5.5.7.1: Apply the knoral and written com	owledge of pi	epositions in	Indicator: B5.5.7.1.1. use prepositions to convey a variety of meanings I of I					
Performance Indic	ator:		· I		Core Competend	cies:	•	
		to convey a variety age- and level appr	•	•	Communication and Personal	d Collab	oration,	
References: English	Language C	urriculum Pg. 14:	7					
Phase/Duration	Learners A	ctivities				Resou	ırces	
PHASE I: STARTER		ne adjectives wit	th learne	ers.				
			ماناه جیره	ss. slove				
		word is this? Pu on for loud.	ipiis gue	55. SIOW.				
		word is this? Pu	nils gues	s. lond				
		on for happy.	piis gaes					
			pils gues	s: happy				
	Ask: What word is this? Pupils guess: happy							
	Share perfo	ormance indicato	ors and i	ntroduce the	lesson.			
PHASE 2: NEW	Use prepositions in sentences to convey the following meanings:					Word	cards,	
LEARNING	- Position e						sentence cards,	
	- Direction	•				letter		
	- Time e.g.					manila	riting on a	
	Purpose ePossession					IIIaiiiia	Caru	
		on e.g. taller than						
		r opposition e.g. f	or vou. a	gainst vou				
		ners in the "popco						
	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.							
	Assessmen	t.						
	· · · · · · · · · · · · · · · · · · ·	<u>s</u> s to write a-three-	paragrad	h summary of	the book read.			
PHASE 3:		rs to do the follo						
REFLECTION	lesson:		6 3/	,	0			
		class what you le	earnt du	ring the lesso	on.			
		class how you w		•				
	during the	•		0-	-, 1			
		spects of the less	son did	you not unde	erstand?			

Week Ending: DAY:		Subject: Mathematics			
Duration: 60mins per lesson			Strand: Number		
Class: B5 Class Size:			Sub Strand: Fractions		
Content Standard: B5.1.3.1 Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions Indicator: B5.1.3.1.1-3 use the conformation changing fractions to the and subtraction of like			e same dend		Lesson:
Performance Indicator: Learners can use the concept of equivalent fractions in changing from the same denominator for addition and subtraction of like fraction.				Core Competencie Critical Thinking; Justific	

to the same denominator for addition and subtraction of like fractions

Counters, bundle and loose straws **Teaching/ Learning Resources**

References: Mathematics Curriculum Pg. 71

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to solve this number pattern	Equivalent fractions are different fractions of the same value. E.g. $\frac{1}{2} = \frac{2}{4}$	Ask learners to tell you what they have learnt and what they will like to learn in the next
	If: 2+2=42 3+3=93 4+4=164	Guide learners to determine equivalent fractions.	lesson
	5+5=255	e.g. find the next two equivalent fractions for $\frac{1}{2}$	Give learners individual or hom task.
	Then: 6+6=? Answer: 366	Learners to take notice of the numerator (1),denominator (2) and add the same number at every step to	e.g. find the next two equivalent fractions for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{5}$
	Answer: 366	determine the equivalent fractions	
		$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	
		Assessment: Learners to practice with more examples	
	Engage learners to play the Dice game.	Fractions can arranged in ascending or descending order	Ask learners to tell you what they have learnt and what they will like to learn in the next
	Put learners into pairs and give out two dice to each pair.	To arrange fractions in ascending order means from the smallest value to the highest value.	lesson
	Have a partner to toss the dice and the other add up	e.g. arrange the following fractions in ascending order.	Give learners individual or hom task.
	the two numbers that shows up.	$\left \frac{1}{2}, \frac{2}{3}, \frac{1}{5}\right $	e.g. arrange the following fractions in ascending order.

r	т		
	Engage leaners to sing the song WE CAN COUNT We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30 $\frac{1}{2} = \frac{15}{30}, \frac{2}{3} = \frac{20}{30}, \frac{1}{5} = \frac{6}{30}$ Since the denominator are now the same, we compare the numerators, 15,20 and 6. In ascending order will be 6,15 and 20. Therefore $\frac{1}{5}, \frac{1}{2}, \frac{2}{3}$ Assessment: Learners to practice with more examples To arrange fractions in descending order means from the highest value to the smallest value. e.g. arrange the following fractions in descending order. $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$ Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30 $\frac{1}{2} = \frac{15}{30}, \frac{2}{3} = \frac{20}{30}, \frac{1}{5} = \frac{6}{30}$ Since the denominator are now the same, we compare the numerators, 15,20 and 6. In descending order will be 20,15, and 6. Therefore $\frac{2}{3}, \frac{1}{5}, \frac{1}{2}$ Assessment: Learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. e.g. Arrange the following fractions in descending order. $\frac{1}{2}$, $\frac{2}{3}$, $\frac{1}{5}$
	Engage learners to solve	Guide learners to add fractions using	Ask learners to tell you what
	this number pattern	the concept of equivalent fractions. e.g. add $\frac{1}{2} + \frac{2}{3}$	they have learnt and what they will like to learn in the next
	lf: 2+2=42 3+3=63 4+4=84	e.g. auu : — 2 3	lesson
	5+5=105	Guide learners to determine the equivalent fractions for the given fractions to have the same	Give learners individual or home task.
	Then: 6+6=?	denominator.	e.g. add $\frac{1}{2} + \frac{2}{3}$
	Answer:126	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	_

T		T
	Learners to add only the numerators since the denominators are the same Hence $\frac{3}{6} + \frac{4}{6} = \frac{7}{6}$ Assessment: Learners to practice with more examples	
Let learners solve this brain teaser + + + + + = 30 + + + + = 18 = 2 + + + + = ?	Guide learners to subtract fractions using the concept of equivalent fractions. e.g. solve $\frac{2}{3} - \frac{1}{2}$ Guide learners to determine the equivalent fractions for the given fractions to have the same denominator. $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} \qquad \frac{2}{3} = \frac{4}{6} = \frac{6}{9}$ Learners to subtract only the numerators since the denominators are the same Hence $\frac{4}{6} - \frac{3}{6} = \frac{1}{6}$ Assessment: Learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. e.g. solve $\frac{2}{3} - \frac{1}{2}$

Week Ending:	DAY:			Subject: Science		
Duration: 60mins per lesson						
Class: B5	Class Size:			Sub Strand: Earth Science		
Content Standard: B5.2.1.4 Demonstrate unders how carbon and nitrogen are nature	_	in B5.2.1.4.1 D		oe the uses of carbon dioxide humans and life on earth	Lesson:	
				Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas Collaborative Learning;		
Teaching/ Learning Resources Torch candle			atchsticl	k lantern paper pencil		
References: Science Currio	culum Pg. 21					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
DAIS	I HASE I. STARTER	I HASE Z. MAIN	THASE S. REFLECTION
	Review learners	Revise with learners the meaning of	Ask learners series of
	understanding in the	Air.	questions to review their
	previous lesson using	Air is a mixture of many gases.	understanding of the lesson
	questions and answers	, , ,	
	·	Learners mention the components	Ask learners to summarize
		of air.	what they have learnt
	Engage learners to play	Nitrogen, Oxygen, Carbon dioxide, Water	
	games and sing songs to	vapor and Other gases	Learners to read and spell the
	begin the lesson.		key words on the board.
		Learners are assisted in groups to	
		answer the following questions:	
		What is carbon dioxide?	
		Carbon dioxide is a colorless, odorless gas	
		produced by burning carbon and organic	
		compounds.	
		What is carbon dioxide used for?	
		How does carbon dioxide get into	
		the environment?	
		It is used as a refrigerant, in fire	
		extinguishers, for inflating life jackets, etc.	
		examples of influence in packets, etc.	
		Engage learners to experiment with	
		some of the uses of carbon	
		dioxide.	
	Review learners	Learners are assisted in groups to	Ask learners series of
	understanding in the	answer the following questions:	questions to review their
	previous lesson using		understanding of the lesson
	questions and answers	Does carbon dioxide have adverse	_
		health effects?	Ask learners to summarize
		Exposure to carbon dioxide can cause	what they have learnt
	Engage learners to play	headaches, dizziness, restlessness,	
	games and sing songs to	difficulty in breathing, sweating, elevated	Learners to read and spell the
	begin the lesson.	blood pressure, coma, convulsions, etc.	key words on the board.
		Door combon distributions adverse	
		Does carbon dioxide have adverse	
		effects on the environment? Extra carbon dioxide in the atmosphere	
		increases the greenhouse effect.	

Week E	nding:	DAY:			Sub	ject: OWO	P	
Duratio	n: 60mins per lesson				Str	and: All Arou	and Us	
Class: B	5	Class S	Size:	ize: Sub Strand: The Weather			e Environment And The	
Content Standard: B5.2.1.1. Demonstrate understanding human activities that contribute to abu greenhouse gases in the atmosphere Performance Indicator: Learners can record human activities to of greenhouse gases and climate change Teaching/ Learning Resources			ridant cause over concentration of green gases and climate change Core Communication Communication					
New wo	ords ces: OWOP Curric	ulum Pa	29					
Referen	ces. Ovvor Curric	ululii Fg						
DAYS	PHASE I: STAR	TER	PHAS	E 2: MAIN			PHASE	3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.		human Climate average and rain Learner commu emissio E.g. defo smoke fi refuse ar	r list human activinity that contribution of greenhouse prestation, application or vehicles, bush bund charcoal, smoke for the charcoal of the	m change in the ach as temperature rities in their ute to the gases. on of fertilizers, urning, burning of from industries.		PHASE 3: REFLECTION Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.	
	understanding in the previous lesson using questions and answers			rs talk about how preserved for the air, e planting, do not n refuse etc.	pro	vision of	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.	
	Engage learners to games and sing song begin the lesson.		themse compo	Put learners in groups to organize themselves to plant trees on the school compound and dispose of refuse properly.				

