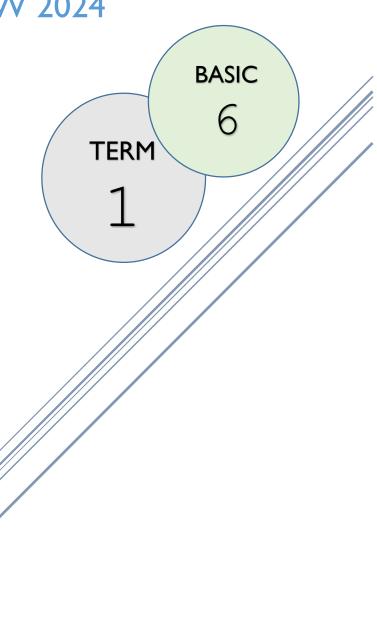
# LESSON PLANS FOR PRIMARY SCHOOLS

**NEW 2024** 



FAYOL INC 0547824419

### FIRST TERM LESSON PLAN BASIC SIX (6)

#### FIRST TERM SCHEME - ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
	Oral Language	Songs	B6.1.1.1	B6.1.1.1.1	
	Reading	Phonics	B6.2.2.1	B6.2.2.1.1	Word cards,
I	Grammar	Nouns	B6.3.1.1	B6.3.1.1.1	sentence cards, letter cards,
	Writing	Penmanship and Handwriting	B6.4.2.1	B6.4.2.1.1	handwriting on a manila
	Writing Conventions & Grammar Usage	Using Capitalization	B5.5.1.1	B6.5.1.1.1	card and a class library
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
	Oral Language	Songs	B6.1.1.1	B6.1.1.1.2.	
	Reading	Word Families and Common Digraphs	B6.2.3.1	B6.2.3.1.1	Word cards,
	Grammar	Nouns	B6.3.1.1	B6.3.1.1.2	sentence cards, letter cards, handwriting on a manila card and a class library
2	Writing	Paragraph Development	B6.4.3.1	B6.4.6.1.1	
	Writing Conventions & Grammar Usage	Using Punctuation	B6.5.2.1	B6.5.2.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
	Oral Language	Poems	B6.1.3.1	B6.1.3.1.1	
	Reading	Vocabulary	B6.2.6.1	B6.2.6.1.1	Word cards,
	Grammar	Determiners	B6.3.2.1	B6. 3.2.1.1.	sentence cards, letter cards,
3	Writing	Writing as a Process	B6.4.9.1	B6.4.9.1.1	handwriting on a manila
	Writing Conventions & Grammar Usage	Using Naming words	B6.5.3.1	B6.5.3.1.1	card and a class library
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
4	Oral Language	Poems	B6.1.3.1	B6.1.3.1.2	Word cards, sentence

	Reading	Comprehension	B6.2.7.1	B6.2.7.1.1.	cards, letter cards,
	Grammar	Determiners	B6.3.2.1	B6.3.2.1.2	handwriting on a manila card and a
	Writing	Writing as a Process	B6.4.9.1	B6.4.9.1.1	class library
	Writing Conventions & Grammar Usage	Using Naming words	B6.5.3.1	B6.5.3.1.2	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
	Oral Language	Story Telling	B6.1.4.1	B6.1.4.1.1	
	Reading	Diphthongs	B6.2.4.1	B6.2.4.1.1	Word cards,
	Grammar	Pronouns	B6.3.3.1	B6.3.3.1.1	sentence cards, letter cards,
5	Writing	Narrative Writing	B6.4.10.1	B6.4.9.3.1	handwriting on a manila
	Writing Conventions & Grammar Usage	Using Action Words	B6.5.4.1	B6.5.4.1.1	card and a class library
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
	Oral Language	Presentation	B6.1.10.1	B6.1.10.1.1	
	Reading	Vocabulary	B6.2.6.1	B6.2.6.1.2	Word cards, sentence
	Grammar	Adjectives	B6.3.4.1.1	B6.3.4.1.1	cards, letter cards, handwriting
6	Writing	Paragraph Development	B6.4.3.1	B6.4.6.1.1	on a manila card and a
	Writing Conventions & Grammar Usage	Using Action Words	B6.5.4.1	B6.5.4.1.2	class library
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
_	Oral Language	Story Telling	B6.1.4.1	B6.1.4.1.2	Word cards, sentence
	Reading	Comprehension	B6.2.7.1	B6.2.7.1.2	cards, letter cards,
7	Grammar	Verbs	B6.3.5.1	B6.3.5.1.1	handwriting on a manila card and a
	Writing	Narrative Writing	B6.4.10.1	B6.4.9.3.1	class library

	Writing Conventions & Grammar Usage	Using Qualifying Words- Adjectives	B6.5.5.1	B6.5.5.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
	Oral Language	Presentation	B6.1.10.1	B6.1.10.1.2	
	Reading	Blends and Consonant Clusters	B6.2.5.1	B6.2.5.1.1	Word cards, sentence
	Grammar	Verbs	B6.3.5.1	B6.3.5.1.2	cards, letter cards,
8	Writing	Paragraph Development	B6.4.3.1	B6.4.6.1.2	handwriting on a manila
	Writing Conventions & Grammar Usage	Using Adverbs	B6.5.6.1	B6.5.6.1.1	card and a class library
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
	Oral Language	Dramatization and Role Play	B6.1.5.1	B6.1.5.1.1	
	Reading	Vocabulary	B6.2.6.2	B6.2.6.2.1	Word cards, sentence
	Grammar	Verbs	B6.3.5.1	B6.3.5.1.3	cards, letter cards, handwriting on a manila
9	Writing	Creative/Free Writing	B6.4.11.1	B6.4.11.1.1.	
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B6.5.7.1	B6.5.7.1.1	card and a class library
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
	Oral Language	Presentation	B6.1.10.1	B6.1.10.1.3	
	Reading	Silent Reading	B6.2.8.1	B6.2.8.1.1	Word cards, sentence
	Grammar	Conjunctions	B6.3.8.1	B6.3.8.1.1	cards, letter cards,
10	Writing	Argumentative/Persuasive Writing	B6.4.13.1	B6.4.13.1.1	handwriting on a manila
	Writing Conventions & Grammar Usage	Using Conjunctions	B6.5.8.1	B6.5.8.1.1	card and a class library
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
П	Oral Language	Dramatization and Role Play	B6.1.5.2.	B6.1.5.2.1-2	Word cards, sentence

	Reading	Comprehension	B6.2.7.1	B6.2.7.1.3	cards, letter cards,
	Grammar	Conjunctions	B6.3.8.1	B6.3.8.1.1	handwriting on a manila card and a
	Writing	Paragraph Development	B6.4.3.1	B6.4.3.1.2	class library
	Writing Conventions & Grammar Usage	Using Simple, Compound and Complex Sentences	B6.5.9.1	B6.5.9.1.1	
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	
	Oral Language	Presentation	B6.1.10.2	B6.1.10.2.1	
	Reading	Fluency	B6.2.9.1	B6.2.9.1.1	Word cards, sentence
	Grammar	Modals	B6.3.9.1	B6.3.9.1.1	cards, letter cards,
12	Writing	Informative Writing	B6.4.14.1	B6.4.14.1.1	handwriting on a manila
	Writing Conventions & Grammar Usage	Spelling	B6.6.1.1	B6.6.1.1.1	card and a class library
	Extensive Reading	Building the love and culture of reading	B6.6.1.1	B6.6.1.1.1	

#### **FIRST TERM SCHEME - MATHEMATICS**

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Number	Counting, Representation And Cardinality	B6.1.1.1	B6.1.1.1.1	Counters, bundle and loose straws
2	Number	Counting Representation And Cardinality	B6.1.1.1	B6.1.1.1.2-3	base ten cut square
3	Number	Counting, Representation And Cardinality	B6.1.1.1	B6.1.1.1.4-5	Counters, bundle and loose straws base ten cut
4	Number	Number Operations	B6.1.2.1	B6.1.2.1.1	square
5	Number	Number Operations	B6.1.2.1	B6.1.2.1.2-3	Counters, bundle and loose straws base ten cut square
6	Number	Number Operations	B6.1.2.3/4	B6.1.2.3.1 B6.1.2.4.1	
7	Number	Fractions	B6.1.3.1	B6.1.3.1.1-2	Paper strips, cut out cards,
8	Number	Fractions	B6.1.3.1	B6.1.3.1.3	Counters, bundle and loose straws
9	Number	Ratio And Proportion	B6.1.4.1	B6.1.4.1.1	
10	Number	Ratio And Proportion	B6.1.4.1	B6.1.4.1.2	Counters, bundle and loose straws
П	Number	Ratio And Proportion	B6.1.4.2	B6.1.4.2.1	base ten cut square
12	Number	Ratio And Proportion	B6.1.4.2	B6.1.4.2.2	

#### FIRST TERM SCHEME OF LEARNING - SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Diversity Of Matter	Living And Non- Living Things	B6.1.1.1	B6.1.1.1.1	Pictures of Plants and animals in the
2	Diversity Of Matter	Living And Non- Living Things	B6.1.1.1	B6.1.1.1.2	environment
3	Diversity Of Matter	Materials	B6.1.2.1	B6.1.2.1.1	Metals, woods plastics soil stones
4	Diversity Of Matter	Materials	B6.1.2.1	B6.1.2.1.2	paper pencil crayons balloons water sand salt
5	Diversity Of Matter	Materials	B6.1.2.1	B6.1.2.1.3	sugar
6	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.1	Torch candle matchstick lantern paper pencil
7	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.2	pictures of well river stream water
8	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.3	Torch candle matchstick lantern paper pencil
9	Cycle	Earth Science	B6.2.1.1	B6.2.1.1.4	pictures of well river stream water
10	Cycle	Life Cycle Of Organism	B6.2.2.1	B6.2.2.1.1	Plants seeds hand
11	Cycle	Life Cycle Of Organism	B6.2.2.1	B6.2.2.1.2	lens paper pencil fruits
12	Cycle	Life Cycle Of Organism	B6.2.2.1	B6.2.2.1.3	

#### FIRST TERM SCHEME OF LEARNING – OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	All About Us	Nature Of God	B6.1.1.1	B6.1.1.1.1	Map of Ghana, atlas, Pictures,
2	All About Us	Nature Of God	B6.1.1.1	B6.1.1.1.2	Charts, Video Clips
3	All About Us	Myself	B6.1.2.1	B6.1.2.1.1	Map of Ghana, atlas, Pictures,
4	All About Us	Myself	B6.1.2.1	B6.1.2.1.2	Charts, Video Clips
5	All About Us	My Family	B6.1.3.1	B6.1.3.1.1	Pictures, Charts,
6	All About Us	My Family	B6.1.3.1	B6.1.3.1.2	Video Clips
7	All About Us	Home And School	B6.1.4.1	B6.1.4.1.1	Pictures, Charts,
8	All About Us	Home And School	B6.1.4.1	B6.1.4.1.2	Video Clips
9	All Around Us	The Environment And The Weather	B6.2.1.1	B6.2.1.1.1	Pictures, Charts,
10	All Around Us	The Environment And The Weather	B6.2.1.1	B6.2.1.1.2	Video Clips
П	All Around Us	Plants And Animals	B6.2.2.1	B6.2.2.1.1	Pictures, Charts,
12	All Around Us	Plants And Animals	B6.2.2.1	B6.2.2.1.2	Video Clips

#### FIRST TERM SCHEME OF LEARNING - RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.1	Wall Charts, Wall Words, Posters, etc.
2	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.2	Wall Charts, Wall Words, Posters, etc.
3	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.3	Wall Charts, Wall Words, Posters, etc.
4	God's Creation And Attributes	God The Creator	B6 1.1.1	B6 1.1.1.3	Wall Charts, Wall Words, Posters, etc.
5	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	Wall Charts, Wall Words, Posters, etc.
6	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.1	Wall Charts, Wall Words, Posters, etc.
7	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	Wall Charts, Wall Words, Posters, etc.
8	God's Creation And Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	Wall Charts, Wall Words, Posters, etc.
9	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.1	Wall Charts, Wall Words, Posters, etc.
10	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.1	Wall Charts, Wall Words, Posters, etc.
П	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.2	Wall Charts, Wall Words, Posters, etc.
12	Religious Practices	Religious Worship	B5.2.1.1	B5.2.1.1.2	Wall Charts, Wall Words, Posters, etc.

#### FIRST TERM SCHEME OF LEARNING - HISTORY

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

#### FIRST TERM SCHEME OF LEARNING - CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	B6. I.I.I.I	Photos, videos, art paper, colors and
2	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE I	B6. 2.1.1.1	traditional art tools,
3	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B6.1.2.2.1 B6.1.2.3.1	Photos, videos, art paper, colors and
4	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B6.2.2.2.1 B6.2.2.3.1	traditional art tools,
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	B6.1.3.4.1 B6.1.3.5.1	Photos, videos, art paper, colors and
6	Performing Arts	Displaying and Sharing (Performing Arts)	CSE 4&5	B6.2.3.4.1 B6.2.3.5.1	traditional art tools,
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	B6.1.4.6.1 B6.1.4.7.1	Photos, videos, art paper, colors and
8	Performing Arts	Appreciating and Appraising (Performing Arts)	CSE 6&7	B6.2.4.6.1 B6.2.4.7.1	traditional art tools,
9	Visual & Performing Arts	Thinking and Exploring Ideas (School Based Project)	CSE I	B6.1.1.1 B6.2.1.1	Photos, videos, art paper, colors and traditional art tools,
10	Visual & Performing Arts	Planning, Making and Composing (School Based Project)	CSE 2&3		Photos, videos, art paper, colors and traditional art tools,

H	Visual & Performing Arts	Displaying and Sharing (School Based Project)	CSE 4&5	Photos, videos, art paper, colors and traditional art tools,
12	Visual & Performing Arts	Appreciating and Appraising (School Based Project)	CSE 6&7	Photos, videos, art paper, colors and traditional art tools,

#### FIRST TERM SCHEME OF LEARNING – GHANAIAN LANGUAGE

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

#### FIRST TERM SCHEME OF LEARNING - PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
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I	Motor Skill And Movement Patterns	Locomotive Skills	B6.1.6.1	B6.1.1.1.1	Pictures and Videos
2	Motor Skill And Movement Patterns	Locomotive Skills	B6.1.7.1	B6.1.2.1.2	Pictures and Videos
3	Motor Skill And Movement Patterns	Manipulative Skills	B6.1.8.1	B6.1.2.1.3	Pictures and Videos
4	Motor Skill And Movement Patterns	Manipulative Skills	B6.1.8.1	B6.1.3.1.4	Pictures and Videos
5	Motor Skill And Movement Patterns	Rhythmic Skills	B6.1.8.1	B6.1.4.1.5	Pictures and Videos
6	Movement Concepts	Rhythmic Skills	B6 1.5.1	B6 1.5.1.6	Pictures and Videos
7	Movement Concepts	Space Awareness	B6.2.1.2	B6.2.1.2.1	Pictures and Videos
8	Physical Fitness	Dynamics	B6.2.2.2	B6.2.2.2.2	Pictures and Videos
9	Physical Fitness	Aerobic Capacity	B6.3.1.3	B6.3.1.3.1	Pictures and Videos
10	Physical Fitness Concepts	Strength	B6.3.2.3	B6.3.2.3.2	Pictures and Videos
11	Values And Psycho-Social Concepts	Fitness Programme	B6.4.1.4	B6.4.1.4.1	Pictures and Videos
12	Values And Psycho-Social Concepts	Healthy Diet	B6.4.1.4	B6.4.1.4.2	Pictures and Videos

#### FIRST TERM SCHEME OF LEARNING - COMPUTING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
I	Introduction To Computing	Generation Of Computers	B6.3.1.1	B6.1.1.1.1-2	Images of clipboard, styles, fonts,	
2	Introduction To Computing	Generation Of Computers	B6.3.1.1	B6.1.1.1.3-5	paragraph and editing in in the Home Tab of MS –Word.	
3	Introduction To Computing	Introduction To MS-Windows Interface	B6.5.1.1	B6.1.2.1.1-3		
4	Introduction To Computing	Introduction To MS-Windows Interface	B6.5.1.1	B6.1.2.1.4-7	Pictures or projected images	
5	Introduction To Computing	Introduction To MS-Windows Interface	B6.5.1.1	B6.1.2.1.8-10		
6	Introduction To Computing	Data, Sources And Usage	B6.5.3.1	B6.1.3.1.1-3		
7	Introduction To Computing	Data, Sources And Usage	B6.5.3.1	B6.1.3.1.4-6	Pictures or projected images	
8	Introduction To Computing	Data, Sources And Usage	B6.5.3.1	B6.1.3.1.7-9		
9	Introduction To Computing	Data, Sources And Usage	B6.6.1.1	B6.1.3.1.10-11	Pictures or	
10	Introduction To Computing	Technology In The Community	B6.6.1.1	B6.1.4.1.1-4	projected images	
H	Presentation	Introduction To MS-PowerPoint	B6.6.2.1	B6.2.1.1.1-3	Pictures or	
12	Word Processing	Introduction To Word Processing	B6.6.2.1	B6.3.1.1.1-3	projected images	

## SCHEME OF LEARNING- WEEK I BASIC SIX

Name of School.

Week Ending:		DAY: N	MONDAY	Subject: Er	nglish Langua	ıge	
Duration: 60mins				Strand: Or	al Language		
Class: B6		Class S	lize:				
Content Standard: B.6.1.1:Demonstrate und variety of songs	erstanding (	of	Indicator: B6.1.1.1.1 Rela songs to person	in	Lesson:		
Performance Indicator: Learners can relate the c experiences		ongs to personal		Core Com	tion and	es: Collaboration,	
-	xiliaries, posi						
References: English Langua	age Curriculi	um For Pr	rimary Schools Pg.	152			
Phase/Duration PHASE I: <b>STARTER</b>	Learners Activities  Put learners into two groups. Call out some v					Resou	rces
PHASE 2: <b>NEW LEARNING</b>	The group  Very Comparison of the comparison of	o to read for the point of the	tionary for their mairst wins.  If you the game?  Words have you lessentences with you indicators and intriving some familiar some familiar some familiar some songs as lessing songs with streeting individually and	earn?  oduce the lessongs from the  nd have learne  earners listen  ss and rhythm	son eir cultural ers read attentively.	cards, I	cards, sentence etter cards, riting on a card
PHASE 3: REFLECTION	Use peer from lear	discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion	n and effective questioning to find out they have learnt during the lesson.  m learners and summarize the lesson				

Week Ending:			DAY: Tue	sday	Subject: English Language	
<b>Duration:</b> 50mins					Strand: Reading	
Class: B6		Class	Size:			
blend letters/syllable write	B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and			Indicator: B6.2.2.1.1 Read "sure" as in med "tch" as in Street		
Performance Indica Learners can read wo measure; "ture" as in	rds wit				Core Competencies: Communication and Collabor Development	ration, Personal
Keywords						
References: English L	anguage	Currio	ulum For Pr	imary Schools Pg.	168	
Phase/Duration			ctivities			Resources
PHASE I:					ne vocabulary and let them	
STARTER				r their meanings.		
	The	• .	o read first v			
			d you enjoy t			
				new words have you learn?		
	'	• Foi	m two sente	ences with your ne		
	Share	e perfo	rmance indic	ators and introduc	ce the lesson	
PHASE 2: <b>NEW</b>					ending sounds like "sure" as	Word cards,
LEARNING				creature and "tch"		sentence cards, letter cards,
		le learn et word		he Pick and Read g	ame to practice reading the	handwriting on a manila card
			in groups to e sentences t		with the target words and	
PHASE 3: REFLECTION	Sum	marize	the import	tant points in the	lesson with learners.	

Week Ending:	DAY: WED	NESDAY	Sub	ject: English Langua	ge	
<b>Duration:</b> 60mins			Strand: Grammar			
Class: B6	Class Size:		Sub	Strand: Nouns		
Content Standard: B6.3.1.1: Apply knowledg of nouns in communication Performance Indicator: Learners can identify and u conditions References: English Language	use nouns or noun ph	phrases to descri	scribe	nd use nouns or nouse conditions.  Core Competenci Communication and Development	es:	Lesson: I of 2  poration, Personal
Phase/Duration	Learners Activities				Reso	ources
PHASE I: <b>STARTER</b>	Ask pupils to give e (Example answers:  The words that we adjectives.  Share performance	tall, friendly, fu	nny, s	smart, handsome)  ople are called		
PHASE 2: <b>NEW LEARNING</b>	Let learners give exa Introduce them to not A noun phrase is a grincludes modifiers(the Example: The black of The red car.  Have learners use not a size of the red that the size of the size o	Share performance indicators and introduce the lesson. Revise with learners on nouns.  Let learners give examples of nouns and use them in sentences.  Introduce them to noun phrases. A noun phrase is a group of words headed by a noun that includes modifiers(the, a, "of them", "with her")  Example: The black dog. The red car.  Have learners use noun phrases to describe conditions Example: A sunny day				
PHASE 3: REFLECTION	Learners are guide questions and answ		the l	lesson through		

Week Ending:	DAY: TH	URSDAY	Sub	ject: English Langu	age		
<b>Duration:</b> 60mins	•		Strand: Writing				
Class: B6	Class Size:		Sub Strand: Penmanship				
Content Standard: B6.4.2.1: Copy and rewrite correctly	e sentences	Indicator:  B6.4.2.1.1 Write with a legible, fluent and personal handwriting style				Lesson:	
Performance Indicator: Learners can write with a le style	gible, fluent and p	personal handwriti	ng	Core Competen Communication an Personal Developm	id Collat	ooration,	
References: English Languag	e Curriculum Pg. I	96					
Phase/Duration	Learners Activitie	es			Resources		
PHASE I: <b>STARTER</b>	<ul><li>What words of Write some of the Write so</li></ul>	ve to sing more song did you hear in the s of the words you hea	ong? ırd.	luce the lesson.			
PHASE 2: <b>NEW LEARNING</b>	Share the performance indicators and introduce the lesson.  Have learners select sentences from their readers.  As learners observe, demonstrate the activity by writing the sentences in joint script on the board.  Let individual learners read out the sentences.  Let learners copy the sentences into their exercise books.  Have pupils share their work with their partners.					d cards, sentence letter cards, vriting on a a card	
PHASE 3: REFLECTION		portant points in the					

Week Ending:		DAY:	FRIDAY	Subject: English Language				
<b>Duration:</b> 60mins				Strand: Writing Conventions/ Extensive Reading				
Class: B6	Cla	ss Size:	:	Sub Strand: Usi	ng Capitaliz	Capitalization		
Content Standard: B6.5.1.1: Use capital letter the first word in direct sp		art	Indicator: B6.5.1.1.1 Folloonvention	I.I Follow appropriate mechanical			Lesson:	
Performance Indicator:  • Learners can follow app  • Learners can read a vari	oropria				Commun	ication	, Personal	
References: English Langu	age Cu	rriculur	m Pg. 215					
Phase/Duration PHASE I: <b>STARTER</b>	Learners Activities Have learners recite familiar rhymes.					Re	esources	
	<ul><li>W</li><li>Share</li></ul>	<ul> <li>Would you love to sing more songs?</li> <li>What words did you hear in the song?</li> <li>Write some of the words you heard.</li> </ul> Share the performance indicators and introduce the						
PHASE 2: NEW LEARNING	Share the performance indicators and introduce the lesson.					ndwriting on a		
PHASE 3: REFLECTION		arize th	ook read. he important p	oints in the lesson w	rith			

Week End	ding:	DAY:		Subject: Mathema	atics			
Duration:	60mins per lesson			Strand: Number				
Class: B6		Class Size:	<b>Sub Strand:</b> Counting, Representation And Cardinality					
quantities a	tandard: emonstrate an unde and place value for r up to 1,000, 000,000	nulti-digit		Model number quarusing graph sheets a		Lesson:		
Performan Learners ca	nce Indicator:		- 1	Core Compete Problem Solving sl	encies: kills; Critical Thinking;	ı		
Teaching/	Learning Resource	s Counters	, bundle and lo	ose straws base ten	cut square			
Key words	S							
Reference	s: Mathematics Curric	culum Pg. 114						
DAYS	PHASE I: STAR	TER	PHASE 2: N	1AIN	PHASE 3: REFLECTION			
Monday	with learners (up to fingers.  Teacher mentions from (1 to 10).  Learners then show	Teacher mentions the number		s to model ntities up to g graph sheets or aterials. with multi base unit, a rod=10000, 0, and a 00. del 436000 with	What have we learnt today? Modeling number quantities using graph sheet. Learners to model number quantities written on the board.			
Tuesday	Paste a chart of bas the board for learn observe. Hand out papers to learners what they see on the Review the previous through examples	ers to sheet of to draw he chart.	sheet square.  Distribute gralearners and to model the shading.  Note:  A cube=  A rod=10000ur  Have learners examples.  Give learners token curren different color them to model.	to model the 100 shading graph aph sheets to demonstrate how number 12500 by 1000unit Etc.	Review lesson with learners. Have learner model number quantities for multi digit using multi base materials			

r	r		
Wednesday	Review the previous lesson by;	Read out number figures and	What have we learnt
	Bring real Ghana cedi currency	have learners write them in	today?
	of different denominations to	words up to 10,000,000.	Have learners summarize
	class.	• • • • • • • • • • • • • • • • • • • •	the important points of the
	Put them in a box in front of	Assessment: Engage learners	lesson.
	the class. Call out an amount	to play the place value number	Engage pupils in a think pair
	for learners to model it. Do it	wheel game.	share activity to.
	groups to create competition.		*write number in figures
		Use the hundred thousand	and in words up to
		number wheel to generate 6-	1000000
		digit numbers and represent the	
		number generated on a place	
		value frame.	
		value il aille.	
		<u>-</u> , , , , , , ,	
		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)	

Week Endi	ing:					Subject: Science			
Duration: 6	60mins per lesson					Strand: Diversity Of Matter			
Class: B6 Class Size:					<b>Sub Strand:</b> Living And Non- Living Things				
Content St B6.1.1.1 Sh	l R6 I	Indicator: B6.1.1.1.1 Classify plants based on their			Lesson:				
features and life processes of living things and use this understanding to classify them				root system			I OF I		
	nce Indicator: n classify plants bas	sed on their root	system			Competencies: Solving skills; Critical Th	inking; Justification		
Teaching/	Learning Resou	rces Pictures	s of Plants a	nd ar	nimals in	the environment			
New words	S								
References	s: Science Curricu	lum Pg. 34							
DAYS	PHASE I: STA	ARTER	PHASE 2	2: MA	AIN	PHASE 3	•		

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

Week En	nding:		DAY:		Subject: OWO			Р		
Duration	: 60mins	per lesson					Strand: Nature Of God			
Class: B6 Class Size:			e:	Sub Strand: Map Making And Land Mark				d Land Marks		
Content Standard: B6.1.1.1. Demonstrate understanding of the Nature of God as the Creator				of	Indicator: B6.1.1.1 Describe the attributes of God			Lesson:		
Performance Indicator: Learners can describe the attributes of God Teaching/ Learning Resources					Core Competencies: Communication and Collaboration Critical Thinking cures, Charts, Video Clips					
New wor					ater bodies, dumping, accumulation, materials, harmful, planting					
Referenc	es: OW	OP Curric	ulum Pg. 4	4					· · ·	
DAYS	DAYS PHASE I: STARTER				PHASE 2: MAIN		PHASE 3: REFLECTION			
	Learner to sing a song about God.		Learners in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient-		Ask the learners the following questions to review their understanding					

All-knowing.

their lives.

the video.

about creation

Learners to play games and sing

songs to begin the lesson

Tell learners stories about

songs to begin the lesson

Learners to play games and sing

creation.

Learners role play scenarios to

reflect the attributes of God in

Learners watch a short video

Learners talk about what they

Learners mention some of the things they like in the video

Assessment: learners to draw and color one thing they saw in

saw in the video on creation

of the lesson

of the lesson

What have we learnt today?

Have learners read the key words written on the board

review their understanding

What have we learnt today?

Have learners read the key words written on the board

Ask the learners the

following questions to

Week End	ding:	DAY:			Subject: REL &	MORAL EDUCATION	NC	
Duration:	60mins	ı	Strand: God's Creation And Attri				ıtes	
Class: B6		Class Size	 :		Sub Strand: Go	od The Creator		
Content Standard: B6 I.I.I. Explore the Nature of God as the Creator			e B6 I.I.I.I: I attributes	Describ	oe the nature of G	God through His		
Performance Indicator: Learners can demonstrate ways to care for t			or the environme	ent	Core Compet Cultural Identity, Togetherness,	encies: Sharing Reconciliation	,	
	Learning Reso	ources V	Vall charts, wall v	vords,	posters, video cli	p, etc.		
New word								
Reference	s: RME Curricu	lum Pg. 46						
DAYS	PHASE I: S	TARTER	PHASE 2:	PHASE 2: MAIN		PHASE 3: REFLECTION		
	Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small		God: love, Omniscient  Guide learn attributes of local langua  In groups, athe attribute present in I patience, m	patiend t (All-k mers to of God ages. ask lear tes of C humanl merciful		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?		

relate the attributes of God to

Guide learners to write essays on the attributes of God and present their works to class for discussion

their lives.

Υ:		Subject: History			
		Strand: Europeans In Ghana			
ıss Size:		Sub Strand: Impact Of Europe	ean Presence		
THE IMPACT OF FIIRODESH PRESENCE ON I			Lesson:		
at the Euro	·				
Wall ch	charts, word cards, posters, video clip, etc.				
1					
	ass Size: lge of ce on at the Euro	Indicator: B6.3.4.1.1 Assess to presence brought  at the European presence	Strand: Europeans In Ghana  ass Size:  Sub Strand: Impact Of Europe  Indicator:  B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.  Core Competencies: Learners to become critical digital literates		

References: History Curriculum Pg. 40

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

Week En	ding:	DAY:			Subject: C	reative /	Arts	
Duration:	60mins per lesson	1			Strand: Vi	sual Arts	}	
Class: B6		Class S	ize:	Sub Strand: Think			ing and Exploring Ideas	
Demonstra	Standard: ate understanding c wn ideas for artistic		ions	Indicator:  B6 1.1.1.1 Explore and study the arty international visual artists and analyze artworks reflect the history and cultu communities in the world			e how their	
	nce Indicator: an study the artwo	rks of som	ne interi	Core			Competencies:  Making Creativity	. Innovatio
	Learning Resou			videos, art paper, o				,
Reference	es: Creative Arts C	Curriculum	n Pg. 100	0				
DAYS	PHASE I: STA	ARTER		PHASE 2: MAI	IN		PHASE 3: REFLECTION	N
	Learners are to video that reflectissues in the local Ask learners to the parts of the vide that interest the	ts topical al commu talk about o or pictu	nity;	Learners are to a library, videos, Fito study and share some internation artists (e.g. Michael Jack Guide learners to of the internation in relation to the cultures of some the world.  Engage learners to about choice of a following guideling. Name - Country of originating - Type of artworder - Title of some with the performances - Contribution to of the performing - Type of the performing - Type of the performing - Type of the performing - Contribution to of the performing - Type of the performing - Type of the performing - Contribution to of the performing - Type	acebook, interest the artwo nal performing (son)  o discuss the nal artists stue history and a communitie to write brie fartists using the artists using the communities (so works positions and the develop of the deve	ernet) rks of rks of rg works udied s in fs the	Ask learners to whole class wh have learnt.  Learners tell w will like to learn	at they
	Play games and recite rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson.  Ask learners questions to review learners understanding in the previous lesson.		Guide learners to of the internation in relation to the cultures of some the world. E.g. <b>Bob Marley</b> Engage learners to about choice of a following guideling - Name - Country of original country.	nal artists stue history and communitie to write brie artists using thes:	Use series of questions and answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson.			

- Type of artworks - Title of some works - Preferred compositions and	
performances - Contribution to the development	
of the performing arts industry.	

Week Ending:				Subject: Ghanaian Language					
Duration: 60mins per	tion: 60mins per lesson			Strand: Oral Language			Strand: Oral Language		
Class: B6	Class Size:			Sub Strand: Songs					
_	B6.1.1.1			I.I Sing some traditional songs which are r traditional dances and their correct					
Performance Indicator: Learners can sing some traditional songs which are us traditional dances and their correct rhythms.			are used fo	or	Core Competencies: Creativity and innovation, Communic collaboration, Critical thinking	cation and			
Teaching/ Learning Resources Word cards, so			rds, senten	sentence cards, letter cards, handwriting on a manila card					
References: Ghanaian Language Curriculum Pg.67									

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	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms.	Ask learners questions to review their understanding of the lessson.		
	Have learners sing songs to begin the lesson	Demonstrate how some of the dances are performed.	Give learners task to do whiles you go round to guide those who need help.		
		Allow learners to dance to the rhythm of the song.			
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms.  Demonstrate how some of the dances are performed.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.		
		Allow learners to dance to the rhythm of the song.			
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms.  Demonstrate how some of the dances are performed.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.		
		Allow learners to dance to the rhythm of the song.			

