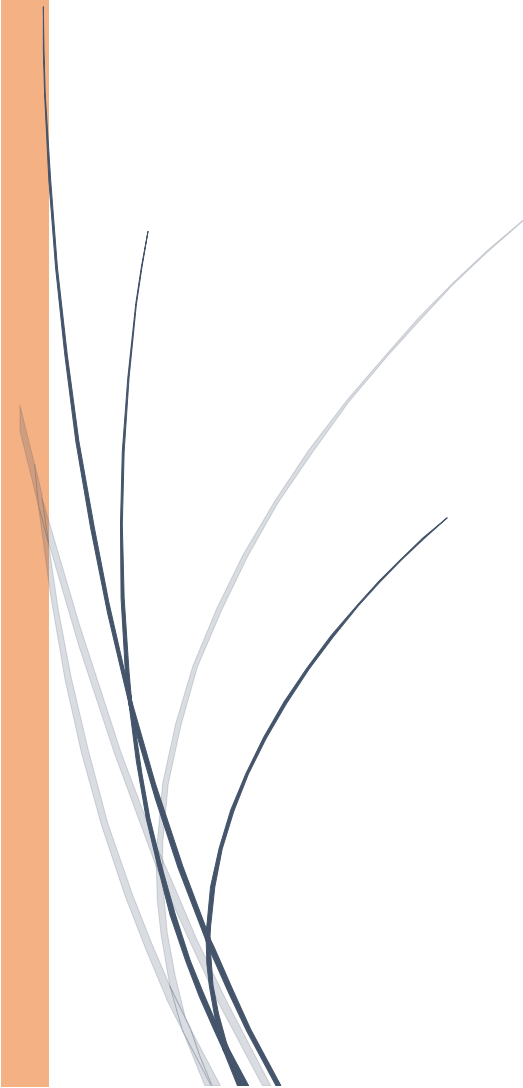




SAMPLE LESSON PLAN-WEEK TWO(2)
BASIC FIVE



Fayol Inc.
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SAMPLE SCHEME OF LEARNING

BASIC FIVE

Name of School.....

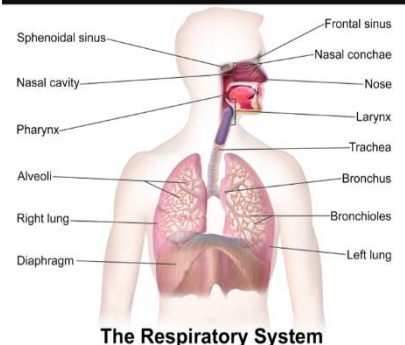
Week Ending	17 th January, 2020.		
Class	Five		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
Learning Indicator(s)	B5.1.5.1.1. B5.2.5.1.1. B5.3.5.1.1. B5.4.10.1.1. B5.5.5.1.1. B5.6.1.1.1		
Performance Indicator	<p>A. Learners can use costume to dramatize or role-play parts/whole of stories</p> <p>B. Learners can orally produce two-syllable words by blending sounds (phonemes), including consonant blends</p> <p>C. Learners can use different types of verbs in sentences</p> <p>D. Learners can create settings, characters and at least one plot in a narrative text,</p> <p>E. Learners can use comparative forms of regular and irregular adjectives to make comparisons</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership Communication and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p>A. ORAL LANGUAGE <i>(Dramatization & Role Play)</i></p> <p>Lead learners to select a familiar story for dramatization.</p> <p>Ask questions to review the story.</p> <p>Assign groups to prepare (share roles, select costume and rehearse) and dramatize the story using improvised lines.</p> <p>Assessment: Invite groups to perform for the class to critique their performances.</p>	<p>Interview and ask learners to share their feelings about the roles of their favorite characters</p> <p>Learners to talk about the roles they played and why they will keep or changed it in the next drama.</p>
Tuesday	Engage learners to play the Hangman game	B. READING	Ask learners to tell you what they have learnt and