Week Ending:	DAY:		Subject: RELIGIOUS & MORAL EDUCATION			
Duration: 60mins			Strand: Religious Practices			
Class: B5 Class Size:			Sub Strand: Religious Worship			
Content Standard: B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship worship.			Discuss the moral importance of			
Performance Indicator: Learners can discuss the moral importance of worship.				Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity		
Teaching/ Learning Resources Wall charts, wall words, posters, video clip, etc.						

References: RME Curriculum Pg. 38

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

Week Ending:	DAY:	DAY:		Subject: History		
Duration: 60mins per le	Omins per lesson Strand: Europeans in Ghana					
Class: B5	Class Size:	Class Size:		b Strand: Slave Trade		
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury.			Indicator: B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16 th century		Lesson:	
Performance Indicator: Learners can investigate why the Europeans began trading in humans the 16 th century			s by	Core Competencies: Learners to become critical the digital literates	ninkers and	

Teaching/ Learning Resources Pictures and Videos

References: History Curriculum Pg. 32

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	In a group discussion, engage learners to explain slave trade. Slave trade is the capturing, selling and buying of enslaved persons. Tell learners stories about slave trade in ghana. Ghana was primarily attracted by Europe because of the large quantity of gold dust found here. They exchanged the gold with clothing, blankets, spices, sugar, silk, etc. As early as 1500, the settlers' interest turned to exchanging the gold with human beings in the light of the growing demand for human labor in europe.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Use a map to explain the concept of Trans-Atlantic slave trade The Trans-Atlantic Slave Trade Uprooted Millions Number of enslaved Africans arriving on the American continent (1514-1866) United States Other 2,780,000 Granded 935,000 Grande	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Transatlantic slave trade was the buying of human beings from West Africa across the Atlantic ocean to America and the west indies for sale.

It involved three continents namely Africa, America and Europe. It was also known as the triangular trade. The trade routes were

i. from europe to west Africa

ii. from west Africa to north and south America

iii. from America to europe



Week Ending: DAY:					Subject: Creative Arts				
Duratio	n: 60mins per lesson		Strand: Visual Arts & Perform			Performing Arts			
Class: B	5	Class	Size:		Sub Stran		and Exploring Id	leas (School	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic express on the people.			Indicator:			er African	Lesson:		
	nance Indicator: can make artworks o	of other			•	Decision Ma Communica		nnovation	
	g/ Learning Resour		1	s, videos, art pape	, colors and tr	aditional art t	ools		
Referen	ces: Creative Arts C	urricul	um Pg. 6	62					
DAYS	PHASE I: STAR	TER	PHAS	SE 2: MAIN			PHASE 3: RE	FLECTION	
	Review learners understanding in the previous lesson using questions and answard Engage learners to games and sing sombegin the lesson.	ing vers play	artists artwo the pe e.g. Goncald Mozam welds to pistols, decepti meanin culture. Let lea	iss with learners living in Africa a rks reflect the heaple in Africa. oncalo Mabunda of Mabunda born in abique is an artist a logether menacing in parts of Kalashnika wely esthetic, fused gs not least to suggiarners study the solo of Goncalo Ma	January 1, 1975, and anti-war activistruments of devis, into disarminto suggest a mulest alternate use artworks (sc	ture of in Maputo, vist. He eath, bullets, g objects, ltiplicity of es and	Ask learners so questions to re understanding Ask learners to what they have	eview their of the lesson o summarize	

Review learners Learners gather materials and tools available Ask learners series of understanding in the in their community based on artwork of questions to review their previous lesson using Goncalo Mabunda they wish to create. understanding of the lesson questions and answers Demonstrate and guide learners to make a Ask learners to summarize simple sculpture. what they have learnt Engage learners to play games and sing songs to Allow learners to practice in groups following begin the lesson. the steps provided. Learners to discuss and compare their artworks to the artworks studied.

Week Ending:	DAY:		Subject: Ghanaian Language			
Duration: 60mins per lesson			Strand: Writing Conventions			
Class: B5 Class Size:			Sub Strand: Capitalization			
Content Standard:	Content Standard: Indicator:				Lesson:	
B5.5.1.1: Show an unde	erstanding in	B5.5.1.1.1-3 Com	mprehend the use of capital			
the use of capital letter	s appropriately	letters with color	i and q	uestion mark.	I OF I	
Performance Indicat	tor:		Core Competencies:			
Learners can comprehe	end the use of ca	pital letters with co				
and question mark.			collaboration, Critical thinking			
Teaching/ Learning	\Mond a	NV of sole and a second for a selection of the selection				
Resources	vvord c	Word cards, sentence cards, letter cards, handwriting on a manila card				

References: Ghanaian Language Curriculum Pg. 56

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

Engage learners to play	Let learners recognize the words	
games and sing songs to	that occur after the question	
begin the lesson.	mark.	
	Discuss the occurrence of the	
	capital letter to begin the word	
	after the question mark.	
	Write a few sentences on the	
	board and ask learners to write	
	them out correctly, placing in	
	them question marks and capital	
	letters, etc.	

Week E	nding:	DAY:			Subject: PH	YSICAL EDUC	CATION
Duratio	on: 60mins				Strand: Phy	sical Fitness	
Class: B	s: B5 Class Size:				Sub Strand	: Aerobic Cap	acity
Content Standard: Demonstrate competence in the motor skill				ndicator:	form 10 minut	os iogging	Lesson:
and movement patterns needed to perform variety of physical activities				B5.3.1.3.1 Perform 10 minutes jog with music			I OF I
	nance Indicator: can perform 10 minu	utes jogging with	musi	music Core Competencies: As learners list factors that cause injuries they developed their cognitive domain			njuries they develop
Teachir Refere	ng/ Learning Resounce PE curriculu		s and	l Pictures			
DAYS	PHASE I: STAR	TER	PHASE 2: MAIN		PHASE 3:	REFLECTION	
	Review learners understanding in the previous lesson using questions and answers.		Choose music that can aid learners to jog. Learners jog at their own pace		understandi	ns to review their ng of the lesson s to summarize	
	Engage learners to and sing songs to b	play games f) minutes.	· · · F · · · ·	what they ha	ave learnt
	lesson.	1	their 1 and sy	ers commur teachers and ymptoms as activity.			

Week Ending:	DAY	DAY:		Subject: Computing		
Duration: 60mins			Strand: Introduction To Computing			
Class: B5	Class: B5 Class Size:		Sub Strand: Data, Sources A	And Usage		
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources			Indicator: B5.1.3.1.5-7 Ro double, float).	B5.1.3.1.5-7 Recognize data types (integer,		
Performance Indicator: Learners can recognize data types (integer, double, float).				Core Competencies: Creativity and innovation. 2. Com collaboration.	nmunication and	
Teaching/ Learning Resources Computer, Laptop, Smartp			phone			
References: Computin	g Curriculur	n Pg. 14				

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

SCHEME OF LEARNING- WEEK 10 BASIC FIVE

Name of School.....

Week Ending:		DAY: MONDAY		Subject: English Language		
Duration: 60mins	uration: 60mins Strand: Oral Language					
Class: B5	ss: B5 Class Size: Sub					
grammar and register	B5.1.10.1: Demonstrate knowledge of spoken B5.1.10.1.3 demonstrate awareness of how me					
Performance Indicate Learners can demonstra appropriate pace, stress	te awareness of and tone	how mea	ning is conveyed t	hrough	Core Compet Communication	encies: and Collaboration
-	equentially					
References: English Lar	nguage Curriculi	ım For Pr	rimary Schools Pg.	86		
DI /D						
Phase/Duration	Learners Act		Call and			Resources
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: NEW			cators and introduc			Word cards.
LEARNING	Perform a familiar poem as learners listen and observe. Have learners discuss the recital with focus on intonation, stress and rhythm. Perform it again and have the class or groups do same. Individuals, pairs and groups now choose and perform their favorite poems. Have learners listen to a conversation or speech in which the speaker speaks fluently and clearly and another audio where the speech is neither clear nor fluent.					sentence cards, letter cards, handwriting on a manila card
	clear speech.	e importance of				
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.				
	Take feedbac	k from le	earners and sumr	narize the le	esson.	

Week Ending:		DAY: Tuesday	,	Subjec	t: English Lang	uage
Duration: 60mins				Strand: Reading		
Class: B5	Cla	ss Size:		Sub St	rand: Silent Re	eading
Content Standard: B5.2.8.1: Construct n		texts read	Indicator: B5.2.8.1.1 infer me texts	eaning fro	m level-appropr	Lesson:
Performance Indic Learners can infer me		vel-appropriate t	exts		Core Compe Communication Personal Deve	on and Collaboration,
References: English	Language Cui	riculum For Prim	nary Schools Pg. 102	2		
Phase/Duration	Learners	Activities				Resources
PHASE I: STARTER	search th	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: NEW LEARNING	different meaning	Share performance indicators and introduce the lesson Have learners read silently. Let them stop and think about something different from the text. This is to make them know what to do when meaning is disrupted. Have them read silently for the meaning from the text				
PHASE 3: REFLECTION	Ask lear lesson: I. Tell th 2. Tell th during th	Ask learners to do the following by ways of reflecting on the				