Week End	ding:	DAY:				Subject: PHYSICAL	EDUCATION					
Duration:	60mins	•				Strand: Motor Skill And Movement Patterns						
Class: B6		Class S	Size:	Sub Strand: Locomotive Skills								
Content Standard:  Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities  Performance Indicator:  Learners can develop a cooperative movement that uses locomotor skills, object manipulation  Teaching/ Learning Resources Handbare References: PE Curriculum Pg. 69			rform a  ovement gipulation	Indicator: B6.1.1.1: Develop a cooperative movement game that uses locomotor skills, object manipulation  Core Competencies: Learners develop flexibility, cardiovascular enduran aerobic capacity, and coordination  I, Volleyball, Basketball, Netball, Hockey								
DAYS	PHASE I: STARTER  Take learners out to the field.				s pa	rticipate in a mini	PHASE 3: REFLECTION  Learners to practice					
	Let learners run demarcated area themselves up.			Handball, Volleyball, Basketball, Netball, Hockey, etc. base on the facilities and materials available.		ckey, etc. base on	individually and in groups.  Help those who finds it difficult and help them					
	Let learners perform some general and specific warm ups.		n ups.			e strategies and sying the game as a	Assessment: Organize mini game for learners for fun and enjoyment.  Take learners through codown to end the lesson					
			team ar	nd co	y various roles in a coperate with one chieving the teams'							
				Learners cool down to end the lesson								

Week En	ding:	DAY:			Subject: Compu			iting		
Duration	: 60mins	•			Strand: Introduction To Computers					
Class: B6		Class Siz	ze:		Su	neration Of Comp	outers			
Content Standard:  B6.I.I.I: Identify parts of a computer, technology tools and history of computers  Performance Indicator: Learners can learn about the Generation of Identify components of a Computer System  Teaching/ Learning Resources			of Co	Indicator:  B6.1.1.1.1-2 Learn about the Generation of Computers and Identify components of a Computer System  Core Competencies: Creativity and innovation. 2. Commucollaboration.  es of clipboard, styles, fonts, paragraph and editing in						
	es: Computing Cu			of MS –Word						
DAYS	PHASE I: STARTER		PHASE 2: MAIN  Guide learners to discuss the Generation of Computers. i. Microprocessors - Super Computers, - Mainframe, - Minicomputers and - Microcomputers, Mobile Phones, etc  Guide learners to identify Hardware (input, output, storage and communication), Software, Liveware and discuss the components and how they are used		PHASE 3: REFLECTION					
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them.				Ask learners to talk about what they have learnt.  Pose questions to learners to review their understanding of the lesson					
				NB: the discussion should be limited to definition level.						

## SCHEME OF LEARNING- WEEK 2 BASIC SIX

Name of School.....

Week Ending:		DAY: MONDAY		Subject: English Language			
<b>Duration:</b> 60mins				Strand: Oral Languag			
Class: B6		Class S	Size:				
Content Standard: B.6.1.1:Demonstrate und variety of songs	erstanding (	of	Indicator: B6.1.1.1.2 Com discussed	s	Lesson:		
Performance Indicato Learners can compose so		l values d	liscussed		Core Cor Communic Collaborat	ation an	d
Key words Au	xiliaries, po	sitive, ne	gative				
References: English Lan	guage Curr	iculum Fo	or Primary Schoo	ols Pg. 152			
						1 -	
Phase/Duration PHASE I: <b>STARTER</b>	Learners					Resour	rces
	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: <b>NEW LEARNING</b>	Guide the rhythm.  Discuss to discuss to discuss	he meanialues in toppropriate the moo	ntify some familiand in the songs and the songs e.g. low the songs e.g. low the vocabulary and the ral values.	and ney teach. tc. are used	letter o	ce cards, cards, riting on a	
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: Tu	esday	Subject: English Language	uage		
<b>Duration:</b> 50mins				Strand: Reading			
Class: B6	Class	Size:		Sub Strand: Word Fami	nilies		
Content Standard: B6.2.3.1: Identify mini common digraphs		d	Indicator: B6.2.3.1.1 Use decode words	B6.2.3.1.1 Use common minimal pairs to			
Performance Indic Learners can use com		ıl pairs to d	lecode words	Core Competencies: Communication and Colla Development	aboration, Personal		
Keywords				·			
References: English	Language Cu	ırriculum F	or Primary Schoo	ols Pg. 169			
Phase/Duration	Learners A	ctivities			Resources		
PHASE I:			groups Call out	some vocabulary and let	Resources		
STARTER	them search The group	th the diction to read first d you enjoy hat new wo rm two ser	onary for their m st wins. v the game? ords have you lea ntences with you	neanings. arn?			
PHASE 2: <b>NEW</b>	<u> </u>	ples of min			Word cards,		
LEARNING		ık-pair-shar	e", let learners o	come up with more	sentence cards, letter cards, handwriting on a manila card		
	Introduce using exam	Two sounds difference difference goat, coat, boat, wall, ball train, chain Bridge, fridge  Introduce and revise these and other similar spelling patterns using examples (two or three patterns at a time).  Drill the pronunciation of the sounds.  Have learners read several words having the spelling pattern.					
PHASE 3:							
REFLECTION	lesson: 1. Tell the 2. Tell the during the	Ask learners to do the following by ways of reflecting on the esson:  Tell the class what you learnt during the lesson.  Tell the class how you will use the knowledge they acquire luring the lesson.  Which aspects of the lesson did you not understand?					

Week Ending:		DAY: WE	DNESDAY	Y <b>Subject:</b> English Language				
<b>Duration:</b> 60mins				Str	a	nd: Grammar		
Class: B6	Clas	s Size:		Sub Strand: Nouns				
Content Standard: B6.3.1.1: Apply knowledge of nouns in communication		erent types	Indicator: B6.3.1.1.2. Ide	Indicator: B6.3.1.1.2. Identify and use Proper nou				Lesson:
Performance Indicator Learners can identify and				Core Competen Communication and Personal Developm	nd Coll	aboration,		
References: English Lang	guage C	urriculum Pg	. 180			·		
Phase/Duration	Learn	ers Activities					Reso	urces
PHASE I: <b>STARTER</b>	Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)  The words that we use to describe people are called adjectives.							
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson.  Provide learners with opportunities to further practice using these nouns.  Learners to take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.  Use a language drill to help learners do practice activities.  Learners play the "Lucky Dip game" for practice.  Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence.  E.g. a team of horses, a bevy of ladies, a flock of sheep  Learners can look for types of nouns using the internet and use them in sentences.					l l	d cards, paper, r cards,	
PHASE 3: REFLECTION	Provide further practice activities to build on learners' knowledge on nouns.  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: THURSDAY		Subject: English Language				
Duration: 60mins				Strand: Writing				
Class: B6	Class Size:			Sub Strand: Paragraph		n Deve	lopment	
Content Standard: B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and context				6.4.6.1.1 Choose appropriate ways odes of writing for a variety of pur			Lesson:	
Performance Indicator: Learners can choose appropriate ways and mode variety of purposes				or a	Core Competer Communication a Personal Develop	nd Collaboration,		
References: English Lang	guage C	urriculum Pg. 19	97					
Phase/Duration PHASE I: <b>STARTER</b> PHASE 2: <b>NEW</b>	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.  Share the performance indicators and introduce the lesson.  Work with learners to select sample texts from a variety						Resources  Word cards,	
LEARNING	of models of writing from learners' readers and teacher's resources e.g. newspapers, magazines etc. Put learners into small groups and assign each group a mode of writing.  Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece.  Encourage learners to use search engines to search for the different modes of writing they have studied							
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?							

Week Ending:		DAY: FRIDAY		Subject: English Language					
Duration: 60mins				Strand: Writing Conventions/ Extensive Reading					
Class: B6 Class Size:				Sub Strand: Usi	tion				
B6.5.2.1: Show understand punctuations are used app writing			Jse the comma and oppriately in writing	Lesson:					
<ul> <li>Performance Indicator</li> <li>Learners can use the converting</li> <li>Learners can read a valence</li> <li>References: English Lang</li> </ul>	comma ariety of	f age- and	l level approp		Commun	ompetencies: nication and ation, Personal ment			
Phase/Duration	Learne	ers Activi	tios			Resources			
PHASE I: <b>STARTER</b>	Have learners recite familiar rhymes.  • Would you love to sing more songs?  • What words did you hear in the song?  • Write some of the words you heard.  Share the performance indicators and introduce the lesson.								
PHASE 2: NEW LEARNING	Write marks. Have to the marks. Have to the marks. Have to the minute puncture. Engage studen when to the marks. Have I during the mark to the marks.	the whole them stud es and the lation ma e learners at starts r they finish ere the p earners wr the libra arners wr books re to the cla	Word cards, sentence cards, letter cards, handwriting on a manila card						
	Assess	w books ment							

	<ul> <li>Learners think-pair-share their stories with peers.</li> <li>Ask each learner to write a-two-paragraph summary of the book read.</li> </ul>	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?	

Week Ending: DAY:				Subject: Mathema	ntics	
	60mins per lesson		Strand: Number			
	Oomins per lesson				nting, Representation	on And
Class Size:			Cardinality	nung, representati	511 7 tild	
Content S		1. 6	Indicator			Lesson:
	emonstrate an unde	-		-3 Identify numbers i		
	and place value for r up to 1,000, 000,000		chart	around a given numb	er in a number	I OF I
	nce Indicator:	Of I Dillion	Charc			
	n identify numbers in	different positi	ions around a	Core Compete		
	er in a number chart			Problem Solving sk	kills; Critical Thinking	
Teaching/	Learning Resource	s Counters	s, bundle and lo	oose straws base ten	cut square	
Key words	3					
Reference	s: Mathematics Curric	culum Pg. 115				
DAVC	DUACE L. CTAD	TED	DUACE 2. I	MAINI	DUACE 3.	
DAYS	PHASE I: STAR	IEK	PHASE 2: I	MAIN	PHASE 3: REFLECTION	
Monday	Review the previou	ıs lesson by;	Read out nui	mber figures and	What have we lea	arnt
	Bring real Ghana co			s write them in	today?	
	of different denomination	inations to	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-			
	class.  Put them in a box i	in front of			Have learners summarize the important points of the	
	the class. Call out a				lesson.	into or the
	for learners to mo	del it. Do it				
	groups to create co	ompetition.			Engage pupils in a think pair	
					share activity to.	
				s and represent the	Write number in	figures
				erated on a place	and in words up t	
			value frame.	•	1000000	
Tuesday	Have learners to co	omplete the	Read out number figures and		Ask learners to to	
	table.			s write them in	what they have learnt and what they will like to learn in the next lesson	
			words up to 10,000,000.			
	× 1 2 3	4 5	Assessmen	t: Engage learners		
	2			lace value number	Give learners ind	ividual or
			wheel game.		home task.	
			Use the hung	dred thousand		
				el to generate 6-		
				s and represent the		
				erated on a place		
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Have leave to	omplete the	value frame.	mbon figures and	Add learners to t	all ve
Wednesday	Have learners to co	ompiete the		mber figures and s write them in	Ask learners to to what they have le	•
			words up to		what they will like	
					in the next lessor	
				t: Engage learners	C: 1	
			to play the p wheel game.	lace value number	Give learners ind home task.	ividual or
			wincer gaine.		nome task.	
			Use the hund	dred thousand		
			number whe	el to generate 6-		

	x 1 2 3 4 5 6 x 1 2 3 4 5 4	digit numbers and represent the number generated on a place value frame.	
Thursday	Have learners to complete the multiple pattern.  14 21  42  Multiples of	Display a number chart in multiples of 1,500 between 10,000 and 50,000.  lead learners to identify numbers in different positions around a given number.  Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Friday	Have learners to complete the multiple pattern.  14 21 42 56  Multiples of	Display a number chart in multiples of 1,500 between 10,000 and 50,000.  lead learners to identify numbers in different positions around a given number.  Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.

Week Ending:					Subject: Science		
Duration: 60mins per lesson					Strand: Diversity Of Matter		
Class: B6	Class S	Size:			Sub Strand: Living And Non- Liv Things		
Content Standard: B6.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them			B6.1.1.1.1	Indicator: B6.1.1.1.1 Classify plants based on their root system		Lesson:	
Performance Indicator: Learners can classify plants based on their root systems.			tem		Competencies:  Solving skills; Critical Th	inking; Justification	
Teaching/ Learning	g Resources	Pictures of	f Plants and a	nimals in	the environment		
New words							

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson.	Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers).	Ask learners questions to review their understanding of the lessson.
	Use questions and answers to review learners understanding in the previous lesson.	Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class.	Give learners task to do whiles you go round to guide those who need help.
		Learners are shown pictures of the root systems of different plants	
		Learners observe and identify the similarities and differences between the roots of the various plants.	
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Task learners to put the plants into two main groups based on the similarities in their roots system.	Ask learners questions to review their understanding of the lessson.
	Ask learners questions to review their understanding in the previous lesson.	Learners give reasons for their classifications	Give learners task to do whiles you go round to guide those who need help.
		Build the vocabulary of learners by explaining to them the two main root systems of plants, namely; tap roots and fibrous roots.	
		Learners to mould tap root and fibrous root using blu tack and display for discussion	

Week Ending:	DAY:				Subject: OWOP		
Duration: 60mins per lesson				Strand: Nature Of God			
Class: B6	Class Si	Class Size:			Sub Strand: Map Making And Land Marks		
I B6 I I I Demonstrate understanding of I				Indicator: B6.1.1.1 .1 Describe the attributes of God		Lesson:	
Performance Indic Learners can describe		God		Core Competencies: Communication and Collaboration Critical Thinking			
Teaching/ Learning	Teaching/ Learning Resources Pictures, Cha			ts, Vide	Clips		
New words Chemical, defecating, water bodies			iter bodies,	dumpin	g, accumulation, materials, har	mful, planting	
References: OWO	P Curriculum Pg. 4	14					

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 in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient-All-knowing.	Ask learners to tell the whole class what they have learnt.	
	Ask learners questions to review their understanding in the previous lesson.	Learners role play scenarios to reflect the attributes of God in their lives.	Learners tell what they will like to learn.	
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Learners watch a short video about creation Learners talk about what they saw in the video on creation	Ask learners to tell the whole class what they have learnt.	
	Ask learners questions to review their understanding in the previous lesson.	Learners mention some of the things they like in the video	Learners tell what they will like to learn.	
		Assessment: learners to draw and color one thing they saw in the video.		

Week End	ding:	DAY:			Subject: REL &	MORAL EDUCATION	NC
Duration: 60mins			Strand: God's Creation And Attributes				
Class: B6 Class Size:			Sub Strand: Go	od The Creator			
Content Standard: B6 I.I.I. Explore the Nature of God as the Creator		Indicator: B6 1.1.1.1: Descri attributes	Indicator: B6 I.I.I.I: Describe the nature of G		Lesson		
	nce Indicator: in demonstrate		e for tl	ne environment	Core Compet Cultural Identity, Togetherness,	encies: Sharing Reconciliation,	
Teaching/	<b>Learning Res</b>	ources	Wall	charts, wall words,	posters, video cli	p, etc.	
New word	ds						
Reference	s: RME Curric	ulum Pg. 46					
DAYS	PHASE I: S	TARTER		PHASE 2: MAI	N	PHASE 3: REFLECTION	
	Have learners things (things that are brigh the environm them into big	created by t and beauti ent and clas	God) ful in	Let learners list to God: love, patien Omniscient (All-karributes of God local languages.  In groups, ask least the attributes of present in human patience, mercifut	ce, merciful, knowing), etc.  discuss the lin English and erners to identify God that are skind: love, l, etc.	Ask learners to a following by way reflecting on the I. Tell the class a learnt during the 2. Tell the class I will use the know they acquire durilesson.  3. Which aspects lesson did you not understand?	s of lesson: what you elesson. how you wledge ing the

relate the attributes of God to

Guide learners to write essays on the attributes of God and present their works to class for discussion

their lives.

Week Ending:	DAY:		Subject: History		
Duration: 60mins per lesson			Strand: Euro	opeans In Ghana	
Class: B6	Class Size:	Class Size:		: Impact Of Europear	n Presence
Content Standard: B6.3.4.1. Demonstrate kn the impact of European p Ghana	•	Indicator: B6.3.4.1.1 Assess presence brought	the changes that the European to Ghana.		Lesson:
Performance Indicator: Learners can assess the char brought to Ghana.	ropean presence		ompetencies: s to become critical tl erates	hinkers and	
Teaching/ Learning Reso	charts, word cards, posters, video clip, etc.				
New words	I				
References: History Curr	culum Pg. 40				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Show and discuss a documentary of European presence in Ghana	Ask learners to tell the whole class what they have learnt.
	Ask learners questions to review their understanding in the previous lesson.	Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)	Learners tell what they will like to learn.
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Debate the impacts of European presence on Ghana  Engage learners in a fish bowl	Use series of questions and answers to review learners understanding of the lesson.
	Ask learners questions to review their understanding in the previous lesson.	activity.  Have learners in the fish bowl discuss the impacts of European presence in Ghana, while other learners observe them	Call learners in turns to summarize the lesson.

Week Ending:	DAY:		Subject:	Creative Arts	
Duration: 60mins per les	sson		Strand: P	erforming Arts	
Class: B6	Class Size:	Class Size:		nd: Thinking and Explorin	g Ideas
Content Standard:	•	Indicator:			Lesson:
Demonstrate understandi generate own ideas for ar		B6 2.1.1.1 Explore and study performing artworks of some international performing artists		I OF I	
Performance Indicator		Or some interna	idonai perioi	T T	
Learners can explore and study performing artworks of some international performing artists				Core Competencies Decision Making Creativit	

performing artists

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

References: Creative Arts Curriculum Pg. 100

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

	- Type of artworks - Title of some works	
	- Preferred compositions and	
	performances	
	- Contribution to the development	
	of the performing arts industry.	

Week End	ding:			Subject: Ghanaian Language					
Duration:	60mins per les	sson			Strano	d: Oral Language	2		
Class: B6		Class Size:		Sub Strand: Poems					
Content Standard: B6.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them Performance Indicator: Learners can explore poems correctly and recovered and talk about their themes				Indicator:  B6.1.3.1.1 Explore poems correctly and recognize the key words and talk about their themes  Core Competencies:  Creativity and innovation, Communication collaboration, Critical thinking				Lessor : I OF I	
	Learning Re		Vord ca	rds. sentenc	re cards.		writing on a manila cai	-d	
		inguage Curricu				- Car do, Harid	vvi terrig ott å titlatilla ear		
Meier ence	3. Gilalialali La	inguage Curricu	ilulii i g	3.00					
DAYS	PHASE I:	STARTER		PHASE 2: MAIN		PHASE 3: REFLECTION			
	Review learners understanding in the previous lesson using questions and answers		ng	Give copies of poems to learners.  Read the poem aloud and let			Use questions to review their understanding of the lesson		
		d allswels		Read the i	ooem ald	oud and let	lesson		
		ers to play game	es	learners re Call a lear poem with	ner to e	oud and let poem in turns. xplore the rrect stress	Ask learners to su what they have lea		
	and sing song lesson.	ers to play game gs to begin the ers to sing the	es	learners re Call a lear poem with and rhythi	ead the mer to en the comm.	poem in turns.  xplore the	Ask learners to su what they have lead Use questions to their understanding	review	
	and sing song lesson.  Engage learn alphabets son A,B,C,D,E,F,N,O,P,Q,R,S Now I know	ers to play game gs to begin the ers to sing the ng IG G,H,I,J,K,L,M ,T,U,V,W,X,Y,Z		learners recall a lear poem with and rhythic learner in groups.  With the gallow learner the poem	ead the mer to en the com.  ers to ex given coners to and disc	poem in turns.  Explore the rrect stress  plore poems  pies of poems, read through	Ask learners to su what they have lead	review g of th	

With the copies of the poem,

say the theme of the poem.

brainstorm and lead learners to

Put learners into groups to bring

out the issues discussed in the

Listen to each group's theme

poem and the theme.

and discuss it.

Use questions to review

lesson

their understanding of the

Ask learners to summarize what they have learnt

Review learners understanding

Engage learners to play games

and sing songs to begin the

in the previous lesson using

questions and answers.

lesson.

Week Ending:	DAY:		Subject: PHYSICAL EDUCATION			
Duration: 60mins			Strand: Motor Skill And Movement Patterns			
Class: B6 Class Size:		Sub Strand: Locomotive Skills				
Content Standard:  Demonstrate competence in and movement patterns need variety of physical activities			: Jump for distance, landing on both feet ng the hips, knees, and ankles to reduce	Lesson:		

#### **Performance Indicator:**

Learners can jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.

**Core Competencies:** Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination

Teaching/ Learning Resources Pictures and videos

References: PE Curriculum Pg. 69

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Guide learners to perform long jumps by	Ask learners questions to review their understanding of the lessson.
		Practicing approach run	
	Ask learners questions to review their understanding in the previous lesson.		Give learners task to do whiles you go round to guide those who need help
		Practicing approach run and single take off with a comfortable foot	
		Practice landing on both feet with emphasis on bending the hips, knees, and ankles to reduce the impact force.	
		Learners practice at their own pace base on their abilities	
		Learners end the lesson with cool down.	

Week Er	nding:	DAY:		Su	ı <b>bject:</b> Comp	outing	
Duration	: 60mins			St	rand: Introd	uction To Comput	ers
Class: B6 Class Size:				Su	ı <b>b Strand:</b> G	eneration Of Com	nputers
B6.1.1.1:	Standard: Identify parts of a gy tools and histor rs	•	Indicator B6.1.1.1.3. keyboardir	Perform so	ome basic mo	using and	Lesson:
Perform	ance Indicator:	nd keyboardi	ng skills	Core Competencies: Creativity and innovation. 2. Communication a collaboration.			
Teaching	g/ Learning Resou	irces Co	omputer set i	пÞ			
Reference	es: Computing Cu	rriculum Pg. 30	)				
DAYS	PHASE I: STA	ARTER	PHASE	2: MAIN		PHASE 3: REFLECTION	N
	Play games and rethat learners are begin the lesson  Ask learners que review their und the previous less	e familiar with t estions to derstanding in	Demons mouse, p	arners to let mouse but trate the hoerforming and triple cl	olding of single, icking,	Ask learners quereview their under the lessson.  Give learners to whiles you going guide those where the results of the second o	derstanding ask to do ound to

Guide learners to master the use of mouse through practical sessions and games.

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

# SCHEME OF LEARNING- WEEK 3 BASIC SIX

Name of School.

Week Ending:		DAY:	DAY: MONDAY			Subject: English Language		
<b>Duration:</b> 60mins					Si	trand: Oral Language		
Class: B6		Class S	Size: Sub Strand: Poems					
Content Standard: B6.1.3.1: Appreciate poems and other pieces of literary materials			B6.1.3.1.	B6.1.3.1.1 relate the central messages of				Lesson:
Performance Indicator: Learners can relate the central messages of personal experiences						Competencies: inication and Collabora	ation, Pe	ersonal Dev.
	kiliaries, po							
References: English Lang	guage Curr	iculum Fo	or Primary	Schoo	ols	Pg. 153		
Phase/Duration PHASE I: <b>STARTER</b>	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?				Resour	rces		
PHASE 2: <b>NEW</b>	Share per	formanc	e indicatoi	rs and i	intr	roduce the lesson	Word	cards
LEARNING	formally for	requests e.g. as an act of asking politely or for something trate making polite requests with two or three ers role-play making and responding to polite arners with given situations to role-play making onding to polite requests for help from unfamiliar			senten letter o	ce cards, cards, riting on a		
PHASE 3: REFLECTION	Use peer from lear	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: Tu			esday	Subject: English Language	<del>)</del>		
<b>Duration:</b> 50mins		,		Strand: Reading			
Class: B6 Class Size:			Sub Strand: Vocabulary				
Content Standard: B6.2.6.1: Understand word meanings and usages			and function w	Indicator: B6.2.6.1.1 use level-appropriate content wo and function words appropriately in spoker and written communication			
Performance Indicator: Learners can use level-appropriate content of function words appropriately in spoken and communication				Core Competencies: Communication and Collaboration, Personal Development			
Keywords							
References: English	Langua	ige Curriculum Fo	or Primary Schoo	ols Pg. 172			
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  Guide learners to use the spelling-sound correspondences for common consonant digraphs  In a discussion, talk about digraphs as a whole class, group and in				Wo sent lette hand	ources  ord cards, tence cards, er cards, dwriting on a	
PHASE 3: REFLECTION	Ask I lesso I. Te 2. Te durin	e learners try to ends having digraphs the as in church shade arners to do the entry the class what you the class how you the lesson.	as in shirt gh as e following by way you learnt during you will use the k	ays of reflecting on the	mar	nila card	

Week Ending:	1	DAY: WED	ONESE	DAY	S	ubject: English Langu	age			
<b>Duration:</b> 60mins					S	trand: Grammar				
Class: B6	Class	Size:		Sub Strand: Determin						
	Content Standard:  B6. 3.2.1: Apply knowledge of different types of determiners in communication					Indicator: B6. 3.2.1.1 identify and use definite and indefinite articles				
Performance Indicator Learners can identify and indefinite articles			unic	npetencies: cation and Collaboration ent	on, Pei	rsonal				
References: English Lang	uage Cui	rriculum Pg.	. 183							
Phase/Duration		rs Activities					Resc	ources		
PHASE I: <b>STARTER</b>	Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)  The words that we use to describe people are called adjectives.									
PHASE 2: <b>NEW LEARNING</b>	Share performance indicators and introduce the lesson. Briefly revise nouns. Learners read/listen to a passage having several nouns.  Have them identify the nouns stating their types.  Learners identify the nouns noting words that precede them e. g. the, an  Select sentences containing nouns and articles and use them to explain the use of the articles "a", "an" and "the" simply.						rd cards, paper, er cards,			
PHASE 3: REFLECTION	In groups, learners write sentences and underline the articles  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: TH	IURSDAY	Sub	<b>ject:</b> English Langu	age		
<b>Duration:</b> 60mins				Stra	and: Writing			
Class: B6	Cla	ss Size:		Sub Strand: Writing as a Process				
Content Standard: B6.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing  Performance Indicator:			issue, brainstorr before writing	B6.4.9.1.1 select a topic of choice on a na issue, brainstorm ideas and organize them before writing  Core Competer			ncies:	
Learners can select a topic brainstorm ideas and orga					Communication a Personal Develop		laboration,	
References: English Lang					Tersonal Develop	illelic		
1101010110001 11181011 11118		arricararri.	8. 200					
Phase/Duration	Learn	ers Activiti	es			Resou	ırces	
PHASE 1: STARTER  PHASE 2: NEW	<ul> <li>Have learners recite familiar rhymes.</li> <li>Would you love to sing more songs?</li> <li>What words did you hear in the song?</li> <li>Write some of the words you heard.</li> </ul> Share the performance indicators and introduce the lesson. Have them go through the writing process to Word cards,							
LEARNING	present/state an opinion, explain and justify it so as to persuade the reader to accept the opinion or point of view.  Teach the features of a debate e.g. vocatives, taking a stand etc.  Put learners in groups and have them select a controversial or debatable topic.  Divide the class into two to prepare using the writing					letter handv	nce cards, cards, writing on a a card	
PHASE 3: REFLECTION	process as a guide, and to debate on the topic  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		
<b>Duration:</b> 60mins	,			Strand: Writing	Convention	s/ Extensive Reading	
Class: B6	Clas	s Size	e:	Sub Strand: Usi	ng Naming '	g Words	
Content Standard: B6.5.3.1: Apply knowledge types of nouns in commun		erent		ntify and use nouns o	tify and use nouns or noun		
Performance Indicator:  • Learners can identify and use nouns or noun phrases to describe  Core Co Commun					mpetencies: cation and tion, Personal nent		
Phase/Duration PHASE I: <b>STARTER</b>	<ul><li>W</li><li>W</li><li>Share</li></ul>	earner ould y hat wo rite so		Resources			
PHASE 2: <b>NEW LEARNING</b>	lesson.  Identify and use nouns or noun phrases to describe conditions  Engage learners in the "popcorn reading" game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.  Have learners read books of their choice independently during the library period.  Let learners write a one-page critical commentary based					Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Assess      Le     As     of Ask les     the les     I. Tell 2. Tell	ment arners k each the boarners son: the cla	think-pair-shar learner to write learner to write ook read. to do the follow ass what you lea	ck.  local library to read and the stories with pure a-two-paragraph sowing by ways of reflement during the lesson I use the knowledge	oeers. ummary cting on		

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per less	on		Strand: Number		
Class: B6 Class Size:			<b>Sub Strand:</b> Counting, Representation And Cardinality		
Content Standard: B6.1.1.1 Demonstrate an quantities and place value numerals up to 1,000, 00	e for multi-digit		Compare and order whole numbers 00 and represent the comparison	Lesson:	
Performance Indicator:  Learners can compare and order whole numbers up to			Core Competencies: Problem Solving skills; Critical Thinking;		

Teaching/ Learning Resources | Counters, bundle and loose straws base ten cut square

Key words

References: Mathematics Curriculum Pg. 117-118

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Take learners through math mental to solve the following. $15 - \phantom{00000000000000000000000000000000000$	Guide learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. e.g. 123,400 is 10,000 less than 133,400	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
	+ 3 = 10	Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to	those who special help.
	-4 = 1 $14 - = 7$	compare numbers up to 10,000 taking into consideration the place value of each digit in the given number.  E.g. 100200 = 100200,	
Tuesday	Take learners through math mental to solve the following.	2746794 > 2646796  Guide learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number.	Give learners task to complete whiles you go round to guide those who don't understand.
	+ 3 = 6 $- 8 = 0$	e.g. 123,400 is 10,000 less than 133,400  Learners use words such as:	Give remedial learning to those who special help.
	6 - = 2	"equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to	
	2 + 1 = 7 $+ 1 = 9$	compare numbers up to 10,000 taking into consideration the place value of each digit in the given number.  E.g. 100200 = 100200, 2746794 > 2646796	

Wednesday	Take learners through math mental to solve the following. $ 8 - 20 = 2 $ $ 1 + 5 = 14 $ $ 1 - 10 = 7 $	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. For instance; 140230,17025,75 267389,287368,  Give two numbers between 10,000 and 100,000 to each group and encourage learners	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
	1 + = 4	to say as many things as possible about the two numbers. For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675	
Thursday	Take learners through math mental to solve the following.	Learners round off numbers to the nearest 100,000, 10,000 and	Give learners task to complete whiles you go
	- 4 = 1	1000. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000	round to guide those who don't understand.
	14 - = 7	Learners round up and round down to estimate sums and differences.	Give remedial learning to those who special help.
	8 + = 14	Give two numbers between 10,000 and 1000,000 to each	
Exiden	Taka kawa ana ah na ugh mash	group and encourage learners to compare and say as many things as possible about the two numbers. For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675. Learners round off numbers to	Civa lagrana tagle ta
Friday	Take learners through math mental to solve the following.	the nearest 100,000, 10,000 and 1000. For instance; 129,500 is	Give learners task to complete whiles you go round to guide those who
	2 + = 7	approximately 130,000 and 19100 as approximately 19,000	don't understand.
	+ 1 = 9	Learners round up and round down to estimate sums and differences.	Give remedial learning to those who special help.
	+ 6 = 11	Ask learners to work together to round up and round down to estimate sums and differences	

				ct: Science	
CI D/	Duration: 60mins per lesson				of Matter
Class: B6 Class	ass Size:		Sub S	trand: Materi	als
Content Standard: B6.1.2.1 Recognize materials as	Indicator: B6.I.2.I.I Know the general properties of			Lesson:	
important resources for provid human needs	metals such as lustre, malleability, conductivity and ductility			I OF I	
Performance Indicator:			Core Compet	tencies:	
Learners can know the general pro lustre, malleability, conductivity an	•	netals such as	Problem Solving s of Ideas;	skills; Critical Tl	ninking; Justification
Teaching/ Learning Resources	Metals	s, woods plastics soil stones paper pencil			
New words	I				
References: Science Curriculum	Pg. 35				
DAYS PHASE I: START	ER	PHASE 2: M	IAIN	PHASE	3:
			-	REFLEC	
Paste a Chart of pictor	uros	Learners, in g		\ <b>A</b> /l 4   l	re we leant today

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste a Chart of pictures showing Objects made from metals for learners to observe	Learners, in groups, gather different objects such as ruler, erasers, exercise books, comb,	What have we leant today? Properties of metals
	Have learners to talk about the chart.	plastic bowls, connecting wires, cups, plates, cooking pans, roofing sheets, iron nails, pins, etc.	Have learners summarize the important points of the lesson
	Learners identify the names of the items on the chart	Let learners classify the various materials as metals or non-metals based on the following properties: luster, malleability, conductivity and ductility.	
	Paste a Chart of pictures showing Objects made from metals for learners to observe	Guide them to give reasons for their classification.	Learners to state some uses of metals.
	Have learners to talk about the chart.	Relate the lesson to everyday activities that involve the use of metals	Learners to identify items in the school and home that are made from metals
	Learners identify the names of the items on the chart	Given a piece of aluminum foil and a drinking straw, learners describe how they will use conductivity to classify them as metals or non-metals.	
		Assessment: Provide materials for learners. In groups Learners design and make simple machines with metals	

Week Ending:	DAY:				Subject: OWOP		
Duration: 60mins per lesson					Strand: All About Us		
Class: B6	Class Siz	Class Size:			Sub Strand: Myself		
Content Standard: B6.1.2.1. Demonstrate understanding of challenges that occur during adolescence Performance Indicator: Learners can explain problems associated with			B6.	dicator:  Lesso 1.2.1.1. Explain problems associated th adolescence  Core Competencies:			
adolescence	orno associate	4 *******	Communication and Collaboration Critical Thinking				
Teaching/ Learning Resources Pictures, C			Char	ts, Video	Clips		
New words							
References: OWOP Cur	riculum Pg. 4	ł5					

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 talk about and list changes that occur during adolescence	Ask learners to tell the whole class what they have learnt.		
	Ask learners questions to review their understanding in the previous lesson.	Learners think-pair-share on challenges associated with adolescence	Learners tell what they will like to learn.		
		Learners illustrate challenges facing adolescence using the Future's Wheel			
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Revise with learners on the challenges facing adolescence using the Future's Wheel e.g.	Ask learners to tell the whole class what they have learnt.		
	Ask learners questions to review their understanding in the previous lesson.	i. engaging in sexual activity can result in ii. acquiring sexually transmitted infections (STIs) including HIV iii. teenage pregnancy and parenthood iv. streetism and poverty v. drug use and abuse vi. negative peer pressure leading to criminal activities	Learners tell what they will like to learn.		

