# THE GODFATHER TERM THREE SAMPLE BASIC FOUR ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

WHATSAPP 0245350591

# TERM THREE BASIC FOUR ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

### **GENERAL INFORMATION**

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils

### **ENGLISH LANGUAGE**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Phonics
	Nouns	Nouns	Determiners
	Penmanship and Handwriting	Penmanship and Handwriting	Writing as a Process
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Songs	Poems
	Phonics	Word Families, Rhyming Endings and Common Digraphs	Phonics
	Nouns	Nouns	Nouns
	Paragraph	Penmanship and Handwriting	Writing as a Process
	Development		
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of Reading		of Reading
3	Poems	Poems	Conversation
	Word Families	Blends and Consonant Clusters	Vocabulary
	Nouns	Determiners	Verbs
	Paragraph	Paragraph Development	Argumentative/Persuasive
	Development		Writing
	Naming words/ Nouns	Using Action Words	Using Action Words

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	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Vocabulary	Vocabulary
	Determiners	Determiners	Verbs
	Writing as a Process	Paragraph Development	Argumentative/Persuasive Writing
	Naming words/	Using Action Words	Using Action Words
	Nouns		
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		)
5	Dramatisation and	Dramatisation and Role Play	Listening Comprehension
	Role Play		
	Blends and	Vocabulary	Comprehension
	Consonant Clusters		
	Determiners	Verbs	Adverbs
	Writing as a Process	Writing as a Process	Argumentative/Persuasive
			Writing
	Naming words/	Using Qualifying Words – Adjectives	Using Simple, Compound and
	Nouns		Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
6	Conversation	Conversation	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Determiners	Verbs	Conjunctions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive
			Writing

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	Naming words/	Using Qualifying Words – Adjectives	Using Simple, Compound and
	Nouns		Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
7	Listening	Conversation	Presentation
	Comprehension		
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Conjunctions
	Narrative Writing	Writing as a Process	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and
			Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
8	Asking and	Listening Comprehension	Presentation
	Answering Questions		
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Modals
	Narrative Writing	Creative/Free Writing	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and
			Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
9	Giving and Following	Asking and Answering Questions	Presentation
	Commands		
	Comprehension	Comprehension	Fluency
	Adjectives	Adverbs	Modals
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	Creative/Free	Creative/Free Writing	Letter Writing
	Writing		
	Using Qualifying	Conjunctions	Spelling
	Words – Adjectives		
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
10	Presentation	Giving and Following Commands/	Presentation
		Instructions/Directions and Making and	
		Responding to Requests	
	Comprehension	Silent Reading	Summarising
	Verbs	Adverbs	Prepositions
	Creative/Free	Argumentative/Persuasive Writing	Letter Writing
	Writing		
	Using Qualifying	Conjunctions	Spelling
	Words – Adjectives		
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of Reading		of Reading
11	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Adverbs	Conjunctions	Spelling
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
12	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing
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Using Adverbs	Conjunctions	Spelling			
Building the Love and Culture of	Building the Love and Culture of Reading	Building the Love and Culture of Reading			
Reading					

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### **SCIENCE**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
	THINGS		
2	LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
	THINGS		
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS
5	EARTH SCIENCE	SOURCES AND FORMS OF	PERSONAL HYGIENE AND
		ENERGY	SANITATION
6	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	DISEASES
7	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	DISEASES
8	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	CLIMATE CHANGE
9	THE SOLAR SYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
10	THE SOLAR SYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
11	ECOSYSTEM	PERSONAL HYGIENE AND	CLIMATE CHANGE
		SANITATION	
12	ECOSYSTEM	PERSONAL HYGIENE AND	CLIMATE CHANGE
		SANITATION	

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### **OWOP**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	Myself	The Environment and the
			Weather
2	Nature of God	Myself	The Environment and the
			Weather
3	Myself	My Family and the Community	Being a Citizen
4	My Family and the Community	The Environment and the	Being a Citizen
		Weather	
5	Home and School	Worship	Authority and Power
6	The Environment and the	Festivals	Responsible use of Resources
	Weather		
7	Plants and Animals	Basic Human Rights	Farming in Ghana
8	Map Making and Land Marks	Basic Human Rights	Our Neighbouring Countries
9	Population and Settlement	Being a Leader	Our Neighbouring Countries
10	Population and Settlement	Being a Leader	Our Neighbouring Countries
11	Population and Settlement	Being a Citizen	Our Neighbouring Countries
12	Population and Settlement	Being a Citizen	Our Neighbouring Countries

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### **COMPUTING**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Generation of computers and	Generation of computers and	Generation of computers and
	parts of a computer and other	parts of a computer and other	parts of a computer and other
	gadgets	gadgets	gadgets
2	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)
3	Generation of computers and	Introduction to MS-Windows	Introduction to MS-Windows
	parts of a computer and other	Interface (Desktop Background	Interface (Desktop Background
	gadgets.	and locations of the computer.)	and locations of the computer.)
4	Introduction to MS-Windows	Introduction to MS-Windows	Data, sources and usage
	Interface (Desktop Background	Interface (Desktop Background	
	and locations of the	and locations of the computer.)	
	computer.)	(//-	
5	Introduction to MS-Windows	Data, sources and usage	Data, sources and usage
	Interface (Desktop Background		
	and locations of the		
	computer.)		
6	Data, sources and usage	Data, sources and usage	Technology in the community
			(communication)
7	Data, sources and usage	Data, sources and usage	INTRODUCTION TO MS-
			POWERPOINT (TABS AND
			RIBBONS OF MS-POWERPOINT)
8	Data, sources and usage	Technology in the community (communication)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
9	Data, sources and usage	Technology in the community	INTRODUCTION TO WORD
		(communication)	PROCESSING (TABS AND

			RIBBONS OF WORD
			PROCESSING)
10	Technology in the community	INTRODUCTION TO MS-	INTRODUCTION TO WORD
	(communication	POWERPOINT (TABS AND	PROCESSING (TABS AND
		RIBBONS OF MS-POWERPOINT)	RIBBONS OF WORD
			PROCESSING)
11	Technology in the community	INTRODUCTION TO MS-	INTRODUCTION TO WORD
	(communication	POWERPOINT (TABS AND	PROCESSING (TABS AND
		RIBBONS OF MS-POWERPOINT)	RIBBONS OF WORD
		( )	PROCESSING)
12	Technology in the community	INTRODUCTION TO MS-	INTRODUCTION TO WORD
	(communication	POWERPOINT (TABS AND	PROCESSING (TABS AND
		RIBBONS OF MS-POWERPOINT)	RIBBONS OF WORD
			PROCESSING)

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### **MATHS**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation	Number Operations	Unknowns, Expressions and Equations
	& Cardinality		
2	Counting, Representation		2D and 3D Shapes
	& Cardinality	Fractions	
3	Counting, Representation	Fractions	Position / Transformation
	& Cardinality		
4	Counting, Representation	Fractions	Measurement- (Perimeter and Area)
	& Cardinality		
5	Counting, Representation	Fractions	Measurement- (Perimeter and Area)
	& Cardinality		
6	Counting, Representation	Fractions	Measurement- (Perimeter and Area)
	& Cardinality		
7	Counting, Representation	Fractions	
	& Cardinality		Measurement -Time
8	Number Operations	Fractions	Data Collection, Organization,
			Presentation, Interpretation and Analysis
9	Number Operations	Patterns and	Data Collection, Organization,
		Relationships	Presentation, Interpretation and Analysis
10	Number Operations	Pattern and	Data Collection, Organization,
		Relationships	Presentation, Interpretation and Analysis
11	Number Operations	Pattern and	Data Collection, Organization,
		Relationships	Presentation, Interpretation and Analysis
12	Number Operations	Unknowns, Expressions	Data Data Collection, Organization,
		and Equations	Presentation, Interpretation and Analysis

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### **RME**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
2	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
3	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
4	God the Creator	Festivals in the Three Major	Roles and Relationships
		Religions	
5	God the Creator	Festivals in the Three Major	Authority and Obedience
		Religions	
6	The Environment	The Call of the Leaders of the	Authority and Obedience
		Three Major Religions	
7	The Environment	The Call of the Leaders of the	Roles, Relationships in the
		Three Major Religions	Family and Character Formation
8	Religious Worship, Prayer and	The Call of the Leaders of the	Roles, Relationships in the
	other Religious Practices	Three Major Religions	Family and Character Formation
9	Religious Worship, Prayer and	The Call of the Leaders of the	Roles, Relationships in the
	other Religious Practices	Three Major Religions	Family and Character Formation
10	Religious Worship, Prayer and	Roles and Relationships	Roles, Relationships in the
	other Religious Practices		Family and Character Formation
11	Religious Worship, Prayer and	Roles and Relationships	Roles, Relationships in the
	other Religious Practices		Family and Character Formation
12	Religious Worship, Prayer and	Roles and Relationships	Roles, Relationships in the
	other Religious Practices		Family and Character Formation

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### **HISTORY**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study	Major Historical Locations	Establishing Colonial Rule in
	HISTORY		Ghana
2	Why and How We Study	Major Historical Locations	Establishing Colonial Rule in
	HISTORY		Ghana
3	Why and How We Study	Major Historical Locations	Establishing Colonial Rule in
	HISTORY		Ghana
4	Why and How We Study	SOME SELECTED INDIVIDUALS	The Republics
	HISTORY		)
5	Why and How We Study	SOME SELECTED INDIVIDUALS	The Republics
	HISTORY		
6	The People Of Ghana	SOME SELECTED INDIVIDUALS	The Republics
7	The People Of Ghana	Missionary Activities	The Republics
8	The People Of Ghana	Missionary Activities	The Republics
9	The People Of Ghana	Missionary Activities	The Republics
10	The People Of Ghana	Establishing British Rule in	The Republics
		Ghana	
11	The People Of Ghana	Establishing British Rule in	The Republics
		Ghana	
12	The People Of Ghana	Establishing British Rule in	The Republics
		Ghana	