Week Ending: DAY: WED			WEDNE	SDAY	Subject: English Langua	ıge	
Duration: 60mins				Strand: Grammar			
Class: B5 Class Size: Sub Str				Sub Strand: Conjunction	ons		
Content Standard: B5.3.8.1: Apply the kno conjunctions in speech			Indica B5.3.8.		and use simple conjunction	ns	Lesson:
Performance Indicate Learners can identify an		conjunctio	ns		mpetencies: cation and Collaboration, Po rship	ersonal D	evelopment
New words	Imper	ative, kno	owledge	2			
References: English La	anguage Currio	culum Pg.	116				
D		.					
Phase/Duration	Learners A			de on card	Make sure learners are	Resou	rces
PHASE I: STARTER	familiar with Divide the up in front	th the wor class in to to pick ar to get the	rds. groups. nd act th highest	. One perso e word. score wins			
PHASE 2: NEW LEARNING	Introduce e.g.: i. Let's ii. We left Guide lea conjunction Have ther sentences	ntroduce <u>so</u> and <u>so that</u> in context. e.g.: i. Let's write down the address <u>so</u> we don't forget it. i. We left early <u>so that</u> we wouldn't be late. Guide learners to discover the functions of these conjunctions. Have them practice using these conjunctions in their own centences.					cards, paper, cards,
PHASE 3: REFLECTION	Ask learned lesson: I. Tell the acquire discourse disco	rovide a passage and have learners identify the conjunctions the passage. Sk learners to do the following by ways of reflecting on the sson: 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: THURSDAY Subject: English Langua			ge	
Duration: 60mins Strand: Writing				and: Writing	
Class: B5	Class Size:		Sul	Strand: Argument	ative Writing
Content Standard: B5.4.13.1: Support an opinion	Content Standard: B5.4.13.1: Support an opinion in writing Indicator: B5.4.13.1.1 write explanations to support opinion in writing				
Performance Indicator: Learners can write explanat	ions to support opin	ions		Core Competence Communication and	
References: English Langua	ge Curriculum Pg. I	31			
Phase/Duration PHASE I: STARTER	Learners Activiti	es te familiar rhymes.			Resources
	Would you loWhat words ofWrite some of	we to sing more so did you hear in the of the words you he	song? ard.	duce the lesson	
PHASE 2: NEW LEARNING	Present a motion important than a continuous the meaning and invite them to the motion to write difference of the motion to write difference o	Word cards, sentence cards, letter cards, handwriting on a manila card			
PHASE 3: REFLECTION	the lesson: I. Tell the class of the class	what you learnt d	uring the ki	nowledge they	

Week Ending:		DAY: FRIDAY Subject: English Language						
Duration: 60mins				Strand: W	riting Conventions	/ Exten	sive Reading	
Class: B5	ss: B5 Class Size: Sub Strand: Using Conjunct							
Content Standard	rd: Indicator:						Lesson:	
B5.5.8.1: Apply the k		onjunctions in			d use conjunctions		1.4	
speech and in writing Performance Indi					Core Competen	sios:	I of I	
 Learners can ide 		oniunctions			Communication an		ocration	
	•	age- and level appr	ropriate b	ooks.	Personal	d Conac	301 acion,	
References: Englis	•		-					
Dl /D	1 A	-41-141				D		
Phase/Duration	Learners A		-l- l			Keso	urces	
PHASE I: STARTER	Review sor	ne adjectives wit	tn learne	rs.				
STARTER	Do an actio	on for slow.						
		word is this? Pu	inils gues	ss: slow				
		on for loud.	.p 800.	33. 3.3 77.				
		word is this? Pu	pils gues	s: loud.				
		on for happy.						
		word is this? Pu	pils gues	s: happy				
	Share perfo	ormance indicato	ors and ir	ntroduce the	lesson.			
PHASE 2: NEW	Conjunction is	s word that joins wo	ords or ser	itences.		Word	d cards,	
LEARNING	Provide simple sentences and let learners join them using and, or/nor, but.						sentence cards, letter cards, handwriting on a	
	Guide learne	ers to discover the	e function	s of these cor	njunctions.	manila	a card	
	Have them p	oractice using thes	se conjund	ctions in their	own sentences.			
	Let learners identified.	form sentences a	nd join th	em with the c	onjunctions			
	Engage learr	ers in the "popco	rn readin	g" 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.							
		ers to choose and brary period.	read inde	ependently bo	oks of their choice			
	Assessmen	<u>t</u>						
	Ask learners	to write a-three-	-paragrapl	n summary of	the book read.	<u></u>		
PHASE 3:	_	rs to do the follo	owing by	ways of refle	ecting on the			
REFLECTION	lesson:		_					
		class what you le		-				
		class how you w	ıll use th	e knowledge	tney acquire			
	during the	iesson. spects of the less	son did s	ou not unda	erstand?			
	J. WITHCH a	spects of the less	son did)	ou not unde	i statiu:			

Week Ending: DAY:				Subject: Mathemat Strand: Number			cs	
Duration: 60mins per lesson								
Class: B5 Class Size:			e:		Sub Stra	nd: Fractio	ons	
strategies fo	Standard: emonstrate under or comparing, addi ying fractions		ng	Indicator: B5.1.3.1.3-4 use for addition and s one				Lesson:
Performa Learners ca of fractions g	nce Indicator: In use the concept o greater than one					Critical Th	ompetencie ninking; Justific	es: cation of Ideas;
	Learning Resou			nters, bundle and	oose straw	/S		
Reference	es: Mathematics Cu	irriculum Pg	. /3&.	/4				
DAYS	PHASE I: STA	ARTER	P	HASE 2: MAIN			PHASE 3	
Monday	Let learners determissing number 4 8 10 20 32 40 Answer: 24 Engage leaners to song WE CAN COULT We class five We can count We count 1,2,3, We count 6,7,8, We class five can well.	6 12 ? 48 o sing the NT 4,5 9,10	lai W nu i.e	o add like mixed for right than I, i.e. 2 We write down the numbers and add the case $2\frac{1}{3} + 3\frac{2}{3} = 5 + \frac{1+2}{3} = 5\frac{3}{3} = 6$. See sessment: Have be subtract like-frager than I, i.e. 2 We change the mixed for the proper fractions as $3\frac{2}{3} - 2\frac{1}{3}$. See sessment: Have be seen as $3\frac{2}{3} - 2\frac{1}{3}$. See sessment: Have be seen as $3\frac{2}{3} - \frac{1}{3} = \frac{4}{3}$. See sessment: Have be seen as $3\frac{2}{3} - \frac{1}{3} = \frac{4}{3}$.	$\frac{1}{3}$ and $3\frac{2}{3}$, a sum of the fractions $\frac{1}{3} + \frac{2}{3}$ earners problem $\frac{1}{3} + \frac{2}{3}$ ctions that $\frac{1}{3}$ and $3\frac{2}{3}$. Red fractions and subtrations $\frac{1}{3}$ and $\frac{1}{3$	actice are ars into	what they what they in the next Give learns home task Ask learns what they what they in the next	ers individual or rs to tell you have learnt and will like to learn : lesson ers individual or
Wednesd ay	Let learners solt teaser below. What is the next the sequence? I, 4, 9, 16, 25	t number in	w 2/5. W D e> LO	o add or subtract with different denoted to find the denominator (LCE express the equival CD is 15 and the denoted $\frac{5}{15}$ and $3\frac{6}{15}$.	minators, 2 e Lowest () and use 1 ent fraction	$2\frac{1}{3}$ and 3 Common this to one. The	what they what they in the next	ers individual or

	Answer: 49	Their sum is $2\frac{1}{3} + 3\frac{2}{5} = 2\frac{5}{15} + 3\frac{6}{15}$	$4\frac{1}{5} + 2\frac{2}{5}$
	Continue the fun with more	$= (2+3)^{\frac{5+6}{15}} = 5^{\frac{11}{15}}$	3 3
	examples	Assessment: Have learners practice with several examples	
Thursday	Let learners solve the brain teaser below. If + = 19 > = 9 - = 9	To subtract improper fractions with different denominators, $2\frac{1}{3}$ and $3\frac{2}{5}$. We need to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are $2\frac{5}{15}$ and $3\frac{6}{15}$. Their difference is $3\frac{2}{5} - 2\frac{1}{3} = 3\frac{6}{15} - 2\frac{5}{15} = (3-2)\frac{6-5}{15} = 1\frac{1}{15}$ Assessment: Have learners practice with several examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. $3\frac{2}{5} - 2\frac{1}{3}$
Friday	Determine the numbers to place in the empty circles such that both set of crossed circles can add up to 26.	Multiplying a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five twothirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{10}{3} = 3$ To multiply a whole number by a mixed fraction (e.g. $3 \times 2\frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply; i.e. $3 \times 2\frac{2}{3} = (3\times 2) + (3\times \frac{2}{3})$ $= 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6\frac{6}{3}$ To multiply a whole number by a fraction (e.g. $3 \times 2\frac{2}{3}$) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify; i.e. $3 \times 2\frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3}$ $= 3\frac{24}{3} = 8$ Assessment: Have learners practice with several examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task $5 \times \frac{2}{3}$ $4 \times \frac{2}{5}$ $3 \times \frac{1}{7}$

Week Ending:	DAY:		Subject: Science		
Duration: 60mins per lesson			Strand: Cycles		
Class: B5	Class	Size:	Sub Strand: Earth Science		
Content Standard: B5.2.1.5 Recognize water and important natural resources	air as	,	in activities that make water and know how to make and keep ent	Lesson:	
Daufaumanaa Indicatau		•			

Performance Indicator:

Learners can identify human activities that make water unsuitable for human use and know how to make and keep air clean in our environment

Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;

Teaching/ Learning	Torch candle matchstick lantern paper pencil
Resources	

References: Science Curriculum Pg. 22

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

	prevention and control of air	
	pollution.	

Week En	ding:	DAY:		Sub	ject: OWOF		
B5.2.1.2. Demonstrate understanding of			for the environment and describe the shape				
					ment And The		
		B5.2.1.2 .1./B5.2.					
Learners c	ance Indicator: an explain ways to of the earth	care for the env	vironment and des	cribe	Core Com Communicat Thinking		es: llaboration Critical
•	/ Learning Resou	irces Picture	es, Charts, Video C	Clips			
New wor	ds						
Reference	es: OWOP Curric	culum Pg. 29					
DAYS	PHASE I: STA	ARTER	PHASE 2: MA	AIN		PHASE REFLE	. ••
	Engage learners and play games of ready for lesson Use questions a review learners the previous lesson	to get them . nd answers to understanding i	Let learners pr in class for disc	ne envi	ironment: tic conditions d temperature their work n.	review to fixe lead whiles you	ners questions to heir understanding ssson. rners task to do ou go round to ose who need help
	Play games and		Learners design flyers in groups awareness on a school. Learners use the school of th	s to cr cleanli he glo	reate ness in their be to study		ners to summarize
	that learners are begin the lesson Ask learners que review their und the previous less	estions to derstanding in	the shape of the	ne eart	ch.	Let learr	ey have learnt. ners say 5 words nember from the
			Learners watch illustrating the earth-picture a approaching sh	shape and vio	of the deo of an		
			Learners sketc	hape a			

the earth on its axis.