Week Ending: DAY:				MORAL EDUCATION	NC			
Duration:	Ouration: 60mins Class: B6 Class Size:				Strand: God's Creation And Attributes			
Class: B6		Class Size:			Sub Strand: Go	od The Creator		
B6 1.1.1. Explore the Nature of God as the			Indicator:  B6 1.1.1.1: Describe the nature of Go attributes		_	Lesson I OF I		
	nce Indicator: an demonstrate w	ays to care	e for tl	ne environment	Core Compet Cultural Identity, Togetherness,	tencies: Sharing Reconciliation	,	
	Learning Reso	urces	Wall	charts, wall words	, posters, video cli	p, etc.		
New wor	ds							
Reference	es: RME Curricul	um Pg. 46						
DAYS	PHASE I: ST	ARTER		PHASE 2: MAIN		PHASE 3: REFLECTION		
	Have learners of things (things country that are bright the environment them into big a	reated by ( and beauti nt and class	God) ful in	Let learners list God: love, patier Omniscient (All-Guide learners tattributes of Golocal languages.  In groups, ask let the attributes of present in huma patience, merciful.	nce, merciful, knowing), etc. o discuss the d in English and arners to identify God that are nkind: love,	Ask learners to following by way reflecting on the I. Tell the class learnt during the 2. Tell the class will use the know they acquire durilesson.  3. Which aspect lesson did you nunderstand?	es of lesson: what you e lesson. how you wledge ring the	

Through questions and answers, let learners show how they can relate the attributes of God to

Guide learners to write essays on the attributes of God and present their works to class for discussion

their lives.

Week Ending:	DAY:		Subject: History			
Duration: 60mins per lesson		Str				
Class: B6	Class Size:			Sub Strand: Impact Of European Presence		
Content Standard: B6.3.4.1. Demonstrate knothe impact of European programmer Ghana	Indicator: B6.3.4.1.1 Assess the changes that the European presence brought to Ghana.			Lesson:		
Performance Indicator: Learners can assess the chang brought to Ghana.	Learners can assess the changes that the European presence			Core Competencies: Learners to become critical thinkers and digital literates		
Teaching/ Learning Resou	harts, word cards, p	oste	ers, video clip, etc.			
New words	l l					
References: History Curric	rulum Po 40					

References: History Curriculum Pg. 40

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Show and discuss a documentary of European presence in Ghana	Ask learners to tell the whole class what they have learnt.	
	Ask learners questions to review their understanding in the previous lesson.	Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)	Learners tell what they will like to learn.	
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Debate the impacts of European presence on Ghana  Engage learners in a fish bowl	Use series of questions and answers to review learners understanding of the lesson.	
	Ask learners questions to review their understanding in the previous lesson.	activity.  Have learners in the fish bowl discuss the impacts of European presence in Ghana, while other learners observe them	Call learners in turns to summarize the lesson.	

Week Er	nding:	DAY:		Subject: (	Creativ	e Arts	
Duration: 60mins per lesson				Strand: Visual A		rts	
Class: B6	1	Class Size:		Sub Strar	nd: Plar	nning, Making and (	Composing
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions			B6.1.2.2.1 /B6.1.2.3.1 Experiment w visual arts media and methods to co			<b>Lesson</b> I OF I	
Learners o	ance Indicator: can experiment with ctional and decorati	ve visual artwor	arts media and me ks.	thods to	<b>Core</b> Decision	e Competencies: ion Making Creativity	
	g/ Learning Resou	l .	videos, art paper, co	lors and trad	itional a	rt tools	
Reference	es: Creative Arts C	Jurriculum Pg. 10	00				
DAYS	PHASE I: STA	ARTER	PHASE 2: MA	PHASE 2: MAIN		PHASE 3: REFLECTION	
	Play games and recite rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson.  Play games and recite rhymes that learners are familiar with to begin the lesson.		Learners are to critically examine the works of some international artists  Make similar works of the international artists studied using available materials and tools from the local environment.  Discuss, compare and share their experiences through jury and peer review.			Ask learners to tell the whole class what they have learnt.	
						Learners tell wha like to learn.	t they wil
			share design con knowledge and u	Learners are to present and share design concepts that reflect knowledge and understanding of the history and culture of some		Use series of que answers to review understanding of Call learners in to	w learners the lessor
	Ask learners que review their und the previous less	lerstanding in	Demonstrate en knowledge, skill in the application selected medium international arti	nbedded and experie n and use of n and style o		summarize the le	
			Make own artwo		to		

the works and style of the international artists studied using available materials and tools from

the local environment.

Week Ending:				Subject:	Ghanaian Language	
Duration: 60mins p	oer lesson	1		Strand: C	Oral Language	
Class: B6	Cla	ss Size:		Sub Stra	nd: Story Telling	
Content Standard B6.1.4.1: Demonst and comparison of	rate an ι		between fo	lndicate the lktales and s	e similarities and differences stories and discuss the stales and of stories	Lesson:
Performance Indi	cator:		•			

Learners can indicate the similarities and differences between folktales and stories and discuss the values or morals of folktales and of stories

### **Core Competencies:**

Creativity and innovation, Communication and collaboration, Critical thinking

**Teaching/ Learning Resources** 

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

References: Ghanaian Language Curriculum Pg.68

	T	T	
DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous	Ask a learner to tell a folktale and another learner to tell a story.	Use questions to review their understanding of the lesson
	lesson using questions and answers	Tell a folktale and a story.	Ask learners to summarize what they have learnt
	Engage learners to play games and sing songs to begin the	Revise the lesson on the structure of a folktale and a story.	
	lesson.	Let learners discuss the similarities between folktales and stories in their groups.	
	Engage learners to sing the alphabets song	Let a learner recount a folktale and another learner a story.	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	Let learners discuss the differences between folktales and stories in pairs.	Ask learners to summarize what they have learnt
	Next time won't you sing with me	Write out some of the differences on the board.	
		Let learners debate to confirm the differences found from the discussion.	
	Review learners understanding in the previous lesson using questions and	Ask a learner to tell a folktale and another learner to tell a story.	Use questions to review their understanding of the lesson
	answers.	Tell a folktale and a story.	Ask learners to summarize what they have learnt
	Engage learners to play games and sing songs to begin the lesson.	Let learners discuss the values or morals of folktales and stories in groups.	
		Let each group present the findings to the whole class.	

Week Ending: DAY:				Subject: PHY	SICAL EDUCATION	
Duration: 60mins				Strand: Moto	or Skill And Movement	t Patterns
Class: B6  Class Size:  Content Standard:  Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities  Performance Indicator:  Learners can perform the differences in applying receiving force when jumping for height and dist Teaching/ Learning Resources  References: PE Curriculum Pg. 70				Sub Strand:	Manipulative Skills	
Reference	s: PE Curriculum	rg. 70				
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN		PHASE 3: REFLECTION	)N
	Play games and r that learners are begin the lesson. Ask learners que	familiar with to	efficient	s use both arms ly to control balance during approach rui		anding of the
	review their und the previous less	lerstanding in	by leaning backward two feet shoulder of knees jump and feet (do Learners pace base)	s control the flight page their trunk slightleds, one-foot take-ot take-off, feet land width apart and fles with the height of d landing on the baluble landing).  Is practice at their of the on their abilities and the lesson with the lesson with the lesson with the lesson with the second their abilities.	y ff, exion the ls of	e learnt

cool down.

Week Ending: DAY:				Subject: Computing				
Duration	: 60mins				Strand: Introduction To Computers			ers
Class: B6		Class Size	e:			<b>b Strand:</b> Inti erface	roduction To MS-	Windows
Content Standard:  B6.1.2.1. Demonstrate the use of the Desktop Background as well as working with folders  Performance Indicator: Learners can explore the use of the desktop I demonstrate the use of the Recycle Bin or Tr Teaching/ Learning Resources  Cor References: Computing Curriculum Pg. 31			top Barra	B6.1.2.1.1-3 Explore the use of the desktop Background and demonstrate the use of the Recycle Bin or Trash Can  Core Competencies: Creativity and innovation. 2. Communication ar			Lesson: I OF I	
Keler elic	es. Companing Cu	i i i cuiuii i g.						
DAYS	PHASE I: STA	ARTER		PHASE 2: MA	AIN		PHASE 3: REFLECTION	I
	Play games and r that learners are begin the lesson. Ask learners que review their und the previous less	familiar wit estions to erstanding i	th to	Guide learners desktop Backgr themes colors a account.  Guide learners recycle bin by d viewing deleted  Support learner Recycle bin and	to u leleti	d, change the the User se the ing and it.	Use questions to their understand lesson Ask learners to what they have	ding of the summarize

# SCHEME OF LEARNING- WEEK 4 BASIC SIX

Name of School.....

Week Ending: DAY:			DAY: MONDAY Subject: English Langu			age	
<b>Duration:</b> 60mins				Sti	rand: Oral Language	<u>,</u>	
Class: B6	Size:	ize: Sub Strand: Poems					
Content Standar B6.1.3.1: Appreciat pieces of literary m	e poems and othe	er	Indicator: B6.1.3.1.2 discuss values in poems and ta about the importance of these values in society				Lesson:
Performance Inc Learners can discus importance of thes	ss values in poems		•		Core Competen Communication an Personal Dev.		poration,
Key words	Auxiliaries, po	sitive, ne	gative				
References: Englis	sh Language Curr	iculum Fo	or Primary Sch	ools F	Pg. 163		
Phase/Duration	Learners	A saissiai sa				Daggi	****
PHASE I: <b>START</b>				مريم ال	some vocabulary	Resou	rces
PHASE 2: <b>NEW</b>	The grou	p to read Did you en What new Form two	first wins.  njoy the game?  words have y  sentences wit	ou lea h your d intro	new words.	Word	cards,
LEARNING  Discuss expressi  Guide le the lines		he meani ons and vo urners wit recited.	e meaning of lines using appropriate s and vocabulary of a selected poem.  ners with questions to identify some values in		senter letter	ce cards, cards, riting on a	
PHASE 3: Ask learner the lesson: I. Tell the contact acquire during the second the secon			the following nat you learnt ow you will use lesson.	by wa during the k	ys of reflecting on		

Week Ending:	DAY: Tuesday		Subject: English Language		
<b>Duration:</b> 50mins				Strand: Reading	
Class: B6 Class Size:				Sub Strand: Comprehen	nsion
Content Standard: B6.2.7.1: Process and appropriate texts		d level	Indicator: B6.2.7.1.1 cons	truct meaning from texts	Lesson:
Performance Indic Learners can construc		om texts		Core Competencies: Communication and Colla Development	aboration, Personal
Keywords	diphthongs				
References: English	Language Cı	ırriculum F	or Primary Schoo	ols Pg. 171	
Phase/Duration PHASE I: STARTER	Learners A Put learner them searc The group	Resources			
PHASE 2: NEW LEARNING	<ul> <li>Form two sentences with your new words.</li> <li>Share performance indicators and introduce the lesson</li> <li>Select level-appropriate texts for learners.</li> <li>Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening.</li> <li>Learners connect their background knowledge to help them make meaning of the text as they read.</li> <li>Assist learners with a variety of questions to make meaning during and after reading the text.</li> <li>Lay emphasis on the need to use the environment of a word to</li> </ul>				Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	lesson: 1. Tell the 2. Tell the during the	rs to do the class what class how y lesson.	you learnt during	ays of reflecting on the g the lesson. knowledge they acquire u not understand?	

Week Ending:	DAY: WEDNESDAY		Subject: English Language					
<b>Duration:</b> 60mins			Strand: Grammar		trand: Grammar			
Class: B6	Clas	s Size:			S	ub Strand: Determin	ners	
1 ,	Content Standard: B6. 3.2.1: Apply knowledge of different types of determiners in communication			Indicator: B6.3.2.1.2 identify and use quantifiers				Lesson:
Performance Indicator Learners can identify and		ntifiers			ınic	npetencies: cation and Collaboration	on, Pe	rsonal
References: English Lang	guage C	urriculum Pg	. 182					
Phase/Duration		ers Activities					Resc	ources
PHASE I: <b>STARTER</b>	Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)  The words that we use to describe people are called adjectives.							
PHASE 2: <b>NEW LEARNING</b>	Share performance indicators and introduce the lesson.  Revise nouns and articles briefly.  Introduce quantifiers in context. Learners listen to or read a text having several quantifiers.  Learners identify the nouns and the words that go with them (quantifiers).  Elicit examples from learners.  In pairs, one says a sentence containing a qualifier/quantifier and the other identifies the quantifiers.					rd cards, paper, er cards,		
PHASE 3: REFLECTION	Role(s) are reversed  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: TH			HURSDAY	Sub	oject: English Langu	age	
<b>Duration:</b> 60mins				Str	Strand: Writing		
Class: B6 Class Size:				Sub Strand: Writing as a			cess
Content Standard: B6.4.9.1: Apply the skills a idea generation, selection organization and revision		B6.4.9.1.1 select a topic of choice on a na issue, brainstorm ideas and organize then			Lesson:		
Performance Indicato Learners can select a top brainstorm ideas and org References: English Lan	writing		Core Competer Communication a Personal Develop	nd Col	laboration,		
Phase/Duration PHASE I: <b>STARTER</b>	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.  Share the performance indicators and introduce the					Resou	urces
PHASE 2: <b>NEW LEARNING</b>	Scaffo  Have their possib	lesson.  Scaffold the writing process. i. Pre-writing  Have learners select and discuss a national issue with their partners.  Have learners brainstorm to generate as many ideas as possible about the topic.  Have them organize the ideas into a writing plan using an outline, a chart or an appropriate graphic organizer. E.g.			sente letter handv	d cards, nce cards, cards, writing on a a card	
PHASE 3: REFLECTION	Ask le the les I. Tell 2. Tell acquir	earners to cosson:  I the class which the class has been during the	what you learn now you will us ne lesson.	during the the			

Week Ending: DAY: FRIDAY			Subject: English Language				
<b>Duration:</b> 60mins	•		Strand: W	Strand: Writing Conventions/ Extensive Reading			
Class: B6	Class	Size:	Sub Strand: Using Naming Words				
Content Standard: B6.5.6.1: Understand and correctly in speech and in		Indicate B6.5.3.1.	or: 2 identify and use: p	roper nouns	Lesson:		
<ul> <li>Performance Indicato</li> <li>Learners can identify</li> <li>Learners can read a v</li> <li>References: English Lan</li> </ul>	ompetencies: nication and ration, Personal ment						
References: English Lan	guage Curr	iculum i g. 21.	,				
Phase/Duration PHASE I: <b>STARTER</b>	_	Resources					
PHASE 2: NEW LEARNING	Share the performance indicators and introduce the lesson.  Provide learners with opportunities to further practice using these nouns.  E.g. a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.  b. Use language drills and games to help learners to practice. e.g. a pair drill for singular/plural nouns  — Learner "A" gives a noun — mango — Learner "B" gives its plural form "mangoes" and uses it in a sentence — I love mangoes.  Provide further practice activities to build on learners' knowledge on nouns.  Engage learners in the "popcorn reading" game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.  Have learners read books of their choice independently during the library period.  Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.				Word cards, sentence cards, letter cards, handwriting on a manila card		
	Let learners write a one-page critical commentary based on the books read. Invite individuals to present their						

	Assessment  Learners think-pair-share their stories with peers.  Ask each learner to write a-two-paragraph summary of the book read.
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?

Week Ending: DAY:		Subject: Math		ematics		
Duration: 6	60mins per lesson			Strand: Number		
Class: B6 Class Size:			<del></del>	Sub Strand: Number Operations		
mathemation properties	escribe and apply m is strategies and nu to determine answ blication facts to 14	mber ers for	number properti			
<b>Performan</b> Learners car determine a	ce Indicator: apply mental mathenswers for basic mult	iplication fac	ts to 81 and rela	ted division facts	Core Compete Problem Solving ski Thinking;	lls; Critical
	Learning Resource	es '	Counters, bundle	e and loose straws l	base ten cut square	e
Key words		l D 121				
References	: Mathematics Curri	culum Pg. 12.	<u> </u>			
DAYS	PHASE I: STAR	TER	PHASE 2: I	MAIN	PHASE 3: REFLECTION	N
Monday	Play games and recthat learners are fato begin the lesson Ask learners quest review their under the previous lesson Have leaners to remultiplication table	ions to standing in n.	strategies using given basic far given basic far series with a single se	t up by one or two om a known fact = 35, equal to $35 + 7$ al to $35 + 7 + 7$ ) t down by one or os from a known if $8 \times 8 = 64$ , then qual to $64 - 8$ and qual to $64 - 8 - 8$ ) 3 think $4 \times 3 = 12$ , 12 + 12 t: engage and guide	Give remedial I	es you go those who and.
Tuesday	Play games and rec that learners are fa to begin the lesson Ask learners quest review their under	miliar with	Describe the strategies use given basic fa	mental maths ed to determine a ct, such as when multiplying by	Give learners to complete while round to guide don't understand	s you go those who nd.

	Have leaners to recite multiplication tables from 2 to 9	think 7 × 10 = 70, and 70 – 7 = 63	
		Repeated Doubling E.g., if 2 × 6 is equal to 12, then 4 × 6 is equal to 24 and 8 × 6 is equal to 48	
		> Repeated Halving E.g., for 60 ÷ 4, think 60 ÷ 2 = 30 and 30 ÷ 2 = 15)	
		<ul> <li>Relating Division to         Multiplication</li> <li>E.g., for 64 ÷ 8, think 8 × =</li> <li>64</li> </ul>	
		Assessment: guide learners to solve several examples on how to answer basic multiplication facts to 81 using different strategies	
Wednesday	Play games and recite rhymes that learners are familiar with to begin the lesson.  Ask learners questions to	Determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros	Give learners task to complete whiles you go round to guide those who don't understand.
	review their understanding in the previous lesson.	E.g. for 3×200 think of 3×2 and then add two zeros	Give remedial learning to those who special help.
		E.g. Apply halving and doubling when determining a given product E.g. 32×5 is the same as 16×10	
		Assessment: guide leaners to solve several examples in their work books.	
Thursday	Play games and recite rhymes that learners are familiar with to begin the lesson.	Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded	Give learners task to complete whiles you go round to guide those who don't understand.
	Ask learners questions to review their understanding in the previous lesson.	form E.g., $6 \times 18 = (6 \times 10) + (6 \times 8) =$ $60 + 48 = 108$ . Or apply distributive property to determine a given product involving multiplying factors that are close to multiples of $10$ (e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) =$ 203.	Give remedial learning to those who special help.
		Explain the property for determining the answer when multiplying numbers by I and 0	
Friday	Play games and recite rhymes that learners are familiar with to begin the lesson.	Describe the mental maths strategies used to determine a given basic fact, such as	Give learners task to complete whiles you go

Ask learners questions to	> Skip count up by one or two	round to guide those who don't understand.
review their understanding in the previous lesson.	groups from a known fact E.g., if $5 \times 7 = 35$ ,	Give remedial learning to
	then 6 × 7 is equal to 35 + 7 and	those who special help.
	(7 × 7 is equal to 35 + 7 + 7)	
	<ul><li>Skip count down by one or two groups from a known</li></ul>	
	fact (e.g., if 8 × 8 = 64, then 7 × 8 is equal to 64 – 8 and	
	6 × 8 is equal to 64 – 8 – 8)	
	<ul> <li>Doubling</li> <li>E.g., for 8 × 3 think 4 × 3 = 12,</li> </ul>	
	and 8 × 3 = 12 + 12	
	Assessment: Engage and guide leaners to solve several	
	examples.	

Week End	ling:					Subject: Science	
Duration:	60mins per	lesson				Strand: Diversity C	of Matter
Class: B6		Class	Class Size:			Sub Strand: Materials	
B6.1.2.1 Reimportant	36.1.2.1 Recognize materials as B6.1.2.1.2 mportant resources for providing everyday			I.2.I.2 Investigate the uses of metals in cryday life and link the uses to their		Lesson:	
Performance Indicator: Learners can investigate the uses of metals in everydand link the uses to their properties			, ,	Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;			
Teaching/	Learning	Resources	Metals	s, woods plastics soil stones paper pencil			
New word	ls		•				
Reference	s: Science (	Curriculum Pg. 3	35				
DAYS	PHASE	I: STARTER		PHASE 2: M	IAIN	PHASE REFLEC	

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Display different objects made from metals.	Learners, through discussion, come out with uses of metals by	What have we learnt today?
	Engage learners in groups to write names of the objects and	observing the objects displayed in class or from a video (these include farm tools, jewelry,	Uses of metals in everyday life.
	present their answers in class	ornaments, cars, bridges, metallic spoons).	Have learners to summarize the main points in the lesson.
		Have leaners to investigate the use of metals in everyday life and presents their findings to class	
	Revise learners RPK by engaging them in the 'Mystery Box'	Have learners to link the use of the metal to its property	What have we learnt today?
	The teacher brings a bag into the classroom that contains an object that has a connection to	E.g. copper is used to make wires because it conducts	Uses of metals in everyday life.
	the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.	electricity, aluminum is used to make roofing sheets because it is malleable.	Have learners to summarize the main points in the lesson.
	The student who guess right wins, and hence introduce the lesson	Relate the lesson to everyday life to promote curiosity	

Week Ending:	DAY:	DAY:		Subject: OWOP		
Duration: 60mins per	lesson		Strand: All About Us			
Class: B6	Class Siz	Class Size:			Sub Strand: Myself	
B6.1.2.1. Demonstrate understanding of			B6.1.		explain how to manage the last occur during adolescence	Lesson:
Performance Indicator: Learners can explain how to manage the problems that occur during adolescence					Competencies: unication and Collaboration Critical	al Thinking
Teaching/ Learning Resources Pictures, C			Charts	s, Video	Clips	
New words						
References: OWOP C	Curriculum Pg. 4	15				

DAYS PHASE I: STARTER

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have leaners to write on a sheet of paper the following	Revise with learners on the challenges facing adolescence using the Future's Wheel	What have we learnt today?  problems associated with
	What is adolescence?	e.g. i. engaging in sexual activity can	adolescence
	list changes that occur during adolescence	result in ii. acquiring sexually transmitted infections (STIs) including HIV iii. teenage pregnancy and parenthood iv. streetism and poverty v. drug use and abuse vi. negative peer pressure leading to criminal activities	Have learners to summarize the important points in the lesson
	Have leaners to write on a sheet of paper the following	Learners in groups discuss how to manage the challenges that	What have we learnt today?
	What is adolescence?	come with changes during adolescence. e.g.	Solving problems associated with adolescence
	list 3 problems associated with adolescence	i. counselling from a responsible adult ii. discussing problems with peers and siblings iii. dressing in a modest way to avoid enticing the iv. opposite sex v. being assertive (self-confidence to say 'NO' to premarital vi. sex and other actions which may destroy vii. your future plans) viii. respecting the sexual rights of others ix. not forcing to have sex with pupils, etc.	Have learners to summarize the important points in the lesson
		Groups to present reports for class discussion	

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

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

Week Ending:	DAY:		Subject: History			
Duration: 60mins per lessor	1		Strand: Europeans In Ghana			
Class: B6	Class Size:		Sub Strand: Impact Of European	n Presence		
Content Standard: B6.3.4.1. Demonstrate knot the impact of European pro Ghana	•	Indicator: B6.3.4.1.1 Assess presence brought	the changes that the European to Ghana.	Lesson:		
Performance Indicator: Learners can assess the chang brought to Ghana.			Core Competencies: Learners to become critical t digital literates	hinkers and		
Teaching/ Learning Resources   Wall c		harts, word cards, <sub>l</sub>	posters, video clip, etc.			
New words						
References: History Curriculum Pg. 40						

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

Week Ending:	DAY:	DAY:		Subject: Creative Arts		
Duration: 60mins per lesson			Strand: Performing Arts			
Class: B6 Class Size:			Sub Strand: Planning, Making and Composing			
Content Standard:  Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator:  B6 2.2.2.1 /B6 2.2.3.1 Experiment with available performing arts media and techniques to create performing artworks		Lesson:		
Performance Indicator: Learners can experiment with available performing arts media artechniques to create performing artworks.			nd	Core Competencies Decision Making Creativi		

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

References: Creative Arts Curriculum Pg. 100

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson.	Learners are to critically examine the compositions and performances of some international artists.  Make similar compositions or performances of the international artists studied using available media, techniques, elements, instruments, melodies etc. for example: - Dance by Michael	Ask learners to tell the whole class what they have learnt.  Learners tell what they will like to learn.
	Play games and recite rhymes	Discuss and share their experiences through peer review  Put learners in groups to	Use series of questions and
	that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in	present and share concepts that reflect knowledge and understanding of the history and culture of some communities in the world.	answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson.
	the previous lesson.	Compose and share own music, dance, drama and poems similar to the works and style of the international artists studied using available media, instruments, etc. from the local environment.	
		Discuss compositions through peer review	

Week Ending:			Subject: Ghanaian Language		
<b>Duration:</b> 60mins pe	r lesson		Strand: Reading		
Class: B6	Class: B6 Class Size:		Sub Strand: Phonics		
Content Standard: B6.2.4.1: Demonstrate the ability to listen and pronounce words with identical sounds from a list of words			cor: .13 Read and recognize words with as in sentences and paragraphs	Lesson:	

Performance Indicator:
Learners can read and recognize words with diagraphs in sentences and paragraphs

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

**Teaching/ Learning Resources** Word cards, sentence cards, letter cards, handwriting on a manila card

References: Ghanaian Language Curriculum Pg.74

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using	Ask learners to mention some words and write them on the board.	Use questions to review their understanding of the lesson
	questions and answers	Group the words into two, those consisting of diagraphs and those without diagraphs.	Ask learners to summarize what they have learnt
	Engage learners to play games and sing songs to begin the lesson.	Discuss the concept of diagraphs with learners.	
		Write words which consist of diagraphs with their diagraphs underlined on flashcards	
	Review learners understanding in the previous lesson using questions and answers.	Revise the lesson on syllables with the learners.  Write some words on the board and	Use questions to review their understanding of the lesson
	Engage learners to play games and sing songs to	ask learners to form sentences with them.	Ask learners to summarize what they have learnt
	begin the lesson.	Show flashcards with syllables written on them to the learners.	
		Help learners blend three or more syllables to form words and read them out aloud.	
	Engage learners to sing the alphabets song	Ask learners to mention words they know and write the words on the board.	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  Next time won't you sing with me	Discuss the sounds in the words and discuss consonant clusters.	Ask learners to summarize what they have learnt

Show flashcards with words that have consonant clusters written on them to learners.	
Help learners recognize and read the words with consonant clusters	

Week En	ding:	DAY:			Subject: PHYSICAL EDUCATION				
Duration	<b>Duration:</b> 60mins				Strand: Motor Skill And Movement Patterns				
Class: B6 Class Size:				Sub Strand: Manipu	ulative Skills				
Demonstrate competence in the motor skills				3.1.4	: Roll ball using a stick i hockey	in a game	Lesson:		
Learners c	ance Indicator: an roll ball using a s		aerobic capacity, and coordination				endurance,		
	Learning Resou		1 Stick						
Reference	es: PE Curriculum	rg. 70							
DAYS	PHASE I: STA	ARTER	PHAS	E 2:	MAIN	PHASE 3: REFLECTION			
	jogging to warm the body up s			o a decific	s a ball with their istance after general warm-up.  ctice ball rolling in rns such as straight e rolling, etc.	Learners to prace individually and in how to roll a bal Help those who difficult and help Assessment: Organize mini gal learners for fun a enjoyment.	n groups with stick. finds it them me for and		
						Take learners the	•		

Week En	ding:	DAY:			Su	<b>bject:</b> Computi	ng	
Duration	: 60mins				Str	and: Introducti	on To Comput	ers
Class: B6		Class Siz	ze:			<b>b Strand:</b> Intro	duction To MS	-Windows
B6.1.2.1.1	Standard: Demonstrate the nd as well as wor			Indicator: 86.1.2.1.46 Illustrate the us			e of File	
	ance Indicator: an Illustrate the use	e of File Exp	olorer window	<b>/</b>		Core Compe Creativity and inno collaboration.	etencies: ovation. 2. Commi	unication and
	Learning Resoues: Computing Cu		Computer so	et up				
DAYS	PHASE I: STA	ARTER	PHASE	2: MAIN			PHASE 3: REFLECTION	)N
	Play games and rethat learners are to begin the less.  Ask learners que review their und the previous less.	familiar wi on. estions to erstanding	in Guide le Explorer the com explorer le Compte le Compt	puter thron  The second of the	ocate of the Home	cols, the sing the in.  Luse File ocations of the file  Constitute of change a program System properties  System System System Color of State of 223 GB  Lee the hard vable storage err.  Lee Ribbon lipboard and Home Ribbon and Open New cols of the File	Use questions their understalesson  Ask learners as summarize will learnt	anding of the

## SCHEME OF LEARNING- WEEK 5 BASIC SIX

Name of School.....

Week Ending: DAY:			MONDA	<b>′</b>	Subject: English Lange	uage	
<b>Duration:</b> 60mins					Strand: Oral Languag	е	
Class: B6		Class S	Size:	Sub Strand: Story Telling			
B6.1.9.1: Explore the commands, instruction directions appropriate	use of verbs in ons, requests an		B6.1.4.1.	B6.1.4.1.1 make connections between texts or			Lesson:
Performance Indic Learners can make c stories and personal	onnections between experiences.				e Competencies: munication and Collabo	ration, Pe	ersonal Dev.
Key words	Auxiliaries, po			<u> </u>			
References: English	Language Curr	iculum Fo	or Primary	Schoo	ols Pg. 163		
Phase/Duration	Learners					Resou	rces
PHASE I: <b>STARTE</b>	and let the The ground of the Electric The Ground of the Electric The	nem seard p to read Did you e What new Form two	two group ch the dict d first wins enjoy the g v words had o sentence	cionary s. ame? ave you s with			
PHASE 2: <b>NEW LEARNING</b>	Tell or re Invite ind story ma Lead the	Share performance indicators Have the learners recall one Tell or read a story to learn Invite individuals to retell the story map/herringbone strate Lead the class to discuss the relate the story to their per			sequentially using and guide them to	letter	ce cards, cards, riting on a
PHASE 3: REFLECTION	Ask learners to do the lesson: I. Tell the class where the class has acquire during the			wing by arnt du II use t	y ways of reflecting on		

Week Ending:			DAY: Tu	esday		Subject: English Languag	e	
<b>Duration:</b> 50mins						Strand: Reading		
Class: B6		Class	Size:		Sub Strand: Diphthongs			
Content Standard B6.2.3.1: Identify mi common digraphs		airs and	i	Indicator: B6.2.3.1.1 diphthongs	use v	vords with centering		Lesson:
Performance Ind Learners can use we			ering dipht	hongs		Core Competencies: Communication and Colla Development	aborat	tion, Personal
Keywords	diphth	nongs						
References: Englis	h Langu	iage Cu	ırriculum F	or Primary S	choc	ols Pg. 169		
Phase/Duration PHASE I:			activities	groups Call	Out	some vocabulary and let	Res	ources
STARTER	ther The	m searce group • Die • W • Fo	th the diction to read first d you enjoy hat new wo rm two ser	onary for the st wins.  the game?  ords have you	eir m u lea your	eanings. .rn? r new words.		
PHASE 2: <b>NEW LEARNING</b>	Give /iə/ /eə/ /ʊə/ Hav	hare performance indicators and introduce the lesson in a discussion have learners talk about diphthongs.  Sive several examples and elicit examples from them.  10-/- fear, ear, near, clear  10-/- prepare, there, stairs  10-/- pure, secure				sen lett han	ord cards, tence cards, er cards, dwriting on a nila card	
PHASE 3: REFLECTION	less 1. T 2. T duri	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: WE	ONESE	DAY	Subject: Engli	ish Langua	age	
<b>Duration:</b> 60mins					Strand: Gram	nmar		
Class: B6	Class Size: Sub Strand: Pronouns				,			
Content Standard: B6.3.3.1: Apply knowledge of different types of pronouns in communication			B6.3	c <b>ator:</b> 3.1.1 idei ouns	ntify and use ref	lexive		Lesson:
Performance Indicator Learners can identify and i		exive pronol	ıns		Competencies  Inication and Coment		on, Pei	rsonal
References: English Lang	uage C	urriculum Pg	. 184					
Phase/Duration	Learne	ers Activities					Resc	ources
PHASE I: <b>STARTER</b>	Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)  The words that we use to describe people are called adjectives.  Share performance indicators and introduce the lesson.							
PHASE 2: <b>NEW LEARNING</b>	Introduce reflexive pronouns with examples in sentences. Discuss the reflexive pronouns with learners.  Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences.  Repeat the procedure to teach relative and reciprocal pronouns					d cards, paper, r cards,		
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?							