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### **CREATIVE ARTS**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	(Visual Arts)	(Visual Arts)	(Visual Arts)
2	Thinking and exploring	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	(Performing Arts)	(Performing Arts)	(Performing Arts)
3	Thinking and Exploring Ideas	Planning, Making and	Planning, Making and
	(Visual Arts)	Composing	Composing
		(Visual Arts)	(Visual Arts)
4	Planning, Making and	Planning, Making and	Planning, Making and
	Composing	Composing	Composing
	(Performing Arts)	(Performing Arts)	(Performing Arts)
5	Planning, Making and	Displaying and Sharing	Displaying and Sharing
	Composing	(Visual Arts)	(Visual Arts)
	(Visual Arts)		
6	Planning, Making and	Displaying and Sharing	Displaying and Sharing
	Composing	(Performing Arts)	(Performing Arts)
	(Performing Arts)		
7	Displaying and Sharing	Appreciating and Appraising	Appreciating and Appraising
	(Visual Arts)	(Visual Arts)	(Visual Arts)
8	Displaying and Sharing	Appreciating and Appraising	Appreciating and Appraising
	(Performing Arts)	(Performing Arts)	(Performing Arts)
9	Displaying and Sharing /	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	Appreciating and Appraising	(Visual Arts and Performing Arts)	(Visual Arts and Performing
	(Visual Arts)		Arts)
10	Displaying and Sharing /	Planning, Making and	Planning, Making and
	Appreciating and	Composing	Composing
	Appraising	(Visual Arts and Performing Arts)	

	(Visual Arts and Performing Arts)		(Visual Arts and Performing
			Arts)
11	Appreciating and	Displaying and Sharing	Displaying and Sharing
	Appraising	(Visual Arts and Performing Arts)	(Visual Arts and Performing
	(Visual Arts and Performing Arts)		Arts)
12	Appreciating and	Appreciating and Appraising	Appreciating and Appraising
	Appraising	(Performing Arts)	(Visual Arts and Performing
	(Visual Arts and Performing Arts)		Arts)

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### **GHANAIAN LANGUAGE**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS	Conversation	Giving and Following
			Commands/ Instructions
	Poems		
	Listening and Story Telling		
2	Dramatisation and Role Play	Talking about Oneself, Family,	Presentation
		People and Places/ Asking and	<b>()</b>
		Answering Questions	
3	Phonics: Letter Sound Knowledge	Vocabulary / Comprehension	Fluency
4	Phonics: Letter Sound Knowledge	Silent Reading	Summarising
	vocabulary (Sight and content		
	vocabulary)		
5	Penmanship/Handwriting	Penmanship/ Handwriting	Penmanship /Handwriting
6	Narrative Writing	Persuasive Writing	Literary Writing
7	Creative/ Free Writing	Argumentative Writing	Letter Writing
	Descriptive Writing		
8	Descriptive Writing	Informative/ Academic Writing	Integrating Grammar in
		& Literary Writing	Written Language (Use of
			simple and compound
			sentences)
	Persuasive Writing		
9	Integrating Grammar in Written	Integrating Grammar in Written	Integrating Grammar in
	Language (Capitalization	Language (Use of qualifying	Written Language (spelling)

	Integrating Grammar in Written	words) & (Use of post	
	Language (Punctuation)	positions)	
	B4		
10	Integrating Grammar in Written	Integrating Grammar in	Integrating Grammar in
	Language (Punctuation)	Written Language (Use of	Written Language
		postpositions)	(Conjunctions)
	Integrating Grammar in Written		
	Language (Use of action words)		
11	Building the Love and Culture of	Reading Texts, Poems,	Reading Texts, Poems,
	Reading in Learners	Narratives and Short Stories	Narratives and Short Stories
12	Read Aloud with Children	Reading Texts, Poems,	Reading Texts, Poems,
		Narratives and Short Stories	Narratives and Short Stories

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### PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative Skills	FITNESS PROGRAMME,
2	LOCOMOTOR SKILLS	Rhythmic Skills	FITNESS PROGRAMME,
3	MANIPULATIVE SKILLS	Manipulative Skills	HEALTHY DIET
4	MANIPULATIVE SKILLS	Space Awareness	SAFETY AND INJURIES
5	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
6	MANIPULATIVE SKILLS	Relations	SUBSTANCES/DRUGS
7	MANIPULATIVE SKILLS	Body Management	SELF-RESPONSIBILITY
8	MANIPULATIVE SKILLS	Strategies	SOCIAL INTERACTION
9	MANIPULATIVE SKILLS	Aerobic Capacity	GROUP DYNAMICS
10	MANIPULATIVE SKILLS	Strength	CRITICAL THINKING
11	MANIPULATIVE SKILLS	Endurance	CRITICAL THINKING
12	MANIPULATIVE SKILLS	Flexibility	FITNESS PROGRAMME,

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B4 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B4.2.2.2.	B4.2.2.2.1	Word cards
	Grammar Usage At Word	Determiners	B4.3.2.1.	B4.3.2.1.5	sentence cards, class library
	Writing	Writing as a Process	B4.4.9.3	B4.4.9.3.3.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1	B4.5.3.1.4.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1	B4.6.1.1.1.	
2	Oral Language	Poems	B4.1. 3.1	B4.1. 3.1.3.	Word cards
	Reading	Phonics	B4.2.2.2.	B4.2.2.2.1	sentence
	Grammar Usage At Word	Nouns	B4.3.1.1	B4.3.1.1.4.	cards, class library
	Writing	Writing as a Process	B4.4.9.3	B4.4.9.3.3.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1	B4.5.3.1.4.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1	B4.6.1.1.1.	
3	Oral Language	Conversation	B4.1.6.3.	B4.1.6.3.2	Word cards
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.2	sentence
	Grammar Usage At Word	Verbs	B4.3.5.1	B4.3.5.1.4.	cards, class library
	Writing	Argumentative/Persuasive Writing	B4.4.13.2	B4.4.13.2.2	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1	B4.6.1.1.1.	
4	Oral Language	Conversation	B4.1.6.3.	B4.1.6.3.3	Word cards
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.3	sentence
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.5	cards, class library
	Writing	Argumentative/Persuasive Writing	B4.4.13.2.	B4.4.13.2.3	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.3	

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	Extensive	Building the Love and Culture of	B4.6.1.1	B4.6.1.1.1.	
	Reading	Reading			
5	Oral Language	Listening Comprehension	B4.1.7.1	B4.1.7.1.5.	Word cards
	Reading	Comprehension	B4.2.7.2.	B4.2.7.2.3	sentence
	Grammar	Adverbs	B4.3.6.1.	B4.3.6.1.2.	cards, class
	Usage At				library
	Word				
	Writing	Argumentative/Persuasive Writing	B4.4.13.2.	B4.4.13.2.4	
	Using Writing	Using Simple, Compound and	B4.5.9.1.	B4.5.9.1.1.	
	Conventions	Complex Sentences			
	Extensive	Building the Love and Culture of	B4.6.1.1.	B4.6.1.1.1.	
	Reading	Reading			
6	Oral Language	Listening Comprehension	B4.1.7.1.	B4.1.7.1.5	Word cards
	Reading	Comprehension	B4.2.7.3	B4.2.7.3.1.	sentence
	Grammar	Conjunctions	B4.3.8.1.	B4.3.8.1.1	cards, class
	Usage At	,			library
	Word				
	Writing	Argumentative/Persuasive Writing	B4.4.13.2	B4.4.13.2.4	
	Using Writing	Using Simple, Compound and	B4.5.9.1.	B4.5.9.1.1.	1
	Conventions	Complex Sentences			
	Extensive	Building the Love and Culture of	B4.6.1.1	B4.6.1.1.1.	
	Reading	Reading			
7	Oral Language	Presentation	B4.1.10.3	B4.1.10.3.1.	Word cards
			B4.1.10.3.	B4.1.10.3.2	sentence
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.2	cards, class
	Grammar	Conjunctions	B4.3.8.1.	B4.3.8.1.1	library
	Usage At				
	Word				
	Writing	Expository/Informative	B4.4.14.1	B4.4.14.1.1.	
		Writing			
	Using Writing	Using Simple, Compound and	B4.5.9.1.	B4.5.9.1.2	
	Conventions	Complex Sentences			
	Extensive	Building the Love and Culture of	B4.6.1.1	B4.6.1.1.1.	
	Reading	Reading			
8	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.3	Word cards
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.3.	sentence
	Grammar	Modals	B4.3.9.1.	B4.3.9.1.1	cards, class
	Usage At				library
	Word				,
	Writing	Expository/Informative Writing	B4.4.14.2.	B4.4.14.2.1	1
	Using Writing	Using Simple, Compound and	B4.5.9.1.	B4.5.9.1.2	1
	Conventions	Complex Sentences	D7.J.J.1.	D7.3.3.1.2	
	Conventions	Complex sentences			

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	Extensive	Building the Love and Culture of	B4.6.1.1	B4.6.1.1.1.	
	Reading	Reading			
9	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.4	Word cards
	Reading	Fluency	B4.2.9.1.	B4.2.9.1.2	sentence
	Grammar	Modals	B4.3.9.1.	B4.3.9.1.1	cards, class
	Usage At				library
	Word				
	Writing	Letter Writing	B4.4.15.1.	B4.4.15.1.1	
	Using Writing	Spelling	B4.5.10.1	B4.5.10.1.1.	
	Conventions				
	Extensive	Building the Love and Culture of	B4.6.1.1.	B4.6.1.1.1.	
	Reading	Reading			
10	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.5	Word cards
	Reading	Summarising	B4.2.10.1.	B4.2.10.1.1	sentence
	Grammar	Prepositions	B4.3.10.1.	B4.3.10.1.1	cards, class
	Usage At				library
	Word				
	Writing	Letter Writing	B4.4.15.1.	B4.4.15.1.1	
	Using Writing	Spelling	B4.5.10.1	B4.5.10.1.1.	
	Conventions				
	Extensive	Building the Love and Culture of	B4.6.1.1	B4.6.1.1.1.	
	Reading	Reading			
11	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.6	Word cards
	Reading	Summarising	B4.2.10.1.	B4.2.10.1.2	sentence
	Grammar	Prepositions	B4.3.10.1.	B4.3.10.1.1	cards, class
	Usage At				library
	Word				
	Writing	Letter Writing	B4.4.15.1.	B4.4.15.1.1	
	Using Writing	Spelling	B4.5.10.1	B4.5.10.1.1.	
	Conventions				
	Extensive	Building the Love and Culture of	B4.6.1.1	B4.6.1.1.1.	
	Reading	Reading			
12	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.7	Word cards
	Reading	Summarising	B4.2.10.1.	B4.2.10.1.2	sentence
	Grammar	Prepositions	B4.3.10.1.	B4.3.10.1.1	cards, class
	Usage At				library
	Word				
	Writing	Letter Writing	B4.4.15.1.	B4.4.15.1.1	
	Using Writing	Spelling	B4.5.10.1	B4.5.10.1.1.	
	Conventions				
	Extensive	Building the Love and Culture of	B4.6.1.1	B4.6.1.1.1.	
	Reading	Reading			