Week Ending:	DAY:		Subject: RELIGIOUS & M EDUCATION	ORAL
Duration: 60mins			Strand: Religious Practice	s
Class: B5 Class Size:			Sub Strand: Religious Worship	
Content Standard:				Lesson:
B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship		B5.2.1.1.1 Discuss the moral importance of worship.		I OF I
Performance Indicator: Learners can discuss the moral importance or		f worship.	Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources Wall char		harts, wall words, p	oosters, video clip, etc.	

References: RME Curriculum Pg. 38

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

Week Ending:	DAY:		Subject: History		
Duration: 60mins per lessor	1		Stran	d: Europeans in Ghana	
Class: B5 Class Size:		Sub Strand: Slave Trade			
Content Standard: B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury. Indicator: B5.3.2.1.1 Investigation in humans by the 16thcentury.			y the Europeans began trading ntury	Lesson:	
Performance Indicator: Learners can investigate why the Europeans began trading in h by the 16 th century		began trading in hur	nans	Core Competencies: Learners to become critical the and digital literates	ninkers
Teaching/ Learning Resou	es and Videos				
References: History Curric	ulum Pg 32				

References: History Curriculum Pg. 32

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

Week Ending:	DAY:		Subject: Creative Arts	
Duration: 60mins per lesson			Strand: Visual Arts &Performing Arts	
Class: B5	Class Size:		Sub Strand: Planning, Making and Comp (School based project)	osing
Content Standard: Demonstrate understanding of how own ideas for artistic expressions of		own ideas, knov	2.3 Create own visual artworks based on vledge and understanding of artworks cal issues in Africa	Lesson:

Performance Indicator:

Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa

Core Competencies:
Decision Making Creativity, Innovation
Communication

Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 62

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners to sing songs and play games to get them ready for the lesson Show pictures of visual	Learners are to recall and organize ideas on visual artworks and topical issues in Ghana. Example: Youth unemployment	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	artworks to learners for them to observe and talk about them	Have learners to recall images of visual artworks on the topical issues. Street hawker	they have real ne
		Guide learners to develop sketches from ideas and concepts of topical issues to make own visual artworks.	
	Review learners understanding in the previous lesson using questions and answers	Guide learners to recall all kinds of music, dance, drama that reflect the history and culture of the people.	Use questions to review their understanding of the lesson Ask learners to summarize what
	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.	they have learnt
		Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe. (Other teachers can be invited to observe)	

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per	esson	Strand: Writing Conventions	
Class: B5	Class Size:	Sub Strand: Punctuation	
Content Standard: B5.5.2.1: Demonstrate k		gnize and use commas, full	Lesson:
the use of punctuation r passages	narks in	marks, exclamation mark and ppropriately in writing.	I OF I

Performance Indicator:

Learners can recognize and use commas, full stops, quotation marks, exclamation mark and question marks appropriately in writing.

Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking

Teaching/ Learning Resources

Word cards, sentence cards, letter cards, handwriting on a manila card

References: Ghanaian Language Curriculum Pg. 57

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson.	Show a passage to learners and allow the learners to read.	Use questions to review their understanding of the lesson
	Use questions and answers to	Read the passage aloud to learners.	Ask learners to summarize what they have learnt
	review learners understanding in the previous lesson.	Let learners recognize the punctuation used in the passage.	Learners to read and spell the key words on the board
		Write a paragraph on a flash card without any punctuations.	
		Guide learners to use commas, full stops, and question marks appropriately in the writing.	
	Engage learners to sing songs and play games to get them ready for lesson.	Allow learners to read a passage and discuss the punctuations with learners.	Use questions to review their understanding of the lesson
	Use questions and answers to review learners understanding	Talk about the exclamation mark.	Ask learners to summarize what they have learnt
	in the previous lesson.	Write a paragraph on a flash card without some punctuations, e.g. the exclamation mark.	Learners to read and spell the key words on the board
		Read the paragraph aloud to learners.	
		Assist learners to use exclamation marks to punctuate the writing appropriately.	
	Engage learners to sing songs and play games to get them ready for lesson.	Revise the lesson on colon with learners and discuss quotation marks with learners.	Use questions to review their understanding of the lesson
			Ask learners to summarize what they have learnt

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

Week Ending: DAY:					Subject: PHY	SICAL EDU	CATION	
Duration	: 60mins		Strand: Physical Fi			cal Fitness	Fitness	
Class: B5		Class Size:			Sub Strand:	Strength		
	Standard: rate competence in t	the motor skills	Indi	cator:			Lesson:	
and move	ment patterns neede physical activities		B5.3	.2.3.2 Per	form continuous	pull-ups.	I OF I	
Performance Indicator: Learners can perform continuous pull-ups.			Core Competencies: As learners list factors that cause injuries they developed their cognitive domain			njuries they develop		
Teaching	g/ Learning Resou	rces Vid	Videos and Pictures					
Referen	ce PE curriculu	m Page 64						
DAYS	PHASE I: STA	ARTER P	HASE	2: MAIN	1	PHASE 3	: REFLECTION	
	Review learners understanding in previous lesson questions and an Engage learners games and sing s begin the lesson.	the using pswers. all pto play ongs to L	ps, learrerform bility levace.	ners hung pull-ups a rel and at work in g	specific warm- on a bar and t their own their own groups and as own pace.	understand Ask learne	ions to review their ding of the lesson ers to summarize have learnt	

B5.1.3.1. Illustrate the use of Data and identify their sources Performance Indicator: Learners can make simple tables and diagrams from the collected data. Learners can make simple tables and diagrams from the collected data. Teaching/ Learning Resources Core Competencies: Creativity and innovation. 2. Communication collaboration. Teaching/ Learning Resources References: Computing Curriculum Pg. 15 DAYS PHASE 1: STARTER PHASE 2: MAIN PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data. I OF Performance Indicator: Core Competencies: Creativity and innovation. 2. Communication collaboration. PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data. PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data. I OF PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data. PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data. PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data. PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data. PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data. PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data. I OF Core Competencies: Creativity and innovation. PHASE 3: REFLECTION Aske simple tables and diagrams from the collected data.	Week En	ding:	g: DAY:			Subject: Computing		
Content Standard: B5.1.3.1. Illustrate the use of Data and identify their sources Performance Indicator: Learners can make simple tables and diagrams from the collected data. Learners can make simple tables and diagrams from the collected data. Core Competencies: Creativity and innovation. 2. Communication collaboration. Teaching/ Learning Resources Computer, Laptop, Smartphone References: Computing Curriculum Pg. 15 DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLECTION PHA	Duration	: 60mins			:	Strand: Introduction To Computing		
B5.1.3.1. Illustrate the use of Data and identify their sources Performance Indicator: Learners can make simple tables and diagrams from the collected data. Learners can make simple tables and diagrams from the collected data. Teaching/ Learning Resources Core Competencies: Creativity and innovation. 2. Communication collaboration. Teaching/ Learning Resources References: Computing Curriculum Pg. 15 DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLECTION P	Class: B5		Class Size:		:	Sub Strand: [Data, Sources An	d Usage
their sources diagrams from the collected data. I OF Performance Indicator: Learners can make simple tables and diagrams from the collected data. Core Competencies: Creativity and innovation. 2. Communication collaboration. Teaching/ Learning Resources Computer, Laptop, Smartphone References: Computing Curriculum Pg. 15 DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLECTION PHASE 3: REFLECTION	Content	Standard:		Indicato	r:			Lesson:
Performance Indicator: Learners can make simple tables and diagrams from the collected data. Core Competencies: Creativity and innovation. 2. Communication collaboration. Teaching/ Learning Resources Computer, Laptop, Smartphone References: Computing Curriculum Pg. 15 DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLEC	B5.1.3.1. II	lustrate the use of I	Data and identify	B5.1.3.1.8	-10 M	ake simple tabl	es and	
Learners can make simple tables and diagrams from the collected data. Creativity and innovation. 2. Communication collaboration. Teaching/ Learning Resources Computer, Laptop, Smartphone References: Computing Curriculum Pg. 15 DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLEC	their source	ces		diagrams				I OF I
data. collaboration. Teaching/ Learning Resources Computer, Laptop, Smartphone References: Computing Curriculum Pg. 15 DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLEC			1.1.					
References: Computing Curriculum Pg. 15 DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLEC		an make simple tabi	es and diagrams	from the coll	ected		nnovation. 2. Commu	unication and
DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLEC	Teaching	Learning Resou	rces Comp	uter, Laptop,	Smart	phone		
	Reference	es: Computing Cu	rriculum Pg. 15			-		
Review learners understanding Bring tools or pictures of the Use questions to revi	DAYS	PHASE I: STA	RTER	PHASE 2: N	MIAP		PHASE 3: RE	FLECTION
Review learners understanding Dring tools of pictures of the Ose questions to revi		Review learners u	ınderstanding	Bring tools o	r pictu	ires of the	Use questions	to review their

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

SCHEME OF LEARNING- WEEK 11 BASIC FIVE

Name of School.