Week Ending:	DAY: THURSDAY Subject: English Langu				age		
<b>Duration:</b> 60mins	<b>'</b>			Str	and: Writing		
Class: B6	Class	Class Size: Sub Strand: Narrativ				Writi	ng
Content Standard:  B6.4.9.3: Apply strategies for improving drafts for publishing  Indicator:  B6.4.9.3.1 review, and revise the draft in produce a coherent piece by proposing grammar and vocabulary for improvem				iece by proposing	nt	Lesson:	
Performance Indicator Learners can review, and piece by proposing gram References: English Lan	revise the	cabulary	for improvem		Core Competer Communication a Personal Develop	nd Col	llaboration,
Phase/Duration PHASE I: <b>STARTER</b>	Learners		= =			Reso	urces
PHASE 2: <b>NEW</b> <b>LEARNING</b>	<ul> <li>What</li> <li>Write</li> <li>Share the lesson.</li> <li>Have lear and critic that need</li> </ul>	e performers revally severe to be come	rs recite familiar rhymes. You love to sing more songs? Ords did you hear in the song? Orme of the words you heard. Orformance indicators and introduce the Ors review their first draft by reading it slowly several times to identify words/expressions be cancelled.  The recite familiar rhymes.  The recite f				d cards, ence cards, cards, writing on a a card
DUAGE 2	Encourage learners to make as many changes as are necessary to improve their drafts.  Have learners make a clean draft for publishing.						
PHASE 3: REFLECTION	the lesson I. Tell the 2. Tell the acquire d	n: e class v e class h luring th	vhat you learn now you will us e lesson.	t during t			

Week Ending:	D	AY: FRIDAY	Subject: English	Language		
<b>Duration:</b> 60mins	•		Strand: Writing	Conventions	s/ Extensive Reading	
Class: B6	Class S	Size:	Sub Strand: Usi	ing Action W	Words	
Content Standard: B6.5.6.1: Understand and a correctly in speech and in		ow the t tense form	Lesson:			
<ul><li>present perfect tense</li><li>Learners can read a va</li></ul>	rformance Indicator:  Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing  Learners can read a variety of age- and level appropriate books  Learners: English Language Curriculum Pg. 215					
Phase/Duration	Learners	Activities		F	Resources	
PHASE I: <b>STARTER</b>	<ul> <li>Have learners recite familiar rhymes.</li> <li>Would you love to sing more songs?</li> <li>What words did you hear in the song?</li> <li>Write some of the words you heard.</li> </ul> Share the performance indicators and introduce the lesson.					
PHASE 2: NEW LEARNING	the simple identify muse this a simple pass.  Learners is use both to the correct the correct the correct the correct that the correct the correct that the cor	e past verbs, how the odals used.  Is a guide to let lear st.  In pairs write their tense forms.  In grid containing all pairs to do their or the use both tense.  In pairs in the "popularts reading aloud y finish. This prompthe previous one lears read books of the library period.	their choice independent the critical commentar lividuals to present t	ences and solutions in the sure they do to the sention to to pick and ently by based	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Encourage borrow b		local library to read	and		

	Assessment  Learners think-pair-share their stories with peers.  Ask each learner to write a-two-paragraph summary of the book read.
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson:  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: B6	Class S	Size:	Sub Strand: Number Operations		
Content Standard: B6.1.2.1 Describe and apply m mathematics strategies and nu properties		Indicator: B6.1.2.1.2-3 Apply multiplication.	mental math	ematics strategies for	Lesson:
Performance Indicator: Learners can apply mental mather	natics sti	rategies for multiplica	ition.	Core Competencies Problem Solving skills; Cr	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square			
Key words					
References: Mathematics Currie	ulum Pa	124			

Key words			<u> </u>
References	: Mathematics Curriculum Pg. 124		
DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3:
			REFLECTION
Monday	Review learners understanding	Apply the distributive property to	Give learners task to
lionday	in the previous lesson using	determine a given product	complete whiles you go
	questions and answers	involving multiplying factors that	round to guide those who
	questions and answers	can be written in the expanded	don't understand.
		form	
	Engage learners to play games	E.g., $6 \times 18 = (6 \times 10) + (6 \times 8) =$	Give remedial learning to
	and sing songs to begin the	60+48 = 108.	those who special help.
	lesson.	10 8	
		6	
		$6x18 = 6 \times (10 + 8) = (6 \times 10) + (6 \times 8)$ $= 60 + 48$	
		= 108	
Tuesday	Let learners solve this	Guide learners to apply the	Give learners task to
		distributive property to determine	complete whiles you go
	Using only addition, how can	a given product involving	round to guide those who
	you use eight eights to get the number 1000?	multiplying factors that are close	don't understand.
	number 1000!	to multiples of 10 e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$ .	Give remedial learning to
	Answer: 888+88+8+8	$e.g., 27^{-7} = (30^{-7}) = (1^{-7}) = 203.$	those who special help.
	7 MISWELL 000 - 00 - 0 - 0 - 0	Explain the property for	those who special help.
		determining the answer when	
		multiplying numbers by I and 0	
Wednesday	Draw a 6 by 6 multiplication	Multiplication of whole numbers	Give learners task to
	chart and use it as a game	using the "expand and box"	complete whiles you go
	board to play the 3-in-a-line	method (partial decomposition	round to guide those who
	game with a pair of dice or	method).	don't understand.
	playing cards.	l and languages and deight a 2 digit	Circa manas dial la amaina da
	Players take turns in throwing	Lead learners to multiply a 3-digit number by a 1-digit number as	Give remedial learning to those who special help.
	a one dice and mark (or	shown below,	anose who special help.
	cover) a number that can be	For example 448 × 2 =?	
	divided by the results (i.e. a	_ ·	
	quotient). The winner is the	X 400 40 8	
	one who obtains three	2 800 80 16	
	numbers in a line.		

	T	T	T
		$448 \times 2 = (400 \times 2) + (40 \times 2) +$	
		$(8 \times 2) = 800 + 80 + 16 = 800 +$	
		80 + (10 + 6)	
		= 800 + 90 + 6 = 896	
		Assessment: Have leaners to	
		practice with more examples	
Thursday	Have learners to solve the	Multiplication of whole numbers	Give learners task to
-	following within a given	using the Column or vertical	complete whiles you go
	duration.	method; i.e. 25×32	round to guide those who
		25	don't understand.
	Complete with ">", "<" and	_x32	
	" <del>_</del> "	50	Give remedial learning to
	45 - 47	+750 800	those who special help.
	45     67		
		25 25	
		$\begin{array}{c c} x30 & x & 2 \\ \hline 750 & 50 = 800 \end{array}$	
	475   457		
		Multiplication of whole numbers	
		using the Distributive property;	
	17	i.e. 25×32	
		$25 \times (32) = 25(30 + 2)$	
		= 25(30) + 25(2)	
		= 750 + 50	
		= 800	
		Have leaners to practice with	
Fui dans	Teacher calls out numbers	more examples	Circa Incompany to all to
Friday		Multiplication of whole numbers	Give learners task to
	from I to 20	using the lattice method.	complete whiles you go
	45-10 70-9		round to guide those who
	45-10 70-9	Have learners draw a 2 by 3	don't understand.
		lattice for solving 345 × 27; and 3	
	Have learners to write	by 3 and 3 by 3 lattice for solving	Give remedial learning to
	number patterns in the air.	382 × 856.	those who special help.
		3 4 5	
	Randomly call learners to	0/0/1/2	
	write a said number on the	6 8 0 2	
	board	2/1 2/0 3/5 7	
		3 1 1 5	
		Have leaners to practice with	
		more examples	
	<u> </u>	more examples	l

Week Ending:					Subject: Science	
Duration: 60mins per lesso	on				Strand: Diversity Of	Matter
Class: B6	Class Size	e:			Sub Strand: Materia	ls
Content Standard: B6.1.2.2 Understand mixtures, the types of formation, uses and ways of separating them into their components			Indicator: B6.1.2.2.1 Examine some uses of mixtures in everyday life		e uses of mixtures in	Lesson:
Performance Indicator: Learners can examine some	uses of mixtu	ures in e	everyday life		Competencies: Solving skills; Critical Th	inking; Justification
Teaching/ Learning Reso	urces	1etals, v	woods plastics	soil ston	es paper pencil	
New words						
	culum Pg. 35					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Revise learners RPK by engaging them in the	Learners watch pictures of different types of mixtures.	Ask learners series of questions to review their understanding of the	
	'Mystery Box' The teacher brings a bag into	Provide samples of materials and guide learners to produce mixtures	lesson	
	the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.  The student who guess right wins, and hence introduce the lesson	such as salt solution, sugar solution, concrete, sand and water.  Pizza  Chocolate Chip Cookies  Tossed Salad  Sandwich  Soda With Ice	Ask learners to summarize what they have learnt  Give learners individual or home task	
		In groups, learners investigate the daily uses and applications of mixtures, e.g. salt solution, sugar solution, concrete, gari and beans.		
	Display different objects made from metals.	In groups, learners investigate the daily uses and applications of mixtures, e.g. salt solution, sugar	Ask learners series of questions to review their understanding of the	
	Engage learners in groups to write names of the objects	solution, concrete, gari and beans.	lesson	
	and present their answers in class	Engage learners to write the names of the components of the mixtures stated.	Ask learners to summarize what they have learnt	
		Learners mention other examples of mixtures and their daily uses	Give learners individual or home task	

Week En	ding:	DAY:	Subject: OWO		Subject: OWOF		
Duration	: 60mins per lesson				Strand: All Abou	ut Us	
Class: B6		Class Size:			Sub Strand: My	Family	
Content Standard: B6.1.2.2. Demonstrate understanding of personal hygiene during adolescence			Indicator B6.1.2.2.1 hygiene de	. Explain	how to maintain polescence	personal	Lesson:
Performa Learners conduring ado	nce Indicator: an explain how to r lescence	maintain person	al hygiene	Core Commu	Competencies: unication and Collabo	oration Critic	
	/ Learning Resou	rces Pic	tures, Char	ts, Video	Clips		
New wor	ds   es: OWOP Curric	ulum Pg. 46					
DAYS	PHASE I: STA MINS (Preparing The Learning)			arning	N 40MINS Including		B: TION 10MINS And Teacher)
	Have learners s puzzel below			in perso olescenc			ers questions to eir understanding son.
	4. Find the letter that is in but not in		ii. bathing regularly and using lime or deodorant  iii. keeping their clothes clean		Give learners task to do whiles you go round to guide those who need help		
	5. Find a letter that but not in	is in	iv. keeping t clean v. taking go	their room	es clean is and environment care of their genital		
	Constant	(2)	points dis personal e	cussed a experien		Ash Isama	
	Group learners in appoint a leader group to act as the Ask them to sun was covered in the lesson.	from each he teacher.	problems developm e.g. i. The n	affect na ent nost active (betwee by STIs	e segment of the n 15-45 years) can	what they Let learne	ers to summarize have learnt.  rs say 5 words ember from the
			v. Increase i abuse result	s the numicket in crime w ting in inse	health care ber of people in the rave due to drug ecurity in community people to be		

	Learners to relate to some of the	
	points discussed and share their	
	personal experience.	

Week End	ding:	DAY:		Subje	ct: REL & I	MORAL EDUCATION	ON
Duration: 60mins				Strand: God		Creation And Attributes	
Class: B6 Class Size:				Sub S	trand: The	e Environment	
B6.1.2.1. Appreciate the uniqueness of			Indicator: B6.1.2.1.1: Explair environment inte		umankind a	and the	Lesson:
Performance Indicator: Learners can explain how humankind and the					Cultural lo Togethern		ciliation,
	Learning Resor	urces Wall	charts, wall words	, poster	s, video clip	o, etc.	
New word		D 17					
Reference	es: RME Curriculu	ım Pg. 4/					
DAYS	PHASE I: ST	ARTER	PHASE 2: MA	AIN		PHASE 3: REFLECTION	
	Engage learners and sing songs t lesson.  Review learners in the previous questions and a	o begin the sunderstanding lesson using	Guide learners inter relationsh creatures: - Humankind and depend on plan medicine, shelt: - Plants depend and other anim (dispersal of setrees, etc.).	nd anima nts for ai er, etc. I on hum als for s	g God's als r, food, nankind urvival	Ask learners serie questions to revie understanding of the Ask learners to sure what they have lead Give learners individuals.	w their he lesson mmarize arnt
			- Some animals animals for foo and shelter (pa	d (carniv			

Week Ending:	DAY:		Subject: History		
Duration: 60mins per lessor	1		Strand: Europeans In Ghana		
Class: B6	Class Size:		Sub Strand: Impact Of European	n Presence	
Content Standard: B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana  Indicator: B6.3.4.1.1 Apresence b			the changes that the European to Ghana.	Lesson:	
Performance Indicator: Learners can assess the chang brought to Ghana.	ges that the Eur	opean presence	Core Competencies: Learners to become critical the digital literates	hinkers and	
Teaching/ Learning Resou	irces Wall o	harts, word cards, posters, video clip, etc.			
New words	<u>'</u>				
References: History Curric	ulum Pg. 40				

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	Engage learners to discuss the activities the Europeans engaged in. The European presence led to the establishment of Christian churches across the country. They included the Methodist church, the Presbyterian, Evangelical Presbyterian Church, the Roman Catholic, Pentecost church, Seventh Day Adventist etc.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
		The Europeans also introduced modern forms of crafts such as carpentry and masonry. They also set up model farms where scientist agriculture was taught and new crops were introduced for the people.	
	Engage learners to play games and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and	Engage learners to discuss the activities the Europeans engaged in. The European contributed in the development of literature in the local vernaculars, this included the translation of the bible into some of	Ask learners series of questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	answers	the important local languages.  The European also greatly improved the health service. They built most of our important hospitals in Ghana.  They included the Atibie hospital, the Nkawkaw roman hospital etc.	Give learners individual or home task

Week Ending:	DAY:		Subject: Creative Arts	
<b>Duration:</b> 60mins per lesson			Strand: Visual Arts	
Class: B6	Class Size:		Sub Strand: Displaying and Sharing	
Content Standard:		Indicator:		Lesson:
Demonstrate understanding of	of how to	B6 1.3.4.1 /B6 1	.3.5.1 Plan an exhibition of own	
generate own ideas for artisti	c expressions	functional and d	ecorative visual artworks	I OF I

**Performance Indicator:** 

Learners can plan an exhibition of own functional and decorative visual artworks

**Core Competencies:** 

Decision Making Creativity, Innovation

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

References: Creative Arts Curriculum Pg. 100

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

Week Ending:		Subject: Ghanaian Language				
<b>Duration:</b> 60mins per	lesson			Strand: F	Reading	
Class: B6 Class Size:			Sub Strand: Vocabulary			
B6.2.5.1: Show an ability to recognise and B6			B6.2.5.1	Indicator: B6.2.5.1.1-2 Read passages aloud with correct pronunciation and tone.		
Performance Indicator: Learners can read passages aloud with correct pronunciati tone.			on and	and Core Competencies:  Creativity and innovation, Communication and collaboration, Critical thinking		
Teaching/ Learning R	Resources	Word car	ds, senten	ce cards, lett	er cards, handwriting on a manila	ı card

References: Ghanaian Language Curriculum Pg.75

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	Do a sample reading for learners to hear.  In their groups, help learners to	Ask learners questions to review their understanding of the lesson.
	Have learners sing songs to begin the lesson	take turns to read dialogues, using correct pronunciations and tonations.	Give learners task to do whiles you go round to guide those who need help.
		Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.	
	Have learners play games and recite familiar rhymes to begin the lesson	Do a sample reading for learners to hear.	Ask learners to summarize what they have learnt.
	Using questions and answers, review their understanding of the previous lesson	In their groups, help learners to take turns to read dialogues, using correct pronunciations.	Let learners say 5 words they remember from the lesson.
	or and promote recon	Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.	
	Draw or print pictures of vocabulary words with number on it and paste them	Select some of the unfamiliar words in the passage with the help of the learners.	Ask learners to summarize what they have learnt.
	on the classroom wall. Ask learners to make a list of them.	Pronounce the words with the correct tone aloud for learners to repeat.	Let learners say 5 words they remember from the lesson.
		Help learners read passages aloud with correct pronunciation and tone in their groups	

Week En	ding:	DAY:				Subject: PHYSICAL EDUCATION			
Duration:	60mins					Strand: Motor Skill	1: Motor Skill And Movement Patterns		
Class: B6 Class Size:					Sub Strand: Rhyth	mic skills			
and moven variety of p Performa Learners ca base of sup Teaching	Standard: ate competence in a ment patterns need obligation activities ance Indicator: an perform simple aport from one body Learning Resources: PE Curriculum	ed to per small stur y part to rces	form a	shifting	4.1.5 ng bas ther. <b>Co</b> Lea	: perform simple small se of support from or re Competencies: rners develop flexibili obic capacity, and coc	ie body part to	Lesson: I OF I	
DAYS	PHASE I: STARTER I		PHASE 2: MAIN		PHASE 3: REFLECTION				
	Learners go thro to make the boo performance.		e for i	n a rhy rope pe a spot. withdra Learner and with in motion	erthm of erform As the lawn for the the con.	we into simple steps over a rotatory med by two peers at ey jump, the rope is rom their feet.  o over obstacles and e other foot whiles actices using ategies at their own lity.	Learners to practindividually and in Help those who difficult and help  Assessment: Organize mini galearners for fun alenjoyment.  Take learners this down to end the	n groups. finds it them me for and	

Week Ending: DAY:				Subject: Computing				
Duration: 60mins					Strand: Introduction To Computers			ers
Class: B6 Class Size			ze:		Sub S Interfa	<b>trand:</b> Introdu ce	ction To MS	-Windows
Content Standard: B6.1.2.1. Demonstrate the use of the Background as well as working with			•	Indicator B6.1.2.1.8 navigation	<b>:</b> 10 Der	monstrate the u	use of the	Lesson:
Performa	nce Indicator: an demonstrate the					Core Comp Creativity and inr	novation. 2. Co	
	Learning Resou		Computer			and collaboration	l.	
	es: Computing Cu		g. 32	<u> </u>				
DAYS	PHASE I: STA	ARTER	PHASE 2	: MAIN			PHASE 3:	
	Show learners pishort videos on trends of technothe world.  Have learners tathe trends of tecand how they are to apply it in the everyday lives.	current logy in lk about chnology e going	Pane of the locations of navigation  Guide lear Frequent F Explorer to locations of the location of	e File Exploid the compile pane.  Iners to exproduce a compile pane.	lore the stewark settings with the file	use of the File used  -	learners to	or clarity if

## SCHEME OF LEARNING- WEEK 6 BASIC SIX

Name of School.....

Week Ending: DAY:			MONDA	<u> </u>	Subject: English Lar	nguage	
<b>Duration:</b> 60mins					Strand: Oral Langu	age	
Class: B6 Class S			Size:		Sub Strand: Preser	ntation	
Content Standard: B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech			Indicator: B6.1.10.1.1 demonstrate awareness of the features of spoken language			of the	Lesson:
Performance Indicates Learners can demon of spoken language	strate awarenes			Core Competencies: Communication and Collaboration, Personal Dev			
Key words	Auxiliaries, po		<u> </u>				
References: English	Language Curr	riculum F	or Primary	/ Schoo	ols Pg. 163		
Phase/Duration PHASE I: STARTE	Learners					Resou	rces
	and let the The ground of the Control of the Contro	What new words have you learn?					
PHASE 2: <b>NEW LEARNING</b>	e.g. A: W B: Esi. Let learn books, et	ons and on the constant of the	t features of spoken language such as			senter letter handw manila	riting on a
PHASE 3: REFLECTION	Use peer from lear	ners wha	discussion and effective questioning to find out ners what they have learnt during the lesson.				

Week Ending: DAY: 7			esday <b>Subject:</b> English Language			e	
<b>Duration:</b> 50mins				Strand: Reading			
Class: B6	(	Class Size:		Sub Strand: Vocabulary			
Content Standard B6.2.6.1: Understand usages		neanings and	Indicator: B6.2.6.1.2 use to and written ex	the following terms in spoke	Lesson:		
Performance Indice Learners can use written expression Keywords	the folloons diphtho	ings	poken and	Core Competencies: Communication and Collaboration, Personal Development			
References: English	Languag	ge Curriculum Fo	or Primary Schoo	ols Pg. 172			
Phase/Duration	Learn	ers Activities			Res	ources	
PHASE I: STARTER	them The g	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: <b>NEW LEARNING</b>	Introd compo phraso Let le	re performance indicators and introduce the lesson oduce the terms one at a time using several examples. pound words, idiom, simile, synonym, antonym, pre-fix, suffix, isal verb etc  learners identify the terms in the texts and stories they read.  e learners use idioms, similes, compound words, synonyms, onyms etc. in meaningful sentences				ord cards, tence cards, er cards, dwriting on a nila card	
PHASE 3: REFLECTION	lessor I. Tel 2. Tel during	earners to do the n: Il the class what y Il the class how y g the lesson. nich aspects of th					

Week Ending: DAY: WE			ONESI	DAY	S	ubject: English Langu	age	
<b>Duration:</b> 60mins					Strand: Grammar			
Class: B6	Clas	s Size:		Sub Strand: Adjectives				
Content Standard:			Indi	cator:	1			Lesson:
B6.3.4.1: Apply the know	ledge of	adjectives				mparatives forms of		
in communication			regu			ular adjectives		I of 2
Performance Indicato						mpetencies:		
Learners can use compar	atives fo	rms of regula	ar			cation and Collaboration	on, Pei	rsonal
and irregular adjectives				Develop	pme	ent		
References: English Lan	guage C	urriculum Pg	. 185					
Phase/Duration		ers Activities					Resc	ources
PHASE I: <b>STARTER</b>						to describe people.		
	(Exam	ple answers:	tall, fr	iendly, fu	nny	, smart, handsome)		
	<b> </b> _,	1 .1 .						
			use to	o describ	е р	eople are called		
	adject	ives.						
	Share	performance	indica	ators and	int	roduce the lesson.		
PHASE 2: <b>NEW</b>		•				ers to change the	Wor	rd cards, paper,
LEARNING				_		nto comparative		r cards,
		by adding -'c		•		•		
	E.g. C	Compare the	height	s of two l	lear	rners:		
		ah is tall. Safid						
	ii. Mus	ah is taller the	an Safi	anu.				
				he superl	ativ	e forms of regular		
	adjectives by adding -est.							
PHASE 3:		i is the talles		llowing b		vays of reflecting on	1	
REFLECTION	the le		trie ic	niowing b	y v	vays of reflecting on		
INCI EEC HOIT			at voi	ı learnt di	urir	ng the lesson		
	I. Tell the class what you learn 2. Tell the class how you will u				•			
		e during the				inio mode and		
		-			d yo	ou not understand?		

Week Ending:	DAY: THURSDAY		Subject: English Language				
<b>Duration:</b> 60mins				Strand: Writing			
Class: B6	Cla	ss Size:		Sub Strand: Paragraph Development			lopment
Content Standard: B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts				choo	se appropriate way ng for a variety of	s and Lesson:	
Performance Indicato Learners can choose app variety of purposes References: English Lan	<b>r:</b> ropriate	ways and modes	of writing f	or a	Core Competer Communication a Personal Develop	nd Col	laboration,
Phase/Duration PHASE I: <b>STARTER</b>	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.			Resou	urces		
PHASE 2: <b>NEW LEARNING</b>	Share the performance indicators and introduce the lesson.  Work with learners to select sample texts from a variety of models.  Put learners into small groups and assign each group a mode of writing.  Have learners study the sample text.  Guide them through appropriate questions to identify the:  i. Mode of writing/types of essay  ii. Purpose  iii. Audience  Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece. iv.  Encourage learners to use search engines to search for the different modes of writing they have studied				Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Orally works  My  My  Soil Summ learne	help learners to sheet. piece of writing favorite part of mething I found darize the importa	complete the compl	s the l	iter's reflection esson with		

Week Ending: DAY: FRIDAY			Subject: English Language				
<b>Duration:</b> 60mins		Strand: Writing Conventions/ Extensive Reading					
Class: B6	Size:	Sub Strand: Using Action Words					
Content Standard: B6.5.6.1: Understand and correctly in speech and i			plore the use of the si	mple past	Lesson:		
<ul> <li>Performance Indicate</li> <li>Learners can use exparticiple form</li> <li>Learners can read a</li> <li>References: English Lar</li> </ul>	or: blore the use	e of the simple pas e- and level appro	t verb form and	Commun	ompetencies: nication and ation, Personal		
References. English Lai	iguage Curri	Culuiii Fg. 213					
Phase/Duration PHASE I: <b>STARTER</b>	Have lear  Wou  What	111111111111111111111111111111111111111					
PHASE 2: <b>NEW</b>	Share the lesson.	performance indic	cators and introduce	the	Word cards,		
LEARNING	,				sentence cards, letter cards, handwriting on a manila card		
	student so when the up where Have lear during the Let learne on the bo work to t	tarts reading aloud y finish. This prom the previous one ners read books one elibrary period. ers write a one-page ooks read. Invite in the class for feedbare e them to visit the	of their choice indeper ge critical commentar dividuals to present tl	opcorn" to pick  Indently  y based  neir			

	Assessment  Learners think-pair-share their stories with peers.  Ask each learner to write a-two-paragraph summary of the book read.
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson:  1. Tell the class what you learnt during the lesson.  2. Tell the class how you will use the knowledge they acquire during the lesson.  3. Which aspects of the lesson did you not understand?

Week Ending:	eek Ending: DAY:		Subject: Mathematics		
<b>Duration:</b> 60mins per lesson		Strand: Number			
Class: B6	Class Size:	ss Size: Sub Strand: Number Operatio			
Content Standard: B6.1.2.3 Manipulate numbers, using basic division fact up to I	to 81 and divid	2.4.1 Determine basic division fact up e 3-digit numbers by 1-digit ently	Lesson:		
Performance Indicator:	1				

## **Performance Indicator:**

Learners can determine basic division fact up to 81 and divide 3-digit numbers by 1-digit number efficiently

**Core Competencies:**Problem Solving skills; Critical Thinking;

Key words

References: Mathematics Curriculum Pg. 126

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Call out a number between land 6. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Perform activities to investigate numbers that are multiples of 6 8, 9 and 11  Guide learners to Investigate numbers that are multiples of 6 and 8.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Tuesday	Call out a number between land 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	How do you know a number is divisible by 6 and 8.  Learners through several activities test for numbers that are divisible by 6 and 8.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Wednesday	Call out a number between land 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards.  Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Thursday	Call out a number between land 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend	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	Engage learners to sing the song  WE CAN COUNT  We class six	Guide learners to divide 3-digit numbers by 1-digit number efficiently using the long division method	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Give learners individual or home task.

Week Ending:			Subject: Science			
Duration: 60mins per lesson			Strand: Cycle			
Class: B6	Class Size:			Sub Strand: Earth Science		
Content Standard: B6.2.1.1 Recognize the relabetween the earth and the		Indicator: B6.2.1.1.1 Describe the relative sizes of the earth and sun and their importance		Lesson:		
Performance Indicator: Learners can describe the related and their importance	earth and sun	earth and sun  Core Competencies:  Problem Solving skills; Critical Thinking; Justific of Ideas;				
Teaching/ Learning Resou	n candle matchsti	ck lanterr	n paper pencil			
New words						
References: Science Curricu	ılum Pg. 36			_		

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.	Engage learners to talk about what they know about the earth and sun.	Ask learners questions to review their understanding of the lesson.
	Then it is passed around and learners try to determine what is in the bag just by feeling it.	Let learners identify the uses of the sun to humankind  Learners to identify the earth	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way
	The student who guess right wins, and hence introduce the lesson	and sun in the solar system.  Guide learners to draw the solar system and indicate the	home.
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board.	earth and sun  Prior to the lesson, task learners to investigate the relative size of the sun in relation to its function in the solar system.  Each group presents a report in class for discussion.  Learners answer the following questions: (1) Which is bigger, the sun or the earth? (2) Which of the two bodies move, the sun or the earth?	Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
		Evaluate learners by asking: "if the earth was bigger than the sun, how would that affect the length of day and night?"	

Week Ending:	DAY:			Subject: OWOP		
<b>Duration:</b> 60mins per lesson			Strand: All About Us			
Class: B6	Class Size:			Sub Strand: My Family		
			. Explair	n how to prepare and ations in life	Lesson:	
Performance Indicator: Learners can explain how to prepare and accomplis aspirations in life				Core Competencies: Communication and Collaboration Critical Thinking		
Teaching/ Learning Resou	tures, Charts, Video Clips					
New words						
References: OWOP Curriculum Pg. 47						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners in a debate to talk about who is the most important.	Use their opinions to introduce the lesson. Conclude that all work is important.	Ask learners questions to review their understanding of the lesson.
	A doctor and A teacher.	Learners identify what they want to become in life and discuss why they chose particular vocations.	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.
		Learners share their views about how they intend to prepare themselves towards achieving their aspirations.	
	Teacher introduces the lesson to learners.	Learners in groups discuss things that could prevent them from achieving their goal e.g.	Ask learners questions to review their understanding of the lesson.
	Students are to list all the words they associate with the topic to be treated.	HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc.	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets
	Ask them to put words together to form a definition	Learners role play scenarios on how to overcome challenges that could prevent them from accomplishing their aspirations.	and learn it on their way home.
		Learners write essay on skills necessary for achieving aspirations	

Week Ending: DAY:			Subject: REL & MORAL EDUCATION			N		
Duration	n: 60mins			Stran	<b>d:</b> God's (	Creation And Attribu	tes	
Class: B6 Class Size:				Sub Strand: The Environment				
Content	Standard:		Indicator:	Indicator: Le				
B6.1.2.1.	Appreciate the uniq	ueness of	B6.1.2.1.1: Explain	how h	umankind	and the		
	d and their environn		environment inter				I OF I	
Learners	ance Indicator: can explain how hun				Cultural I Together		ciliation,	
	g/ Learning Resou	rces vvaii	charts, wall words,	poster	s, video cii	p, etc.		
New wo								
Reference	es: RME Curriculu	m Pg. 47						
DAYS	PHASE I: STA	ARTER	PHASE 2: MA	AIN		PHASE 3: REFLECTION		
	Engage learners and play games t ready for lesson.	o get them	Through group learners demor humankind sho the environmer	istrate v uld relai	vays	Ask learners quest review their under of the lessson.		
	Use questions ar review learners the previous less	understanding in	Let learners, in the importance		discuss	Give learners task whiles you go roun guide those who n	nd to	

environment to humankind.

Ask learners to write about their findings and present to

- leaves and trees provide us with oxygen, food and medicine, etc.

class for discussion:
- our survival depends on the

environment,

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

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	Engage learners to discuss the activities the Europeans engaged in. The European presence led to the establishment of Christian churches across the country. They included the Methodist church, the Presbyterian, Evangelical Presbyterian Church, the Roman Catholic, Pentecost church, Seventh Day Adventist etc.	Ask learners series of questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task	
		The Europeans also introduced modern forms of crafts such as carpentry and masonry. They also set up model farms where scientist agriculture was taught and new crops were introduced for the people.		
	Engage learners to play games and sing songs to begin the lesson.	Engage learners to discuss the activities the Europeans engaged in. The European contributed in the	Ask learners series of questions to review their understanding of the lesson	
	Review learners understanding in the previous lesson using questions and answers	development of literature in the local vernaculars, this included the translation of the bible into some of the important local languages.	Ask learners to summarize what they have learnt  Give learners individual or home task	
		The European also greatly improved the health service. They built most of our important hospitals in Ghana. They included the Atibie hospital, the Nkawkaw roman hospital etc.		