	<p>Think of a word and write the number of letters on the board using dashes to show many letters there are. Example: SCHOOL _ _ _ _ _ _ _</p> <p>Then, ask learners to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man. Continue this until learners guess the word correctly.</p>	<p><i>(Blends and Consonant Clusters)</i></p> <p>Introduce two-syllable words with consonant blends. Model the pronunciation and have learners say them after you.</p> <p>Teacher and learners select a reading text to guide the class to identify words containing consonant blends.</p> <p>List words on the board and drill learners in their pronunciation.</p> <p>Assessment: Learners read sentences and pick out the two-syllable words with consonant blends. e.g. dr-hundred, dr-drumstick, bl-problem, nd-handcuff</p>	<p>what they will like to learn in the next lesson</p> <p>Write the blends on a series of small cards, one on each card. Call learners in turns to pick and make the sounds and form word with it.</p>
Wednesday	<p>Engage learners to play the "Board Race" game</p> <p>Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted. The team with the highest score wins!</p>	<p>C. GRAMMAR <i>(Verbs)</i></p> <p>Let learners identify main verbs in sentences. E.g. The boy has <u>bought</u> a new football.</p> <p>Model and role play the action words with learners.</p> <p>Call learners in turns to mention an action word, model it and use it in a sentence.</p> <p>Assessment: Write sentences on the board for learners to identify the main verbs in it</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p> <p>Give learners class/ home task to underline verbs in given sentences in their workbooks</p>
Thursday	<p>Learners to sing songs and recite familiar rhymes "Ten In The Bed" There were ten in the bed And the little one said, "Roll over! Roll over!" So they all rolled over and one fell out</p> <p><i>(continue till they all fall out)</i></p>	<p>D. WRITING <i>(Narrative Writing)</i></p> <p>Revise the stages of the writing process with learners.</p> <p>That is prewriting, writing, revising, editing and publishing</p> <p>Guide learners to choose topics and develop them by</p>	<p>Teacher moves round the class to monitor the progress of learners in their write up.</p> <p>Orally help learners to complete the writers reflection worksheet.</p>

	<p>There was one in the bed And the little one said, "Alone at last!" "Good Night!"</p>	<p>asking them questions about the topics.</p> <p>Assessment: Guide learners to organize their details into writing. (beginning, middle and ending).</p> <p>Learners read their narratives for corrections and feedback.</p>	<p>My piece of writing is about?</p> <p>My favorite part of my writing is.....</p> <p>Something I found difficult was.....</p>
<p>Friday</p>	<p>Engage learners to play the "Lie to me" game.</p> <p>Put learners into pairs. Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be a lie.</p> <p>The other partner have to find out which one is the lie.</p> <p>Guide learners to choose and read books during the library period</p>	<p><u>E.WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Qualifying Words – Adjectives)</p> <p>Show a picture of a family and guide learners to talk about the people using the positive comparative and superlative forms of adjectives.</p> <p>In groups, learners write a description of the members in each group. Let them edit their work focusing on the use of forms of adjectives appropriately.</p> <p>Learners can add the group picture to their presentation and publish in their class magazine</p> <p><u>F.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a-three-paragraph summary of the book read.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>

Week Ending	17 th January,2020.																		
Class	Five																		
Subject	MATHEMATICS																		
Reference	Mathematics curriculum Page																		
Learning Indicator(s)	B5.1.1.1.5 B5.1.1.2.1																		
Performance Indicator	<ul style="list-style-type: none"> Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens Learners can recognize Roman Numerals system up to C (i.e. 100) 																		
Strand	Number																		
Sub strand	Counting, Representation And Cardinality																		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square																		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision																			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																
Monday	<p>Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1).</p> <p>Divide the class into groups. One person from each group countdown the range without breaking.</p> <p>The group with the highest score wins!</p>	<p>Learners round off numbers to the nearest 10,000 For instance; 12,950 is approximately 13,000.</p> <p>Learners round up and round down to estimate sums and differences up to 10000.</p> <table border="1"> <tr> <td>214765</td> <td>Round up</td> <td>Round down</td> <td>Round off</td> </tr> <tr> <td>to the nearest ten</td> <td>214770</td> <td>214760</td> <td>214770</td> </tr> <tr> <td>to the nearest hundred</td> <td>214800</td> <td>214700</td> <td>214800</td> </tr> <tr> <td>to the nearest thousand</td> <td>215000</td> <td>214000</td> <td>215000</td> </tr> </table>	214765	Round up	Round down	Round off	to the nearest ten	214770	214760	214770	to the nearest hundred	214800	214700	214800	to the nearest thousand	215000	214000	215000	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 10,000</p>
214765	Round up	Round down	Round off																
to the nearest ten	214770	214760	214770																
to the nearest hundred	214800	214700	214800																
to the nearest thousand	215000	214000	215000																
Tuesday	<p>Engage learners to solve this brain teaser</p> <p>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?</p> <p>Answer: 7</p>	<p>Learners round off numbers to the nearest 1000.</p> <p>For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Learners round up and round down to estimate sums and differences 1000.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 1000</p>																

Wednesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>Learners round off numbers to the nearest 100 and 10.</p> <p>For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Assessment: Learners round up and round down to estimate sums and differences 100.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 100 and 10</p>
Thursday	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=44$ $3+3=96$ $4+4=168$ $5+5=2510$</p> <p>Then: $6+6=?$</p> <p>Answer: 3612</p>	<p>Display roman numeral charts (1-100) arranged in sequential order and lead learners to identify the numerals.</p> <p>Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C</p> <p>Assessment: Call out a numeral and have learners point at it from the chart</p>	<p>Ask learners to talk about what they have learnt.</p>
Friday	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5; IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99.</p> <p>Assessment: Mention some numerals randomly and have learners point at it on the chart</p>	<p>Ask learners to talk about what they have learnt.</p>