Week Ending: DAY:			10NDAY	Subject: E	inglish Language	
Duration: 60mins				Strand: O	ral Language	
Class: B5	Class S	ize: Sub Strand: Presentation				
Content Standard: B5.1.10.3: Plan and present information and ideas for a variety of purposes Performance Indicator: Learners can demonstrate awareness of how mean appropriate pace, stress and tone			is conveyed thro	ugh appropri	areness of how mate pace, stress and Core Compet Communication	nd tone I of I
Key words	sequentially					
References: English L	anguage Curricul	ım For Pr	imary Schools Pg.	82		
Phase/Duration	Learners Act	ivities				Resources Music box
PHASE I: STARTER	them search The group to Did y Wha Form	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins. Did you enjoy the game? What new words have you learn? Form two sentences with your new words. Share performance indicators and introduce the lesson				
PHASE 2: NEW LEARNING	Ask question Assign group rehearse) and Assessment: their perform	earners to select a familiar story for dramatization. estions to review the story. groups to prepare (share roles, select costume and se) and dramatize the story using improvised lines. ment: Invite groups to perform for the class to critique erformances.				Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	learners what	t they ha	nd effective ques we learnt during t earners and sumr	the lesson.		

Week Ending:		DAY: Tuesday	t: English Lang	uage		
Duration: 60mins				Strand	I: Reading	
Class: B5	Cla	ass Size:		Sub St	rand: Compre	hension
Content Standard: B5.2.7.1: Process and coappropriate texts	omprehend	l level	Indicator: B5.2.7.1.3 scan to level-appropriate t comprehension			Lesson:
Performance Indicate Learners can scan texts closely for comprehensi	for details	and read level-ap	propriate texts siler	ntly and	Core Compe Communicatio Personal Devel	n and Collaboration,
References: English La	nguage Cu	rriculum For Prim	nary Schools Pg. 100)		
Phase/Duration PHASE I:		s Activities ners into two gr	oups. Call out sor	ne vocal	oulary and let	Resources flashcards
STARTER	The gro	up to read first Did you enjoy t What new word Form two sente	he game? ds have you learn? ences with your ne	w word		
PHASE 2: NEW LEARNING	Guide le Have lea their ide Discuss Revise t strategie	Share performance indicators and introduce the lesson Guide learners to skim and scan texts for details. Have learners scan a text in a short time frame and write down their ideas. Discuss the answers together as a class. Revise the Before Reading, During Reading and After Reading strategies introduced to learners. Provide appropriate texts and ensure that the strategies are				Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	used 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. 3. Which aspects of the lesson did you not understand?					

Week Ending:		DAY:	WEDNE	SDAY	Subject: English Langua	ge	
Duration: 60mins					Strand: Grammar		
Class: B5	Class	Size:			Sub Strand: Conjunctions		
Content Standard: B5.3.8.1: Apply the known conjunctions in speech			Indica B5.3.8.		and use simple conjunctions	s	Lesson:
Performance Indicat Learners can identify an	or:	onjunctio	ns		mpetencies: ication and Collaboration, Pe ership	ersonal D	evelopment
New words	Impera	itive, kno	owledge		•		
References: English La	nguage Curricu	ulum Pg.	117				
Phase/Duration	Learners A	ctivities				Resou	rces
PHASE I:			nle of w	ords on o	ards. Make sure learners	1.0300	
STARTER	are familia				a. 25. Flanc 501 C Icarricis		
		class in	to grou	ps. One p	erson from each group e word.		
	The group	to get t	he highe	est score	wins!		
					troduce the lesson.		
PHASE 2: NEW LEARNING	Revise sim				e simple sentences and nor, but.	Word	cards, paper, ards,
					e used to tell what the alled conjunctions of		
	Introduce e.g.: i. Let's ii. We left e	write do	wn the d	ıddress <u>so</u>	we don't forget it.		
	Guide lear conjunctio		discove	the func	tions of these		
	Have them sentences.	Have them practice using these conjunctions in their own sentences.					
DILACE 2	Provide a passage and have learners identify the conjunctions in the passage.						
PHASE 3: REFLECTION	lesson: 1. Tell the 2. Tell the acquire du	earners to do the following by ways of reflecting on the n: 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:		DAY: THURSDAY Subject: English Langua				ge	
Duration: 60mins		•		Str	and: Writing		
Class: B5	Class Size: Sub Strand: Descri			Strand: Descriptive	Writing		
Content Standard: B5.4.12.1: Demonstrate known descriptive words/expression		.12.1.1 use descriptive words/ figurative uage to describe places, personal experien			Lesson:		
Performance Indicator: Learners can use descriptiv places, personal experience	es and ev	vents			Core Competenci Communication and		ation,
References: English Langu	age Cur	riculum Pg. I	31				
Phase/Duration		ners Activitio				Resou	rces
PHASE I: STARTER	• \\ • \\ • \\ Share	 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					
PHASE 2: NEW LEARNING	Revis Talk a per Guid Writ choid	Falk about sensory details that allow a reader to visualize			cards, l	cards, sentence etter cards, riting on a card	
PHASE 3: REFLECTION	Ask the left 1. To acquisity 3. When the left is acquisity and the lef	learners to c esson: ell the class v ell the class h ire during th	lo the following b what you learnt d now you will use t	uring the kr	nowledge they		

Week Ending:		DAY: FRIDAY		Subject: Er	nglish Language		
Duration: 60mins				Strand: W	riting Conventions	/ Exten	sive Reading
Class: B5	Clas	ss Size:		Sub Strand: Using Simple and Complex Sentences			
Content Standard: B5.5.9.1: Apply knowled form words, phrases an		atical rules to			bjects and predicates	in	Lesson:
Performance Indicat					Core Competen		
Learners can identi		•	•		Communication and	d Collat	ooration,
• Learners can read			•	ooks.	Personal		
References: English L	anguage Cu	rriculum Pg. 145)				
Phase/Duration	Learners Ac	ctivities				Reso	urces
		e adjectives wit	h learne	ers.		1.000	<u></u>
STARTER		•					
	Do an actio	n for slow.					
	Ask: What v	word is this? Pu	ıpils gue	ss: slow.			
	Do an actio						
		word is this? Pup	pils gues	ss: loud.			
	Do an actio		•1				
	Ask: VVhat v	word is this? Pup	pils gues	ss: happy			
	Share perfo	rmance indicato	rs and i	ntroduce the	lesson.		
		an extract from				Word	d cards,
LEARNING		o identify the sim	•	•		letter	nce cards, cards,
	Let them ide	ntify the subjects	and verb	s in each comp	oound sentence.		writing on a a card
		write about an ev g their understan			ed in, dicate sentences.		
	Learners edit	to demonstrate	their kno	owledge of sub	ject and predicate		
	Engage learne	ers in the "popcoi	rn readin	ıg" game			
	out "popcorr	e simple: One stud " when they finisl e previous one lef	h. This p	-	nd and then calls ext student to pick		
	Guide learners to choose and read independently books of their choice during the library period.						
	<u>Assessment</u> Ask learners	to write a-three-	Daragran	h summary of	the book read		
		s to do the follo					
	lesson:		- 6 -/	,	6 2		
	I. Tell the c	lass what you le	arnt du	ring the lesso	n.		
	2. Tell the c	lass how you wi		-			
	during the le						
	3. Which as	pects of the less	son did	you not unde	rstand?		

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lesson		Strand: Number			
Class: B5	Class Size:		Sub Strand: Fractions		
	B5.1.3.1 Demonstrate understanding of strategies for comparing, adding, subtracting		e models to explain the result of hole number by a fraction and a ble number.	Lesson:	

Performance Indicator:

Learners can use models to explain the result of multiplying a whole number by a fraction and a fraction by whole number.

Core Competencies:Critical Thinking; Justification of Ideas;

References: Mathematics Curriculum Pg. 73&74

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Determine the numbers to place in the empty circles such that both set of crossed circles can add up to 26.	Multiplying a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{10}{3} = 3\frac{2}{3}$ To multiply a whole number by a mixed fraction (e.g. $3 \times 2\frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply; i.e. $3 \times 2\frac{2}{3} = (3\times 2) + (3\times \frac{2}{3}) = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6\frac{6}{3}$ To multiply a whole number by a fraction (e.g. $3 \times 2\frac{2}{3}$) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify; i.e. $3 \times 2\frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3} = 3\frac{24}{3} = 8$ Assessment: Have learners	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task $5 \times \frac{2}{3}$ $4 \times \frac{2}{5}$ $3 \times \frac{1}{7}$
	Let learners solve the brain teaser below. What is the next number in the sequence?	practice with several examples Multiplying a fraction by a whole number the multiplication is interpreted as "of"; e.g. $\frac{2}{3} \times 5$ means shade $\frac{2}{3}$ of 5;	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

I, 5, 15, 20, 30, 35, Answer: 45 Continue the fun with more examples	i.e. finding two-thirds of each of five objects; i.e. $\frac{2}{3} \times 5$ can be illustrated by shading $\frac{2}{3}$ of 5 sheets of paper, which leads to the shading of 10 thirds, $\frac{2}{3} \times 5 = \frac{2}{3}$ of 5 = 10 $(\frac{1}{3}) = \frac{10}{3} = 3\frac{1}{3}$	
Engage learners to write the missing numbers	To multiply a mixed fraction by a whole number (e.g. $4 \frac{4}{5} \times 5$) First change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify; i.e. $4 \frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{120}{5}$ $= \frac{24}{1} = 24$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Let learners determine the missing number in the box 1	To multiply a mixed fraction by a whole number (e.g. $4 \frac{4}{5} \times 5$) First change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify; i.e. $4 \frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{120}{5}$ $= \frac{24}{1} = 24$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

Week Ending:	DAY	:	Subject: Science		
Duration: 60mins per lessor	1		Strand: Cycles		
Class: B5	Class	Size:	Sub Strand: Life Cycle of Organis	m	
Content Standard: B5.2.2.1 Demonstrate understanding of life cycle of plant	a	Indicator: B5.2.2.1.1 Relate structur functions they perform	e of the parts of a plant to the	Lesson:	
Performance Indicator:				•	

Learners can relate structure of the parts of a plant to the functions they perform

Core Competencies:

Problem Solving skills; Critical Thinking; Justification of Ideas

Teaching/ Learning Resources | Sample plants, pictures

References: Science Curriculum Pg. 22

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

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

Week Ending:	DAY	DAY:			Subject: OWOP		
Duration: 60mins per lesson				Str	and: All Around Us		
Class: B5 Class Size:				Sub Strand: Plants And Animals			
Content Standard:			Indicator:			Lesson:	
B5.2.2.1. Demonstrate knowledge of animal housing and how to care for pets			B5.2.2.1.1. Design and make a simple animal house and keep a pet		I OF I		
Performance Indicator: Learners can design and ma	ıke a simp	ole anima	I house and keep a	pet	Core Competencie Communication and Co Thinking		
Teaching/ Learning Resources Picture			es, Charts, Video Cl	ips			
New words							
References: OWOP Cur	riculum I	Pg. 31			_		

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Learners watch pictures on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for animals. e.g. sheep, goats, rabbits, poultry and pigs. Learners engage in practical activities to design and make simple animal houses such as: pens for goats and sheep, coop for hen, cage for dog.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Learners sketch domestic animals and their housing. Learners talk about values of keeping animals such as learning to become responsible and committed to hardwork, etc.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

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

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

Week Ending:	DAY:		Subject: History			
Duration: 60mins per lessor	r lesson Strand: Europeans in Ghana		d: Europeans in Ghana			
Class: B5	Class S	Size:		Sub S	Strand: Slave Trade	
B5.3.2.1. Understand that what began as B5.3.		Indicator: B5.3.2.1.1 Investig in humans by the		y the Europeans began trading ntury	Lesson:	
Performance Indicator: Learners can investigate why the Europeans I by the 16 th century			began trading in hun	nans	Core Competencies: Learners to become critical thand digital literates	ninkers
Teaching/ Learning Resources Pictu		ires of castles and fo	orts			
References: History Curric	ulum Pg.	. 32				

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

Week Ending:	DAY:	DAY:		Subject: Creative Arts		
Duration: 60mins per lesson			Strand: Vis	sual Arts &Performing Arts		
Class: B5 Class Size:			Sub Strand: Displaying and Sharing (School based project)		ool based	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B5 1.3.5.3 Exhibit portfolio of own and others' art artworks to share creative experiences of artworks that		Lesson:		
Performance Indicator:	ons on the people.	reflect topical is	ssues in Africa	Core Competencies:	TOFT	

Learners can exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect topical issues in Africa

Decision Making Creativity, Innovation

Teaching/ Learning Resources Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 62

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Show pictures and videos of the artwork to exhibit.	Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local	Teacher moves round the class to monitor the progress of learners in their sketches.
	Engage learners to sing songs about work.	community.	Encourage learners to come out with good sketches.
		Learners should select a theme for their art. E.g. go green or save trees.	Give out manual invitations cards
		Learners should plan their art in a sketch form.	to learners to be given to their parents.
	Show pictures and videos of the artwork to exhibit.	Organize a place for the exhibition. Invite other teachers to witness the	Appreciate and thank parents for their presence.
	Engage learners to sing songs about work.	artwork. Set the stage for learners to display their artwork. Evaluate individual art and allow pupils to talk about them in the form of appraisal.	Let learners organize themselves to clean up the place after the exhibition.
		Discuss the moral lessons in the song.	

Week Ending:	DAY:		Subject: Ghanaian Language			
Duration: 60mins per lesson			Strand: Writing Conventions			
Class: B5 Class Size:			Sub Strand: Use Of Action Words			
9 1			_	and use simple present ords in sentences.	Lesson:	
Performance Indicator: Learners can recognize and use simple present and past to action words in sentences.			nse	Core Competencies: Creativity and innovation, C collaboration, Critical thinki		
Teaching/ Learning Resources Word cards, sentence cards, letter cards, handwriting on a manila card				manila card		

References: Ghanaian Language Curriculum Pg. 58

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs	Ask learners to do some	Use questions to review their
	and play games to get them	actions in the class like clap,	understanding of the lesson
	ready for lesson.	jump, sit, etc.	
	Has assetiant and annual	\\\\	Ask learners to summarize
	Use questions and answers to review learners	Write and read aloud some of the action words mentioned by	what they have learnt
	understanding in the	the learners.	Learners to read and spell the
	previous lesson.	the learners.	key words on the board
	previous lesson.	Ask learners to form sentences	Rey Words on the board
		orally with some of the action	
		words.	
		Write simple present tense	
		sentences on flashcards.	
		Ask learners to recount what	
	Engage learners to sing congr	they did the day before. Call learners in turns to read	Lles guestions to noview their
	Engage learners to sing songs and play games to get them	out the sentences on the	Use questions to review their understanding of the lesson
	ready for lesson.	flashcards.	understanding of the lesson
	ready for lesson.	Call a learner to say or point	Ask learners to summarize
	Use questions and answers	out the action word in the	what they have learnt
	to review learners	sentence on a flashcard.	,
	understanding in the		Learners to read and spell the
	previous lesson.	Give simple present tense	key words on the board
		action words to learners to	
		form sentences and read out	
		aloud, or show to the class by	
	Engago loornous to sing some	writing on the board. Write some of the action	He questions to review their
	Engage learners to sing songs and play games to get them	words mentioned by the	Use questions to review their understanding of the lesson
	ready for lesson.	learners on the board.	direct standing of the lesson
	1 227 131 13230111		Ask learners to summarize
	Use questions and answers	Read aloud to learners the	what they have learnt
	to review learners	written action words.	,
	understanding in the		Learners to read and spell the
	previous lesson.	Talk to learners about the	key words on the board
		action and explain to them the	
		action has happened already.	

Allow learners to give more action words orally and guide them to put the words in past tense.
Ask learners to use the past tense action words to form simple sentences in writing, or orally.

Week End	Week Ending: DAY:				Subject: PHYSICAL EDUCATION				N	
Duration:	60mi	ns				Strand: Phys	sical Fitness Concepts			
Class: B5			Class Size:				Sub Strand:	Fitness Programme	2	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities Performance Indicator: Learners can monitor the intensity of one's heart raduring physical activity.			eart rat	rate during physical activity. Core Competencies: As learners list factors that cause injuries they develotheir cognitive domain			I OF I			
Teaching/ Reference		rning Resou PE curriculu		ctures	and Vi	deos				
Keierenc	е	r E Curricului	iii Tage 65							
DAYS	Let learners jog within a demarcated area to warm up their bodies Show learners pictures or videos depicting the skill to be learnt.		Learn using Learn heart radial	ers de their a ers lea beat b artery	ge. rn how y palpat or card	heart rate to take the ling at the otid artery.	Ask learners serie to review their un of the lesson Ask learners to su what they have learners	es of questions aderstanding ummarize		
			be en rates by 4 to Learn determent	courag for 15 to obta ers use mine e	ged to ta seconda in beat e variou xercise uring an	rners should ake heart s and multiply per minutes. s gadgets that intensity and d after				

Week Ending: DAY:					Subject: Co	mputing	
Duration	: 60mins	Strand: Introduction To Computing			outing		
Class: B5		Class Siz	ze:		Sub Strand:	: Technology In Th	e Community
Content Standard: B5.1.4.1. Demonstrate the use of Technolog in the community			ology	Indicator: B5.1.4.1.1-2 List the effects of technology on the community and explain the fundamentals of digital system components.		Lesson:	
Performance Indicator: Learners can list the effects of technology on texplain the fundamentals of digital system comp				ommunity and nts.	Core Con Creativity and collaboration.	npetencies: I innovation. 2. Commi	unication and
Teaching	g/ Learning Resou	rces	Comput	er sets, modem	and Pictures		
Reference	es: Computing Cu	rriculum Pg	g. 16				
DAYS	PHASE I: STA	ARTER	PH	IASE 2: MAIN		PHASE 3: REF	LECTION
	Get a viral pictur news on twitter, YouTube and ot media handles. Discuss what is to invite learners to opinions on there	Facebook, her social crending and share the	typ cor Pos edu agr iir Ne, dep sec Gu bas cor	ide learners to in es and important in pression of doc itive effects —head ication, manufact iculture etc. gative effects —re oletion, pollution, urity etc., ide learners to be ics of digital systemponents such as tware and netwo	ee of ument ulth care, uring, source privacy and rainstorm the em s hardware,	Ask learners to they have learnt. Pose questions to review their under the lesson	o learners to

SCHEME OF LEARNING- WEEK 12 BASIC FIVE

Name of School....

Week Ending:	DAY: MONDAY Subject: English Language							
Duration: 60mins		Strand: Oral Language						
Class: B5		Class Size: Sub Strand: Presentation						
Content Standard: B5.1.10.2: Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation			Indicator: B5.1.10.2.1. read expression	aloud clearly	y, at a good pace a	and with	Lesson:	
Performance Indic Learners can read alc		od pace ar	nd with expression		Core Compet Communication		aboration	
Key words	sequentially							
References: English	Language Curricul	um For Pr	rimary Schools Pg.	. 87				
DI /D :								
Phase/Duration PHASE I:	Learners Act		<u> </u>			Resour		
PHASE 2: NEW LEARNING	them search The group to Did y Wha Form	the diction read first vou enjoy t new wo ser mance in stitute to stitute to the	groups. Call out onary for their most wins. It the game? Ords have you lead tences with your dicators and introduced audio recording	eanings. arn? r new word	ls. esson	Word o	cards, ce cards,	
	identify appropace is. In groups lea and deliver ir (5) minutes e	opriate ex rners pic 1 turns. I	speech in meaning pressions as we k topics for their Let them deliver to plan a paralle	Il as identify speeches.	what a good They prepare es in about five	letter cards, handwriting on a manila card		
PHASE 3:			nd effective ques		ind out from			
REFLECTION		•	ve learnt during t earners and sumr		esson.			