Week Ending:	DAY:	S	Subject: Creative Arts			
Duration: 60mins per lesson			Strand: Performing Arts			
Class: B6	Class Size:	S	ub Strand: Displaying and Sharing			
<b>Content Standard:</b>	l .	Indicator:			Lesson:	
Demonstrate underst	anding of how to	B6.2.3.4.1 /B6.2.3.5	B6.2.3.4.1 /B6.2.3.5.1 Stage a display of own			
generate own ideas fo			tworks to share creative experiences   I OF I			
Performance Indica Learners can stage a d	ator: isplay of own performin	reative	Core Competencies: Decision Making Creativity			

experiences

Teaching/ Learning Resources

Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 100

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3:			
DAIS	FFIASE I: STARTER	FRASE 2: MAIN	REFLECTION			
	The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.  Then it is passed around and learners try to determine what is in the bag just by feeling it.  The student who guess right wins, and hence introduce the lesson	Engage learners to watch a short video or live performances that reflect the history and culture of the people in Ghana  Let leaners talk about the video and tell the class the part of the video that interest them most.  Leaners to perform parts of the video in groups.	What have we learnt today?  Planning and Displaying of own artworks.			
	Activate the previous knowledge of the learners by making them answer questions on the previous lesson.	In groups, discuss the need for displaying portfolio of own performing artworks.  Guide learners to plan a display of portfolio of own music, dance or drama	What have we learnt today?  Planning and Displaying of own artworks.			
	Engage learners to play games and sing songs to begin the lesson	Have learners talk about how they felt performing their own compositions.  Learners to talk about i. what they learnt from the performance of other groups.  ii. what other things they would want to do to improve upon their	Give Learners home task to observe and reflect on a specific activity within their environment and compose a short performance for class discussion			

Week Ending:	Subject: Ghanaian Language						
Duration: 60mins per l	esson			Strand: Writing			
Class: B6 Class Size:				Sub Strand: Penmanship And Handwriting			
B6.3.1.1: Write sentences clearly and correctly,			В6	Indicator: B6.3.1.1.1-2 Write sentences using joint scripts.  Lessor			
Performance Indicator: Learners can write sentences using joint scripts.				Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
Teaching/ Learning Resources Word cards, senter				ce cards, lette	er cards, handwriting on a manila	card	

References: Ghanaian Language Curriculum Pg.78

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners play games and recite familiar rhymes to begin the lesson	Give learners longer sentences on flashcards to read.	Ask learners to summarize what they have learnt.
	Using questions and answers, review their understanding of	Show the flashcards to the learners.	Let learners say 5 words they remember from the lesson.
	the previous lesson	Assist learners pay attention to ascending and descending letters that are not easy to write.	
		Give list of words and allow learners to write correct sentences from them.	
		Give learners longer sentences on flashcards to read.	
	Engage learners to sing songs and recite rhymes	Discuss joint scripts with learners.	Ask learners to summarize what they have learnt.
	Row, Row, Row Your Boat" Row, row, row your boat, Gently down the stream.	Use some joint scripts to write some sentences on the board.	Let learners say 5 words they remember from the lesson.
	Merrily, merrily, merrily, merrily, Life is but a dream.	Show the flashcards to the learners.	
		Help learners write sentences using joint scripts from the sentences on the flashcard	

Week Ending: DAY:			Subject: PHYSICAL EDUCATION					
Duration: 60mins					Strand: Motor Skill And Movement Patterns			
Class: B6 Class Size:					Sub Strand: Rhythmic skills			
Content Standard:  Demonstrate competence in the motor skills and movement patterns needed to perform a ones			B6.1.5 ones'	cator: .5.1.6 change direction quickly to maintain 'balance whiles running with an object ugh obstacles  Lesson: I OF I				
Performance Indicator: Learners can change direction quickly to maintain ones' balance whiles running with an object through				Core Competencies:				

obstacles **Teaching/ Learning Resources**Ball and stick

References: PE Curriculum Pg. 92

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners go through adequate warm-up.	Arrange set of cones in a straight line.	Learners to practice individually and in groups.
		Learners walk through the spaces within the cones.	Help those who finds it difficult and help them
		Learners jog through and stop at every cone/station to change direction.	Assessment: Organize mini game for learners for fun and enjoyment.
		Learners run and stop in front of a cone and change direction.	Take learners through cool down to end the lesson

Week Er	nding:	DAY:			Subje	ct: Compu	iting		
Duration	: 60mins			Strand: Introduction To Computers					
Class: B6	)	Class Siz	ze:		Sub S	trand: Da	ta, Sources And l	Jsage	
B6.1.3.1.	<b>Standard:</b> Demonstrate the cify sources of data	ta	Indicator: B6.1.3.1.1-3 Ident information of da		s and sourc	es of data and	Lesson:		
	ance Indicator: can identify types an	of da	ta and information	of		ompetencies: nd innovation. 2. Co ration.	mmunication		
Teaching	g/ Learning Resou	rces	Со	mputer set up					
Reference	es: Computing Cu	rriculum P	g. 33						
DAYS	PHASE I: STA	PHASE I: STARTER			PHASE 2: MAIN			N	
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson			Guide learners to identify and record data in the different forms.			Ask learners to summari: what they have learnt.		
				Identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.) Guide learners to discuss where one can get data and information.		(emailing, e learners	Let learners say they remember lesson.		
				Demonstrate ser receiving informa gadgets e.g. Bluet Radio, Fax, Telep etc.	ation fro tooth, Ir	m other frared,			

about where one can receive or

send information

## SCHEME OF LEARNING- WEEK 7 BASIC SIX

Name of School.....

Week Ending:	DAY:	MONDAY	Y	Subject: English Language			
<b>Duration:</b> 60mins		1		Strand: Oral Language			
Class: B6		Class 9	Size: Sub Strand: Story Telling				
Content Standard: B6.1.9.1: Explore the commands, instruction directions appropriate		Indicato B6.1.4.1.		tories around given the	mes	Lesson:	
Performance Indica				Core	Competencies:		
Learners can tell stori				Com	munication and Collabo	ration, Pe	ersonal Dev.
Key words	Auxiliaries, po	sitive, ne	gative				
References: English I	Language Curr	iculum Fo	or Primary	y Schoo	ls Pg. 163		
Phase/Duration PHASE I: STARTER	Learners				out some vocabulary	Resou	rces
	Did you e What nev Orm two	read first wins. ou enjoy the game? new words have you learn? two sentences with your new words. nance indicators and introduce the lesson					
identify the them patriotism, hard v			rners. Gui e of the sto vork, etc. mple, have	ide lear ory e.g. learne he use	rs tell stories around of appropriate	letter	ce cards, cards, riting on a
PHASE 3: REFLECTION	Use peer from lear	discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion discussion	on and effe at they hav	ective c ve learr	uestioning to find out to during the lesson.		

Week Ending:		DAY: Tu	iesday	Subject: English Language	е		
<b>Duration:</b> 50mins				Strand: Reading			
Class: B6	Clas	s Size:	Sub Strand: Comprehension				
<b>Content Standard:</b> B6.2.7.1: Process and appropriate texts		d level		struct meaning from texts, i	note	Lesson:	
Performance Indic Learners can constru- main ideas in sequence	ct meaning f e	from texts, I	1	Core Competencies: Communication and Colla Development	aborat		
<u>*</u>	diphthongs						
References: English	Language C	urriculum F	or Primary Schoo	ols Pg. 173			
Phase/Duration PHASE I:	Learners A		groups Call out	some verabulary and let	Res	ources	
STARTER	them sear The group  D  V  Fo	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: <b>NEW LEARNING</b>	Select level-appropriate texts for the Learners connect their backgrounds make meaning of the text as the Assist learners with a variety of during and after reading the text Lay emphasis on the need to us get its meaning.  Guide learners to present facts You could also adopt other str			nowledge to help them l.  ons to make meaning environment of a word to eas in a sequential order.	sent lette han	ord cards, tence cards, er cards, dwriting on a nila card	
PHASE 3: REFLECTION	Summariz						

Week Ending:			DAY: WE	ONESI	DAY	Subject: English Langu	age			
<b>Duration:</b> 60mins						Strand: Grammar				
Class: B6		Clas	s Size:			Sub Strand: Verbs				
K6 3 5 1. Apply the knowledge of verbs in						different types of verbs		Lesson:		
					Competencies: inication and Collaborati oment	on, Pe	rsonal			
References: Englis	h Langu	iage C	urriculum Pg	. 186						
Phase/Duration			ctivities				Reso	ources		
PHASE I: STARTER	(Exan	Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)  The words that we use to describe people are called adjectives.  Share performance indicators and introduce the lesson.								
PHASE 2: <b>NEW LEARNING</b>	own s - Hel might Choc identi	Have learners identify verbs in sentences and use them in the own sentences.  - Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, was, were).  Choose a text (story) and have the learners work in groups t identify the main verbs.  Assessment: Let each group select five of the verbs and use				odal auxiliary E.g. can,		rd cards, paper, er cards,		
PHASE 3: REFLECTION	, , , , , , , , , , , , , , , , , , ,					the lesson. owledge they acquire				

Week Ending:		DAY: Th	HURSDAY	Y <b>Subject:</b> English Language			
<b>Duration:</b> 60mins		1		Str	and: Writing		
Class: B6	Cla	ss Size:		Sub Strand: Narrative Writing			
Content Standard: B6.4.9.3: Apply strategie drafts for publishing	s for imp	roving		Indicator: B6.4.9.3.1 review, and revise the draft to produce a coherent			Lesson:
Performance Indicate Learners can review, and		he draft to	produce a col	herent	Core Compete Communication a Personal Develop	ınd Co	llaboration,
References: English Lar	nguage C	urriculum l	Pg. 201				
Phase/Duration		ers Activiti				Reso	urces
PHASE I: <b>STARTER</b>	• W	<ul> <li>What words did you hear in the song?</li> <li>Write some of the words you heard.</li> </ul> Share the performance indicators and introduce the					
PHASE 2: <b>NEW</b> <b>LEARNING</b>	and crexpre Guide iv. Are v. Are	Have learners review their first draft by reading it slowly and critically several times to identify words and expressions that need to be cancelled.					d cards, ence cards, r cards, writing on a la card
PHASE 3: REFLECTION	Orally works • My • My • Soi	help learn sheet. piece of w favorite pa mething I fo		te the w  ? ng is	riter's reflection		

Week Ending:		DAY	: FRIDAY	Subject: English Language					
<b>Duration:</b> 60mins				Strand: Writing	Strand: Writing Conventions/ Extensive Readin				
Class: B6	Cla	ss Size	e:	Sub Strand: Us	ves				
Content Standard: B6.5.6.1: Understand and correctly in speech and in				e superlative forms o	-	nd	Lesson:		
• Learners can use superlative forms of regular and irregular adjectives Commun							n, Personal		
Phase/Duration	Learne	ers Act	ivities			Re	sources		
PHASE I: <b>STARTER</b>	• W • W	learner /ould you'hat wo' /rite so' the per	the						
LEARNING	Provide comparation adject Engage studer when up when during Let lead on the work Encouple borrow Assesses Lead	de samparative ives.  e learned they fire ere the liburarners we books to the carners we books to the carners we books to the carners are they book sment carners.	pjects and people of the solution of texts derived and superlative ers in the "pope of reading aloud hish. This prompe previous one less read books of orary period.  Write a one-page of read. Invite includes for feedballer to visit the second of the seco	monstrating the use of forms of regular/irrestorn reading" game. and then calls out "pots the next student eft off.  If their choice independent of the commentary is commentary in the present the commentary is commentary in the commentary in commentary in th	of the egular  One copcorn" to pick condently	ser let har	ord cards, ntence cards, ter cards, ndwriting on a anila card		
PHASE 3: REFLECTION	_	arize th	ook read. ne important po	pints in the lesson wi	th				

		Subject: Mathematics		
Duration: 60mins per lesson				
Class Size:		Sub Strand: Fractions		
rstanding of				
strategies for comparing, adding, subtracting, multiplying and dividing			I OF I	
	rstanding of	rstanding of B6.1.3.1.1 C fractions: co	rstanding of B6.1.3.1.1 Compare and order a mixture fractions: common, percent and decim	

**Performance Indicator:** 

Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)

**Core Competencies:**Problem Solving skills; Critical Thinking;

**Teaching/ Learning Resources** Paper strips, cut out cards

Key words

References: Mathematics Curriculum Pg. 131

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Let learners solve the brain teaser below.	To compare and order a mixture of common, decimal and percent fractions, express them in one form	Ask learners to tell you what they have learnt and what they will like to
	What is the next number in the sequence ?	(i.e. either common decimal or percent);	learn in the next lesson
	1, 4, 9, 16, 25, 36,	e.g. to order 75%, $\frac{2}{4}$ , 0.63. This is case, we express all in percentage as fractions	Give learners individual or home task
	Answer : 49	$75\% = \frac{75}{100}$	
		$\frac{2}{4} = \frac{50}{100}$	
	Continue the fun with more examples	$0.63 = \frac{63}{100}$	
		Hence, since the denominators are the same we order the numerators from least to the largest. i.e. (50,63,75)	
		Thus $\frac{2}{4}$ , 0.63, 75%	
		Assessment: Have learners practice with more examples	
Tuesday	Let learners solve the brain teaser below.  If	Guide learners to order a mixture of common, decimal and percent fractions from the least to the highest	Ask learners to tell you what they have learnt and what they will like to
		e.g. to order 75%, $\frac{2}{4}$ , 0.63. This is case, we express all in	learn in the next lesson  Give learners individual
	△>	percentage as fractions $75\% = \frac{75}{100}$	or home task
	<b>○=9</b>	$\frac{2}{4} = \frac{50}{100}$	



		0.43 - 63	
		$0.63 = \frac{63}{100}$	
		Hence, since the denominators are the	
		same we order the numerators from	
		least to the largest. i.e. (50,63,75)	
		Thus $\frac{2}{4}$ , 0.63, 75%	
		Assessment: Have learners practice	
Wednesday	Let learners determine the	with more examples Guide learners to order a mixture of	Ask learners to tell you
VVednesday	missing number in the box	common, decimal and percent	what they have learnt
	o o	fractions from the highest to the least.	and what they will like to
		e.g. 0.58 , 71% , $\frac{4}{10}$	learn in the next lesson
	4 5 6	10	Civa learners individual
	8 10 6	guide learners to express all in	Give learners individual or home task
	16 20 ?	percentage as fractions.	or nome cask
	32 40 48	$0.58 = \frac{58}{100}$	
		71	
		$71\% = \frac{71}{100}$	
	Answer: 24	4 40	
		$\frac{4}{10} = \frac{40}{100}$	
		Hence, since the denominators are the	
		same we order the numerators from	
		least to the largest. i.e. (71,58,40)	
		,	
		Thus 71%, 0.58, $\frac{4}{10}$ ,	
		Assessment: Have learners practice with more examples	
Thursday	Engage leaners to sing the song	Guide learners to order a mixture of	Ask learners to tell you
i iidi saay	2.18age learners to sing the soring	common, decimal and percent	what they have learnt
	WE CAN COUNT	fractions from the highest to the least.	and what they will like to
	We class six	e.g. $0.58$ , $71\%$ , $\frac{4}{10}$	learn in the next lesson
	We can count	10	Give learners individual
	We count 1,2,3,4,5 We count 6,7,8,9,10	guide learners to express all in	or home task
	We class six can count very	percentage as fractions.	o. nome task
	well.	$0.58 = \frac{58}{100}$	$0.58,71\%,\frac{4}{10}$
		71	10
		$71\% = \frac{71}{100}$	
		4 40	
		$\frac{4}{10} = \frac{40}{100}$	
		Hence, since the denominators are the	
		same we order the numerators from	
		least to the largest. i.e. (71,58,40)	
		Thus 71%, 0.58, $\frac{4}{10}$ ,	
		Assessment: Have learners practice	
		with more examples	

Friday	Write down the numbers I through to 9 on a sheet of paper like this  1 2 3 4 5 6 7 8 9	Guide learners to order a mixture of common, decimal and percent fractions from the least to the highest and represent it on a number line.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	Learners in pairs take turns to select numbers. When a number is selected, the player who choose it crosses it off. The first person to get any 3 numbers that add up to exactly 15 wins.	Using the example in the previous lesson e.g. to order 75%, $\frac{2}{4}$ , 0.63. $\frac{2}{4}$ 0.63 75%  Assessment: Have learners practice with more examples.	Give learners individual or home task

Week End	ding:					<b>Subject:</b> Sc	ience		
	60mins per lesson					Strand: Cyc			
Class: B6		Class Siz	e:					: Earth Science	
Content Standard: B6.2.1.2 Show understanding of the recondensation, evaporation, transpiration precipitation in the hydrological (water			oles of on and	les of B6.2.1.2.1 Explain how rain f			ls from	Lesson:	
	nce Indicator: in explain how rain	falls from o	louds			ompetencie Solving skills; C		nking; Justification of	
	Learning Resou	rces T	orch candle	matchstic	k lantern	paper pencil			
New word	ds								
Reference	es: Science Curricu	lum Pg. 36							
DAYS	PHASE I: STA	ARTER	PHASE 2	: MAIN			PHAS REFLI	E 3: ECTION	
	trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them  Lead lear			CLOUD FORMATION  Clouds  Clouds  Condensation  Ocean  Ocean  Deers to explain the terms:  ion, condensation, dew point,			review unders lesson  Learne interes lesson.  Give le	rners questions to their tanding of the rs to tell what was ting about the arners task to do work books.	
	Facebook, YouT other social med	a viral picture, a Learner showing news on twitter, showing pook, YouTube and around			d, gravity and precipitation".  in an activity, design a model the formation of raindrops ny spots of dust or smoke and m high parts of a cloud.			rners questions to their tanding of the	
Discuss what is trending and invite learners to share their opinions on them			Ra	interesting ab lesson.  Give learners		rs to tell what was ting about the arners task to do work books.			

Week Ending:	DAY:			Subject: OWOP		
Duration: 60mins per le	60mins per lesson Strand: All About Us					
Class: B6	Class Siz	e:		Sub Strand: Home And Sc	hool	
Content Standard: B6.1.4.1. Demonstrate knowledge of food safety practices  Indicato B6.1.4.1.1 safely				y ways of promoting food	Lesson:	
Performance Indicator Learners can identify way		ood safely		Competencies: unication and Collaboration Criti	ical Thinking	
Teaching/ Learning Resources Pictures,			ts, Vide	o Clips		
New words						
References: OWOP C	urriculum Pg. 49	9				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Learners discuss ways of ensuring food safety e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot  Learners demonstrate how to cook and serve hot food safely.	Ask learners questions to review their understanding of the lesson  Learners to tell what was interesting about the lessor  Give learners task to do in their work books.
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Engage learners to identify safety food practices.  Food safety practices include preparing food in a safe manner, serving food in safe manner and cleaning up.  Learners mention some table manners.	Ask learners questions to review their understanding of the lesson  Learners to tell what was interesting about the lessor  Give learners task to do in their work books.
	to you	Table Manners  No tops at the description of the table.  Remember to say 'pl leave the table.	oon.

Week End	ling:	DAY:			Subje	ct: REL & 1	MORAL EDUCATION	DN
Duration: 60mins				Strand: God's Creation And Attributes			tes	
Class: B6		Class Size	:		Sub S	trand: The	Environment	
Content S	tandard:		I	Indicator:				Lesson:
	ppreciate the uniq			36 1.2.1.2: Explair		•	moral lessons in	
	and their environr	nents	F	oreserving the en	vironme			I OF I
Learners ca environmen				·		Cultural Id Togethern		ciliation,
New word	Learning Resou	rces vv	all Cr	narts, wall words,	posters	s, video ciip	o, etc.	
		D- 40						
Reference	s: RME Curriculu	m Pg. 48						
DAYS	PHASE I: STA	ARTER		PHASE 2: MA	AIN		PHASE 3: REFLECTION	
		ingage learners to play games nd sing familiar rhymes to begin he lesson.		Guide learners religious and m preserving the e humankind must her stewardship of to promote healt to respect other of survival, it is a command  Through questi let learners sho preserve the er Afforestation, proper methods of hunting, proper disposal of legal methods of avoiding indiscrim proper ways of so	oral less environi account if the envir hy life, creatures' from God ons and ow how nvironmof fishing of refuse, mining, ninate bus	sons in ment: for his or conment, right to l, etc. answers, they can ent: and	Use series of ques answers to review understanding of the Ask learners to te class what they had Call learners in turnsummarize the less	learners he lesson Il the ve learnt.

Week En	nding:	DAY	:		Su	<b>bject:</b> History	•		
Duration	: 60mins per lesson				Strand: Coloniz		ation & Development		
Class: B6	66 Class Size:			Su	<b>b Strand:</b> Pol	itical Developme	ent		
B6 4.4.1. Show understanding of Political developments under colonial			B6.4.4.1.1 Describe the features of Brule in Ghana including 'direct' and 'in			Lesson:			
	ance Indicator: can describe the f	eature				digital literate	pecome critical t es	hinkers and	
Teaching	g/ Learning Resou	rces	Wall cha	arts, word cards,	post	ers, video clip,	etc.		
New wor	rds								
Referenc	es: History Curric	ulum P	g. 41						
DAYS	PHASE I: STA	ARTER	1	PHASE 2: MA	AIN		PHASE 3: REFLECTIO	N	
	Ask learners questions to review their understanding in the previous lesson.  Engage learners to sing some patriotic songs to stimulate their interest. e.g. "God bless our home land Ghana" "Yen ara ya saase ne" etc.		review their understanding in the previous lesson.  Engage learners to sing some patriotic songs to stimulate their interest. e.g. "God bless our home land Ghana"  rule  Direct rule is a system of government in which a province is controlled by a central government. In the beginning, the british used the direct rule system. The whole colony was ruled directly by the colonial office in London. This				em of a province is al government. british used the whole ctly by the don. This given by the liscuss the rule. consent of the on making. conly made ble. esentative of gislative and stration.	Use series of q answers to rev understanding Call learners in summarize the	riew learners of the lessor n turns to lesson
Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements to their group.  The group who explains well wins.		division of the oprovinces  The Gold Coast divided into for namely i. the Gold coast ii. Ashanti	Engage learners to discuss the division of the colony into provinces  The Gold Coast Colony was divided into four provinces namely i. the Gold coast itself ii. Ashanti iii. Northern Territories			eries of eview their of the lessor In turns to lesson			

Discuss the advantages and disadvantages of 'direct' rule.

Week Er	nding:	DAY:		Subject: (	Creative	Arts	
Duration	: 60mins per lesson			Strand: Vi	isual Art	Arts	
Class: B6 Class Size:		Sub Strand: Ap		ıd: Appı	reciating and App	raising	
Demonstr	Standard: rate understanding cown ideas for artisti		Indicator: B6.1.4.6.1 /B6.1 or others' artw		ze and a	Lesson:	
Learners of	ance Indicator: an analyze and appr				Decisio	Competencies: on Making Creativity	
	/ Learning Resou		s, videos, art paper, co	olors and tradi	tional ar	t tools	
Referenc	es: Creative Arts C	Jurriculum Pg.	100				
DAYS	PHASE I: STA	ARTER	PHASE 2: MAIN	1		PHASE 3: REFLECTION	<u> </u>
	Engage learners and play games t lesson.		Appreciating in arr people to look at understand how the	a work of art	and:	Use questions to review their understanding of the lesson	
	Engage learners to sing songs and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson		Explain to learners have them agree to Stage involves de work is made of and materials us.  The subject mandout the means of the artwork.  Experience to stalks about the delivered to stalks about the control of the artwork.	o it. the work: thi escribing what f, size of the w sed. atter: this stag ing of the wor stage talks of t share: this sta design process	s the ork e talks k. the use	Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board	
			culture of the peo Talk about the wo using the develope Use the outcome appreciation/appra product or to pro different artworks Record the activit social media platfo	works that reflect the history and culture of the people of Ghana.  Talk about the works dispassionately using the developed guidelines.  Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.  Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook,		Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt.	

Week Ending:				Subject:	Ghanaian Lar	nguage		
Duratio	n: 60mins per les	son			Strand: C	Composition	Writing	
Class: B	6 (	Class Size:			Sub Stra	nd: Narrativ	e Writing	
Conten	t Standard:			Indicator:				Lesson:
B6.4.1.1	: Show an under	standing of		B6.4.1.1.1-3	Write a br	ief report or	an event or	
writing a	a narrative comp	oosition		activity they	have witne	essed.		I OF I
	nance Indicator can write a brief d.	•	event	or activity th	ey have	Creativity ar	npetencies: nd innovation, Com n, Critical thinking	nmunication and
Teachin	ng/ Learning Res	sources	Word	cards, sentend	ce cards, lette	er cards, hand	writing on a manila	card
Referen	ices: Ghanaian La	nguage Curr	iculum	Pg.79				
DAYC	DUACE L CT	ARTER		LIACE 2 M			DUIACE 2 DE	FLECTION
DAYS	PHASE I: ST	AKIEK		HASE 2: MA	AIN		PHASE 3: RE	FLECTION
		scuss with learners how to write a rative composition.		Use questions to understanding of				

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	Discuss with learners how to write a narrative composition.	Use questions to review their understanding of the lesson
	words.  Divide the class in to groups.  One person from each group comes up in front to pick and	Show a sample of a narrative writing and discuss its structure and key points.	Ask learners to summarize what they have learnt  Learners to read and spell the
	act the word. The group to get the highest score wins!	Ask learners to narrate to the class an activity in which they took part.	key words on the board
		Discuss the narration from the learner.	
		Assist learners to write a report or an account of a particular event or activity in which they were involved.	
	Engage learners to play the "What letter am I writing" game.	Discuss with learners key points in writing a narrative composition.	Use questions to review their understanding of the lesson
	Put learners into groups of two. The teacher writes a letter in	Ask a learner to narrate an event witnessed to the class.	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	Assist learners to write a brief report on an event or activity e.g. rainfall, storm, drought they have witnessed.	Learners to read and spell the key words on the board
	Ask learners questions to review their understanding in the previous lesson.	Discuss with learners types of narrative writing.	Use questions to review their understanding of the lesson
	Engage learners to play games	Put learners in groups to discuss an event that took place in the school, home or community etc.	Ask learners to summarize what they have learnt
	and sing familiar rhymes to begin the lesson.	Assist learners to write a report or account of a particular event or activity	Learners to read and spell the key words on the board

Week End	ling:	DAY:				Subject: PHYSICAL EDUCATION			
Duration:	60mins					Strand: Movement	Concepts		
Class: B6		Class Size:				Sub Strand: Space	Awareness		
Demonstrate competence in the motor skills			B6.2.1.2.1: explain the importance of open space				Lesson:		
Learners can explain the importance of open space in playing team games.					Lea	rners develop flexibil obic capacity, and cod		endurance,	
	Learning Resou s: PE Curriculum		nd s	tick					
DAYS	PHASE I: STARTER PHASE 2				2: MAIN PHASE 3: REFLECTION				
	recite some familiar rhymes  o ga bi al ar  Si ya gg Si si		of open signmes as opeauty of able to catmosph Self-spacevery impgroups.	spaces; it and the person of t	plain the importance the in playing team allows room for the engame, learners are that in a conducive and general space are that when working in the amount of ecupies when not	Review the lesso learners	n with		

Week Ending:	DAY:		Subject: Computing		
Duration: 60mins			Strand: Introduction To Computers		
Class: B6	Class Size:		Sub S	<b>Strand:</b> Data, Sources And U	sage
B6.1.3.1. Demonstrate the use of Data B		Indicator: B6.1.3.1.4-6. Dem sample data	B6.1.3.1.4-6. Demonstrate basic manipulations on		Lesson:
Performance Indicator: Learners can demonstrate basic manipulations on sample data				Core Competencies: Creativity and innovation. 2. Con and collaboration.	nmunication
Teaching/ Learning Resou	mputer set up				
References: Computing Curriculum Pg. 34					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.	Guide learners to sort data in alphabetical order and perform basic calculations such as multiplying, dividing and adding	Ask learners to talk about what they have learnt.  Pose questions to learners to review their
	Discuss what is trending and invite learners to share their opinions on them.	vales of sample data.  Learners can also be guided to generate age data from dates of birth.	understanding of the lesson
		Lead learners to collect data on the community using simple questionnaire, surveys, documents, observations, and record their findings data.	

## SCHEME OF LEARNING- WEEK 8 BASIC SIX

Name of School.....

Week Ending: DAY:			AY: MONDAY		Subject: English Lang	uage	
<b>Duration:</b> 60mins		1			Strand: Oral Languag	ge	
Class: B6		Class	Size:		Sub Strand: Present	ation	
Content Standard: B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech		Indicator: B6.1.10.1.2 demonstrate awareness of features of spoken language		f the	Lesson:		
Performance Indicator: Learners can demonstrate awareness of the of spoken language					e Competencies: munication and Collabo	oration, Po	ersonal Dev.
Key words	Auxiliaries, po						
References: English	Language Curr	riculum Fo	or Primary	School	ols Pg. 163		
Phase/Duration	Learners	Activities	s			Resou	rces
PHASE I: <b>STARTE</b>				tionary  it.  ame?  ave you  s with y  rs and			
PHASE 2: <b>NEW LEARNING</b>	e.g. A: W B: Esi. Let learn books, et	ons and e /hat's you ers identi tc.	features of spoken language such as ellipsis (contractions, ellipsis ur name?  tify these features in their readers, story in pairs and group dialogue on given			senter letter	riting on a
PHASE 3: REFLECTION	Use peer from lear	rners wha	at they hav	e learr	questioning to find out not during the lesson.  ummarize the lesson		

Week Ending:		DAY: Tu	esday	Subject: English Language	2	
<b>Duration:</b> 50mins				Strand: Reading		
Class: B6	Class	Size:		<b>Sub Strand:</b> Blends and Clusters	Consonant	
B6.2.5.1: Identify and use consonant blends and clusters in reading  Performance Indicator:				ly produce three-syllable wo unds including consonant ble Core Competencies:		
Learners can orally problending sounds includi	duce three	•	ords by	Communication and Colla Development	boration, Personal	
References: English La		ırriculum F	or Primary Schoo	ols Pg. 171		
STARTER	Learners A Put learner them searc The group	Resources				
PHASE 2: <b>NEW LEARNING</b>	Revise con patterns e. Drill the pi isolation ar Learners w blends and Have learn	Word cards, sentence cards, letter cards, handwriting on a manila card				
PHASE 3: REFLECTION	Summarize	the impor	tant points in the	e lesson with learners.		

Week Ending:	DAY: WEDNESDAY Subject: English La				ıbject: English Langu	age	
<b>Duration:</b> 60mins				St	rand: Grammar		
Class: B6	Class Size: Sub Strand: Verbs						
Content Standard: B6.3.5.1: Apply the knowledge of verbs in communication			Indicator: B6.3.5.1.2 use different types of verbs				Lesson:
Performance Indicator: Learners can use different				ınica	npetencies: ation and Collaboration nt	on, Pei	rsonal
References: English Langu	age Curriculum Pg.	. 194					
Phase/Duration	Learners Activities					Resc	ources
	Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)  The words that we use to describe people are called adjectives.  Share performance indicators and introduce the lesson.						
LEARNING	Have learners identify verbs in sentences and use them in their own sentences.  - Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, was, were).  Choose a text (story) and have the learners work in groups to identify the main verbs.  Assessment: Let each group select five of the verbs and use them in sentences.					d cards, paper, r cards,	
	Learners are guided questions and answ		ummarize	the	lesson through		

Week Ending:		DAY: THUR	SDAY	Sub	oject: English Langu	age	
<b>Duration:</b> 60mins				Str	and: Writing		
Class: B6	Cla	ss Size:		Sub Strand: Paragraph			lopment
Learners can use key words, phrases or clauses to introduce the main idea in the paragraph  Communicatio Personal Devel				•	n the ncies: nd Col	Lesson: I of I	
References: English Lan	iguage C	urriculum Pg. 2	07				
Phase/Duration PHASE I: <b>STARTER</b>	Have  VA  VA  Share	Write some of the words you heard.  Share the performance indicators and introduce the					urces
PHASE 2: <b>NEW LEARNING</b>	Put les identif Have idea.  Let the senter Ask earter	lesson.  Display a Model Paragraph.  Put learners into groups to read the paragraph and identify what the passage is about or the main idea.  Have them identify the sentence that contains the main idea.  Let the group identify the supporting ideas and what each sentence says about the main idea.  Ask each group choose a given topic and write five				sente letter hand	d cards, ence cards, cards, writing on a a card
PHASE 3: REFLECTION	sentences about the topic  Orally help learners to complete the writers reflection worksheet.  • My piece of writing is about?  • My favorite part of my writing is  • Something I found difficult was						

Week Ending: DAY: FRIDAY					Subject: English Language				
I			Strand: Writing	Conventio	ns/ I	Extensive Reading			
Class	Size	:	Sub Strand: Using Adverbs						
ise adverl writing	bs	Indicator: B6.5.6.1.1 use reason							
Learners can use adverbs to express degree and reason     Learners can read a variety of age, and level appropriate books.  Contact the contact of age, and level appropriate books.						ion and n, Personal			
uage Curr	riculu	ım Pg. 215							
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.					Res	sources			
Share the performance indicators and introduce lesson.  An Adverb is a word that describes a verb, an ador another adverb.  Revise adverbs of time and manner in context: A can tell; How: We did our homework carefully-(manner)  When: They often play together-(time)  Assessment: Have learners listen to and read set sentences containing adverbs of time and manner student starts reading aloud and then calls out "pay when they finish. This prompts the next student up where the previous one left off.  Have learners read books of their choice independent of the library period.  Let learners write a one-page critical commental				dverbs  veral r One popcorn" to pick  Indently ry based heir	ser lett har	ord cards, ntence cards, ter cards, ndwriting on a nila card			
	se adverwriting  bs to exriety of a lage Cur  Learners Have lea Wori What When: An Adve or anoth Revise a can tell; How: W When: Engage Ic student when the up when the up when the up when the up when the bound to	se adverbs writing  bs to express riety of age- a lage Curriculu  Learners Acti Have learners  Would yo  What wo  Write so  Share the per lesson.  An Adverb is or another act an tell; How: We did  When: They of  Assessment: I sentences con  Engage learners when they fin up where the  Have learners during the lib  Let learners you on the books work to the of  Encourage the borrow book  Assessment	B6.5.6.1.1 use reason  This to express degree and restrictly of age- and level appropage Curriculum Pg. 215  Learners Activities  Have learners recite familian  Would you love to sing  What words did you hee  Write some of the words  Share the performance indicalesson.  An Adverb is a word that door another adverb.  Revise adverbs of time and recan tell;  How: We did our homework  When: They often play togeth  Assessment: Have learners as sentences containing adverb  Engage learners in the "pope student starts reading aloud when they finish. This promup where the previous one  Have learners read books of during the library period.  Let learners write a one-pagon the books read. Invite in work to the class for feedbar encourage them to visit the borrow books  Assessment	Class Size:  Sub Strand: Using B6.5.6.1.1 use adverbs to expressive reason  The sto express degree and reason riety of age- and level appropriate books age Curriculum Pg. 215  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.  Share the performance indicators and introduce lesson.  An Adverb is a word that describes a verb, an accordanter adverb.  Revise adverbs of time and manner in context: Accan tell;  How: We did our homework carefully-(manner)  When: They often play together-(time)  Assessment: Have learners listen to and read sex sentences containing adverbs of time and manner in the "popcorn reading" game. It is sentences containing adverbs of time and manner in the sent student starts reading aloud and then calls out "put when they finish. This prompts the next student up where the previous one left off.  Have learners read books of their choice independenting the library period.  Let learners write a one-page critical commentation the books read. Invite individuals to present the work to the class for feedback.  Encourage them to visit the local library to read borrow books  Assessment	Class Size:  Sub Strand: Using Adverbs writing  Indicator: B6.5.6.1.1 use adverbs to express degree and reason reason  Core Co Commun Collabor: Developr  Responsible to express degree and reason riety of age- and level appropriate books  Responsible to express degree and reason riety of age- and level appropriate books  Responsible to express degree and reason riety of age- and level appropriate books  Responsible to express degree and reason riety of age- and level appropriate books  Responsible to express degree and reason reason  Core Co Commun Collabor: Developr  Revelopr  Revise learners recite familiar rhymes.  Would you love to sing more songs?  What words did you hear in the song?  What words did you hear in the song?  White some of the words you heard.  Share the performance indicators and introduce the lesson.  An Adverb is a word that describes a verb, an adjective, or another adverb.  Revise adverbs of time and manner in context: Adverbs can tell; How: We did our homework carefully-(manner)  When: They often play together-(time)  Assessment: Have learners listen to and read several sentences containing adverbs of time and manner  Engage learners in the "popcorn reading" game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.  Have learners read books of their choice independently during the library period.  Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.  Encourage them to visit the local library to read and borrow books	Indicator: B6.5.6.1.1 use adverbs to express degree and reason  bs to express degree and reason riety of age- and level appropriate books  Inge Curriculum Pg. 215  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.  Share the performance indicators and introduce the lesson.  An Adverb is a word that describes a verb, an adjective, or another adverb.  Revise adverbs of time and manner in context: Adverbs can tell; How: We did our homework carefully-(manner)  When: They often play together-(time)  Assessment: Have learners listen to and read several sentences containing adverbs of time and manner  Engage learners in the "popcorn reading" game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.  Have learners read books of their choice independently during the library period.  Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.  Encourage them to visit the local library to read and borrow books  Assessment			

	Ask each learner to write a-two-paragraph summary of the book read.	
PHASE 3:	Summarize the important points in the lesson with	
REFLECTION	learners.	