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### B4 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS Term 2	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas	B4. 1.1.1.	B4. 1.1.1.5	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing Arts	Thinking and Exploring Ideas	B4. 2.1.1.	B4. 2.1.1.5	-do-
3	Visual Arts	Planning, Making and Composing	B4 1.2.2.	B4 1.2.2.3	-do-
4	Performing Arts	Planning, Making and Composing	B4 2.2.2.	B4 2.2.2.3.	-do-
5	Visual Arts	Displaying and Sharing	B4 1.3.4.	B4 1.3.4.3	-do-
6	Performing Arts	Displaying and Sharing	B4 2.3.4.	B4 2.3.4.3	-do-
7	Visual Arts	Appreciating and Appraising	B4 1.4.6.	B4 1.4.6.3	-do-
8	Performing Arts	Appreciating and Appraising	B4 2.4.6.	B4 2.4.6.3	-do-
9	Visual Arts Performing Arts	Thinking and Exploring Ideas	B4. 1.1.1. B4 2.1.1.	B4. 1.1.1.6 B4 2.1.1.6.	-do-
10	Visual Arts Performing Arts	Planning, Making and Composing	B4 1.2.3 B4 2.2.3.	B4 1.2.3.3 B4 2.2.3.3	-do-
11	Visual Arts Performing Arts	Displaying and Sharing	B4 1.3.5. B4 2.3.5.	B4 1.3.5.3 B4 2.3.5.3	-do-
12	Performing Arts	Appreciating and Appraising	B4 1.4.7. B4 2.4.7.	B4 1.4.7.3	-do-

**B4 Term 3 MATHEMATICS** 

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Algebra	Unknowns, Expressions and Equations	B4.2.2.2. B4.2.2.2.	B4.2.2.2.5 B4.2.2.2.6	Counters, bundle and loose straws, Paper strips, Cut out cards
2	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B4.2.2.2. B4.3.1.1. B4.3.1.1.	B4.2.2.2.7 B4.3.1.1.1 B4.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
3	GEOMETRY AND MEASUREMENT	Position / Transformation	B4.3.2.1. B4.3.3.1.	B4.3.2.1.1 B4.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	GEOMETRY AND MEASUREMENT	Measurement- (Perimeter and Area)	B4.3.3.1. B4.3.3.1. B4.3.3.1.	B4.3.3.1.2 B4.3.3.1.3 B4.3.3.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
5	GEOMETRY AND MEASUREMENT	Measurement- (Perimeter and Area)	B4.3.3.2. B4.3.3.2. B4.3.3.2.	B4.3.3.2.1 B4.3.3.2.2 B4.3.3.2.3	Counters, bundle and loose straws, Paper strips, Cut out cards
6	GEOMETRY AND MEASUREMENT	Measurement- (Perimeter and Area)	B4.3.3.2. B4.3.3.2. B4.3.3.3.	B4.3.3.2.4 B4.3.3.2.5 B4.3.3.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
7	GEOMETRY AND MEASUREMENT	Measurement -Time	B4.3.3.3. B4.3.3.3.	B4.3.3.3.2 B4.3.3.3.3	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Data	Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.1 B4.4.1.1.	B4.4.1.1.1 B4.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Data	Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.1. B4.4.1.1. B4.4.1.2.	B4.4.1.1.3 B4.4.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Data	Data Collection, Organization,	B4.4.1.2.	B4.4.1.2.1 B4.4.1.2.2	Counters, bundle and loose straws,

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		Presentation, Interpretation and Analysis			Paper strips, Cut out cards
11	Data	Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.2.	B4.4.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Algebra Data	Data Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.2.2	B4.4.1.2.	Counters, bundle and loose straws, Paper strips, Cut out cards

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**B4 Term 3 PHYSICAL EDUCATION** 

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	BODY COMPOSITION	B4.3.5.3.	B4.3.5.3.2:	Balls
2	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B4.4.1.4.	B4.4.1.4.1:	Pictures and Videos
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B4.4.1.4.	B4.4.1.4.2:	Drums, Clappers, Video and Pictures Video and Pictures
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	HEALTHY DIET	B4.4.2.4.	B4.4.2.4.1	
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B4.4.3.4.	B4.4.3.4.1	Pictures and Video
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B4.4.4.4.	B4.4.4.4.1	Pictures and Video
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SUBSTANCES/DRUGS	B4.5.5.4.	B4.5.5.4.1	Pictures and Video
8	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF- RESPONSIBILITY	B4.5.1.5.	B4.5.1.5.1	Pictures and Video
9	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SOCIAL INTERACTION	B4.5.2.5.	B4.5.2.5.2	Pictures and Video
10	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	GROUP DYNAMICS	B4.5.3.5.	B4.5.3.5.1	Drums, Laptop, Speakers
11	VALUES AND PSYCHO- SOCIAL CONCEPTS,	CRITICAL THINKING	B4.5.4.5.:	B4.5.4.5.1:	Drums, Laptop, Speakers,

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	PRINCIPLES AND				
	STRATEGIES				
12	VALUES AND PSYCHO-	CRITICAL THINKING	B4.5.4.5.	B4.5.4.5.1:	Drums, Laptop,
	SOCIAL CONCEPTS,				Speakers
	PRINCIPLES AND				
	STRATEGIES				

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### B4 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	The Family and Community	Roles and Relationships	B4.4.1.1.	B4.4.1.1.2:	wall charts, wall words, posters,
2	The Family and Community	Roles and Relationships	B4.4.1.1.:	B4.4.1.1.2:	video clip, etc wall charts, wall words, posters,
3	The Family and Community	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	video clip, etc wall charts, wall words, posters, video clip, etc
4	The Family and Community	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	wall charts, wall words, posters, video clip, etc
5	The Family, Authority and Obedience	Authority and Obedience	B4.5.1.1.:	B4.5.1.1.1:	wall charts, wall words, posters, video clip, etc
6	The Family, Authority and Obedience	Authority and Obedience	B4.5.1.1.	B4.5.1.1.1:	wall charts, wall words, posters, video clip, etc
7	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
8	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
9	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
10	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
11	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
12	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.1.1.	B4.5.1.1.1	wall charts, wall words, posters, video clip, etc

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### **B4 Term 3 COMPUTING**

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.5.	Laptops, Images of clipboard, styles, fonts, paragraph
2	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.5	Laptops,
3	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.6	Laptops,
4	Introduction to computing	Data, sources and usage	B4.1.3.2	B4.1.3.2.2.	Laptops,
5	Introduction to computing	Data, sources and usage	B4.1.3.2.	B4.1.3.2.3	Laptops,
6	Introduction to computing	Technology in the community (communication)	B4.1.4.1	B4.1.4.1.4.	Laptops,
7	PRESENTATION	INTRODUCTION TO MS- POWERPOINT (TABS AND RIBBONS OF MS- POWERPOINT)	B4.2.1.1	B4.2.1.1.2.	Laptops, smart phones
8	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	B4.3.1.1.	B4.3.1.1.1	Laptops, smart phones
9	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	B4.3.1.1	B4.3.1.1.2	Laptops, smart phones
10	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	B4.3.1.1	B4.3.1.1.2	Laptops, smart phones
11	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	B4.3.1.1	B4.3.1.1.2	Laptops, smart phones
12	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND	B4.3.1.1.	B4.3.1.1.2	Laptops, smart phones

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	RIBBONS OF WORD PROCESSING)		
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### B4 Term 3 SCIENCE

WEEKS	STRAND	SUB	CONTENT	INDICATORS	RESOURCES
		STRAND	STANDARD		
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.2.	B4.1.1.2.2	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.2.	B4.1.1.2.2	pictures videos paper,
3	CYCLES	EARTH SCIENCE	B4.2.1.5.	B4.2.1.5.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.2.	B4.4.2.2.1	
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B4. 5.1.1.	B4. 5.1.1.2	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1.	B4.5.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1	B4.5.2.1.2.	
8	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
9	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
10	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
11	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
12	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	

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team. May Allah/God bless you

B4 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL AROUND US	The Environment and the Weather	B4.2.1.3 .	B4.2.1.3 .1.	Pictures, Charts, Video Clip
2	ALL AROUND US	The Environment and the Weather	B4.2.1.3	B4.2.1.3 .1.	Pictures, Charts, Video Clip
3	OUR NATION GHANA	Being a Citizen	B4.4.1.2.	B4.4.1.2.1	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Being a Citizen	B4.4.1.3	B4.4.1.3.1.	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Authority and Power	B4.4.2.1	B4.4.2.1.1.	Pictures, Charts, Video Clip
6	OUR NATION GHANA	Responsible use of Resources	B4.4.3.1	B4.4.3.1.1.	Pictures, Charts, Video Clip
7	OUR NATION GHANA	Farming in Ghana	B4.4.4.1	B4.4.4.1.1.	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.1.	B4.5.1.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.2.	B4.5.1.2.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.2	B4.5.1.2.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.2	B4.5.1.2.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.2	B4.5.1.2.1.	Pictures, Charts, Video Clip

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B4 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
2	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
3	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
4	Independent Ghana	The Republics	B4.6.1.1	B4.6.1.1.1.	A map of Ghana, Posters, documentary
5	Independent Ghana	The Republics	B4.6.1.1.	B4.6.1.1.1.	A map of Ghana, Posters, documentary
6	Independent Ghana	The Republics	B4.6.1.1	B4.6.1.1.1.	A map of Ghana, Posters, documentary
7	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
8	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
9	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana,

					Posters,
					documentary
10	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of
					Ghana,
					Posters,
					documentary
11	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of
					Ghana,
					Posters,
					documentary
12	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of
					Ghana,
			( )		Posters,
					documentary