Week Ending: DAY: Tuesday			,	Subjec	t: English Langu	uage
Duration: 60mins	Ouration: 60mins Strand: Reading				1: Reading	
Class: B5	Cla	ss Size:		Sub St	rand: Fluency	
R5 2.9 L: Road fluority to ophance comprehension			Indicator: B5.2.9.1.1 read gra speed and accurac		texts with good	Lesson:
Performance Indicat Learners can read		texts with good s	speed and accuracy	-	Core Compe Communicatio Personal Devel	n and Collaboration,
References: English La	nguage Cur	riculum For Prim	nary Schools Pg. 103	3		
Phase/Duration	Learners	Activities				Resources
PHASE I: STARTER	them sea The grou 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.				
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson Use the three-stage approach to a comprehension lesson and have learners prepare and read the text with purpose and understanding. Use different strategies to assist learners to come up with meaning of a text, e.g. The Herringbone, KWL etc.			Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Ask learn lesson: I. Tell th 2. Tell th during th	Ask learners to do the following by ways of reflecting on the				

Week Ending: DAY:			DAY: WEDNESDAY Subject: English Languag		age	
Duration: 60mins				Strand: Grammar		
Class: B5	Class S	Size:		Sub Strand: Modals		
Content Standard: B5.3.9.1: Apply the knowledge of modals in speech and in writing Performance Indicator: Learners can use modals to express a variety of meanings Indicator: B5.3.9.1.1 use modals to express a varience meanings Core Competencies: Communication and Collabor and Leadership				ompetencies: nication and Collaboration, P	Lesson: I of I ersonal Development	
New words	Impera	tive, kno	wledge	•		
References: English La	anguage Curricu	ılum Pg. I	16			
Phase/Duration	Learners A	ctivities			Resources	
PHASE I:				cards. Make sure learners		
STARTER	are familiar			person from each group		
			o pick and act t			
The group to get the highest score wins!				wins!		
PHASE 2: NEW				ves to add a different	Word cards, paper,	
LEARNING	meaning. Exshall, may, in ought to sught someone's E.g. I ought.	namples of the might and muston to maduty. to get madus at the get made at th	are; can, could, w I must it ike strong sugge ore physical exer	ould, should, ought to, will,	letter cards,	
	With exam	nodals in nples, ass	speech and let	learners practice as well. use the modals in		
PHASE 3:				ways of reflecting on the		
REFLECTION	lesson: I. Tell the 2. Tell the acquire du	class who class how	at you learnt du w you will use t lesson.	ring the lesson. he knowledge they did you not understand?		

Week Ending:	DAY: THURSDAY Subject: English Language			.ge		
Duration: 60mins	•		Str	and: Writing		
Class: B5	Class Size:		Sul	Strand: Informative	e Writir	ng
Content Standard: B5.4.14.2: Write the event of	of the day	Indicator: B5.4.14.2.1 write day and make rad		t incidence or events o	of the	Lesson:
Performance Indicator: Learners can write about incradio/TV presentations	cidence or events of	the day and make		Core Competenci Communication and		ration,
References: English Langua	ge Curriculum Pg. 13	31				
Phase/Duration	Learners Activitie	es			Resou	rces
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					
PHASE 2: NEW LEARNING	Put learners into about events of tinteresting event class. Let each group ch	Let learners watch TV news at home and write their own news from the pictures they see. Put learners into groups. Let them brainstorm and write about events of the day. Each group chooses an interesting event and writes the news to broadcast to the class. Let each group choose one person to present the news. Have learners publish their works on the internet. Help			cards,	cards, sentence etter cards, riting on a card
PHASE 3: REFLECTION	Ask learners to d the lesson: I. Tell the class w 2. Tell the class h acquire during the	class what you learnt during the lesson. class how you will use the knowledge they ing the lesson. aspects of the lesson did you not				

Week Ending:	DAY: FRIDAY Subject: English Language						
Duration: 60mins		'		Strand: W	riting Conventions	/ Extensive Reading	
Class: B5	(Class Size:	Sub Strand: Using Simple and Complex Sentences				
Form words, phrases a Performance Indica Learners can con Learners can reac	: Apply knowledge of grammatical rules to ords, phrases and sentences B5.5.9.1.2 construct compound sentence correctly						
Phase/Duration		Activities				Resources	
PHASE I: STARTER		ome adjectives wit	h learne	rs.		1100011000	
	Ask: Who Do an ac Ask: Who Do an ac Ask: Who	tion for slow. at word is this? Pu tion for loud. at word is this? Pu tion for happy. at word is this? Pu	pils gues	s: loud. s: happy			
PHASE 2: NEW		rformance indicato he use of coordina			lesson.	Word cards,	
LEARNING	Learners	write examples of	sentenc	es containing		sentence cards, letter cards, handwriting on a manila card	
	subject a	in groups write a in d predicate in cor	mpound	sentences.			
		em to edit their wo lucts with the class		encourage th	iem to snare the		
	Engage le	earners in the "pop	corn rea	ading" game			
	calls out	s are simple: One s "popcorn" when the o pick up where th	ney finish	n. This promp	ots the next		
	Guide learners to choose and read independently books of their choice during the library period. Assessment Ask learners to write a-three-paragraph summary of the book read.						
PHASE 3: REFLECTION	Ask learr lesson:	ners to do the follo	wing by	ways of refle	ecting on 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 aspects of the lesson did you not understand?	

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lessor	1	Strand: Number			
Class: B5 Class Size: S		Sub Strand: Fractions			
Content Standard:	Content Standard: B5.1.3.1.5-6 use the corchanging fractions to the and subtraction of like f		e same den		Lesson:
Performance Indicator: Learners can use the concept of equivalent fractions in changing fraction the same denominator for addition and subtraction of like fractions			ions to	Core Competencio Critical Thinking; Justifio	
Teaching/ Learning Poseu	Counters	hundle and loose stra	aws.	•	

Teaching/ Learning Resources | Counters, bundle and loose straws

References: Mathematics Curriculum Pg. 73&74

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to solve this number pattern	Equivalent fractions are different fractions of the same value. E.g. $\frac{1}{2} = \frac{2}{4}$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	If: 2+2=42 3+3=93 4+4=164 5+5=255	Guide learners to determine equivalent fractions. e.g. find the next two equivalent fractions for $\frac{1}{2}$	Give learners individual or home task. e.g. find the next two equivalent
	Then: 6+6=? Answer: 366	Learners to take notice of the numerator (1), denominator (2) and add the same number at every step to	fractions for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{5}$
		determine the equivalent fractions $ \begin{array}{c cccc} + & + & + & + & \\ \hline + & + & + & + & \\ \hline \frac{1}{2} & = \frac{2}{2} & = \frac{3}{3} & = \frac{4}{8} \\ \hline + & 2 & + & 2 & + & 2 \end{array} $	
		Assessment: Learners to practice with more examples	

Tuesday	Engage learners to play the Dice game.	Fractions can arranged in ascending or descending order	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up the two numbers that shows up.	To arrange fractions in ascending order means from the smallest value to the highest value. e.g. arrange the following fractions in ascending order. $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$	Give learners individual or home task. e.g. arrange the following fractions in ascending order. $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$
		Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30 $\frac{1}{2} = \frac{15}{30}, \frac{2}{3} = \frac{20}{30}, \frac{1}{5} = \frac{6}{30}$ Since the denominator are now the same, we compare the numerators,	
		In ascending order will be 6,15 and 20. Therefore $\frac{1}{5}$, $\frac{1}{2}$, $\frac{2}{3}$	
		Assessment: Learners to practice with more examples	
Wednesda y	Engage leaners to sing the song WE CAN COUNT We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	To arrange fractions in descending order means from the highest value to the smallest value. e.g. arrange the following fractions in descending order. $\frac{1}{2}, \frac{2}{3}, \frac{1}{5}$ Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30 $\frac{1}{2} = \frac{15}{30}, \frac{2}{3} = \frac{20}{30}, \frac{1}{5} = \frac{6}{30}$ Since the denominator are now the same, we compare the numerators,	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. e.g. Arrange the following fractions in descending order. 1 2 1 1 5
		In descending order will be 20,15, and 6. Therefore $\frac{2}{3}$, $\frac{1}{5}$, $\frac{1}{2}$	

		Assessment: Learners to practice with more examples	
Thursday	Engage learners to solve this number pattern If: 2+2=42 3+3=63 4+4=84 5+5=105 Then: 6+6=? Answer:126	Guide learners to add fractions using the concept of equivalent fractions. e.g. add $\frac{1}{2} + \frac{2}{3}$ Guide learners to determine the equivalent fractions for the given fractions to have the same denominator. $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ $\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$ Learners to add only the numerators since the denominators are the same Hence $\frac{3}{6} + \frac{4}{6} = \frac{7}{6}$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. e.g. add $\frac{1}{2} + \frac{2}{3}$
Friday	Let learners solve this brain teaser + + + + = 18 = 2 + + + = ?	Assessment: Learners to practice with more examples Guide learners to subtract fractions using the concept of equivalent fractions. e.g. solve $\frac{2}{3} - \frac{1}{2}$ Guide learners to determine the equivalent fractions for the given fractions to have the same denominator. $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ Learners to subtract only the numerators since the denominators are the same Hence $\frac{4}{6} - \frac{3}{6} = \frac{1}{6}$ Assessment: Learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. e.g. solve $\frac{2}{3} - \frac{1}{2}$