Week End	ing:	DAY:		Subject: M	1athematics			
	60mins per lesson			Strand: N				
Class: B6		Class Size:		Sub Strand: Fractions				
comparing adding subtracting fraction b			3 Use models to	Use models to explain the result of multiplying a whole number, a whole number by a fraction				
Learners can whole numb	nce Indicator: In use models to explate, a whole number becarning Resource	y a fraction a		fraction	Core Com Problem Solvi		s: itical Thinking;	
-	s: Mathematics Curric	culum Pg. 126						
DAYS	DAYS PHASE I: STARTER		PHASE 2: N	1AIN		PHASE REFLEC		
Monday	How many triangle see in this pic		Guide learne number by a finding five tw $+\frac{2}{3} + \frac{2}{3} = \frac{10}{3} = $	fraction, e.g. vo-thirds me = $3\frac{2}{3}$ whole number (e.g. $3 \times 2$ ) whole number and then whe fraction and change the maproper fraction $(3\times2) + (3\times2)$	$5 \times \frac{2}{3} \text{ or}$ $ans \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$ $er by a$ $\frac{2}{3} \text{ ) one can}$ $er by the$ $whole$ $ad add the$ $dixed$ $dixed$ $dixed$ $dixed$ $dixed$ $dixed$	Give learners individual or home task.		
Tuesday	Remove just 4 maleave 4 equilateral they must be all they	triangles	To multiply a fraction  (e.g. $3 \times 2\frac{2}{3}$ )  first change a then multiply separately an denominator  i.e. $3 \times 2\frac{2}{3} = \frac{24}{3} = 8$ Assessment: with several of	Whole number whole number the numerated multiply the separately a $\frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3}$	oer by a on fractions, cors e and simplify;	what the and what learn in t	y have learnt they will like to he next lesson ners individual	

		1 =	
Wednesday	Start at the bottom left	To multiply a fraction (i.e. common	
	square and move up, down,	or mixed) by a whole number	
	left or right until you reach the finish.	e.g. $4\frac{4}{5} \times 5$ first change all into	
	the finish.		
		common fractions, then multiply the	
	4 9 7 7 4 \$Finish	numerators separately and multiply	
	8 9 4 5 7	the denominators separately and	
		simplify,	
	6 6 4 9 9	i.e. $4\frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = = \frac{24 \times 5}{5 \times 1} = \frac{120}{5} =$	
	7 8 8 8 6	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	
		$\frac{24}{1} = 24.$	
	Start > 5 6 5 5		
		Assessment: Have learners practice	
	0 -1 -1 -41	with several examples	
	Add the numbers as you go. Can you make exactly 53?	William State Pros	
Thursday	Which number should go in	Use mapping diagram to explain the	Ask learners to tell you
Titul Suay	the empty triangle?		•
	and emply analysis.	concept of proportion as equal	what they have learnt
	<b>3</b> 6	fractions or equivalent ratios.	and what they will like to
		Example:	learn in the next lesson
	4 3		
	8 4 5 13		Give learners individual
	2 4		or home task.
	À		
	7		
	9 5 14 6		
		The mapping diagram shows that the	
		ratio of number of hens to number of	
		eggs are equal, hence the number of	
		hens is proportional to the number of	
		eggs.	
		Assessment: Give learners mappings	
		to identify those that are proportional	
		and those that are not	

Week Ending:					Subject: Science		
Duration: 60mins per lesson					Strand: Cycle		
Class: B6	Class Siz	Class Size:			Sub Strand: Earth S	Science	
Content Standard: B6.2.1.3 Demonstrate under how carbon and nitrogen a nature		- IRAJIZIK nowytho ti					
Performance Indicator: Learners can know the function environment	ons of carbo	on wi	thin the		Competencies:  Solving skills; Critical Th	inking; Justification	
Teaching/ Learning Resources Plants			s seeds, hand lens, paper, pencil, fruits				
New words							
References: Science Curriculum Pg. 36							

PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
Let learners sing songs to stimulate their interest  Use questions and answers to review what they learnt in the previous lessons	Review previous lesson on the functions of carbon dioxide with learners.  Learners are assisted to discuss the following questions: (1) materials in the environment that contain carbon; (2) the role of carbon in those materials.  Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to	Ask learners to tell the class what they have learnt.  Call learners in turns summarize the lesson	
Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.	dioxide  Review previous lesson on the functions of carbon dioxide with learners.  Learners are assisted to discuss the following questions:  (I) materials in the environment that contain carbon;  (2) the role of carbon in those materials.  Learners use role-play to understand the function of carbon	Ask learners to tell the class what they have learnt.  Call learners in turns summarize the lesson	
_	Let learners sing songs to stimulate their interest  Use questions and answers to review what they learnt in the previous lessons  Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their	Let learners sing songs to stimulate their interest  Use questions and answers to review what they learnt in the previous lessons  Learners are assisted to discuss the following questions: (1) materials in the environment that contain carbon; (2) the role of carbon in those materials.  Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to pencils, charcoal, food and carbon dioxide  Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.  Cet a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners are assisted to discuss the following questions: (1) materials in the environment that contain carbon; (2) the role of carbon in those materials.  Learners use role-play to	

Week Ending:	DAY:			Subject: OWOP		
Duration: 60mins per lesson				Strand: All About Us		
Class: B6	Class Siz	e:		Sub Strand: Home And School		
Content Standard: Ind B6.I.4.I. Demonstrate knowledge of safety practices safe			<b>r:</b> I. Identif	Lesson:		
Performance Indicator: Learners can identify ways of promoting food safely				Competencies: unication and Collaboration Criti	cal Thinking	
Teaching/ Learning Resources Pictures			rts, Vide	o Clips		
New words	"					
References: OWOP Curi	ciculum Pa 4	9				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Learners discuss ways of ensuring food safety e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot  Learners demonstrate how to cook and serve hot food safely.	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.	
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Engage learners to identify safety food practices.  Food safety practices include preparing food in a safe manner, serving food in safe manner and cleaning up.  Learners mention some table manners.	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.	
	to you	Table Manners  No tops at the table.  Ask before you leave the table.	ense'	

Week En	ding:	DAY:		Subje	Subject: REL & MORAL EDUCATION			
Duration	60mins			Strand: God's Creation And Attributes				
Class: B6		Class Size:		Sub S	trand: T	he Environment		
Content Standard: B6.1.2.1. Appreciate the uniqueness of humankind and their environments  Performance Indicator: Learners can explain the religious and moral environment.  Teaching/ Learning Resources Wall New words  References: RME Curriculum Pg. 48			B6 1.2.1.2: Explain the religious and moral lessons in preserving the environment I			Lesson: I OF I ciliation,		
DAYS	Engage learners games and sing frhymes to begin	to play amiliar	Guide learners to religious and mora preserving the env - humankind must acc stewardship of the env - to promote healthy li - to respect other crea survival, - it is a command from Through questions let learners show h preserve the environment of the environme	talk abo I lessons ironmer count for h ironment, fe, tures' righ a God, etc a and ans now the onment: shing and fuse, ing,	s in  nt: nis or her  nt to  swers, y can hunting,	Use series of questic answers to review le understanding of the Ask learners to tell to what they have learn Call learners in turns summarize the lesso	ons and earners e lesson the class nt.	

Week Ending:	DAY:		Subject: History			
Duration: 60mins per lesson			Strand: Colonization & Development			
Class: B6	Class Size:		Sub Strand: Political Development			
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957			be the features of British colonial uding 'direct' and 'indirect' rule,	า:		
Performance Indicator: Learners can describe the features of British colonial rule i Ghana.			in Core Competencies: Learners to become critical thinkers and digital literates			
Teaching/ Learning Resou	rces Wall c	harts, word cards, p	posters, video clip, etc.			

New words

References: History Curriculum Pg. 41

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Explain the concepts of 'Indirect' rule	Ask learners questions to review their understanding of the lesson		
	Ask learners questions to review their understanding in the previous lesson	Indirect rule is a system of administration used by the british colonial government to govern the people through the use of traditional rulers and traditional political institutions. It was thought to be the best system of administration because it helped to solve the problem of language barrier.  Guide learners to discuss the	Learners to tell what was interesting about the lesson.		
		features of 'Indirect' rule. i. it has one Governor ii. it has regional commissioners iii. it has district commissioners iv. there are native authorities v. there is a native treasury			
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Discuss the advantages and disadvantages of direct rule	Ask learners questions to review their understanding of the lesson		
	Ask learners questions to review their understanding in the previous lesson	Advantages i. there is no interference in decision making ii. all people are equal before the law iii. everyone gets a fair trial for a crime committed.	Learners to tell what was interesting about the lesson.		
		Disadvantages i. traditional rulers had no official role in governance ii. The native people do not take part in decision making.			

Week Ending: DAY:			Subject:		Subject: (	ct: Creative Arts		
Duration:	60mins per lesson	ı			Strand: Po	erform	ing Arts	
Class: B6		Class Size:	;	Sub Strand: App		preciating and App	raising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expression  Performance Indicator:				Indicator:  B6 2.4.6.1 /B6 2.4.7.1 Analyze and a or others' artworks.		d appreciate own		
	nce Indicator: In analyze and appr					Decisi	e Competencies: ion Making Creativity	
Teaching/	Learning Resou	rces Photo	os, v	ideos, art paper, co	olors and tradi	tional a	rt tools	
Reference	es: Creative Arts C	Curriculum Pg	. 12	2,256				
DAYS	PHASE I: STA	ARTER	Pł	HASE 2: MAIN			PHASE 3: REFLECTION	
	Use questions are to review the profession with learn Engage learners games and sing subegin the lesson	evious ners. to play	ap de *p Gu or ap A A A A A A A	le easiest way to be preciate a performate ropriate criteria continued learners to continue for apprepriation and performation and use and elements. Styles and technic Originality or creation and use of space. Selection and use Symbolism and continued and continued and elements. Styles and technic originality or creative process. Subject matter Selection and use and elements. Styles and technic originality or creative of space. Selection and use Symbolism and continued and	mance is to and ap- or checklist.  reate a chectectating and mance; see of instrumentativity  e of costumentativity  e of costumentativity	klist ents	Use questions to learners understathe lesson.  Ask learners to to class what they have the main points of lesson.	ell the ave learnt.
	Call learners to history facts abo Marley  Use series of qu review their und in the previous I	estions to lerstanding	Pu	ad a discussion to teria with learner ow let learners us preciate and appr performed in cla creating and per cerpts from Bob t learners into greem create and per cerpts from Bob serve.	ese the checkles are a previous ass.  In the second of the	ist to ous sic	Use questions to learners understathe lesson.  Ask learners to to class what they have call learners to sthe main points of lesson.	ell the ave learnt.

Set up a three member judge to use the checklist or criteria to appraise the performance of each group.

Week Ending:	ng:			Subject: Ghanaian Language			
<b>Duration:</b> 60mins per	lesson			Strand: Composition Writing			
Class: B6	Class Size:	lass Size:		Sub Strand: Creative/ Free Writing			
B6.4.2.1: Show an understanding of B			<u> </u>		Lesson:		
Performance Indicator: Learners can write a long real story of about five pa		out five para	graph	Core Competencies: Creativity and innovation, Con and collaboration, Critical thin			
Teaching/ Learning Resources Word cards, sentence		e cards, lette	er cards, handwriting on a manila	a card			
References: Ghanaian	Language Curi	riculum	n Pg.79				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Let learners find the rhyming pairs for these words. First unscramble the words	Show some creative works like stories to learners to see.	Use questions to review their understanding of the lesson
	I. RBAE & HREAS 2. WNRODED & UTRHNDE 3. TUGHAT & HBTUGO 4. ODULC & ODOG	Discuss the creative works with the learners.	Ask learners to summarize what they have learnt
	Answers: Bare & Share Wonder & Thunder Taught & Bought Could & Good	Discuss with learners how to create imaginative stories.	
		Let learners create or narrate and write a short imaginative story.	
	Engage learners to play the "What letter am I writing" game.	Discuss with learners how to write stories.	Use questions to review their understanding of the lesson
	Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound	Show samples of stories to learners and talk about the stories.	Ask learners to summarize what they have learnt
	that has been written	Let learners write or narrate a real story which is a little bit longer of about five paragraphs.	
	Tell learners a few jokes to get their attention.	Revise with learners how to write stories and talk	Use questions to review their understanding of the lesson

Call two learners to share their jokes as well	about the setting, characters and titles.	Ask learners to summarize what they have learnt
	Guide learners to write a longer imaginative or real story.	

Week En	ding:	DAY:				Subject: PHYSICAL EDUCATION			
Duration	: 60mins					Strand: Movement Concepts			
Class: B6		Class Size:				Sub Strand: Dynar	nics		
Content Standard:  Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities  Performance Indicator:  Learners can identify the time necessary to prepand begin a forehand stroke and a backhand stroke and begin a forehand stroke and a backhand stroke				for and begin a forehand stroke and a backhand stroke.  Core Competencies: Learners develop flexibility, cardiovascular endura				Lesson: I OF I endurance,	
DAYS	PHASE I: STA	ARTER	PH	ASE 2	: M <i>A</i>	AIN	PHASE 3: REFLECTION		
	Learners go throand specific war		four The pus back One stro mor rais Hav	r basic so forehath, the bkhand pokes, the competition of the learn	strok and d ackh bush. earn e tea olex evel o	ers mastered these acher can go on to techniques that will of their game.  o perform the ehand stroke and a	Learners to practindividually and in Help those who difficult and help  Assessment: Organize mini gal learners for fun a enjoyment.  Take learners the down to end the	n groups. finds it them me for and	

Week Ending:	DAY:	DAY:		Subje	<b>bject:</b> Computing		
Duration: 60mins				Strar	nd: Introduction To Comp	uters	
Class: B6	Class Size	Class Size:		Sub S	Strand: Data, Sources And	d Usage	
B6.1.3.1. Demonstrate the use of Data B5.1.3.1.7.		Indicator: B5.1.3.1.7. Demoi	nstrate	sending and sharing	Lesson:		
Performance Indicator: Learners can demonstrate se	ending and sha	arin	g information		Core Competencies: Creativity and innovation. 2. ( and collaboration.	Communication	
Teaching/ Learning Resources Co			mputer set up				
References: Computing Curriculum Pg.							

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Use questions and answers to review the previous lesson with learners.  Engage learners to play games and sing songs to begin the lesson	Guide learners to send messages to each other via SMS, email. etc.  This is to help the learner with fundamental principle of problem solving skills and creativity in computing and computer science.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

## SCHEME OF LEARNING- WEEK 9 BASIC SIX

Name of School.....

Week Ending:	DAY: MONDAY Subject: English Langu				ıage		
<b>Duration:</b> 60mins					Strand: Oral Language	е	
Class: B6	Size:		Sub Strand: Dramatiz	zation and Role			
Content Standard:			B6.1.5.1.	Indicator:  B6.1.5.1.1 dramatize/role-play whole/parts of stories or scenes  Lessor			
Performance Indicator Learners can dramatize/r stories or scenes	ole-play wh	<u> </u>			e Competencies: munication and Collabor	ration, Personal Dev.	
	xiliaries, po						
References: English Lan	guage Curr	iculum Fo	or Primary	Schoo	ls Pg. 163		
Phase/Duration PHASE I: <b>STARTER</b>	Learners			<u> </u>	out some vocabulary	Resources	
	and let th The grou	nem seard p to read Did you e What new form two	th the dict I first wins njoy the g wwords has sentences	ionary  ame?  ave you  with	for their meanings.		
PHASE 2: <b>NEW LEARNING</b>	Guide lea stories/so Discuss t beginning Have lear whole/pa play/dram	Guide learners through discussion to identify some tories/scenes, events etc.  Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending.  Have learners prepare and dramatize/role-play whole/parts of stories/scene, events). Ensure the role-play/dramatization depicts selected theme.			Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson						

Week Ending:		DAY: Tu	esday	Subject: English Lang	uage	
<b>Duration:</b> 50mins				Strand: Reading		
Class: B6	Cla	ass Size:		Sub Strand: Vocabul	ary	
Content Standard B6.2.6.2:Build vocabu			Indicator: B6.2.6.2.1	develop a rich vocabulary st	Lesson:	
Performance Indicator: Learners can develop a rich vocabulary stock				Core Competencie Communication and C Development	s: Collaboration, Personal	
Keywords	diphthong	S		•		
References: English	Language	Curriculum Fo	or Primary S	chools Pg. 171		
Phase/Duration		Activities			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.  Share performance indicators and introduce the lesson					
PHASE 2: <b>NEW LEARNING</b>	using da Example  Then, as write it  If the let and beging  Continu  Assessm them in	a word and we shes to show as to show as to show as ELEPHA.  k learners to a sin all of the content does not a sin all of the content drawing the ent: Let learn meaningful se	sentence cards, letter cards, handwriting on a manila card			
PHASE 3: REFLECTION	Ask lear lesson: I. Tell tl 2. Tell tl during tl	ners to do the ne class what ne class how y ne lesson. h aspects of th				

Week Ending:	DAY: WEDNESDAY Subject: English Lar				Subject: English Lange	ıage	
<b>Duration:</b> 60mins					Strand: Grammar		
Class: B6	Class Size: Sub Strand: Verbs						
Content Standard: B6.3.5.1: Apply the knowledge of verbs in communication					e different forms of verb	s	Lesson:
Performance Indicato Learners can use different		verbs			Competencies: inication and Collaborat oment	ion, Pe	rsonal
References: English Lang	guage Cur	riculum Pg	. 194				
Phase/Duration PHASE I: <b>STARTER</b>		Activities		las af wa	rds to describe people.	Reso	ources
	(Example answers: tall, friendly, funny, smart, handsome)  The words that we use to describe people are called adjectives.  Share performance indicators and introduce the lesson						
PHASE 2: <b>NEW LEARNING</b>	Share performance indicators and introduce the lesson.  Irregular verbs don't follow the typical verb conjugation pattern, such as leaving the verb intact while adding an "ed" or "ing".  Example:  Base form   Past form   Eat   Ate   See   saw   Go   went   Grow   Grew  Encourage learners to use verbs in sentences E.g.: I asked my friend to read the story.  Assessment: Learners to use irregular forms of verbs to						rd cards, paper, er cards,
PHASE 3: REFLECTION	Learners		d to su		Christmas holidays. the lesson through		

Week Ending:		DAY: THURSDAY	Subject: English Language				
<b>Duration:</b> 60mins	<b>Duration:</b> 60mins			and: Writing			
Class: B6	Cla	ss Size:	Writin	g			
Content Standard: B6.4.11.1: Create texts	1		ndicator: 36.4.11.1.1 write freely about topics of choice on nations and issues from different learning areas				
Performance Indicator: Learners can write freely about topics of choice on national issues and issues from different learning areas  References: English Language Curriculum Pg. 207  Communication a Personal Develop						laboration,	
Phase/Duration PHASE I: <b>STARTER</b>	Have  V  V	earners Activities  ave 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.  hare the performance indicators and introduce the					
PHASE 2: <b>NEW LEARNING</b>	Have issues e.g. ho Guide ideas	learners select a topic of the and issues from different lead ow can we eradicate corruption and learners to brainstorm and on the board for further elaborates. Have learners organisfirst draft.	sente letter handv	d cards, nce cards, cards, vriting on a a card			
PHASE 3: REFLECTION	Ask le the le I. Tel 2. Tel acquir	earners to do the following b					

Week Ending:		YAC	: FRIDAY	Subject: English	Subject: English Language			
<b>Duration:</b> 60mins	<b>'</b>			Strand: Writing	Conventio	ns/	Extensive Reading	
Class: B6	Class	Size	<b>:</b>	Sub Strand: Usi	ing Preposi	tion	s	
Content Standard: B6.5.6.1: Understand and correctly in speech and in		bs	Indicator: B6.5.7.1.1 use of meanings	prepositions to con-	vey a variet	ty	Lesson:	
Performance Indicator:  • Learners can use prepositions to convey a variety of meanings  Core Co  Commun						nicat atio	petencies: tion and n, Personal	
	3 0							
Phase/Duration PHASE I: <b>STARTER</b>		rner uld yo at wo	Re	esources				
PHASE 2: NEW LEARNING	of position, time, direction, possession and comparison.  Sentence  Write examples of sentences to illustrate this.  sentences to illustrate this.						ord cards, intence cards, iter cards, indwriting on a anila card	
	• Ask	ners each	s think-pair-share their stories with peers. h learner to write a-two-paragraph summary ook read.					

PHASE 3:	Ask learners to do the following by ways of reflecting on	
REFLECTION	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 End	ling:	DAY:		Subject: M	1athema	tics	
Duration:	60mins per lesson			Strand: N	umber		
Class: B6		Class Size:		Sub Strand: Ratio And Pro			1
Content Standard:  B6.1.4.1 Demonstrate understanding of the concept of ratios and its relationship to fractions and to the multiplication and division of whole numbers							
	nce Indicator: n use concrete model	s and pictorial	representati	ons to		Competencies m Solving skills; Cr	
•	Learning Resource	s Coun	ters, bundle	and loose straw	/S		
Key words			<u> </u>				
	s: Mathematics Curri	culum Pg. 134					
		<u> </u>					
DAYS	PHASE I: START	ΓER	PHASE 2:	MAIN		PHASE 3: REFLECTION	N
Monday		Use concrete objects and/or pictorial representations to explain ratio as a number which tells the number of times a quantity can be obtained in another.  In the figures, the area of the shape A is $\frac{1}{4}$ of the area of the shape B; s			the in be shape	Ask learners to what they have what they will I in the next less.  Give learners in home task	learnt and ike to learn on
Tuesday	Engage learners to pand sing familiar rhy the lesson.		three times to ratio of C to Assessment practice with Use concrete	the size of A so the A is 3:1.  The Have learners the several exame objects and/or resentations to example objects.	he s ples.	Ask learners to what they have what they will I in the next less	learnt and ike to learn
			Shape C is m and shape A squares, the and A are in C is three til the simplest simplest form	nade up of 6 squa is made up of 2 areas of the shap the ratio 6:2; and mes A, the ratio 3 form of 6:2. The m of a ratio is obtarough by the hig	es C d since 3:1 is cained	Give learners in home task  E.g. Simplify (i) I (ii) Write 4: 12 in (iii) Express 15 form n: I.	0m : 1000km n the form 1 :

		common factor. The ratio of C to B	<u></u>
		is 6:8 and its simplest form is 3:4.	
		is old and its simplest form is 3.4.	
		Assessment: Have learners	
		practice with several examples	
Wednesday	Engage learners to play games	Use concrete objects and/or	Ask learners to tell you
vvednesday	and sing familiar rhymes to begin	pictorial representations to explain	what they have learnt and
	the lesson.	simplest form of a ratio.	what they will like to learn
	the lesson.	·	in the next lesson
		A	in the flext lesson
		В	
			Give learners individual or
			home task. E.g. Simplify (i) 10m : 1000km
		Shape C is made up of 6 squares	(ii) Write 4 : 12 in the form 1 :
		Shape C is made up of 6 squares and shape A is made up of 2	n (iii) Express 15 : 20 in the
		squares, the areas of the shapes C	form n : 1.
		and A are in the ratio 6:2; and since	
		C is three times A, the ratio 3:1 is	
		the simplest form of 6:2. The	
		simplest form of a ratio is obtained	
		by dividing through by the highest	
		common factor. The ratio of C to B	
		is 6:8 and its simplest form is 3:4.	
		Assessment: Have learners	
		practice with several examples	
Thursday	Engage learners to play games	Solve simple problems that involve	Ask learners to tell you
	and sing familiar rhymes to begin	ratios and finding total ratios.	what they have learnt and
	the lesson.	G	what they will like to learn
	the lesson.	E.g. (i) Out of 24 students in a class,	in the next lesson
		10 are girls. Find its simplest form	in the next lesson
		the ratio of boys to girls.	
		(::\ A b a 2 a man a 50 a a a d bia	Give learners individual or
		(ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of	home task
		their masses.	
		Assessment: Have learners	
		practice with several examples	
Friday	Engage learners to play games	Solve simple problems that involve	Ask learners to tell you
·	and sing familiar rhymes to begin	ratios and finding total ratios.	what they have learnt and
	the lesson.	600 M	what they will like to learn
		e.g. (iii) If an orange drink is made	in the next lesson
		from concentrate and water in the	
		ratio 3:8, what fraction of the	
		mixture is concentrate	Give learners individual or
		Assessment: Have learners	home task
		practice with several examples	
		practice with several examples	

Week Ending:					Subject: Science		
Duration: 60mins per lesson					Strand: Cycle		
Class: B6	Class Siz	Class Size:			Sub Strand: Earth	Science	
Content Standard:	I		Indicator:			Lesson:	
B6.2.1.4 Recognize water a	nd air as		B6.2.1.4.1 Investigate ways of conserving				
important natural resource	es .		water in the ho	me, scho	ool and community	I OF I	
Performance Indicator:			Core Competencies:			•	
Learners can investigate ways	of conserv	ing wa	vater in the Problem Solving skills; Critical Th		ninking; Justification		
home, school and community				of Ideas;			
Teaching/ Learning Resources Plants			seeds, hand lens	, paper, p	encil, fruits		
New words	•						
References: Science Curricu	ılum Pg. 36						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3:
DATS	FIIASE I. STARTER	Friase 2. Plane	REFLECTION
	Review learners understanding in the previous lesson using questions and answers.	Discuss qualities of good drinking water and ways of making water safe for use with learners, e.g. sedimentation, boiling, filtration, adding alum,	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.	etc.  Learners identify activities in the home that require the use of water.	what they have learnt  Learners to read and spell the key words on the board.
		Learners write various activities which portray the right use of water in the home and other activities that show the wastage of water.	
	Review learners understanding in the previous lesson using questions and answers.	Discuss ways of using water wisely and efficiently in the home and community with learners.	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.	Learners create a flyer or posters on water conservation with cut-out pictures and phrases on how to conserve water	what they have learnt  Learners to read and spell the key words on the board.

Week En	ding:	DAY:			Subject: OWOP				
Duration	: 60mins per lesson				Strand: All Around Us				
Class: B6		Class Siz	e:			<b>Sub Strand:</b> The Weather	e Environmen	t And The	
Content Standard: B6.2.1.1. Demonstrate understanding of the importance of trees in our environment			Indicator: B6.2.1.1.1. Plan civic duty	B6.2.1.1.1. Plant trees in their communities as a			Lesson:		
Learners c	ance Indicator: an plant trees in the			•	Co	ore Competence ommunication and C		Critical Thinking	
Teaching	/ Learning Resou	rces	Pict	ures, Charts, Vid	deo	Clips			
New wor	ds								
Referenc	es: OWOP Curric	ulum Pg. 50	)						
DAYS	PHASE I: STA	ARTER		PHASE 2: N	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.		tree planting school to che provide shad  Write down about their p watering, me	Engage learners undertake a tree planting project in the school to check erosion or provide shade  Write down the processes about their project e.g. daily watering, measuring the height of the trees weekly, number of		Ask learners series of questions to review their understanding of the lesso Ask learners to summarize what they have learnt			
				leaves.  Learners disc of trees in th e.g. clean air,	eir				

Week En	ding:	DAY:		Subje	ct: REL & I	MORAL EDUCATION	RAL EDUCATION	
Duration	: 60mins	•		Stran	d: Religiou	s Practices		
Class: B6			Sub S	trand: Rel	igious Worship			
	Standard: xplain the importand other acts of wo	Indicator: B6 2.1.1.1: Discus lives.	ss the im	portance c	of prayer in our	Lesson		
Learners community	<b>′</b> .	nmit themselves to		Cultural lo Togethern		ciliation,		
	Learning Resou	irces Wall	charts, wall words	, poster	s, video clip	o, etc.		
New wor								
Reference	es: RME Curriculu	ım Pg. 49						
						REFLECTION		
	Review learners in the previous I questions and ar	lesson using	commitment.	Guide learners to explain commitment.  Through discussion, let learners			s of w their he lesson	
	Engage learners and sing songs to lesson.		identify ways the commitment to communal labour exercises,-reportecting publications are showing commissociety.	ney can so the soor,-clean- orting cri lic prope amatize	show ciety:- -up me,- erty, etc. ways of	Ask learners to su what they have lea		
			Let learners wr					

for class discussions

Week Ending:	DAY:		Subject: History			
<b>Duration:</b> 60mins per lesson			Strand: Colonization & Developmen	nt		
Class: B6	Class Size:		Sub Strand: Political Development			
9			be the features of British colonial	esson: OF I		
Performance Indicator: Learners can describe the f Ghana.	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	digital literates				
Teaching/ Learning Resou	rces VVall c	posters, video clip, etc.				

New words

References: History Curriculum Pg. 41

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Explain the concepts of 'Indirect' rule	Ask learners questions to review their understanding of the lesson
	Ask learners questions to review their understanding in the previous lesson	Indirect rule is a system of administration used by the british colonial government to govern the people through the use of traditional rulers and traditional political institutions. It was thought to be the best system of administration because it helped to solve the problem of language barrier.  Guide learners to discuss the features of 'Indirect' rule.  i. it has one Governor  ii. it has regional commissioners  iii. it has district commissioners  iv. there are native authorities	Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing familiar rhymes to	v. there is a native treasury  Discuss the advantages and disadvantages of direct rule	Ask learners questions to review their understanding
	Ask learners questions to review their understanding in the previous lesson	Advantages i. there is no interference in decision making ii. all people are equal before the law iii. everyone gets a fair trial for a crime committed.	of the lesson  Learners to tell what was interesting about the lesson.
		Disadvantages i. traditional rulers had no official role in governance ii. The native people do not take part in decision making.	