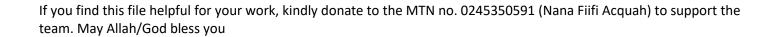
### B4 Term 3 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Oral	Giving and Following	B4.1.9.1.	B4.1.9.1.2	Drums, drum
	Language	Commands/Instructions	B4.1.10.1.	B4.1.10.1.1	sticks,
			B4.1.11.1.	B4.1.11.1.1	recorded audios,
2.	Oral	Presentation	B4.1.11.1.	B4.1.11.1.2	Manila cards,
	Language		B4.1.11. 1.	B4.1.11. 1.3	recorded audio
					visuals
3.	Reading	Fluency	B4.2.7.1.	B4.2.7.1.3	Pictures of animals,
			B4.2.8.1.	B4.2.8.1.1	Manila cards,
			B4.2.8.1.	B4.2.8.1.2	markers, recorded
					audiovisual
4.	Reading	Summarising	B4.2.9.1.	B4.2.9.1.1	Manila cards,
			B4. 2.9.1.	B4. 2.9.1. 2	markers, recorded
					audio-
					Visual
5.	Writing	Penmanship /Handwriting	B4.3.1.1.	B4.3.1.1.4	Manila cards,
					markers, recorded
					audio- visual
6.	Composition	Literary Writing	B4.4.7.1.	B4.4.7.1.2	Manila Cards,
	Writing		B4.4.7.1.	B4.4.7.1.3	Class reader
			B4.4.8.1.	B4.4.8.1.1	
7.	Composition	Letter Writing	B4.4.8.1.	B4.4.8.1.2	Manila Cards,
	Writing		B4.4.8.1.	B4.4.8.1.3	Markers
8.	Writing	Integrating Grammar in	B4.5.6.1.	B4.5.6.1.1	Word cards, Manila
	Conventions /	Written Language (Use of	B4.5.6.1.	B4.5.6.1.2	card
	Usage	simple and compound	B4.5.6.1.	B4.5.6.1.3	Markers Word cards
		sentences)			Manila card Markers

Word cards, Manila card Markers Word Cards, Manila card,
Markers Word
Cards, Manila card,
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Cards, Manila card,
Reading materials
Reduing materials
Manila Cards,
Markers
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# TERM THREE BASIC FOUR WEEK 1



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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson:	S	
Strand:			Sub-strar	nd:		
C. Writi D. Using	ımar Usage A	ventions	B. De C. W D. Na	nonics eterminers riting as a Proce aming words/ No uilding the Love	ouns	Reading
Indicator (co	de)	B4.2.2.2.1	34.3.2.1.5	B4.4.9.3.3.	B4.5.3.1.4.	B4.6.1.1.1.
Content star	ndard (code)	B4.2.2.2.	34.3.2.1.	B4.4.9.3.	B4.5.3.1.	B4.6.1.1.
-	tencies: Crea	– word be B. Learners to find ou C. Learners D. Learners ideas E. Learners a-two-pai	eginning) can identif it about special can display can identif can read a vecagraph sur	y and use interrectific persons or writing piece for and use abstraction of age-almary of each be	rogative determ objects or other peers to act nouns to refund and level approp	ety of cues (e.g. prefixes niners "which, whose"— o read er to concepts and riate books and present sonal Development and
Keywords	mucai ininkir	ng and Problem So	oiving.			
incy iron as						
T. L .R. (s)		Word cards, sent library.	ence cards	, letter cards, ha	indwriting on a	manila card and a class
Ref:	English Lang	guage curriculum	Page			

DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including assessment)			Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Гuesday	Engage learners to sing songs and recite familiar rhymes	is its root and that to a root word. • Guide learners to g. a prefix may crea e.g. tell – retell	other words can	the core of a word be got by additions ds using prefixes. e.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		over – moreover Note: Prefixes may	v create antonym	s (onnosites)	
		e.g. friendly - unfri		3 (Opposites).	
		satisfied - dissatisf			
		• In groups, learne		I prefixes and use	
		them in sentences			
		PREFIX(before)	ROOT(core)	NEW WORD	
		Mis	Use	misuse	
		En	Joy	enjoy	
		Anti	Clockwise	anticlockwise	
		De	Compose	decompose	
		Poly	Clinic	polyclinic	
		Note: Prefixes have before, bi–two, ex–out of, previous	_	eir own e.g. Ante–	
		Assessment: let lea	arners read word	s using a variety of	
Wednesday			C. GRAMMAR		What have we learnt
	learners to		examples in conte	ext and explain their	today?
	sing songs	use.			
	and recite				

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	familiar rhymes	<ul> <li>Have learners identify them in sentences and short texts.</li> <li>Let them use the interrogatives in their own sentences.</li> <li>e. g. Which house is bigger?</li> </ul>	Ask learners to summarize the main points in the lesson
		Assessment: let learners use interrogative determiners in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D. WRITING</li> <li>Have learners publish their work by preparing and showing it to others in small groups or in pairs.</li> <li>Allow them to post their work on the notice board or show it to all other learners in the class one after the other.</li> <li>Encourage learners to share their work with their family members.</li> <li>Have them keep their work in their portfolios.</li> <li>They may type their work and publish it in the class magazine.</li> <li>Assessment: let learners display writing piece for other</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
		peers to read	
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E. WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Revise common and proper nouns.</li> <li>Write sentences containing abstract nouns on the board.</li> <li>Have learners take turns to read them and identify the nouns.</li> <li>Explain abstract nouns as names of things that cannot be seen, felt, nor touched.</li> <li>e.g. air, beauty, peace</li> <li>Have learners give examples of abstract nouns and write them on the board.</li> <li>Have learners identify concrete and abstract nouns from paragraphs/passages.</li> <li>Let them use these abstract nouns in their own sentences.</li> </ul> Assessment: let learners use abstract nouns to refer to concepts and ideas	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	
	choose and	books of their choice during the library period.	

read books	• Learners think-pair-share their stories with peers.	Have learners to tell
during the	Ask each learner to write a-two-paragraph summary	what they read to the
library	of the book read.	whole class
period	• Invite individuals to present their work to the class for	
	feedback.	
	Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read	

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	•	LESSON PLA

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : DIV	ERSITY OF MA	ATTER	Sub-strar	nd : LIVING AND NON-LIVING	THINGS
Indicator (co	ode)	B4.1.1.2.2			
Content star	ndard (code)	B4.1.1.2.			
Performance	e Indicator	Learners can des	cribe the	physical features of mamm	als, reptiles, insects and
		amphibians.			
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Thursday	learning)			la wambilaa imaanba amd	M/hat have we leavet
Thursday	Engage learners to			ls, reptiles, insects and and pictures (or relevant	What have we learnt today?
	sing songs	·	_	rds, cockroaches).	Ask learners to
	and recite	'	<b>.</b>	e think pair-share to identify	summarize the
	familiar	and discuss the ar		•	important points of the
	rhymes			sical features of the animals	lesson
	,			s, body covering, height,	
		they eat.	<b>.</b> , <b>.</b>	,	
		-	e they live,	, how they move and what	

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	Assessment: let learners describe the physical features of mammals and reptiles
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:				
Day:				Date :				
Period :				Lesson:				
Strand: ALL	AROUND US	Si	Sub-strand: The Environment and the Weather					
Indicator (co	ode)	B4.2.1.3 .1.						
Content star	ndard (code)	B4.2.1.3 .		. \ \ \				
Performance	e Indicator	Learners can descri	be the s	un as the source of light and	heat to the earth			
-		tivity and Innovation ng and Problem Solvir		nication and Collaboration Pe	ersonal Development and			
Keywords				<b>3</b> -				
T. L .R. (s)		Pictures						
Ref:	Our World (	Our People curriculu	ım Page	2				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includ	ding asse	essment)	Phase 3: Plenary / Reflections			
Tuesday	Engage learners to sing songs and recite familiar rhymes	energy and life on e sun: it is a star, it is the earth moves rou	earth and at the ce und the se earth, it	the ultimate source of I learn more facts about the entre of the solar system, sun, the sun is 149.6 It is over one million times	What have we learnt today?  Ask learners to summarize the main points in the lesson			

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		Reflec	
		Learners conduct the above experiment or engage in other activities to show how we get light and heat from the sun.	
		Assessment: Let learners describe the sun as the source	
		of light and heat to the earth	
Thursday	Engage	Learners talk about some of the ways they can protect	What have we learnt
	learners to	themselves against sun rays: use umbrella, do not wear	today?
	sing songs	heavy clothes, do not wear black and red cloths, wear	
	and recite	white, cream, sea blue clothes on sunny days to reflect	Ask learners to
	familiar	the heat.	summarize the main
	rhymes		points in the lesson
		Learners reflect on human activities that can lead to	
		increase in the sun's heat on the earth	
		Assessment: Let learners write some of the ways they can protect themselves against sun ray	

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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:			(	Class size:		
Day:			1	Date	:		
Period :			ı	Lesso	on:		
Strand: Intro	oduction to c	omputing S	ub-strand	<b>d :</b> Ge	eneration of computers	and parts of a computer	
		a	nd other ខ្	gadg	ets		
Indicator (co	de)	B4.1.1.1.5.					
Content star	ndard (code)	B4.1.1.1.					
Performance	e Indicator	Learners can summ	narise the	e firs	t generation of compu	iters which used vacuum	
		tubes as a major pie	ece of tech	hnol	ogy.		
=		=		nicati	on and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solvi	ng.				
Keywords							
T   D (a)		Lantas					
T. L .R. (s)	C	Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning include	ding asses	ssme	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
	Engage	Guide learners to di	iscuss the	first	generation of	What have we learnt	
	learners to	computers. e.g. ENI	AC, EDVA	C, UI	NIVAC, IBM-701 etc.	today?	
Wednesday sing songs							
	and recite					Ask learners to	
	familiar					summarize the main	
	rhymes	Assessment: Let lea	rners des	cribe	the first generation	points in the lesson	
		of computers					

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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:					Class size:	
Day:				Date		
Period :			Le	Lesson:		
Strand : Alge	ebra		Sub-strand	: U	Inknowns, Expressions a	nd Equations
Indicator (co	ode)	B4.2.2.2.5 B4.2.	2.2.6			
Content star	ndard (code)	B4.2.2.2. B4.2.2	2.2.			
Performance	e Indicator	with an symbolical  Learners continuolving a	equation, and lly an represent	and nt a -wh	solve the problem o	n, represent the problem oncretely, pictorially or n or subtraction problem ntext, using a symbol to
		tivity and Innovationg and Problem Sol		icat	ion and Collaboration Pe	ersonal Development and
Keywords		b				
T. L.R. (s) Counters						
Ref:	Mathematic	cs curriculum Page	2			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning incl	uding assess	ssm	ent)	Phase 3: Plenary / Reflections

IVAIVA I III I ACI	for		
	learning)		
Tuesday	Sing songs	Provide students with linking cubes to model situations.	Review the lesson with
	like:	Pose the problem: Kobby has 13 red marbles and 22	Learners
		blue marbles. How many more blue marbles than red	
	l'm	marbles does Kobby have? Observe how students solve	
	counting	the problem	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Provide students with linking cubes to model situations.	Review the lesson with
у	like:	Pose the problem: Kobby has 13 red marbles and 22	Learners
		blue marbles. How many more blue marbles than red	
	l'm	marbles does Kobby have? Observe how students solve	
	counting	the problem	
	one, what		
	is	Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Ask students to represent and solve these problems:	Review the lesson with
	like:	(i) Eunice is Anita's older sister. The difference between	Learners
	l'm	their ages is 21 years. Anita is 37 How old is Eunice?	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Friday	Sing songs	Ask students to represent and solve these problems:	Review the lesson with
	like:	(ii) Ms. Akoto allowed 7 students to go to the	Learners
		washroom. There were 15 students left in the room.	
	l'm	How many students are in the class?	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
	1 - One is		
	one		