Week En	nding:	DAY:				Subject: Sci	Subject: Science Strand: Cycles		
Duration	: 60mins per lesson	1				Strand: Cyc			
Class: B5 Class :			Size:			Sub Strand	: Life Cycle of Organis	sm	
Content Standard:			1						
B5.2.2.1 Demonstrate			Indic		ro tho d	lifforoncos in ac	urmination of boon	Lesson:	
understan	ding of life cycle of a	a		z. i.z Compa naize seeds	re tile ti	illierences in ge	ermination of bean	I OF I	
plant			and n	iaize seeds				1 01 1	
	ance Indicator:	•			Core	Competenci	es:		
	can compare the diff	terences	in ger	mination			Critical Thinking; Justifica	ation of Ideas	
	d maize seeds g/ Learning Resou	INCOC.	Sam	ple plants, p	icturos				
				ipie piarits, p	ictures				
Referenc	es: Science Currio	culum P	g. 22						
DAYS	PHASE I: STA	ARTER		PHASE 2	: MAIN	<u> </u>	PHASE 3: REFLE	CTION	
	The teacher brir			Learners a	re assist	ed to review	Ask learners question	ons to	
	the classroom th		ains	the previous knowledge on seed germination.		review their understanding o			
	an object that ha					the lesson.			
	connection to th						Have learners write 3 facts of the lesson on a sheet of paper		
	Then it is passed								
	learners try to d what is in the ba			·		dry beans	·		
	feeling it.	ig Just by	′			and it in their pockets and le it on their way home.			
	100					le on enem way norm	. .		
	The student who	o guess i	right			e seeds using			
	wins, and hence			transparent containers and soil.		•			
	the lesson								
				Learners are guided to observe					
				(I) the dry					
					ater and swells (3)				
						ed coat (4)			
				sprouting					
			sprouting of the stelleaves (6) the elong						
				root and s		644011 OI UIE			
				Learners fi	nd out v	where the			
				seed leaves					
						soil or above			
				the soil. N	B: This a	activity will			
	I				J				

take some days

Week Ending:	DAY:			Subject: OWOP			
Duration: 60mins per lesson				Stra	and: All Around Us		
Class: B5 Class Size:				Sub	Animals		
Content Standard: B5.2.2.1. Demonstrate knowledge of			Indicator: B5.2.2.1.1. Design and make a simple animal		make a simple animal	Lesson:	
animal housing and how to			house and keep a pet			I OF I	
Performance Indicator: Learners can design and ma	ke a simp	le anima	I house and keep a	pet	Core Competencie Communication and Co Thinking		
Teaching/ Learning Resources Picture			es, Charts, Video Cl	ips			
New words							
References: OWOP Curi	iculum F	Pg. 31					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play	Learners watch pictures on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for animals. e.g. sheep, goats, rabbits, poultry and pigs.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	games and sing songs to begin the lesson.	Learners engage in practical activities to design and make simple animal houses such as: pens for goats and sheep, coop for hen, cage for dog.	
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Learners sketch domestic animals and their housing.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
		Learners talk about values of keeping animals such as learning to become responsible and committed to hardwork, etc.	

Week En	iding:	DAY:		Subjec	t: RELIGIO	OUS & MOR	AL EDUCATION
Duration	: 60mins			Strand: Religious Practices			
Class: B5 Class Size:				Sub St	rand: Reli	gious Wors	hip
Content	Standard:		Indicator:	I			Lesson:
B5.2.1.1. A	Appreciate the impo	rtance of	B5 2.1.1.2 Expl	ain the m	noral signifi	cance of	
prayer, wo	orship and other act	s of worship	religious songs	and reci	tations.		I OF I
	ance Indicator: can explain the mora c.	al significance of	religious songs	and	Cultural lo	ompetencion dentity, Sharin dess, Unity	e s: ng Reconciliation,
Teaching	/ Learning Resou	rces Wall c	harts, wall word:	s, poster	s, video clij	o, etc.	
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN		PHASE 3: REFLECTION		
	Review learners understanding in the previous lesson using questions and answers		Let learners identify religious songs of the three major religions in Ghana. Let learners listen to religious		or	questions t understand	rs series of to review their ding of the lesson rs to summarize
Engage learners to play games and sing songs to begin the lesson.		songs in the three major religions and indicate how they can apply the theme in their daily lives.		or ow they their		have learnt	
			Put learners into religious groups to take turns to perform				

various religious music and

dance.

Week Ending:	DAY:		Subject: History		
Duration: 60mins per lesson			Strand: Europeans in Ghana		
Class: B5	Class Size:		Sub Strand: Slave Trade		
B5.3.2.1. Understand that what trade in goods from 1471 soot trade in humans by the 16thce	Indicator: B5.3.2.1.1 Investigatrading in humans		the Europeans began	Lesson:	
Performance Indicator: Learners can investigate why by the 16 th century	the Europeans	began trading in hum	ans	Core Competencies: Learners to become critical and digital literates	al thinkers
Teaching/ Learning Resou	rces Pictur	es of castles and fort	S		
References: History Curric	ulum Pg. 32				

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

Week Ending:	DAY:		Subject: Creative Arts		
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts			
Class: B5 Class Size:		Sub Strand: Appreciating and Appraising			
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B5.1.4.6 /B5.2.4 and derive mea		reed guidelines to examine n artworks	Lesson:
Performance Indicator: Learners can use the agreed guidelines to examine and derive			meaning	Core Competencies: Decision Making Creativity, Inr	novation

from own artworks Communication

Teaching/ Learning Resources Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 77

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to watch videos and pictures on	Learners are to display (real/photographs/video) selected	What have we learnt today?
	appreciating artworks	works (own or that of others) that reflect the history and culture of the people of Ghana.	Expressing feelings and thoughts about own and others' displayed visual artworks
		Set and spell out guidelines on expressing feelings and thoughts on artworks.	Have learners to summarize the important points in the lesson.
		Have learners to talk about the works dispassionately using the developed guidelines;	
	Have learners to watch videos and pictures on	Use the outcome of the appreciation/appraisal to modify the	What have we learnt today?
	appreciating artworks	product or to produce similar or different artworks.	Expressing feelings and thoughts about own and others' displayed visual 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 summarize the important points in the lesson.

Week Ending:	DAY:		Subj	Subject: Ghanaian Language		
Duration: 60mins per lesson			Strand: Extensive Reading			
Class: B5 Class Size:			Sub	Sub Strand: Reading		
Content Standard: B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone		ar B5.6.1.1.1 Ke	Indicator: B5.6.1.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone.		Lesson:	
Performance Indicator: Learners can read aloud passages from novels and newspap with correct pronunciation and tone.			apers	Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking		
			ce cards,	letter cards, handwriting on a ma	anila card	

References: Ghanaian Language Curriculum Pg. 64

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson.	Discuss letter writing and its structure with learners.	Use questions to review their understanding of the lesson
	Use questions and answers to review learners understanding	Show a sample of a letter to learners to point out the structure and features.	Ask learners to summarize what they have learnt
	in the previous lesson.	Discuss the features and types of letters.	Learners to read and spell the key words on the board
	Engage learners to sing songs and play games to get them ready for lesson.	Explain to learners the structure of semi-formal letters.	Use questions to review their understanding of the lesson
	Use questions and answers to review learners understanding	Write a sample semi-formal letter on the board.	Ask learners to summarize what they have learnt
	in the previous lesson.	Discuss the process involved in writing a semi-formal letter.	Learners to read and spell the key words on the board
		Assist learners to understand the process in writing good semi-formal letters	
	Engage learners to sing songs and play games to get them ready for lesson.	Read a passage aloud to learners. Use flashcards with three to four word sentences written on them	Use questions to review their understanding of the lesson Ask learners to summarize
	Use questions and answers to review learners understanding	to assist learners with correct pronunciation and intonation.	what they have learnt
	in the previous lesson.	Let learners bring other materials on literary works like magazines or newspapers to read.	Learners to read and spell the key words on the board
		Call learners to read paragraph by paragraph to check the correct pronunciation	

Week Ending: DAY:				Subject: PHYSICAL EDUCATION			N	
Duration: 60mins				S	trand: Values	s and Psycho-social	Concepts	
Class: B5 Class Size:				S	ub Strand: 9	self-Responsibility		
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities			B5.5.1.5.1 Participate independently in fitness			Lesson:		
Performance Indicator: Learners can participate independently in fitness and sk development activities outside school.			and skill	Core Competencies: As learners list factors that cause injuries they develop their cognitive domain				
Teaching Reference	/ Learning Resou ce PE curriculu		Picture	es and Videos				
DAYS	PHASE I: STA	ARTER	PF	IASE 2: MAIN	I		PHASE 3: REF	LECTION
learners [par lea	earners are self-motivated to articipate in physical activities at ast once outside the school aysical education program.		Review the lesson learners	n with		

Class: B5 Class Size: Sub Strand: Introduction To Computing Content Standard: B5.1.4.1. Demonstrate the use of Technology in the community Performance Indicator: Learners can discuss how technology is used to save lives in community Core Competencies: Creativity and innovation. 2. Communication and collaboration.	Week Ending:	DAY:	Subject: Computing	
Content Standard: B5.1.4.1. Demonstrate the use of Technology in the community Performance Indicator: Learners can discuss how technology is used to save lives in community Core Competencies: Creativity and innovation. 2. Communication and community and the effects of technology on the community	Duration: 60mins		Strand: Introduction To Computing	
B5.1.4.1. Demonstrate the use of Technology in the community Performance Indicator: Learners can discuss how technology is used to save lives in community Core Competencies: Creativity and innovation. 2. Communication and collaboration.	Class: B5	Class Size:	Sub Strand: Technology In T	he Community
Learners can discuss how technology is used to save lives in community and the effects of technology on the community Creativity and innovation. 2. Communication and collaboration.	Content Standard: B5.1.4.1. Demonstrate the use of Technology in the community Save lives in community		how technology is used to ity and the effects of	
T I I B I COMPLIFER Sets MODEM and Pictures	Learners can discuss how technology is used to save lives in community and the effects of technology on the community		Creativity and innovation. 2. Communication and collaboration.	
Teaching/ Learning Resources Computer sets, modem and Pictures	Teaching/ Learning Resources	Computer sets, modern a	and rictures	

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners play games and recite familiar rhymes to begin the lesson	Guide learners to explore how technology is used to save lives in communities.	Ask learners questions to review their understanding of the lesson.
	Using questions and answers, review their understanding of the previous lesson.	Group them into groups of a maximum of five and let them present their findings to the class. Guide learners to brainstorm the effects of technology on the community.	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.
		Show learners videos or pictures of effects of technology on the community.	
		Let them discuss in groups, the effects of technology on their own community. Positive effects – health care, education, manufacturing, agriculture etc.	

Negative effects — resource depletion, pollution, privacy and security etc