Week En	nding:	DAY:		Subject: (	Creative	Arts			
Duration	: 60mins per lesso	on		Strand: Visual		erforming Arts			
Class: B6	1	Class Size:		Sub Strar	nd: Appr	eciating and App	oraising		
Content Standard:			Indicator:				Lesson		
Demonstrate understanding of how to			B6.1.1.1 Study a		e artwor	ks of some			
	own ideas for artis	tic expressions	international visi	ual artists			I OF I		
_earners c artists	ance Indicator: an study and make		some international		Decisio	Competencies n Making Creativit			
		Curriculum Pg. 12		iors and trad	icional al c	. 10013			
DAYS	PHASE I: ST	ADTED	PHASE 2: MA	INI		PHASE 3:			
DATS	FHASE I. SI	ANIEN	FHASE 2. MA	AIIN		REFLECTION			
	Review learner	rs understanding	Discuss with lea	Discuss with learners some			Ask learners series of		
	in the previous	lesson using	international vis	sual artists.		questions to rev	iew their		
	questions and	answers	e.g. Rebecca Ho			understanding o	f the lesso		
				Rebecca horn is a German visual artist,					
	Engage learner and sing songs lesson.	s to play games to begin the	who is best known for her installation art, film directing, and her body modifications such as Einhorn, a body suit with a very large horn projecting vertically from the headpiece.			Ask learners to summariz what they have learnt			
			Let learners stu	dv the artw	orks				
			of Rebecca Hor		OI KS				

Review learners understanding in the previous lesson using questions and answers

Engage learners to play games and sing songs to begin the lesson.

Learners gather materials and tools available in their community based on artwork of Rebecca Horn they wish to create.

Demonstrate and guide learners to make a simple sculpture.

Ask learners series of questions to review their understanding of the lesson

Ask learners to summarize what they have learnt

	Allow learners to practice in groups following the steps provided.	
	Learners to discuss and compare their artworks to the artworks studied.	

Week E	nding:				Subject:	Ghanaian Lar	nguage		
Duration	n: 60mins per lesso	on			Strand: V	Vriting Conv	rention		
Class: B6	5	Class Size:		Sub Strand: Use Of 0			Capitalization		
B6.5.1.1:	Standard: Exhibit knowled	ge of using ca	pital	Indicator: ital B6.5.1.1.1-2 Use the upper case lett and question marks.			ers after colons	Lesson:	
Perform	ance Indicator:	case letters aft	er colc	<u>'</u>		Creativity ar	npetencies: ad innovation, Com ation, Critical think		
Teaching	Teaching/ Learning Resources			cards, senten	ce cards, lette	er cards, hand	writing on a manila	card	
Reference	es: Ghanaian Lang	guage Curricu	lum Pg.	85					
DAYS	PHASE I: ST	ARTER	PH	ASE 2: MA	IN		PHASE 3: REFLECTION	1	
	understanding in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson.  Giv put who sample alphabets song  Engage learners to sing the alphabets song  A B C SONG A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me  flas  Use understanding in the previous and letters and some services and some services and the control of the provious sing with me  flas  In services and some services are services and some services are ser		Use und lette Give put whe Exp upp Give pun	the well-puncture of the flashcard the certaind the certain the colon the certain the colon the necessary lain to learned er case letter er a passage with the colon the colon the colon the colon the colon the colon the certain to learned er case letter er a passage with the colon that letters).	of colon with the second of the up colon.  In allow lead and the capitation of the use o	h learners.  arners oper case  rners to ital letters  of the ition mark.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt		
				coragraphs a k. consisting of thout the pies. roups to rea ctuate it and ussion. f the punctu	of about unctuations and the present to	,			

Week En	iding:	DAY:			Subject: PHYSICAL EDUCATION				
Duration	: 60mins				Strand: Physical Fitness				
Class: B6		Class Size:			Sub Strand: Aerol	bic Capacity			
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities				Indicator: B6.3.1.3.1: Perform 8 minutes running with or without music.		unning with or	Lesson:		
Learners c without m Teaching	ance Indicator: an perform 8 minut usic.  Learning Resou es: PE Curriculum	rces Videos		Lea aer	ore Competencies: arners develop flexibil obic cap0acity, and co		endurance,		
DAYS	PHASE I: STA	ARTER	PHA	ASE 2:	MAIN	PHASE 3: REFLECTION			
	Engage learners specific warm up Show pictures o	os.	form) run f		files music (any or 8 minutes none ess test at the the term.	End the lesson w	ith a cool		
	skill to learners.			ners ru	n at their own pace,				

Week En	ding:	DAY:			Subje	ct: Compi	ıting	
Duration	: 60mins	l			Strand: Introduction To Computers			
Class: B6	Class: B6 Class Size:				Sub S	trand: Da	ta, Sources And U	Isage
B6.1.3.1. Demonstrate the use of Data			Indicator: B6.1.3.1.10 -11 D manipulate data to				Lesson:	
Performance Indicator: Learners can demonstrate how to store data a gain required output				and manipulate dat	ta to		ompetencies: and innovation. 2. Con pration.	nmunication
	es: Computing Cu			mpater set ap				
DAYS	PHASE I: STA	PHASE I: STARTER			PHASE 2: MAIN			I
	Review learners in the previous I questions and ar Engage learners and sing songs to lesson.	esson using iswers. to play gan	3	Guide learners stated above to different formar E g. handwriting recording, magin optical disc etc.  Guide learners mode, product, maximum value  NB: This is to with fundament problem solving creativity in con Computer Scie	to store of ts.  g, phone netic tap  to find to minimulate etc  help the tal princing skills a mputing	data in espess, the um value, e learner iple of nd	Use questions to their understand lesson  Ask learners to what they have	ling of the summarize

## SCHEME OF LEARNING- WEEK 10 BASIC SIX

Name of School.....

Week Ending:	DAY: MONDAY			Subject: English Language			
<b>Duration:</b> 60mins					Strand: Oral Language	е	
Class: B6		Class S	Size:	Size: Sub Strand: Presenta			
Content Standard: B6.1.9.1: Explore the use commands, instructions, r directions appropriately in		B6.1.10. meaning pace, str	1.3 den		Lesson:		
Performance Indicator Learners can demonstrate is conveyed through. appr tone  Key words  Aux	r: e awarenes ropriate pac xiliaries, po	ce, stress sitive, ne	meaning and gative	Com	e Competencies: munication and Collabor	ration, Pe	ersonal Dev.
References: English Lang	guage Curri	iculum Fo	or Primary	/ Schoo	ols Pg. 163		
Phase/Duration	Learners	Activities	<u> </u>			Resou	rces
	The grou	p to read Oid you e Vhat new orm two	th the dict I first wins njoy the g wwords had sentenced e indicator				
PHASE 2: NEW LEARNING  Revise how mean pace, stress and to learners watch a  Put learners into of news presented topics. Demonstration and make a  Have learners dis			ng is convolute to the special service and the special services the special services the special services the special services services the special services	reyed the last presentation discuss and presentation discuss and presentation discuss are also presentation discuss are also presentation discussion discu	nrough appropriate nting news or have n.  pace, stress and tone sent news on given ch: Choose a familiar speech on it.  pocusing on its pace and on very short and	senten letter	riting on a
PHASE 3: REFLECTION	Use peer from lear	discussioners wha	on and effe at they hav	ective o ve learr	uestioning to find out t during the lesson.		

Week Ending:		DAY: Tu	iesday	Subject: English Language	е		
<b>Duration:</b> 50mins			Strand: Reading				
Class: B6	Class	Size:		Sub Strand: Silent Readi	ing		
Content Standard: B6.2.8.1: construct meaning from text read				silently and reasonably for level-appropriate text	Lesson:		
Performance Indic Learners can read sil a level-appropriate to	ently and rea	sonably for		Core Competencies: Communication and Colla Development	aboration, Personal		
	diphthongs		D.:	-L- D- 171			
References: English	Language Cu	irriculum F	or Primary School	DIS Pg. 1/1			
Phase/Duration	Learners A				Resources		
PHASE I: STARTER	them search The group  Di  W  Fo	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: <b>NEW LEARNING</b>	do when not them.  Have them meaning frou Direct lear	Share performance indicators and introduce the lesson  Have learners stop and think about the text and know what to do when meaning is not clear. By setting a target in the text for them.  Have them read silently and at a reasonable pace to get the meaning from the text.  Direct learners' reading with "While Reading" questions.					
PHASE 3: REFLECTION	Summarize	Summarize the important points in the lesson with learners.					

Week Ending:	DAY: WE	DNESI	DAY	Subject: English Langu	age		
<b>Duration:</b> 60mins				Strand: Grammar			
Class: B6	Class Size:	Sub Strand: Conjunctions					
Content Standard: B6.3.8.1: Apply the knowled conjunctions in speech and		B6.3	cator: .8.1.1 ide unctions	ntify and use simple		Lesson:	
Performance Indicator Learners can identify and		ions		Competencies: inication and Collaborationent	on, Pe	rsonal	
References: English Lang	uage Curriculum Pg	g. 194					
Phase/Duration PHASE I: <b>STARTER</b>	Learners Activities		les of wo	rds to describe people.	Reso	ources	
	(Example answers: tall, friendly, funny, smart, handsome)  The words that we use to describe people are called adjectives.						
PHASE 2: <b>NEW LEARNING</b>	Share performance indicators and introduce the lesson.  Conjunction is a word that joins words or sentences. The conjunctions 'and', 'or' and 'but' are called coordinating conjunctions.  e.g. i. Henry brought a desk, a table and two chairs.  ii. Esther can bring a table or chair  iii. Chantal didn't bring a chair but a desk  Provide sentences for learners to join them with coordinating and subordinating conjunctions.  Provide passages and let learners identify conjunctions.  Let them do other activities like filling blanks with suitable conjunctions and using conjunction in their own sentences.					rd cards, paper, er cards,	
PHASE 3: REFLECTION	Learners are guide questions and answ						

Week Ending:	DAY: THURSDAY Subject: English Language					
<b>Duration:</b> 60mins	,		Str	and: Writing		
Class: B6	Class Size:	Class Size: Sub Strand: Persuasive			e Writing	
Content Standard:  B6.4.13.1: Support an opinion in writing  Indicator:  B6.4.13.1.1 writ to support opin				lanations and examp		Lesson:
Performance Indicator:  Learners can write explanations and examples to support opinions  Communication at Personal Developm  References: English Language Curriculum Pg. 207				nd Colla		
Phase/Duration	Learners Activit				Resour	ces
PHASE I: <b>STARTER</b>	<ul> <li>Have learners recite familiar rhymes.</li> <li>Would you love to sing more songs?</li> <li>What words did you hear in the song?</li> <li>Write some of the words you heard.</li> </ul> Share the performance indicators and introduce the					
PHASE 2: <b>NEW LEARNING</b>	lesson.  Present a motion to learners.  E. g. A lawyer is more important than a doctor.  Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion.			letter o	ce cards, cards, riting on a	
	Put learners into two groups: for the motion and against the motion and write down what they think about it. Groups read out their opinions to the class for discussions.					
PHASE 3: REFLECTION	Orally help learners to complete the writers reflection worksheet.  • My piece of writing is about?  • My favorite part of my writing is  • Something I found difficult was					

Week Ending:	: DAY: FRIDAY Subject: English Language					
<b>Duration:</b> 60mins	<b>'</b>		Strand: Writing	ing Conventions/ Extensive Reading		
Class: B6	Class Siz	e:	Sub Strand: Us	ing Conjunct	ions	
Content Standard: B6.5.6.1: Understand and correctly in speech and in		I R6 5 8 I I identity and use conjunctions				
<ul><li>Performance Indicato</li><li>Learners can identify</li><li>Learners can read a v</li></ul>	and use conju		priate books	Communic	tion, Personal	
References: English Lan	guage Curricu	lum Pg. 215				
Phase/Duration PHASE I: <b>STARTER</b>	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.  Share the performance indicators and introduce the				Resources	
PHASE 2: NEW LEARNING	e.g. and, but, when, while, condition et Learners wr conjunction. Have learne Engage learr student star when they fup where th Have learneduring the li Let learners on the book work to the Encourage the borrow book Assessment Learner	or, nor, so that, if, unless etc. to c.  ite stories on to s to link ideas in rs peer-edit one pers in the "popts reading aloud inish. This promie previous one brary period.  write a one-pass read. Invite in class for feedbacks them to visit the oks	of their choice indepe ge critical commentar ndividuals to present t	e, I I I I I I I I I I I I I I I I I I I	Word cards, sentence cards, letter cards, handwriting on a manila card	

PHASE 3:	Summarize the important points in the lesson with	
REFLECTION	learners.	

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		
Class: B6	Class Size:		Sub Strand: Ratio And Proportion		
Content Standard: B6.1.4.1 Demonstrate underst concept of ratios and its relation fractions and to the multiplication whole numbers	onship to		or: 2 Express ratios in equivalent ompare and order ratios	Lesson:	

Performance Indicator:

Learners can express ratios in equivalent forms, compare and order  $\dot{\ }$ 

Core Competencies:
Problem Solving skills; Critical Thinking;

Teaching/ Learning Resources Counters, bundle and loose straws

Key words

References: Mathematics Curriculum Pg. 135

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing the song  WE CAN COUNT  We class six  We can count	Use the concept of ratio as a fraction to find equivalent ratios that can be easily compared.  The ratio 2:3 can be expressed as $\frac{2}{3}$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.	Assessment: Have learners practice with several examples.	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	Guide learners to determine which ratio is larger/largest change to equivalent ratios with same denominator and compare or order.  E.g. Afia, Bedu and Caro each mix orange squash (S) and water (W) in the ratio 3:14, 2:7 and 1:4 respectively.	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
		Whose drink tastes strongest of squash? To determine the one Whose drink tastes strongest of squash we need to have the same unit of water, hence Bedu's.  Assessment: Have learners practice with several examples.	
Wednesday	Engage learners to sing the song  WE CAN COUNT	Guide learners to solve simple problems that involve simplifying, comparing, finding missing and total ratios.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	We class six We can count	E.g. (i) Given that 10: q = 2 : 3, find q.	

	We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.	To find q, change the ratios to fractions $10:q = \frac{10}{q} \text{ and } 2:3 = \frac{2}{3}$ $\frac{10}{q} = \frac{2}{3}, \text{ now cross multiply}$ $Q \times 2 = 10 \times 3$ $2q = 30 = 15$ $Q = 15$	Give learners individual or home task  e.g. The ratio of boys to girls in a class room is 7 to 11. If there are a total of 49 boys in the classroom, then how many boys and girls are there altogether?
		Assessment: Have learners practice with several examples.	
Thursday	Engage learners to solve this number pattern  If: 2+2=44	Guide learners to solve simple problems that involve ratios and finding total ratios.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	3+3=96 4+4=168 5+5=2510 Then: 6+6=?	E.g. Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls.  The number of boys = 24-10=14  The ratio of boys to girls = 14:10 = 7:5	Give learners individual or home task e.g. A boy's mass is
	Answer: 3612	Assessment: Have learners practice with several examples.	50kgs, and his sister's is 45kg. Find the ratio of their masses.
Friday	Tell learners a few jokes to get their attention.  Call two learners to share	Guide learners to solve simple problems that involve ratios and finding total ratios.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
	their jokes as well	E.g. (i) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate?	Give learners individual or home task
		Assessment: Have learners practice with several examples.	

Week En	ding: Subject: Science			: Science				
Duration	<b>Duration:</b> 60mins per lesson				Strand:	Cycle		
Class: B6	Class: B6 Class Size:				Sub Str	and: Life Cy	cle Of Organism	
B6.2.2.1 E	<b>Standard:</b> Demonstrate under rcle of a plant	erstandi	ng of		w the materials nee	the materials needed for the		
Learners c	ance Indicator: an know the mater ne environment	ials need	ed for t	he survival of	Core Competer Problem Solving skil of Ideas;		nking; Justification	
	/ Learning Resou	rces	Plants	s seeds, hand lens	, paper, pencil, fruit	S		
New wor	ds							
Reference	es: Science Curricu	ılum Pg. :	37					
DAYS	PHASE I: STA	ARTER		PHASE 2: MAI	N	PHAS REFLE	E 3: ECTION	
	Start the lesson debate.  Teacher chooses allow learners to their own topic. e.g. "should child 18 be allowed to Elaborate on lear and summarise to the start of	s a topic choose dren und vote?".	or	Engage learners to investigate the materials required for plant survival. (water, carbon dioxide, oxygen, sunlight)  Learners present their findings on the materials required for plant survival.  Using annotated diagrams, learners show sources and point of entry of the essential materials into the plants.  Learners are guided to conduct an experiment to show the effect of water on plants' survival.  Learners are assigned to find out the specific functions of oxygen, carbon		to revieundersi lesson e Learner was int the less he Have learner sand spe	rners questions ew their tanding of the  rs to tell what eresting about son. earners to read ell the key words on the board	
	Engage learners games and sing s begin the lesson.  Use questions to learners underst previous lesson.	ongs to	the			to revieunderst lesson  Learner was int the less  Have less and spewritten	rners questions ew their tanding of the rs to tell what eresting about son. earners to read ell the key words on the board	

dioxide	e, sunlight and water in the
surviva	l of plants

Week En	iding:	ding: DAY: Subject: OW				
<b>Duration:</b> 60mins per lesson			Strand: All Arou	ınd Us		
Class: B6	Class: B6 Class Size: Sub Strand: T				e Environmer	nt And The
Content Standard: B6.2.1.1. Demonstrate understanding of the importance of trees in our environment			Indicator: B6.2.1.1.1. Plant civic duty	Indicator: B6.2.1.1.1. Plant trees in their communities as a		
	ance Indicator: can plant trees in the	eir communitie	s as a civic duty	Core Competence Communication and C		Critical Thinking
Teaching	/ Learning Resou	rces Pic	tures, Charts, Vic	leo Clips		
New wor	ds					
Reference	es: OWOP Currio	ulum Pg. 50				
DAYS	PHASE 1: STARTER PHASE 2: MAIN		1AIN	PHASE 3: REFLECTION		
	Review learners in the previous I questions and ar Engage learners and sing songs to lesson.	esson using aswers.	tree planting school to che provide shade Write down about their planting, mea	Engage learners undertake a tree planting project in the school to check erosion or provide shade  Write down the processes about their project e.g. daily watering, measuring the height of the trees weekly, number of leaves.		rs series of o review their ing of the lesson rs to summarize have learnt
				uss the importance eir communities shade		

Week En	ding:	DAY:		Subject: REL & MORAL EDUCATION			
Duration:	tion: 60mins Strand: Religious Practices			s Practices			
Class: B6		Class Size:		Sub S	trand: Rel	igious Worship	
worship an	xplain the importar d other acts of wo		Indicator: B6 2.1.1.1: Discus lives.			<u>-                                      </u>	Lesson:
Learners community					Cultural lo Togethern		ciliation,
	Learning Resou	rces Wall	charts, wall words	, poster	s, video clip	o, etc.	
New wor							
Reference	es: RME Curriculu	m Pg. 49					
DAYS	PHASE I: STA	ARTER	PHASE 2: MA	AIN		PHASE 3:	
						REFLECTION	
	Engage learners to play games and sing songs and recite rhymes in relation to the lesson  PRAYER IS THE KEY Prayer is the key Prayer is the key Prayer is the master's key Jesus started with prayer and ended with prayer Prayer is the master key  READ YOUR BIBLE PRAY EVERYDAY Read your bible pray everyday Pray every day, Pray every day Read your bible pray everyday If you want to grow		meaning of pra communication worshipper and worship.  Let learners tal of prayer:  Christianity - intercession, su	Let learners talk about the types		What have we learnt today?  The importance of prayer in our lives  Ask learners to summarize the main points in the lesson	
			Islam - Salat (1 compulsory pro congregational Traditional - intercession, su confession, etc				
	If you want to gr If you want to gr Hallelujah Read your bible If you want to gr	row pray everyday	importance of - brings us clos - it shows our God, etc.  Ask learners to	Lead learners to discuss the importance of prayer: - brings us closer to God, - it shows our dependence on God, etc.  Ask learners to demonstrate how prayer is performed in the			
			three major re				

Week Ending:	DAY:	DAY:		Subject: History		
Duration: 60mins per lesso	Ouration: 60mins per lesson Strand: Coloniz			and: Colonization & Developr	onization & Development	
Class: B6	Class Size:	Class Size:		Strand: Political Developme	ent	
Content Standard: B6 4.4.1. Show understand Political developments understanders and Political developments under the Poli	•			e features of British colonial 'direct' and 'indirect' rule,	Lesson:	
rule, 1874-1957  Performance Indicator:		1874-1957		Core Competencies:	1011	
Learners can describe the features of British colonial ru Ghana.					hinkers and	
Teaching/ Learning Reso	harts, word cards, p	oster	rs, video clip, etc.			
New words						
References: History Curri	culum Pg. 41					

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

Week Ending:	DAY:		Subject: Creative Arts		
Duration: 60mins per lesson			Strand: Visual & Performing Arts		
Class: B6	Class Size:		Sub Strand: Planning, Making and Composing		
Content Standard: Demonstrate understanding of how to		Indicator: B6 2.2.3 Create own symbolic visual artworks that communicate, educate or sensitize the public on			Lesson:
generate own ideas for artis	some topical issues in the world		•	I OF I	
Performance Indicator:				Core Competencies	

Learners can create own symbolic visual artworks that communicate,

Decision Making Creativity, Innovation

educate or sensitize the public on some topical issues in the world

Teaching/ Learning Resources

Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 122,256

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners to sing songs and play games to get them ready for the lesson	Learners are to recall and organize ideas on visual artworks and topical issues in the world.  Example: Pandemics(COVID-19)  Have learners to recall images of visual artworks	Use questions to review their understanding of the lesson
	Show pictures of visual artworks to learners for them to observe and talk about them	On the topical issues.  TO AVOID SPREADING THE VIRUS.  WASH / SANITISE HANDS REGILARLY  PERSONAL RESPONSIBILITY FOR YOUR (AND OTHERS) SAFETY  OTHERS) SAFETY  CARE AND COMPASSION CEDITS COMPANY  CEDITS COMMUNITY CEDITS COMMUNITY CEDITS COMPANY COOPERATE TO COMPLY WITH REGULATIONS REMAIN PROHIBITED	Ask learners to summarize what they have learnt
		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.  Have learners to sing familiar songs, or perform	Use questions to review their understanding of the lesson
	Engage learners to play games and sing songs to begin the lesson.	dances found in their community.  Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe.  (Other teachers can be invited to observe)	Ask learners to summarize what they have learnt

Week Ending:			n Language			
<b>Duration:</b> 60mins per l		Strand: Writing C	Writing Convention			
Class: B6 Class Size:			Sub Strand: Use Of Punctuation			
	Content Standard: B6.5.2.1: Show an understanding of using punctuation marks appropriately in writing.			Indicator: B6.5.2.1.1-3 Use punctuation marks appropriately in writing essays.		
Performance Indicator: Learners can use punctuation marks appropriately in			Creativi	Competencies: ity and innovation, Com aboration, Critical think		

Teaching/ Learning Resources

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

References: Ghanaian Language Curriculum Pg.86

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and play games to get them ready for lesson.	Write well punctuated sentences on flashcards.	Use questions to review their understanding of the lesson
	,	Teach learners what a paragraph	
	Use questions and answers to review learners understanding in	is.	Ask learners to summarize what they have learnt
	the previous lesson.	Help learners to show an understanding of using punctuation marks appropriately in writing paragraphs.	Learners to read and spell the key words on the board
	Engage learners to sing songs and play games to get them ready for lesson.	Revise punctuation marks with learners.	Use questions to review their understanding of the lesson
	,	Give a topic for learners to	
	Use questions and answers to review learners understanding in	write a short essay on.	Ask learners to summarize what they have learnt
	the previous lesson.	Take learners' essays and	
		discuss the punctuation used in them.	Learners to read and spell the key words on the board
		Give another essay topic for learners to write and discuss among themselves the punctuations used.	
	Engage learners to sing songs and play games to get them ready for lesson.	Write well punctuated on flashcards.	Use questions to review their understanding of the lesson
	ready for lesson.	Use the flashcards to help	1633011
	Use questions and answers to review learners understanding in the previous lesson.	learners write their own reports.	Ask learners to summarize what they have learnt
	·	Give a topic for learners to write a report on and check the use of their punctuations.	Learners to read and spell the key words on the board

pi in	Give a report with no bunctuation, ask learners to put in the punctuations marks and	
di	liscuss them.	

Week Ending: DAY: Subject: PHYSICAL E						EDUCATION	EDUCATION		
Duration	n: 60mins	•				Strand: Physical Fi	tness		
Class: B6	•	Class	Size:			Sub Strand: Streng	th		
Content Standard:  Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities				Indicator: B6.3.2.3.2: Per		r: : Perform 15 continuous sit-ups		Lesson:	
Learners o	ance Indicator: can perform 15 cont	ndicator: form 15 continuous sit-ups  Core Competencies: Learners develop flexibility, cardiovascula aerobic cap0acity, and coordination					endurance,		
	es: PE Curriculum		i iccui es	and vide	.03				
DAYS	PHASE I: STARTER  Review learners understanding in the previous lesson using questions and answers.			PHASE 2: MAIN  Learners sit on a mat with in a 'v' shaped legs position.  Keep their arms by their side.		PHASE 3: REFLECTION			
			sing			gs position.	Use questions to review their understanding of the lesson		
Engage learners to play games and sing songs to begin the lesson.					ntinuous sit—ups the uously for 15 times.	Ask learners to what they have I			
			:	muscular and loggi	r str ing t	t their abdominal ength by counting the number they are orm in a set at their			

own pace

Week Ending: DAY:				Subject: Computing					
Duration:	60mins			Strand: Introduc			ction To Computers		
Class: B6 Class Size:				Sub S	trand: Ted	thnology In The C	Community		
B6.1.4.1. Demonstrate the use of Technology in the community.				B6.1.4.1.1-4 Define communication and Identify technological tools for communicating in the					
Learners ca gain requir	ed output		and manipulate da	ta to		empetencies: nd innovation. 2. Con ration.	mmunication		
	Learning Resou		mputer set up						
Reference	es: Computing Cu	rriculum Pg. 36							
DAYS	PHASE I: STARTER		PHASE 2: MA	PHASE 2: MAIN			PHASE 3: REFLECTION		
	Review learners in the previous I questions and ar Engage learners and sing songs to lesson.	esson using aswers.	Put learners int discuss commu present findings Guide learners describe the im technology in community in the community of th	to ment to ment portance communi Guide lea communicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicommunicom	and class.  tion and e of ication arners to cation cation is	Use questions to their understan lesson  Ask learners to what they have	ding of the		
			Identify three nof technology in Guide learners importance of the communication	n comm to ment technolo	unication. tion the				

communication

## SCHEME OF LEARNING- WEEK 11 BASIC SIX

Name of School.

Week Ending: DA			DAY: MONDAY		Subject: English Language			
<b>Duration:</b> 60mins			Strand: Oral Lang		Strand: Oral Langua	age		
Class: B6	Size: Sub Strand: Dramat			tization ar	nd Role Play			
Content Standard: B6.1.9.1: Explore the commands, instruction directions appropriate	Indicator: B6.1.5.2.1 can dramatize/role-play whole of stories or scenes			ole/parts	Lesson:			
Performance Indic Learners can dramati stories or scenes	ole/parts	Core Competencies: Communication and Collaboration, Personal D						
Key words	Auxiliaries, po	sitive, ne	egative					
References: English	Language Curr	iculum F	or Primary	/ Schoo	ols Pg. 163			
Phase/Duration	Learners	Activitie	•			Resou	rces	
PHASE I: STARTE		ers into two groups. Call out some vocabulary			resou	1 CC3		
	• E • V • F	What new words have you learn?						
beginning, middle, a  Have learners prepayhole/parts of storing play/dramatization of			vents etc.  of the chosen story i.e. events at the			Word cards, sentence cards, letter cards, handwriting on a manila card		
			at they hav	ve learr				

Week Ending:		DAY	: Tue	esday	Subject: English Language	<u> </u>	
<b>Duration:</b> 50mins		<u>-</u>			Strand: Reading		
Class: B6		Class Size:		Sub Strand: Comprehe		sion	
Content Standard: B6.2.7.1: Process and appropriate texts		ehend level		Indicator:  B6.2.7.1.3 scan/skim for details and read le appropriate texts silently and closely for comprehension		vel- Lesson:	
Performance Indicator: Learners can scan/skim for details and read appropriate texts silently and closely for co Keywords diphthongs					Core Competencies: Communication and Colla Development	borat	ion, Personal
References: English			m Fc	or Primary Schoo	ols Pg. 171		
Phase/Duration PHASE I: STARTER	Put le them The s	search the c group to read Did you e What nev Form two	two g diction d first enjoy w wo o sen	onary for their mo t wins. the game? ords have you lea tences with your	rn? new words.	Res	ources
PHASE 2: <b>NEW LEARNING</b>	in 3-4 discu This lesso Give using	The performance indicators and introduce the lesson  Jise texts to guide learners to grasp the main ideas as they skim in 3-4 minutes and have them present their points for class liscussion.  This must be a regular feature of reading and comprehension essons.  Give frequent and regular practice in silent and close reading using the Directed Reading Activity (DRA) strategy.				sen lette han	ord cards, tence cards, er cards, dwriting on a nila card
PHASE 3: REFLECTION	Sumr	marize the im	port	ant points in the	lesson with learners.		

Week Ending:		DAY: WE	ONESI	DAY	S	Subject: English Langua	age		
<b>Duration:</b> 60mins				Strand: Grammar					
Class: B6	Clas	s Size:			S	Sub Strand: Conjuncti	<b>b Strand:</b> Conjunctions		
Content Standard: B6.3.8.1: Apply the know conjunctions in speech ar			Indicator: B6.3.8.1.1 identify and use simple conjunctions			Lesson:			
	Performance Indicator: Learners can identify and use simple conjunct				unio	mpetencies: cation and Collaboration ent	on, Pei	rsonal	
References: English Lang	guage C	urriculum Pg	. 194						
Phase/Duration PHASE I: <b>STARTER</b>		Learners Activities  Ask pupils to give examples of words to describe people.						ources	
	The w	(Example answers: tall, friendly, funny, smart, handsome)  The words that we use to describe people are called adjectives.  Share performance indicators and introduce the lesson.							
PHASE 2: <b>NEW LEARNING</b>	conjui conjui e.g. i. ii. Esth iii. Cho Provid Coord	Conjunction is a word that joins words or sentences. The conjunctions 'and', 'or' and 'but' are called coordinating conjunctions. e.g. i. Henry brought a desk, a table and two chairs. ii. Esther can bring a table or chair iii. Chantal didn't bring a chair but a desk  Provide sentences for learners to join them with coordinating and subordinating conjunctions.  Provide passages and let learners identify conjunctions.  Let them do other activities like filling blanks with suitable conjunctions and using conjunction in their own					d cards, paper, r cards,		
PHASE 3: REFLECTION	Learn			ummarize	th	ne lesson through			

Week Ending:		DAY: Th	HURSDAY	Subject: English Language				
<b>Duration:</b> 60mins				Stra	and: Writing			
Class: B6	Clas	ss Size:		Sub	Strand: Persuasiv	ve Writing		
claims with clear reasons evidence  Performance Indicate Learners can provide a cargument presented and	2: Write arguments to support vith clear reasons and relevant e B6.4.13.2.4 provide a concluding statement that follows from argument presented and pose a rhetorical question on the topic				ncies: and Co	I of I  ncies: nd Collaboration,		
Phase/Duration	Laguna	wa A akiriki				Daga		
PHASE I: <b>STARTER</b>	Have I  W  W  Share	Write some of the words you heard.  Share the performance indicators and introduce the lesson.  Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept the opinion or point of view.  Words and introduce the lesson.  Words are the performance indicators and introduce the lesson.						
PHASE 2: <b>NEW LEARNING</b>	Have to present persual view.  Teach stand of Put lea						d cards, ence cards, cards, writing on a a card	
PHASE 3: REFLECTION	, , ,							

Week Ending:		DAY	: FRIDAY	Subject: English	Language			
<b>Duration:</b> 60mins				Strand: Writing Convention			Extensive Reading	
Class: B6	Cla	ss Size	Sub Strand: Using Simple and Compound Sentences					
Content Standard: B6.5.9.1: Apply knowledg grammatical rules to form phrases and sentences		,	Indicator: B6.5.9.1.1 iden sentences	B6.5.9.1.1 identify subjects and verb in comple				
<ul> <li>Learners can use identify subjects and verb in complex sentences</li> <li>Learners can read a variety of age- and level appropriate books</li> </ul>						nicat	petencies: tion and n, Personal t	
References: English Lan	guage C	urricul	um Pg. 219					
Phase/Duration PHASE I: <b>STARTER</b>	ivities s recite familiar ou love to sing r	•		Re	sources			
	• W							
PHASE 2: <b>NEW</b>	lesson	١.		ators and introduce aving learners identi		W	ord cards,	
LEARNING	and use them in sentences.  Revise simple subjects and predicates in sentences.						sentence cards, letter cards, handwriting on a manila card	
	Elicit sentences from learners and let them identify the subjects and predicates of their own sentences.							
	Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences.							
	Let learners describe an event they had participated in using complex sentences. They edit it to demonstrate their knowledge of subject and predicate.							
	studer when	nt start they fir	s reading aloud a	orn reading" game. and then calls out "pots the next student eft off.	opcorn"			
	Have learners read books of their choice independently during the library period.							

	Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.	
	Encourage them to visit the local library to read and borrow books	
	<ul> <li>Assessment</li> <li>Learners think-pair-share their stories with peers.</li> <li>Ask each learner to write a-two-paragraph summary of the book read.</li> </ul>	
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.	