Week Ending	17 th January, 2020.		
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 23		
Learning Indicator(s)	B5.3.1.1.1		
Performance Indicator	Learners can know the parts of the respiratory system in humans		
Strand	Systems		
Sub strand	The Human Body System		
Teaching/ Learning Resources	Learners, pictures, videos, paper, pencils, crayons		
Core Competencies: Digital Literacy Creativity and innovation Personal development and leadership Communication and Collaboration. Critical Thinking and Problem-Solving			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Introduce the lesson with songs on the parts of the body, e.g. head, shoulders, knees and toes.</p> <p>Show videos, pictures and models of the digestive system.</p> <p>Learners to observe and talk about the pictures</p> <p>Have learners to relate to the pictures</p>	<p>Ask learners to breathe in and out for some time.</p> <p>Relate the act of breathing to the respiratory system and guide learners to identify the organs of the system using charts or models.</p>  <p style="text-align: center;">The Respiratory System</p>	<p>Ask learners series of questions to review their understanding of the lesson Example: what is the importance of the respiratory system?</p> <p>Ask learners to tell how they are apply what they have learnt in real life situation.</p>
	<p>Start the lesson with a debate. Teachers chooses a topic or allow learners to choose their own topic. e.g. "Should students have permission to use cell phones during school hours?"</p>	<p>Use role-play to guide learners to identify the functions of each part (different learners assume and role-play the functions of parts of the respiratory system, e.g. Ama is the lungs and Amina is the diaphragm).</p> <p>Functions: Lungs takes oxygen from the environment and transfer it into the blood stream etc.</p>	<p>Ask learners to talk about what they have learnt.</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners to draw, label and color the parts of the human respiratory system</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>

		<p>Engage learners in an activity to design a breathing model using plastic bags, balloons, rubber bands and polythene bags.</p> <p>Learners draw and label the respiratory system and state its function.</p> <p>Learners are tasked to find out the diseases and lifestyles that affect the respiratory system adversely.</p>	
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Week Ending	17 th January, 2020.		
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 32		
Learning Indicator(s)	B5.2.3.1.1.		
Performance Indicator	Learners can locate major land marks on a sketch map of the community		
Strand	All Around Us		
Sub strand	Map Making And Land Marks		
Teaching/ Learning Resources	Map of Ghana, atlas, Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Give learners a few brain teasers for them to solve Example: Riddle, Riddle! Billy's mother had five children. The first was named Lala, the second was named Lele, the third was named Lili, the fourth was named Lolo. What was the fifth child named? Answer: Billy	Learners identify major land marks in the community e.g. the school, post office, police station church, mosque Assessment: Using landmarks, learners take turns in showing directions to places in the community	Ask learners to tell you what they have learnt Let learners read and spell the keywords written on the board
	Use questions and answers to review what they learnt in the previous lesson	Using landmarks, learners take turns in showing directions to the chiefs palace, post office, community library, police station etc. Assessment: Learners sketch a map of the community indicating major landmarks	Ask learners to tell you what they have learnt Let learners read and spell the keywords written on the board

Week Ending	17 th January,2020.		
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 39		
Learning Indicator(s)	B5.2.2.1.1		
Performance Indicator	Learners can Identify the moral significance of sacred passages and oral traditions in the three main religions		
Strand	Religious Practices And Their Moral Implications		
Sub strand	Festivals In The Three Major Religions		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Respect, Commitment, Humility, Unity, Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Group learners according to the religion they belong Have each group sing songs and perform any act of worship of that religion	Guide learners to identify sacred passages and oral traditions in the three main religions in Ghana. Let read out and write some passages from the bible, Quran and oral traditions into their workbook	Ask learners series of questions to review their understanding of the lesson

Week Ending	17 th January, 2020.		
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 33		
Learning Indicator(s)	B5.4.2.1.1		
Performance Indicator	Learners can Identify the developments in education during the colonial era (1874-1957).		
Strand	Colonization and Developments under Colonial Rule in Ghana		
Sub strand	Social Developments Under Colonial Rule		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: As learners use evidence to analyze and reconstruct the developments during the colonial period, they develop critical thinking skills			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Paste a chart on the board showing schools that existed by 1930. Its past and present pictures Let learners observe and talk about the pictures	Discuss the role of the churches in Ghana's education sector. Example: The Basel and the Wesleyan churches Let learners research to find out how many schools are owned by the above named churches	Ask learners to talk about what they enjoyed most during the lesson Let learners make choices of schools they will attend after junior high school. Encourage learners to take their studies serious to meet their objectives
	Use questions and answers to review previous lesson with learners	Recall the role of the important people in the community and the country who played key role in the educational sector. e.g. Dr Kwegyir Aggrey. Dr Kwegyir Aggrey, who died in 1927, among other made significant contribution to the education sector. According to him, "if you educate a man you educate one person but if you educate a woman you educate an entire nation"	Review the lesson with learners Let learners match pictures of individuals who have made significant contribution in education to their names