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	•	LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending:				Class size:		
Day:				Date :		
Period :				Les	son :	
Strand: The	Family and C	ommunity	Sub-stran	<b>d</b> : F	oles and Relationships	
Indicator (co	ode)	B4.4.1.1.2				
Content star	ndard (code)	B4.4.1.1.				
Performance	e Indicator	Learners can ident	ify deeds	that	attract rewards	
=		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords	inca minki		/IIIg.			
·						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessment)			Plenary / Reflections	
	(preparing					
	the brain					
	for					
E.C.L.	learning)			.1	119 december 22 co	NA/Incl. Inc. of the cont
Friday	Engage				attitudes and actions	What have we learnt
	learners to	towards others and things in the environment.				today?
	sing songs	Ask learners to write down good deeds: - helping one			Asl Issues as	
	and recite	another - obedience to the constitution of Ghana,				Ask learners to
	familiar		school au	tnor	ities, elders and rulers,	summarize the main
	rhymes	etc.			Control of the state of the state of	points in the lesson
	Guide learners to know that			at re	Tusal to do good deeds	
		attract punishment.				
Put learners in groups to visit in the second						
			rarded and those that are punished and present to			
		class for discussion				
		Assessment: let lea	arners ide	ntif\	deeds that attract	
		rewards		,		
		l .				

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 Date : ....

NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Endin	g:			Class size:	
Day:		Dat	Date:		
Period :			Les	son :	
Strand : Visu	ial Arts	Sub-stra	nd : ⁻	Thinking and Exploring Ide	eas
Indicator (co	ode)	B4. 1.1.1.5			
Content star	ndard (code)	B4. 1.1.1.		. \ \ \	
Performance	e Indicator	Learners can develop idea artists that reflect topical i			of some Ghanaian visual
-		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary			Plenary / Reflections
	Engage	Learners are to:			What have we learnt
	learners to sing songs and recite familiar rhymes	<ul> <li>select works of Ghanaian current topical issues of national concern</li> <li>safety, plastic waste, wate migration of youth);</li> <li>share ideas on how the sissues of national concern</li> </ul>	tiona · poll	l concern (e.g. road ution, climate change,	today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners write guidelines for studying	
		the artworks of some Ghanaian visual artists	
	Engage	Learners are to: discuss the artworks by their type,	What have we learnt
	learners to	topic/theme, materials used, style of artist, etc	today?
	sing songs		
	and recite	Assessment: let learners write guidelines for studying	Ask learners to
	familiar	the artworks of some Ghanaian visual artists	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Cold	nisation and	Developments	Sub-stran	d: Establishing Colonial Rule	in Ghana
under Colon	ial Rule in Gh	ana		, 9	
Indicator (co	ode)	B4.4.1.2.1			
Content star	ndard (code)	B4.4.1.2.			
Performance	e Indicator	Learners can desc	ribe how t	the different areas: The Colo	ony, Asante, The Northern
		Territories and The	e British M	andated Togoland became o	one territory known as the
		Gold Coast			
		tivity and Innovatio ng and Problem Solv		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asse	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Define the term co	olonialism.		What have we learnt
	learners to				today?
	sing songs	Role play on the	role of Geo	orge Ekem Ferguson in the	
	and recite	acquisition of The	Northern <sup>-</sup>	Territories.	Ask learners to
	familiar				summarize the main
	rhymes				points in the lesson

	What is colonisatio n?	Assessment: let learners narrate the role of George Ekem Ferguson in the acquisition of The Northern Territories.	
Thursday	Engage	Role play on the role of George Ekem Ferguson in the	What have we learnt
	learners to	acquisition of The Northern Territories	today?
	sing songs		
	and recite	Assessment: let learners narrate the role of George	Ask learners to
	familiar	Ekem Ferguson in the acquisition of The Northern	summarize the main
	rhymes	Territories.	points in the lesson

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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Endin	g:			Class size:	
Day:			I	Date :	
Period :			I	esson :	
Strand : PHY	SICAL FITNES	S	Sub-strand	: BODY COMPOSITION	
Indicator (co	ode)	B4.3.5.3.2			
Content star	ndard (code)	B4.3.5.3.			
Performance	e Indicator	Learners can ide	ntify body	types such as endomorph	(big body), mesomorph
		(medium body) ar	nd ectomor <sub>i</sub>	oh (slim Body)	
Core Compe	tencies: Crea	tivity and Innovatio	on Commun	ication and Collaboration P	ersonal Development and
Leadership (	Critical Thinkii	ng and Problem Sol	ving.		
Keywords					
- · · · ·					
T. L .R. (s)	T	cones			
Ref:	PE curriculu	ım Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asses	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Learners	Learners identify	the three bo	ody types as endomorph,	What have we learnt
	jog round a	mesomorph and e	ectomorph		today?
	demarcate				
	d area in				Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

NIANIA FIIFI A.	COLIA		
NANA FIIFI A	performan ce and to prevent injuries		
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NANA FIIFI ACQUA		
	•	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day :				Date :	
Period :				Lesson :	
2 2			Sub-strand	d: Giving and Following Con	nmands/Instructions
Indicator (co	ode)	B4.1.9.1.2 B4.1	10.1.1	B4.1.11.1.1	
Content star	ndard (code)	B4.1.9.1. B4.1	10.1.	B4.1.11.1.	
Performance		<ul><li>The learn directions</li><li>The learn</li></ul>	er should re s er should sa	cognise and use polar quest cognise landmarks in your a by the time by hour, half hou	rea and use them to give
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, recor	ded audios visual	
Ref:		<b>/</b> ////			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding asse	ssment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	-	olar questicupervise the	on for the other to answer questioning so that you	What have we learnt today?

## NANA FIIFI ACQUA Review the lesson with • Use question and answer strategy, to get information from one of the learners on the use of polar question learners markers. • Let them recognise polar questions in your question. • Lead learners to recognise how to use polar question markers correctly Assessment: let learners use polar question markers correctly. Revise the lesson on the environment with learners. What have we learnt Engage today? leaners to • Show learners map of Ghana with the landmarks very sing songs visible. and recite • Discuss the map with learners telling them what a familiar landmark is and how to recognise the landmarks. • Let rhymes Review the lesson with the learners mention some of the popular landmarks learners they see on the map. • Let learners recognise landmarks in their locality. • Let learners mention some of the popular landmarks they know ones again. • Use the landmarks to give directions. • Let learners use landmarks on the school compound to give directions to specific places in the school. • Let learners use landmarks to give directions to key places in the locality Assessment: let learners mention landmarks in their area and use them to give directions

Engage leaners to sing songs and recite familiar rhymes

- Revise the lesson on telling the time with learners.
- Show a wall clock to learners.
- Discuss the various parts of the clock with learners (i.e. numbers, hour hand, minute hand and the second hand).
- Use the clock to teach the time by hour. Place the hour and minutes hand properly on the numbers and call learners to tell the time by hour.
- Use the clock to tell the time by hour, half an hour and in minutes.
- Let learners tell time by hour, half hour, and minutes.

What have we learnt today?

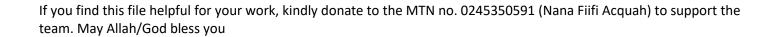
Review the lesson with learners

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	• Lead learners to know when to write the time with "am" and "pm" (am for morning and pm for afternoon till eleven in the night). E.g. The time is 6 o'clock. The time is 7:30am. The time is 7:12pm.	
	Assessment: let learners say the time by hour, half hour and minutes	

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# TERM THREE BASIC FOUR WEEK 2



NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size:		
Day:		Da	te:		
Period :		Le	sson :		
Strand :		Sub-strand:			
A. Oral Language		A. Poem	S		
B. Reading		B. Phon	honics		
C. Grammar Usage A	t Word	C. Noun	louns		
D. Writing		D. Writii	ng as a Process		
E. Using Writing Con	ventions	E. Nami	ng words/ Nouns		
F. Extensive Reading		<b>F.</b> Buildi	ng the Love and Cu	lture of Readin	g
Indicator (code)	B4.1. 3.1.3. B4.2	2.2.2.1 B4.3	3.1.1.4 B4.4.9.3.3	B4.5.3.1.4.	B4.6.1.1.1.
Content standard (code)	B4.1. 3.1 . B4.2	2.2.2. B4.3	B4.4.9.3.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	A. Learners ca	an compose f	our-line poems		
	B. Learners ca – word beg	_	and read words usir	ng a variety of c	ues (e.g. prefixes
	C. Learners ca	an identify an	d use abstract noun	s to refer to co	ncepts and ideas.
			ting piece for other	•	
		an identify ar	nd use abstract nou	ns to refer to c	oncepts and
	ideas F Learners ca	an read a vari	ety of age- and leve	l annronriate h	ooks and present
			, -		ooks and present
a-two-paragraph summary of each book read  Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and					
Leadership Critical Thinkin	•		ation and condoord		evelopinent unu
Keywords					
	L				

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					
Ref:	English Lang	guage curriculum P	age				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	iding assessmen	t)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	• Explain the task. • Guide learners we topic and contribute. • Write learner's comboard. • Re-arrange senters simple poem. • In turns, learners Note: Learners show poems to memory spaced over a numer of the season of the seas	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Guide learners to is its root and that to a root word.</li> <li>Guide learners to g. a prefix may cree.g. tell – retell over – moreover Note: Prefixes may e.g. friendly - unfrisatisfied - dissatisfied - dissatisfied - them in sentences.</li> <li>PREFIX(before)</li> </ul>	Ask learners to summarize the main points in the lesson				
		Mis	ROOT(core) Use	NEW WORD misuse			