Week Endi	ng:	DAY:			Subject: M	lathematics		
	00mins per lesson				Strand: No			
Class: B6	•	Class Size:		Sub Strand: Ratio And				
B6.1.4.2 Un proportion rates. Use psolve real we real we real we real we rearrest can be a solve to the rearrest can be a solve real we rearrest can be a solve real we rearrest can be a solve rearrest can be a solve real we rearrest can be a solve real we rearrest can be a solve real we real w	Content Standard: B6.1.4.2 Understand the concept of proportion and its relationship to ratios an rates. Use proportional reasoning and rate solve real world and mathematical problem Performance Indicator: Learners can use models to explain proportion quantities with equal ratios			Indicator: B6.1.4.2.1 Use models to explain process a comparison between quantities equal ratios  Core Comparison between			roportion s with petencies	Lesson:
	tn equal ratios _earning Resource:	s Counte	rs. b	undle and l	oose straws			
Key words			-, 3					
	: Mathematics Curric	ulum Pg. 135						
DAYS	DAYS PHASE I: STARTER		PF	IASE 2: N	1AIN		PHASE REFLEC	
Monday	Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.		nui find + 2/3 To mix mu wh nui pro- frac mu i.e.	Guide learners to multiply a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{10}{3} = 3\frac{2}{3}$ 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. $3 \times 2\frac{2}{3} = (3\times 2) + (3\times \frac{2}{3})$ $= 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6 + \frac{6}{3} = \frac{24}{3} = 8$				ers to tell you have learnt and will like to learn t lesson hers individual or k.
Tuesday			fraction (e.; first the september derivative) i.e.	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. $3 \times 2\frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3} = \frac{24}{3} = 8$ 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.	

Wednesday	Start at the bottom left square and move up, down, left or right until you reach the finish.  4 9 7 7 4 \$\infty\$ Finish  8 9 4 5 7  6 6 4 9 9  7 8 8 8 6  Start \$\infty\$ 5 5 6 5 5  Add the numbers as you go.	To multiply a fraction (i.e. common or mixed) 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. $4\frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = = \frac{24 \times 5}{5 \times 1} = \frac{120}{5} = \frac{24}{1} = 24$ .  Assessment: Have learners practice with several examples	
Thursday	Can you make exactly 53?  Which number should go in the empty triangle?	Use mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios.  Example:  The mapping diagram shows that the ratio of number of hens to number of eggs are equal, hence the number of	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	There is something strange about this addition square. Can you work out what the missing number is?  + 3 8 11 3 6 11 2 8 11 4 7 11 2 7	hens is proportional to the number of eggs.  Assessment: Give learners mappings to identify those that are proportional and those that are not  Guide learners to work out proportion in given contexts and use them in solving problems;  e.g. 200 bottles of equal capacity hold 350 liters of water. How much water does each bottle hold?  If 200bottles=350litres Then Ibottle=   350liters Then Ibottle=  350liters Therefore each bottle holds 1.75 liters of water  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.

Week Ending:					Subject: Science		
Duration: 60mins per lesson					Strand: Cycle		
Class: B6	Class Size:				Sub Strand: Life C	ycle Of Organism	
Content Standard: B6.2.2.1 Demonstrate understanding of the life cycle of a plant			Indicator: B6.2.2.1.2 Obse	erve the l	ife cycle of a plant	Lesson:	
Performance Indicator: Learners can observe the life cycle of a plant				Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;			
Teaching/ Learning Resources Pictur			res of okra and maize plant.				
New words							
References: Science Curricu	lum Pg. 37	7					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3:
			REFLECTION
	Start the lesson with a debate.	Brainstorm learners to talk about how okra or maize plant	Ask learners questions to review their understanding
	Teacher chooses a topic or allow learners to choose their	grow.	of the lesson
	own topic.	Let learners share their	Learners to tell what was
	e.g. "should children under 18 be allowed to vote?".	experiences on farm activities.	interesting about the lesson.
		Guide learners to plant viable	Have learners to read and
	Elaborate on learners points and	maize and okra seeds and care	spell the key words written
	summarise the debate	for them until they bear fruits.	on the board
		Learners observe the growing	
		plants weekly and record the	
		changes that take place until	
		other viable seeds are produced.	
		Learners write a report based on their observations.	
	Engage learners to play games	Learners to prepare a poster on	Ask learners questions to
	and sing songs to begin the lesson.	how plants grow.	review their understanding of the lesson
		Guide learners to base their	
	Use questions to review	report and poster on the	Learners to tell what was
	learners understanding in the previous lesson.	observation made.	interesting about the lesson.
		Learners to present their	Have learners to read and
		drawings to whole class for discussion.	spell the key words written on the board
		Encourage learners to pose questions of what they don't understand.	

Week E	nding:	DAY:		Subject: OWO	Subject: OWOP				
Duration	n: 60mins per lessor	1		Strand: All Aro	Strand: All Around Us				
Class: B6	<b>)</b>	Class Size:		Sub Strand: Pla	ints And Anin	nals			
Content Standard: B6.2.2.1. Demonstrate understanding of the importance of animals to plants in the environment			Indicator: B6.2.2.1.1 Expl waste to plant	ain the importance o	f animal	Lesson:			
Perform	ance Indicator: can explain the impo	ortance of anim	al waste to	Core Competence Communication and		Critical Thinking			
Teaching	g/ Learning Resou	irces Pic	tures, Charts, Vi	deo Clips					
New wo	rds								
Reference	es: OWOP Currio	culum Pg. 50							
DAYS	PHASE I: STA	ARTER	PHASE 2:	MAIN	PHASE 3: REFLECT				
Engage learners to play games and sing songs to begin the lesson.  Use questions to review learners understanding in the previous lesson.		of manure a	Obtain different plant and animal waste from the community and use such materials to prepare		rs questions to r understanding on				
		waste from			o tell what was about the lesson				
	Engage learners	to play games	Learners wa	tch pictures/videos	Ask learners questions to				

of manure and discuss the

fertility

manure.

importance of manure e.g. soil

Obtain different plant and animal

waste from the community and use such materials to prepare

review their understanding

Learners to tell what was

interesting about the lesson.

of the lesson

and sing songs to begin the

Use questions to review

previous lesson.

learners understanding in the

lesson.

Week Er	iding:	DAY:			Subject: REL & MORAL EDUCATION				
Duration	: 60mins	1			Strand: Religious Practices				
Class: B6		Class S	Size:		Sub S	trand: Rel	igious Worsh	nip	
Content Standard: B6 2.2.1. Discuss the significance of religious festivals				Indicator: B6 2.2.1.1: Gather and record data on religious festivals.			on religious	Lesson:	
Performa	ance Indicator: can gather and rec	ord data o	n religio	ous festivals.				s: Reconciliation,	
Teaching	/ Learning Reso	urces	Wall	charts, wall words	, poster	s, video clip	, etc.		
New wor	ds								
Reference	es: RME Curricul	lum Pg. 50							
DAYS	PHASE I: ST	PHASE I: STARTER		PHASE 2: M	PHASE 2: MAIN		PHASE 3: REFLECT		
	Engage learners and sing songs lesson.  Use questions learners under previous lessor	to begin the to review standing in	he	In groups, let let the need to be citizen.  Let learners lis committed to attracts material blessingsIt en harmonyIt lea	t the need the socie al and sp sures pe	ed to be ety:-It piritual ace and	review their of the lesso	rs questions to r understanding on tell what was about the lesson	

Through drama, let learners show how they can be committed citizens.

	-2	DAY:			Subject: History			
Duration: 60mins per l	esson			Str	rand: Colonization & Develop	ment		
Class: B6	Class	Class Size:			<b>b Strand:</b> Political Developme	ent		
Content Standard: B6 4.4.1. Show understanding of Political developments under colonial rule, 1874-1957			Indicator: B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957		Lesson:			
Performance Indicate Learners can describe Ghana.		s of Bri	tish colonial rule i	n	Core Competencies: Learners to become critical to digital literates	ninkers and		
Teaching/ Learning Resources   Wall of			harts, word cards, posters, video clip, etc.					
New words								
References: History C	urriculum P	g. 41						

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

Week Ending:	DAY:		Subject: (	: Creative Arts			
Duration: 60mins per lessor		Strand: V	isual & Performing Arts				
Class Size:			Sub Strai	rand: Displaying and Sharing			
Content Standard:  Demonstrate understanding of generate own ideas for artistic		Indicator: B6.2.3.5. stage a creative experie	ge a display of own artworks to share periences3				
Performance Indicator: Learners can stage a display of own artworks to share creative experiences  Core Competencies Decision Making Creativities							
Teaching/ Learning Resou	itional art tools						
References: Creative Arts C	Curriculum Pg. 12	2,256					

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

Week Ending:		Subject: Ghanaian Language					
<b>Duration:</b> 60mins per	lesson			Strand: V	rand: Writing Convention		
Class: B6	Class: B6 Class Size: Sub Strand: Use Of Action Words						
B6.5.3.1: Demonstrate the appropriate use of			Indicator: B6.5.3.1.1-3 words in se	Recognize	and use perfect tense action	Lesson:	
Performance Indicator: Learners can recognize and use perfect tense action sentences.			action words	s in	Core Competencies: Creativity and innovation, Com and collaboration, Critical think		
Teaching/ Learning Resources Word			l cards, senten	ce cards, lette	er cards, handwriting on a manila	card	

References: Ghanaian Language Curriculum Pg.87

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the	Let learners mention some action words and use them in sentences.  Write the sentences on the board	Use questions to review their understanding of the lesson		
	speeches and share ideas on such speeches	and discuss the perfect tense with learners.	Ask learners to summarize what they have learnt		
		Allow a learner to give an action word (verb) and another learner to use it to form a sentence with the verb in the perfect tense.			
		Talk about the perfect tense and give examples on the board.			
		Write some sentences and allow learners to identify the perfect action words in the sentences.			
		Allow the learners to use the verbs to form sentences orally.			
		Tell the learners to put the verbs in the perfect tense.			
	Get a tall list of action words on it. Select a student to stand at the front of the room and act out a word from your list	Write sentences with the subject in singular form and discuss with learners the agreement between the verb and the subject.	Use questions to review their understanding of the lesson		
	(no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly	Allow learners to give more sentences orally and talk about the subject-verb agreement.	Ask learners to summarize what they have learnt		
	can act the next word	Give other sentences with the subject in the plural form.			
		Discuss the agreement between the verb and plural subject.			

	Ask learners to give more examples and write them on the board.	
	Call learners in turns to underline the verb.	
	Let learners change the verbs in the sentences into the perfect tense	

Week End	ling:	DAY:				Subject: PHYSICAL EDUCATION				
Duration:	60mins	l				Strand: Values And Psycho-Social Concepts				
Class: B6		Class Size:				Sub Strand: Fitness Programme				
Content Standard:  Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities				Indicator:  B6.4.1.4.1: Develop a one-day personal physical fitness plan						
Performance Indicator: Learners can develop a one-day personal physic fitness plan					Lea aer	re Competencies: rners develop flexibili obic capacity, and coo		ndurance,		
Reference	s: PE Curriculum	Pg. 79								
DAYS	PHASE I: STARTER			PHASE 2: MAIN		PHASE 3: REFLECTION				
	Review learners in the previous I questions and ar	esson using	F	In groups let learners discuss physical fitness.  Physical fitness is the process		ess.	Use questions to review their understanding of th lesson			
	Engage learners to play games and sing songs to begin the lesson.			attained nstruction of the component of	thro onal tion wled ents tion fitn musc card	pugh quality physical education.  in physical activity dge of fitness coupled with an for good health.  velop a one-day ess which include: cular endurance, dio-respiratory	Ask learners to so what they have le			
			s	endurance, push-ups-muscular strength, aerobic dance- flexibility, etc		obic dance-				

Week En	ding:	DAY:		Sub	<b>ject:</b> Compu	ıting				
Duration	: 60mins			Stra	and: Present	tation				
Class: B6 Class Size:			:	Sub	Sub Strand: Introduction To MS-PowerP					
Content	Standard:		Indicat	or:			Lesson:			
B6.2.1.1 Demonstrate how to use			B6.2.1.1	I-3. Demonstr	ate how to u	ise icons in the				
Microsoft	PowerPoint		Text gro	oup in the Inser	t Ribbon		I OF I			
	ance Indicator: an demonstrate ho	ns in the Tex	t group in the		ompetencies: and innovation. 2. Con	nmunication				
	/ Learning Resou	rcos (	Computer se	of UD	and conabo	i auon.				
			<u> </u>	:t up						
Keierenc	es: Computing Cu	rriculum Fg.	3/							
DAYS	PHASE I: STA	ARTER	PHA	SE 2: MAIN	MAIN PHASE 3:					
				-		REFLECTION	EFLECTION			
	Review learners		-	Demonstrate how to use the		Use questions to review				
	in the previous I questions and ar			enu, the Insert n from B5.	and Design	their understand lesson	ling of the			
Engage learners to play games and sing songs to begin the					Ask learners to what they have I					
	lesson.			nstrate how to Text group in n.						
			Guide	learners to pr	operly use					

Guide learners to give a 5-slide presentation in MS-PowerPoint using the tools of the ribbons

Guide learners to present their work to the class

studied.

## SCHEME OF LEARNING- WEEK 12 BASIC SIX

Name of School.

Week Ending: DAY:			MONDAY	ONDAY <b>Subject:</b> English Langu			
<b>Duration:</b> 60mins					Strand: Oral Langua	ıge	
Class: B6		Class S	Size:		Sub Strand: Drama	tization ar	nd Role Play
Content Standard:				2.1 create and present simple ions or a manual on how to play a			Lesson:
Performance Indicator:  Learners can create and present simple instror a manual on how to play a game  Key words  Auxiliaries, positive, ne			uctions		e Competencies: munication and Collab	oration, P	ersonal Dev.
Key words A References: English La	•			/ Schoo	ols Pg 163		
Tererences. English Ea	inguage Curi	icaiaiii i (	31 111111a1)	Jenoe	713 1 6. 103		
Phase/Duration	Learners	Activities	S			Resou	rces
beginning, middle,  Have learners pre whole/parts of sto play/dramatization			d first wins njoy the g v words ha sentences e indicator	s.  Tame?  Tame?  Tame?  Tame?  Tame?  Tame?  Tame?			
			ents etc.  of the chose and ending pare and cories/scenes depicts so the vocabulary of the core of the vocabulary of the vocabulary of the core of the	en stor dramati e, event elected ary use	ze/role-play s). Ensure the role- theme. as well as correct	senter letter handw manila	cards, nce cards, cards, vriting on a n card
PHASE 3: REFLECTION	from lear	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: To				esday	Subject: English Languag	е	
<b>Duration:</b> 50mins					Strand: Reading		
Class: B6		Class	Size:		Sub Strand: Comprehen	nsion	
Content Standard:				Indicator: B6.2.9.1.1 read	d grade-level text with mean	ing	Lesson:
Performance Indicator: Learners can read grade-level text with mea			with mean	iing	Core Competencies: Communication and Colla Development	aborat	cion, Personal
Keywords	diphth	ongs					
References: Englis	sh Langu	age Cu	rriculum Fo	or Primary Scho	ols Pg. 171		
						_	
Phase/Duration PHASE I:			ctivities			Res	ources
STARTER	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.  Share performance indicators and introduce the lesson					
PHASE 2: <b>NEW LEARNING</b>	Use in 3 disco	texts to texts to texts.  If minust to texts to texts to texts to texts to texts.  If the frequency the D	o guide lea ites and hav be a regular ent and reg irected Re	rners to grasp to them present of reacture of reacture in adding Activity (I	sen lett han	ord cards, tence cards, er cards, dwriting on a nila card	
PHASE 3: <b>REFLECTION</b>	Sum	ımarize	the import	tant points in th	e lesson with learners.		

Week Ending:		DAY: WE	ONESI	DAY	S	Subject: English Langua	age	
<b>Duration:</b> 60mins					5	Strand: Grammar		
Class: B6	Clas	s Size:			Sub Strand: Conjunct			
conjunctions in speech an	B6.3.8.1: Apply the knowledge of conjunctions in speech and in writing			eanings		odals to express a vari	ety	Lesson:
Performance Indicator Learners can use modals of meanings  References: English Lang	o expr				uni	mpetencies: cation and Collaborationent	on, Per	rsonal
Treferences: English Lang	uage C	arricalarri 1 6						
Phase/Duration PHASE I: <b>STARTER</b>		ers Activities upils to give e		les of wo	rd	s to describe people.	Resc	ources
	The words that we use to describe people are called adjectives.  Share performance indicators and introduce the lesson.							
PHASE 2: <b>NEW LEARNING</b>	Conjunction is a word that joins words or sentences. The conjunctions 'and', 'or' and 'but' are called coordinating conjunctions. e.g. i. Henry brought a desk, a table and two chairs. ii. Esther can bring a table or chair iii. Chantal didn't bring a chair but a desk  Provide sentences for learners to join them with coordinating and subordinating conjunctions.  Provide passages and let learners identify conjunctions.  Let them do other activities like filling blanks with suitable conjunctions and using conjunction in their own					d cards, paper, r cards,		
PHASE 3: REFLECTION	sentences.  Learners are guided to summarize the lesson through questions and answers.							

Week Ending:	DA	Y: THURSDAY	Sub	oject: English Langu	age		
<b>Duration:</b> 60mins			Str	and: Writing			
Class: B6	Class Si	ze:	Sub	Strand: Informati	ve Wr	iting	
Content Standard: B6.4.14.1: Write the ever	Indicator: B6.4.14.1.1. Write incidents. E.g. acci		aragraphs to descril e outbreak	be	Lesson:		
Performance Indicato Learners can write short	o describe incidents		Core Competer Communication a Personal Develop	nd Col	llaboration,		
References: English Lan	guage Curric	ulum Pg. 208					
DI /D ::	1 A						
Phase/Duration PHASE I: <b>STARTER</b>	Learners A		\ (199. Q. T.		Keso	urces	
THASE I: STAKTEK		ers recite familiar rh	-	,			
		you love to sing mo words did you hear i	•				
		some of the words y		_			
	• write						
	Share the performance indicators and introduce the lesson.						
PHASE 2: <b>NEW</b>	Briefly revi	se the writing proce	ss by hav	ing learners recall	Word cards,		
LEARNING	the stages and explain the features and relevance of each sentence can						
	stage. letter cards,						
	Have learners select a topic and brainstorm to generate ideas.						
		Put them into groups to organize the points for the development of paragraphs.					
	_	Assign learners to individually develop the points into outlines and then into a draft.					
		o self and peer-edition ork. Learners presen					
PHASE 3:		learners to complet	te the wr	riters reflection			
REFLECTION		Orally help learners to complete the writers reflection worksheet.					
	My piece	e of writing is about					
	My favo	rite part of my writii	ng is				
	Somethi	ng I found difficult w	as				
	Summarize the important points in the lesson with						
	learners.						

Week Ending:		DAY	: FRIDAY	Subject: English	Language		
<b>Duration:</b> 60mins				Strand: Writing	Convention	ons/	Extensive Reading
Class: B6	Cla	ss Size	e:	Sub Strand: Spe	elling		
Content Standard: B6.5.10.1: Spell words acc	urately		Indicator: B6.5.10.1.1. C spelling	heck pieces of litera	ry work fo	r	Lesson:
<ul> <li>Performance Indicator:</li> <li>Learners can check pieces of literar</li> <li>Learners can read a variety of age-</li> </ul>			•	•	Commu	nicat atio	n, Personal
References: English Lang	uage C	urricul	um Pg. 220		•		
Phase/Duration PHASE I: <b>STARTER</b>	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.				Re	esources	
PHASE 2: <b>NEW</b>	Share lesson	the pe	rformance indic	cators and introduce		10/	ord cards,
LEARNING	Give learners an extract containing wrongly spelt words. Guide them to correct the spellings.  Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince.				sei let ha	ntence cards, eter cards, ndwriting on a anila card	
	Let th		ry begin from th	nis end. Use a variety	of local		
	Each e	effort is	followed by ed	liting focused on spe	lling.		
	Guide		rs to create add	in groups and as ind ditional groups to co			
	Engage learners in the "popcorn reading" game. One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.				opcorn"		
			s read books of erary period.	f their choice indepe	ndently		
	on the	e books		ge critical commental dividuals to present t cck.	-		

	Encourage them to visit the local library to read and borrow books
	<ul> <li>Assessment</li> <li>Learners think-pair-share their stories with peers.</li> <li>Ask each learner to write a-two-paragraph summary of the book read.</li> </ul>
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners.

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		
Class: B6 Class Size:			Sub Strand: Ratio And Proportion		
Content Standard: B6.1.4.2 Understand the concept of proportion and its relationship to ratios and rates. Use proportional reasoning and rates to solve real world and mathematical problems			3 Use various stra onal reasoning pro		Lesson:

## Performance Indicator:

Learners can use various strategies to solve proportional reasoning problems involving rates and scales

**Core Competencies:**Problem Solving skills; Critical Thinking;

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

Key words

References: Mathematics Curriculum Pg. 137				
DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
Monday	Take learners through math mental to solve the following. $15 - 20 = 10$ $9 + 20 = 11$ $14 + 3 = 10$ $14 - 20 = 7$	Guide learners to use diagrams to explain the concept of rate a ratio that compares two different quantities measured in different units; e.g. the ratio → cost: weight = 8:2 = 4:1.  This ratio is the unit ratio and show the rate for selling a unit or I kg of the meat.	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.	
Tuesday	Take learners through math mental to solve the following.  + 3 = 6  - 8 = 0  6 - = 2  2 + = 7  + 1 = 9	Guide learners to work out rates and use them in solving problems.  E.g. A litre of sachet water costs 40p. Find the cost of (i) 12 litre (ii) 7 liters (iii) 9 liters	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.	
Wednesday	Take learners through math mental to solve the following.	Learners to use diagrams to explain the concept of scale as a ratio that compares two different sizes — an object and its model;  e.g. plan of a house or room. Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.	

	8 - = 2	room. What is the actual length of	
	+ 5 = 14	(i) the room if it measures 41 2	
		cm;	
	- 10 = 7	(ii) the bed if it measures 1.8cm?]	
	1 + = 4		
Thursday	Take learners through math	Learners to use diagrams to	Give learners task to
,	mental to solve the following.	explain the concept of scale as a	complete whiles you go
		ratio that compares two different	round to guide those who
	- 4 = 1	sizes – an object and its model;	don't understand.
	14 – = 7	e.g. plan of a house or room.	Give remedial learning to
		Here is the plan of a bedroom.	those who special help.
	8 + = 14	The scale is 1:100, which means	
		that Icm in the drawing	
	18 - = 9	represents 100 cm in the actual	
		room. What is the actual length	
		of	
		(i) the room if it measures 41 2	
		cm;	
		(ii) the bed if it measures 1.8cm?]	
Friday	Take learners through math	Work out scales and use them in	Give learners task to
	mental to solve the following.	solving problems; e.g. If 10cm on	complete whiles you go
		a map stands for 10km, what	round to guide those who
	2 + = 7	distances on the map stands for	don't understand.
		(i) 1km (ii) 7km (iii) 41km?	
	+ 1 = 9		Give remedial learning to
			those who special help.
	- 1 = 2		
	+ 6 = 11		

Week Ending:				Subject: Science		
<b>Duration:</b> 60mins per lesson				Strand: Cycle		
Class: B6			Sub Strand: Life Cycle Of Organis			
Content Standard: B6.2.2.1 Demonstrate understanding of the life cycle of a plant		Indicator: B6.2.2.1.2 Obs	icator: 2.2.1.2 Observe the life cycle of a plant		Lesson:	
Performance Indicator: Learners can observe the life cycle of a plant		t	Core Competencies: Problem Solving skills; Critical Thinking; Justific of Ideas;		hinking; Justification	
Teaching/ Learning Resources Pictur		cures of okra and n	naize plant	•		
New words	1					
References: Science Curric	ulum Pg 37					

DAYS

PHASE I: STARTER

PHASE 2: MAIN

Start the lesson with a debate.

Start the lesson with a debate.

Teacher chooses a topic or allow learners to choose their

PHASE 2: MAIN

PHASE 3: REFLECTION

Ask learners questions to review their understanding of the lesson

of the lesson

Let learners share their

e.g. "should children under 18 be allowed to vote?".

Guide learners to plant viable maize and okra seeds and care for them until they bear fruits.

own topic.

Engage learners to play games

and sing songs to begin the

Use questions to review

previous lesson.

learners understanding in the

Learners observe the growing plants weekly and record the changes that take place until other viable seeds are produced.

Learners write a report based on their observations.

Learners to prepare a poster on

Guide learners to base their report and poster on the observation made.

how plants grow.

Learners to present their drawings to whole class for discussion.

Encourage learners to pose questions of what they don't understand.

Learners to tell what was interesting about the lesson.

Have learners to read and spell the key words written on the board

Ask learners questions to review their understanding of the lesson

Learners to tell what was interesting about the lesson.

Have learners to read and spell the key words written on the board

Week En	ding:	DAY:		Subject: OWO	P	
Duration	: 60mins per lesso	n		Strand: All Arou	und Us	
Class: B6		Class Size:	:	Sub Strand: Pla	nts And Anin	nals
Content Standard: B6.2.2.1. Demonstrate understanding of the importance of animals to plants in the environment			B6.2.2.1.1 Exp	Indicator: B6.2.2.1.1 Explain the importance of waste to plants		Lesson:
	ance Indicator: an explain the imp	ortance of anii	mal waste to	Core Competence Communication and C		Critical Thinking
Teaching	/ Learning Reso	urces	ictures, Charts, V	deo Clips		
New wor	ds	·				
Referenc	es: OWOP Curri	culum Pg. 50				
DAYS	PHASE I: ST	ARTER	PHASE 2:	MAIN	PHASE 3:	
	and sing songs lesson.  Use questions the learners understands.	Engage learners to play games and sing songs to begin the lesson.  Use questions to review learners understanding in the previous lesson.		tch pictures/videos and discuss the of manure e.g. soil  Ask learners que review their un of the lesson  Learners to tell		r understanding on
	Engage learners to play games and sing songs to begin the lesson.  Use questions to review learners understanding in the previous lesson.		Obtain differ waste from	Obtain different plant and animal waste from the community and use such materials to prepare		rs questions to r understanding on tell what was about the lesson.

Ta: a:		Stran	d. Dultetana Danastana			
		Strand: Religious Practices				
Class: B6 Class Size:			Sub Strand: Religious Worship			
ance of	Indicator: B6 2.2.1.1: Gather and record festivals.		cord data on religious	Lesson:		
Performance Indicator: Learners can gather and record data on religion		Cultural Identity Sharin				
ources Wa	ıll charts, wall word	ls, poster	s, video clip, etc.			
lum Pg. 50						
C	cord data on reli	cance of B6 2.2.1.1: Gath festivals.  cord data on religious festivals.  ources Wall charts, wall word	cance of B6 2.2.1.1: Gather and refestivals.  cord data on religious festivals.  Durces Wall charts, wall words, posters	cance of B6 2.2.1.1: Gather and record data on religious festivals.  Core Competencies Cultural Identity, Sharing Togetherness,  Wall charts, wall words, posters, video clip, etc.		

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson.	Let learners identify religious songs of the three major religions in Ghana.	Ask learners questions to review their understanding of the lesson
	Use questions to review learners understanding in the previous lesson.	Let learners listen to cassette (CD) player of religious songs in the three major religions and indicate how they can apply the theme in their daily lives.  Put learners into religious groups to take turns to perform various religious music and dance.  Let learners, in groups, discuss the importance of religious songs	Learners to tell what was interesting about the lesson.
		in worship.  Let Learners compose simple religious songs and poems	

Week Ending:	DAY:		Subject: History			
Duration: 60mins per lesso	ation: 60mins per lesson Strand: Colonization & Developm		ment			
Class: B6 Class Size:			Sub Strand: Political Development			
9		B6.4.4.1.1 Describ	cribe the features of British colonial including 'direct' and 'indirect' rule,			
<b>Performance Indicator:</b> Learners can describe the Ghana.	features of Bri	tish colonial rule ii	Core Competencies: Learners to become critical t digital literates	hinkers and		
Teaching/ Learning Reso	urces Wall c	harts, word cards, p	osters, video clip, etc.			
New words	<u> </u>					
References: History Curri	culum Pg. 41					

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

Week E	nding:	DAY:		Subject: (	Creativ	re Arts		
Duration	n: 60mins per lesson	1	Strand: Visual		isual A	Arts & Performing Arts		
Class: B6	, )	Class Size:		Sub Strar	nd: Ap	preciating and Appi	raising	
Demonstr	Standard: rate understanding of hos for artistic expressions		generate  Indicator:  B6.1.4.6 /B6.2.4.7 Use the agreed g examine and derive meaning from 6					
Learners o				•	Decis	e Competencies: ion Making Creativity		
Teaching Resource	g/ Learning es	Photos, videos,	art paper, colors ar	nd traditional a	ırt tool	S		
Reference	ces: Creative Arts Curr	iculum Pg. 63						
DAYS	PHASE I: START	ER PHASI	E 2: MAIN			PHASE 3: REFL	ECTION	
	Engage learners to pl games and sing songs begin the lesson.  Review learners understanding in the previous lesson using questions and answer	Make de apprecia E.g. a par Have le i. what's ii. what	ecisions on agreedate and appraise a ainting  arners to talk aborgoing on in the part do you see that marmore can we find?	d guidelines to an artwork.  The painting likes you say the	o	Assessment: Preso learners with different works for them the guidelines in a and appraising.  Summarize lesson with learners.	ent erent n to use ppreciating	
	Engage learners to pl games and sing songs begin the lesson.  Review learners understanding in the previous lesson using questions and answer	Agbadza	ning artworks incl ma. rners use their ser rraise their own a ecisions on agreed ate and appraise a	ude dance, mases to apprentworks.  If guidelines to a artwork. En artwork. En e theme, ne, stage use	ciate o .g.	Review the lesson through questions answers.		

Week Ending:				Subject: Ghanaian Language			
Duration: 60mins per lesson				Strand: Extensive Reading			
Class: B6 Class Size:				Sub Strand: Reading			
Content Standard: B6.6.1.1: Exhibit knowledge of understanding and appreciating magazines			Indicator: B5.6.1.1.1-2 Read aloud passages from novels and newspapers with correct pronunciation and tone.			Lesson :	
Performance Indicator: Learners can read aloud passages from novels and with correct pronunciation and tone.			d newspapers  Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			ation and	
Teaching/ Learning Resources Word car			rds, sentence cards, letter cards, handwriting on a manila card				
Poforoncos: Ch	anaian Lana		niaulum Da				

**References:** Ghanaian Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Sing songs and rhyme sin relation to the lesson	Use flashcards with three to four word sentences written on them to assist learners with correct pronunciation and intonation.	Review the lesson with learners		
		Let learners bring other materials on literary works like magazines or newspapers to read.			
		Call learners to read paragraph by paragraph to check the correct pronunciation.			
	Play games, sing songs and rhyme sin relation to the lesson	Guide learners to demonstrate correct speech, rhythm and tone when reading.	Review the lesson with learners		
		Read a newspaper or novel aloud to learners with the correct tone and rhythm.			
		Allow learners to demonstrate correct speech, rhythm and tone			

Week Ending: DAY:						Subject: PHYSICAL EDUCATION			
Duration: 60mins				Strand: Values And Psycho-Social Concepts					
Class: B6 Class Size:			Size:			Sub Strand: Healthy Diet			
Demonstrand move variety of Perform Learners of activities p	Standard: rate competence in ment patterns need physical activities ance Indicator: can explain the role play in bone strength g/ Learning Resources: PE Curriculum	ed to per that weig n. I <b>rces</b>	form a	activi	.4.2 ties Co Lea aer	Explain the role to play in bone strendere Competencies	s: pility, cardiovascular e	Lesson: I OF I	
DAYS	PHASE I: STA	ARTER	PH	ASE 2:	: MA	AIN	PHASE 3: REFLE	CTION	
	Take learners th general and spec ups		role play Lea traii stre for	Guide learners to explain the role that weight bearing activit play in bone strength.  Learners explain that weight training develops muscular strength, makes the bones strength for fitness activities, stabilizes to body position, etc.		t bearing activities rength.  In that weight so muscular so the bones strong lities, stabilizes the	Organize mini game for learners for fun and enjoyment.  Take learners through cool down to end the lesson		

Week Ending: DAY:				Subject: Computing					
Duration: 60mins					Strand: Introduction To Word Processing				
Class: B6 Class Si			ze:	ze: Sub Strand: \			Word Processing		
Content Standard:			Indicator: B6.3.1.1.1-3 Demonstrate how t			rate how to	I OF I ompetencies: nd innovation. 2. Communication and		
Performance Indicator: Learners can demonstrate how to use the buttons				ne menu bar command Core Co					
Teaching	g/ Learning Resour	ces	Pic	tures or projected ir	mag	es			
Reference	es: Computing Cur	riculum Pa	g.						
Revise with learners on the previous lesson		RTER	PHASE 2: MAIN			PHASE 3: REFLECTION			
			Lay lead De De Tex Gu	File menu and Insert, Design, and Layout Ribbons from B5. Guide learners to use File menu, Insert, Design and Layout Ribbon.  Demonstrate how to use icons in the Text group in the Insert Ribbon.  Guide learners to properly use the		Guide Insert, cons in the ibbon.	Ask learners to su the main points in		
			Be ribl	ns in the Insert Ribb  able to use the attri  bons studied in a par  ide the learners to c	bute agr	aph.			

format text in a document.