Week Ending	17 th January,2020.		
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 65		
Learning Indicator(s)	B5. 2.1.1.2		
Performance Indicator	Study how the compositions and performances of the Ghanaian and other African performing artists		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners sing songs and recite rhymes about work. Learners mention some performing artworks produced in Ghana.	Learners are to select any composition or performance of a preferred artist studied Huge Ramapolo Masekela was born on 4 th April 1939 and died on 23 rd January 2018. He was a south African trumpeter, flugelhonist, cornetist, singer and composer who was been described as “the father of south African jazz” etc. show pictures or play a video of one of Masekela’s pieces for pupils to watch.	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Huge Ramapolo Masekela in groups
	Call learners to recall some history facts about Huge Ramapolo Masekela Use series of questions to review their understanding in the previous lesson	Let learners imitate rhythmic patterns of the instruments identified in the video or pictures Guide pupils to learn some dance movements in the video Assessment: Learners to create body movement while the piece is replayed Record performance of learners	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Learners watch the recorded performance and appreciate their own artworks

Week Ending	17 th January, 2020.		
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 37		
Learning Indicator(s)	B5.1.6.1.1.-3		
Performance Indicator	<ul style="list-style-type: none"> • Learners can recognize and discuss items used at home. • Learners can recognize and discuss things used at school. • Learners can demonstrate how some of the items used at home and in school are maintained. 		
Strand	Oral Language		
Sub strand	Conversation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Show learners pictures or concrete objects of items at home.</p> <p>Ask learners to mention the names of the things and write them on the board. E.g. bucket, plates, stool, cooking pot, spoon, etc.</p>	<p>Let learners discuss the uses of the items in the home.</p> <p>Ask learners to improvise the use of some of the home items to the class.</p> <p>Let learners describe some of the items to the class.</p> <p>Take learners round the school environment.</p> <p>Ask learners to tell you some items learners saw when they return to the classroom.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p>
	<p>Engage learners to play games and sing songs to get them ready for the lesson.</p> <p>Show learners pictures or concrete objects of items at school.</p>	<p>Ask learners to mention the names of the things and write them on the board. E.g. books, chalk, pens, chairs, table, etc.</p> <p>In groups, let learners describe the items and their uses.</p> <p>Let learners tell which people use the items.</p> <p>Allow learners to put some of the names of the items into both oral and written sentences.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p>
	<p>Engage learners to play games and sing songs to get them ready for the lesson.</p>	<p>Pick one of the items and show learners how the item is maintained.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p>

	<p>Show learners items found at school and at home.</p>	<p>Help learners to demonstrate how some of the items used at home and in school are maintained.</p> <p>Put learners in groups and let learners present to the class how an item is maintained and its benefits that come with maintenance.</p>	
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Week Ending	17 th January,2020.		
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 59		
Learning Indicator(s)	B5.1.8.1.8:		
Performance Indicator	Learners can throw a ball to a moving partner to catch while walking, jogging and running.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Through striking a dropping light ball upward and forward to partner using a racket or paddle, learners will develop personal leadership skills such as precision, coordination, strength, balance and patience as well as teamwork			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners go through general and specific warm-ups.	<p>Group learners in pairs with a ball.</p> <p>Partners stand at appropriate distance facing the each other.</p> <p>Learners perform throwing and catching whiles walking, jogging and running as in handball or basketball base on the balls available and learners' ability.</p> <p>Supervise learners and give the feedback to improve their performance.</p> <p>Let them play handball, or basketball game.</p>	End the lesson with cool down.

Week Ending	17 th January,2020.		
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 18		
Learning Indicator(s)	B5.3.1.1.2.		
Performance Indicator	Learners can Illustrate the use Insert, Design and Layout.		
Strand	Word Processing		
Sub strand	Introduction To Word Processing		
Teaching/ Learning Resources	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS –Word		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Show learners pictures or short videos on current trends of technology in the world	Guide the learners to create and format a document. Let learners create a document by writing a two-paragraphed sentences Guide learners to use File menu, Insert, Design and Layout Ribbon in formating the document	Teacher goes round the class to monitor the progress of learners based on the task given them