NANA FIIFI ACC	QUA					
		En	Joy	enjoy		
		Anti	Clockwise	anticlockwise		
		De	Compose	decompose		
		Poly	Clinic	polyclinic		
		Note: Prefixes have before, bi–two, ex–out of, previous	_	eir own e.g. Ante–		
		Assessment: let lea	rners read words	s using a variety of		
Wednesday	Engage		C. GRAMMAR		What have we learnt	
	learners to	Write sentences of	ontaining abstra	ict nouns on the	today?	
	sing songs	board.			A -1 1 1 -	
	and recite	Have learners take	Ask learners to			
	familiar	the nouns.	summarize the main			
	rhymes	Explain abstract n     be seen, felt, per to	points in the lesson			
			be seen, felt, nor touched			
		-	<ul><li>e. g. air, beauty, peace, etc.</li><li>Have learners give examples of abstract nouns, use</li></ul>			
		them in sentences a				
		• Learners identify				
		short paragraphs/pa				
		3 1 37				
		Assessment: let lea	rners use abstra	ct nouns to refer to		
		concepts and ideas.				
Thursday	Engage		D. WRITING		What have we learnt	
	learners to	<ul> <li>Have learners pub</li> </ul>			today?	
	sing songs	showing it to others		•		
	and recite	them to post their v			Ask learners to	
	familiar	to all other learners			summarize the main	
	rhymes	_		ork with their family	points in the lesson	
		members. Have the	•			
		portfolios. They ma the class magazine.	y type their wor	k and publish it in		
		Assessment: let lea	rners display wr	iting piece for other		

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless you

peers to read

NANA FIIFI ACC	ĮUA		
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	<ul> <li>Revise common and proper nouns.</li> </ul>	today?
	sing songs	<ul> <li>Write sentences containing abstract nouns on the</li> </ul>	
	and recite	board.	Ask learners to
	familiar	<ul> <li>Have learners take turns to read them and identify</li> </ul>	summarize the main
	rhymes	the nouns.	points in the lesson
		• Explain abstract nouns as names of things that cannot	
		be seen, felt, nor touched.	
		e.g. air, beauty, peace	
		Have learners give examples of abstract nouns and	
		write them on the board.	
		Have learners identify concrete and abstract nouns	
		from paragraphs/passages.	
		Let them use these abstract nouns in their own	
		sentences.	
		Assessment: let learners use abstract nouns to refer to	
		concepts and ideas	
Friday	Guide	E. EXTENSIVE READING	
Tilday			Have laamaana ta tall
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	<ul> <li>Ask each learner to write a-two-paragraph summary</li> </ul>	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
	_	Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

Vetted by :	Signature:	Date :
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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:			Class size:		
Day:				Date:		
Period :				Lesson:		
Strand : DIVERSITY OF MATTER Sub-stra			Sub-strar	nd : LIVING AND NON-LIVING	THINGS	
Indicator (co	ode)	B4.1.1.2.2				
Content star	ndard (code)	B4.1.1.2.				
Performance	e Indicator	Learners can des	cribe the	physical features of mamm	als, reptiles, insects and	
		amphibians.				
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for learning)					
Monday	Engage	• Learners observ	e mamma	ls, reptiles, insects and	What have we learnt	
ivioliday	learners to			and pictures (or relevant	today?	
	sing songs	specimen such as	_	·	today.	
	and recite	'	<b>.</b>	e think pair-share to identify	Ask learners to	
	familiar	and discuss the ar		•	summarize the	
	rhymes			sical features of the animals	important points of the	
	-			os, body covering, height,	lesson	
				, how they move and what		
		they eat.				

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IV.	AΝ	IA.	FI	IFI	A	w	u	JΑ

		Assessment: let learners describe the physical features of mammals and reptiles	
Thursday	Engage	Learners describe the physical features of the animals	What have we learnt
	learners to	stated in terms of their limbs, body covering, height,	today?
	sing songs	shape, size, where they live, how they move and what	Ask learners to
	and recite	they eat.	summarize the
	familiar	Learners, in a matching activity, use flashcards to	important points of the
	rhymes	match specific animals with their identified physical	lesson
		features.	
		Assessment: let learners describe the physical features	
		of insects and amphibians.	

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NANA FIIFI ACQUA		
	•	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : ALL AROUND US Sub-stran			Sub-strar	nd: The Environment and the	Weather
Indicator (co	ode)	B4.2.1.3 .1.			
Content star	ndard (code)	B4.2.1.3			
Performance	e Indicator	Learners can desc	cribe the s	un as the source of light and	heat to the earth
=		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords				<u>J-</u>	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricu	ılum Page	2	
DAY	Phase 1:	Phase 2: Main	>		Phase 3:
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners discuss the sun as the ultimate source of		What have we learnt	
	learners to	energy and life on earth and learn more facts about the sun: it is a star, it is at the centre of the solar system,		today?	
	sing songs and recite	the earth are as a stable as a three state of the state o			
	familiar			t is over one million times	summarize the main
	rhymes	bigger than the ea	arth.		points in the lesson
	,				, , , , , , , , , , , , , , , , , , ,

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Assessment: Let learners write some of the ways they

can protect themselves against sun rays:

NANA FIIFI ACQUA		
	·	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:			Class size:		
Day :				Dat	e :	
Period :				Les	son :	
Strand : Intro	oduction to c	omputing	Sub-stran	id : I	ntroduction to MS-Wind	ows Interface (Desktop
			Backgrou	nd a	nd locations of the comp	outer.)
Indicator (co	ode)	B4.1.2.1.5				
Content star	ndard (code)	B4.1.2.1.				
Performance	e Indicator	• Learners ca	n move, s	seled	t and hide multiple icon	s on the desktop.
=		tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords	Keywords					
T. L.R. (s) Laptop						
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)	Cuida la avenava ta v				M/hat have we leavet
	Engage		nove, sei	ect a	nd hide icons on the	What have we learnt
Wednesday	learners to desktop today?		touayr			
Wednesday	sing songs and recite			Ask learners to		
	familiar	Accessment: Let le	arners de	scri	be how to move, select	summarize the main
	rhymes	and hide multiple			•	points in the lesson
	,	and mac maniple				pe

Vetted by : Sig	gnature:	Date :
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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:				Class size:	
Day:		Dat			
Period :		Lesson:			
Strand : GEC	METRY AND	MEASUREMENT Sub-strar	nd : 2	2D and 3D Shapes	
Indicator (co	ode)	B4.2.2.2.7 B4.3.1.1.1 B4.3.1.1.2			
Content star	ndard (code)	B4.2.2.2. B4.3.1.1. B4.3.1.1.			
<ul><li>Learners can comple</li><li>Learners can identif</li></ul>		ete d fy th	•		
		shapes (triangles and quadrilateral) eativity and Innovation Communication and Collaboration Personal Development an king and Problem Solving.			ersonal Development and
Keywords					
T. L .R. (s)	. (s) Counters				
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				

Monday	Sing songs	Provide an equation such as	Review the lesson with
,	like:	$14 + \Box = 21 \text{ or } 25 - \Box = 18.$	Learners
	ľm	Ask students to create a matching story problem and	
	counting	solve it. Observe to what extent students are able to:	
	one, what	-create a story to match the equation;	
	is one		
	1 - One is	- explain the meaning of the unknown variable; and	
	one alone,	- solve the problem in one or more way	
	alone it		
	shall be.	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners graph sheets to copy the incomplete 2D	Review the lesson with
	like:	shape and it complete to make a symmetrical picture	Learners
	l'm		
	counting	www.rom	
	one, what		
	is one		
		Assessment: have learners to practice with more	
		examples	
Wednesday		Give learners photocopied worksheets with several	Review the lesson with
	like:	incomplete 2D shapes to complete with marked line of	Learners
		symmetry to complete the drawing	
	l'm		
	counting		
	one, what		
	is one		
	1 - One is	Assessment: have learners to practice with more	
	one alone,	examples	
Thursday	Sing songs	Give learners photocopied worksheets with	Review the lesson with
	like:	symmetrical and non-symmetrical objects to sort and	Learners
		explain why they are symmetrical or not showing the	
	ľm	lines of symmetry	
	counting		
	one, what		
	is one	CS CS (III)	
	1 - One is	lesal >	
	one	D E	

## NANA FIIFI ACQUA Give learners photocopied worksheets with symmetrical and non-symmetrical 2D shapes to cut out and sort, and explain why they are symmetrical or not showing the lines of symmetry Assessment: have learners to practice with more examples Give learners cut-out 2D fold shapes to investigate the Friday Sing songs Review the lesson with number of lines of symmetry like: Learners Give learners 2-D shapes to copy and draw their lines of ľm symmetry counting one, what is one 1 - One is one alone,

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Assessment: have learners to practice with more

alone it

examples

NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Endin	g:				Class size:	
Day:			Dat	e :		
Period :				Les	son:	
<b>Strand</b> : The	Family and C	ommunity !	Sub-stran	i <b>d :</b> F	Roles and Relationships	
Indicator (co	ode)	B4.4.1.1.2				
Content star	ndard (code)	B4.4.1.1.				
Performance	e Indicator	Learners can ident	ify deeds	that	attract rewards	
=		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures	Pictures			
Ref:	RME curricu	ılum Page	lum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essm	nent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	talk about good de Samaritan (Luke-10 Thousand-a little b 14:16-21), - Righte Quran 11:11) and -	eds and c 0:25-37), oy offere ous Deed - Traditior	dram - The d his s (Su nal fo	e sacred scriptures that atise them: - The Good e Feeding of the Five loaf of bread (Mathew arah Hud, The Holy olktales and proverbs.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUA		
	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:			Class size:	
Day:			D	ate:	
Period :		Le	esson :		
Strand : Performing Arts Sub-stra		b-strand	nd: Thinking and Exploring Ideas		
Indicator (co	ode)	B4. 2.1.1.5			
Content star	ndard (code)	B4. 2.1.1.			
Performance	e Indicator				
_		tivity and Innovation Cong and Problem Solving		cation and Collaboration P	ersonal Development and
Keywords				<b>)</b> -	
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ng assess	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	Learners are to:			What have we learnt
	learners to	select compositions	•		today?
	sing songs	, ,		at reflect topical issues	
	and recite	of national concern (e	•	,,,	Ask learners to
	familiar	•	_	e, migration of youth);	summarize the main
	rhymes	•		d performances to share	points in the lesson
		ideas on how the sele			
		issues of national con-	icern in G	hana; 🛚	

NANA FIIFI ACC	QUA		
		Assessment: let learners write guidelines for studying the artworks of some Ghanaian performing artists	
		the artworks of some Ghanaian performing artists	
	Engage	Learners are to:	What have we learnt
	learners to	assess the artworks by comparing the types,	today?
	sing songs	topic/theme, materials used, style of artist, etc.	
	and recite		Ask learners to
	familiar	Assessment: let learners write guidelines for studying	summarize the main

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the artworks of some Ghanaian performing artists

rhymes

points in the lesson

NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Cold	nisation and	Developments S	Sub-stran	nd: Establishing Colonial Rule	in Ghana
under Colon	ial Rule in Gh	ana		, 9	
Indicator (co	de)	B4.4.1.2.1			
Content star	ndard (code)	B4.4.1.2.		. 1/1/1	
Performance	Learners can describe how the different areas: The Colony, Asante, The Northe Territories and The British Mandated Togoland became one territory known as the Gold Coast				
=		tivity and Innovatior ng and Problem Solvi		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	ding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Illustrate how the A	Asante ar	nd the Northern Territories	What have we learnt
	learners to	became protectora	ites with	the aid of a map	today?
	sing songs				
	and recite			scribe how the different	Ask learners to
	familiar			nd The Northern Territories	summarize the main
	rhymes	became one territo	ory knowi	n as the Gold Coast	points in the lesson

NANA FIIFI ACC	QUA		
	How		
	different		
	was a		
	protectora		
	te from a		
	colony?		
Thursday	Engage	Locate the areas classified as British Togoland on a map.	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners identify the areas classified as	
	and recite	British Togoland on a map.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUA		
		LESSON PLAI

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:						Class size	e:
Day:					Date :		
Period :					Lesson :		
Strand: PHYSICAL	FITNESS CONC	EPTS, PRINCI	PLES	Sub-stra	nd : FITNI	ESS PROG	RAMME
AND STRATEGIES							
Indicator (code)			B4.4.1.4	.1:			
Content standard	(code)		B4.4.1.4	•			
Performance Indic	ator		Learners	can ide	ntify the	heart rate	e intensity (target heart-
			rate rang	ge) that is	necessar	y to increa	se aerobic capacity
Core Competencie Leadership Critical	=			nication ar	nd Collabo	oration Pe	rsonal Development and
Keywords							
T. L .R. (s)			Cones				
Ref:		PE curriculu	m Page				
DAY	Phase 1:		Phase 2:	Main			Phase 3:
	Starter		'	rning incl	uding		Plenary / Reflections
	(preparing th	ne brain	assessm	ent)			
	for learning)						
Friday	Learners jog			walk, pov			What have we learnt
	demarcated			at their ow	•		today?
	while singing			t rate at n			
	clapping to v	-		ce level (7	•		Use answers to
	body for max			nes a wee	-		summarise the lesson.
	performance			dance and		_	
	prevent injui	ies		ngth train	_		
				e to vigor	ous physi	CdI	
			activity.				

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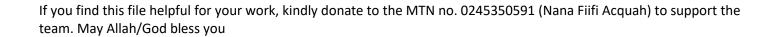
SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : Ora	l Language		Sub-strand	l : Presentation	
Indicator (co	ode)	B4.1.11.1.2	B4.1.11.	1.3	
Content star	ndard (code)	B4.1.11.1.	B4.1.11. 1	1.	
	<ul> <li>The learner should say the names of the week in sequence</li> <li>The learner should say the names of the months in sequence</li> </ul>				n sequence
=		tivity and Innovations and Problem So		ication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, record	ded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asses	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	leaners to sing songs and recite familiar rhymes	<ul><li>Play the game v</li><li>Let learners me</li></ul>	with the nam vith learners ntion the na e the names	of the alphabet. nes of the days in a week. s in the classroom. nmes of the week in of the days of the week to	What have we learnt today?
	THYTHES	•	s of the day	s of the week on the board them.	Review the lesson with learners

NANA FIIFI ACQUA		
	Let learners say the names of the days of the week in turns. E.g. Sunday, Monday, Tuesday etc.	
	Assessment: let learners say the names of the week in sequence	
Engage leaners sing so and rec familiar rhymes	• Play the game with learners in the classroom.	What have we learnt today?  Review the lesson with learners
	Assessment: let learners say the names of the months in sequence	
Engage leaners sing so and rec familiar rhymes	• Play the game with learners in the classroom.	What have we learnt today?  Review the lesson with learners
	in sequence	

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# TERM THREE BASIC FOUR WEEK 3



NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class	size:			
Day:			Date :				
Period :			Lesson :				
Strand :		Sub-str					
A. Oral Language			Conversatio	n			
B. Reading	1.147		Vocabulary	·			
C. Grammar Usage A	it Word		Verbs	ia /Danaasia	M/witin a		
D. Writing	vantions		<del></del>	ive/Persuasive	writing		
E. Using Writing Con		E. F.	Using Action		ura of Baading		
F. Extensive Reading		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	bulluling the	Love and Cult	are or Reading		
Indicator (code)	B4.1.6.3.2	B4.2.6.4.2	B4.3.5.1.4.	B4.4.13.2.2	B4.5.4.1.3	B4.6.1.1.1.	
Content standard (code)	B4.1.6.3.	B4.2.6.4.	B4.3.5.1	B4.4.13.2.	B4.5.4.1.	B4.6.1.1.	
Performance Indicator	A. Learr	ners can dem	onstrate tur	n taking in cor	nversation on	different topics	
	and s	speak audibly	, and express	s thoughts and	feelings clear	ly	
	B. Learr	ners can reco	ognise the p	layful use of v	words in spok	en and written	
	langu	uage (jokes, ri	iddles)				
			_	of the simple p	ast tense of v	erbs	
		gular e.g. play					
				es, and clauses	to clarify the	relationships	
		reen claim(s)		perfect form of	Everbs to relat	o past ovents	
		e present	me present f	Jenect IVIIII VI	veins to relat	e pasi evenis	
		•	a variety of a	age- and level a	ppropriate bo	oks and present	
			-	each book reac		·	

### NANA FIIFI ACQUA

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Plenary / Reflections Starter (new learning including assessment) (preparing the brain for learning) Monday **Engage** A. ORAL LANGUAGE What have we learnt • Demonstrate turn taking with a learner earlier learners to today? sing songs prepared. and recite • Learners in pairs, take turns to talk about given topics Ask learners to familiar in groups observing turn taking. summarize the main rhymes points in the lesson Assessment: let learners take turns to talk about given topics in groups observing turn taking Tuesday B. READING What have we learnt Engage • In pairs/ groups, have learners play on words in today? learners to educative jokes, riddles and puns. sing songs and recite Ask learners to e.g. familiar Riddle, Riddle: I am something that came into this world summarize the main rhymes with earrings. Who am I? points in the lesson Answer: Coal pot. Assessment: let learners use playful words in spoken and written language (jokes, riddles) Wednesday C. GRAMMAR What have we learnt Engage learners to • Revise main and auxiliary verbs by having learners today? identify them in sentences. sing songs and recite • Introduce learners to the concept of regular verbs: Ask learners to familiar - Regular verbs form their past tense by adding "d" or summarize the main rhymes points in the lesson e.g. play= played, walk= walked, bake= baked • Elicit examples from learners and have them used sentences.

NIANIA FIIFI A <i>c</i>	20114		
NANA FIIFI AC	CQUA	<ul> <li>The irregular verbs form their past tense differently.</li> <li>They do not add "d" or "ed".</li> <li>Provide a passage having regular and irregular verbs in the present tense.</li> <li>Learners rewrite the sentences in the past.</li> </ul>	
		Assessment: let learners use regular form of the simple past tense of verbs in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li><u>D. WRITING</u></li> <li>Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms.</li> <li>You may read out model argumentative essays to guide learners as they listen carefully to identify useful phrases, clauses and expressions.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners use words, phrases, and clauses to clarify the relationships between claim(s) and reasons	
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E. WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Learners in pairs plan what they will do during the next weekend.</li> <li>They put their plan into writing using modal auxiliaries.</li> <li>Let two pairs come together to form bigger groups to edit their work one after the other.</li> <li>Pairs of learners read their work to the class for discussion.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners use the present perfect form of verbs to relate past events to the present	
Friday	Guide learners to choose and	E. EXTENSIVE READING     Guide learners to choose and read independently books of their choice during the library period.      Learners think pair chars their stories with pages.	Have learners to tell what they read to the
	read books	• Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary	whole class

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 Date : .....

Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph

• Invite individuals to present their work to the class for

library

period

of the book read.

feedback.

NANA FIIFI ACQUA		
	•	LESSON PLA

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:				Class size:	
Day:				Date:		
Period :				Les	son:	
Strand: CYC	LES	S	Sub-stran	d:E	ARTH SCIENCE	
Indicator (co	ode)	B4.2.1.5.1				
Content star	ndard (code)	B4.2.1.5.				
Performance	e Indicator	Learners can demo	nstrate w	/ays	of making water safe for	ruse
-		tivity and Innovation		nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	-		7	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	iding asse	essm	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	use • Learners, in group of making water sa	qualities of with sam rivers, we pe, etc. orm on hoo ofe. For extablets, us	of go ples ells, l ow to nstra camp	ood drinking water. of water from the	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		Note: Teacher to supply materials for this activity.	
		Precaution: Learners must not taste any of the water	
		samples used in the lesson	
		Assessment: let learners describe the different ways of	
		making water safe	
Thursday	Engage	Learners, in groups, demonstrate the different ways	What have we learnt
	learners to	of making water safe. For example, filtering, boiling,	today?
	sing songs	addition of iodine tablets, use of chlorine, use of water	Ask learners to
	and recite	filters, addition of alum, etc.	summarize the
	familiar	• Learners discuss the dangers of drinking unsafe water.	important points of the
	rhymes	Note: Teacher to supply materials for this activity.	lesson
		Precaution: Learners must not taste any of the water	
		samples used in the lesson	
		Assessment: let learners describe the different ways of	
		making water safe	

Vetted by :	Signature:	Date :

NANA FIIFI ACQUA		
	•	LESSON PLA

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endi	ng:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : Ol	JR NATION GH	ANA	Sub-strand	l : Being a Citizen	
Indicator (	code)	B4.4.1.2.1.			
Content sta	andard (code)	B4.4.1.2.			
Performan	ce Indicator	Learners can ider	ntify the cha	racteristics of a responsible	citizen
=		tivity and Innovations and Problem So		ication and Collaboration Pe	ersonal Development and
Keywords				<b>)</b> -	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curric	ulum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asses	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
	Engage learner to sing songs a recite familiar rhymes	i. Active citiz contributes t ii. Passive citi	en An active o the well-b izen A passiv	types of citizens e.g. e citizen is an individual who eing of his or her communitive citizen is an individual where well-being of his or her	y. Ask learners to summarize the

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		Learners through think-pair-share to talk about the	
		characteristics of a responsible citizen, e.g.	
		i. obey rules and regulations	
		ii. diligence	
		iii. patriotism	
		iv. honesty	
		v. respect	
		vi. hard work	
		vii. commitment	
		viii. listening/tolerance to other view points	
		Assessment: let learners identify the characteristics of a	
		responsible citizen	
Thursday	Engage learners	Learners, in groups, identify the characteristics of a	What have we
	to sing songs and	good citizen.	learnt today?
	recite familiar		
	rhymes	<u>Case study</u>	Ask learners to
		Teacher uses case study approach to raise a variety of	summarize the
		issues, e.g. A pupil finds money in the classroom and	main points in the
		keeps it instead of finding the owner. Pupils to react	lesson
		and state their views on this issue.	
		Assessment: let learners identify the characteristics of a	

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	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:				Class size:		
Day:			Date :			
Period:			Les	son :		
Strand : Intr	oduction to c				troduction to MS-Windo	
Indicator (code)		B4.1.2.1.6	<u> </u>		Ta rocations of the comp	, deci.,
•	ndard (code)	B4.1.2.1.				
Performance		Learners can creat	e, name a	and r	ename a folder.	
=		tivity and Innovation ng and Problem Solv		inica	tion and Collaboration P	ersonal Development and
Reywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Guide learners to d	create, na	me a	and rename a folder.	What have we learnt
Mada ala	learners to					today?
Wednesday	sing songs	NB:				
	and recite	1. Learners can practise with the keyboard only in the			Ask learners to	
	familiar	absence of the app				summarize the main
	rhymes	2. Learners should to reinforce keybo	_		play computer games e skills.	points in the lesson
		Assessment: Let le folder	arners cr	eate	, name and rename a	

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:			Class size:	
Day:				esson :	
Strand : GEC	METRY AND	MEASUREMENT S	Sub-strand	: Position / Transformation	
Indicator (code) B4.3.2.1.1 B4.3.3.		B4.3.3.1.1	.1.1		
Content standard (code) B4.3.2.1. B4.3.3.		B4.3.3.1.			
Performance		cardinal poi • Learners ca	ints north, s n estimate	position and motion of obcouth, east and west perimeter using referents faction and Collaboration Pe	or centimetre or metre
		ng and Problem Solv		cation and conaboration re	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	s curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	ding assess	sment)	Phase 3: Plenary / Reflections

### NANA FIIFI ACOUA

NANA FIIFI ACC Monday	Sing songs	Review the lesson with	
•	like:	Put pupils in convenient groups a give each group with a worksheet on graph with different labelled	Learners
		coordinates; some with axes labelled and other not etc.	
	ľm	Pupils discuss their worksheets in their groups, then	
	counting	with whole class, describing coordinates, axes and	
	one, what	pointing out errors on graphs if any	
	is one	g car are are graphen and	
	1 - One is	Pupils describe the position and motion of objects: e.g.	
	one alone,	The point P is to the west of point T but to the north of	
	alone it	the A	
	shall be.	110 N	
	2 - Two	P+ +T	
	pair, two	-4 O 4 ×	
	pair, two	A + B	
	pair let us		
	pair		
	pun	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask learners to locate the coordinates (i.e. ordered	Review the lesson with
	like:	pairs of the location) of the Points; e.g. B is (2,3) and T	Learners
		is (2,2)	
	l'm	4	
	counting	P • T	
	one, what		
	is one		
		Assessment: have learners to practice with more	
	· ·	examples	
Wednesday	Sing songs	Using pupils' referents for centimetre or metre	Review the lesson with
	like:	estimate and calculate perimeter of any object in the	Learners
		classroom (e.g. exercise book, floor tiles, math set, etc.)	
	ľm	then measure with a ruler of tape and calculate the	
	counting	actual perimeter and compare the answers	
	one, what	Forma (Salara Salara Sa	
	is one		
	13 0116	The second secon	
	1 - One is		
	1 - One is	Assessment: have learners to practice with more	

### NANA FIIFI ACQUA

NANA FIIFI AC	QUA		
Thursday	Sing songs	Using pupils' referents for centimetre or metre	Review the lesson with
	like:	estimate and calculate perimeter of any object in the	Learners
		classroom (e.g. exercise book, floor tiles, math set, etc.)	
	l'm	then measure with a ruler of tape and calculate the	
	counting	actual perimeter and compare the answers	
	one, what		
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.	Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Using pupils' referents for centimetre or metre	Review the lesson with
	like:	estimate and calculate perimeter of any object in the	Learners
		classroom (e.g. exercise book, floor tiles, math set, etc.)	
	l'm	then measure with a ruler of tape and calculate the	
	counting	actual perimeter and compare the answers	
	one, what		
	is one		
	1 - One is		
	one alone,		
	alone it		
		Assessment: have learners to practice with more	
		examples	

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NANA FIIFI ACQUA		
		LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending:				Class size:		
Day:			Da	te:		
Period :			Les	son:		
<b>Strand</b> : The	Family and C	ommunity Sub-stra	nd :	Roles and Relationships		
Indicator (co	ode)	B4 4.1.1.3:				
Content star	ndard (code)	B4 4.1.1.				
Performance	e Indicator	Learners can give reasons	or re	warding good deeds.		
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Lead learners to recall goo	d dee	ds.	What have we learnt	
	learners to	• Let learners mention typ	es of	rewards: handshakes,	today?	
	sing songs	hugs, praises, certificates,	prizes	s, gifts, etc.		
	and recite	Guide learners to discuss	the i	mportance of good	Ask learners to	
	familiar	deeds: -to ensure law and	order	in society -to help	summarize the main	
rhymes everyone to develop good r			mora	l life -to encourage	points in the lesson	
		hardworking, etc.				
		Assessment: let learners g	ive re	asons for rewarding		
		good deeds				

team. May Allah/God bless you

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson:	
Strand: Visu	ial Arts	Sub-	strand:	Planning, Making and Cor	nposing
Indicator (co	ode)	B4 1.2.2.3			
Content star	ndard (code)	B4 1.2.2.			
Performance	e Indicator	Learners can experime	ent with	available visual arts medi	a and methods to create
		artworks based on ow	n views,	knowledge and understa	nding of topical issues in
		Ghana			
Core Compe	tencies: Crea	tivity and Innovation Co	mmunica	ation and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solving.			
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	gassessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	② explore the local surr	ounding	s to select available	What have we learnt
	learners to	materials and tools tha	t are goo	od for making artworks;	today?
	sing songs	study and experimen	t with av	ailable materials and	
	and recite	tools using appropriate	art mak	ing methods and skills	Ask learners to
	familiar	e.g.: - clay, plasticine,	papier m	âché (paper pulp) etc.	summarize the main
	rhymes	for modelling and casti	ng; - stra	aw, yarn, paper etc. for	points in the lesson
		weaving; - odds and en	ds for m	aking mobiles and	
		stabiles by constructing	g and ass	embling; - brushes and	

NANA FIIFI ACC	QUA		
		paint for painting; - spatula and scooping tools for	
		modelling; - needle for sewing/stitching; 2 discuss and	
		share their experiences through discussion and peer	
		assessment; I use available materials in the	
		environment to make own visual artworks that	
		represent the artworks studied;	
		Assessment: let learners create artworks based on own	
		views, knowledge and understanding of topical issues in	
		Ghana	
	Engage	Learners are to:	What have we learnt
	learners to	discuss and compare their artworks to the visual	today?
	sing songs	artworks studied	
	and recite		Ask learners to
	familiar	Assessment: let learners create artworks based on own	summarize the main
	rhymes	views, knowledge and understanding of topical issues in	points in the lesson
		Ghana	

Vetted by :	Signature	Date :
vetted by	Signature:	Date

NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Endin	ıg:			Class size:		
Day:			Date :			
Period :				Lesson:		
Strand : Col	onisation and D	evelopments	Sub-strar	nd: Establishing Colonial Rul	e in Ghana	
under Color	nial Rule in Ghar	na		(4)		
Indicator (c	ode)	B4.4.1.2.1				
Content sta	ndard (code)	B4.4.1.2.				
Performanc	e Indicator	Learners can cor today	mpare the	map of the Gold Coast in 19	55 and the map of Ghana	
		vity and Innovation and Problem Solv		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curricu	ulum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain	(new learning including assessment)		Plenary / Reflections		
	for learning)					
Tuesday	Engage	·	•	old Coast in 1955 and the	What have we learnt	
	learners to	map of Ghana to	day. Discu	ss your observations	today?	
	sing songs				A all la avecava ta	
	and recite				Ask learners to	
	familiar rhymes			mpare the map of the gold of Ghana today for	summarize the main points in the lesson	
	How did	differences				
	Asante and					

NANA FIIFI AC	CQUA		
	the Northern		
	Territories		
	become		
	protectorates		
	of the		
	British?		
	How did		
	Britain		
	acquire the		
	mandated		
	territories?		
Thursday	Engage	Compare the map of the Gold Coast in 1955 and the	
	learners to	map of Ghana today. Discuss your observations	
	sing songs		
	and recite	Assessment: let learners compare the map of the Gold	
	familiar	Coast in 1955 and the map of Ghana today for	
	rhymes	differences	
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NANA FIIFI ACQUA		
	<u></u> :	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:					Class	size:	
Day:					Date	:	
Period :					Lesso	n:	$\mathcal{A}$
Strand: PHYSICAL FIT	NESS CONCEPTS	, PRINCIPLES AN	ID S	Sub-s	trand	: FITN	ESS PROGRAMME
STRATEGIES							
Indicator (code)			B4.4.1.	.4.2:			
Content standard (co	de)		B4.4.1.	.4.			
Performance Indicate	or		Learne	ers ca	an dis	cuss 1	now prolong physical activity
			increas	ses e	ndurai	nce, al	lowing movement to occur for
			longer	perio	ods of	time.	
Core Competencies: Leadership Critical Th	-		unication	n and	d Colla	borati	on Personal Development and
Keywords			5				
T. L .R. (s)			Cones				
Ref:		PE curriculum	Page				
DAY	Phase 1:		Phase 2	2: Ma	ain		Phase 3:
	Starter		(new le		-		Plenary / Reflections
	(preparing the for learning)	orain	includi	ng a	ssessn	nent)	
Friday	Learners jog ro	und a	Learne	rs di	scuss ł	now	What have we learnt today?
	demarcated are	ea in files while	prolon	ged a	activiti	es	
	singing and clap	ping to warm-	like jog	ging	, walki	ing,	Use answers to summarise
	up the body for	maximal	etc. im	prov	e		the lesson.
	performance ar injuries	nd to prevent	endura	ance.			

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless you

NANA FIIFI ACQUA	
	· IFSSON PLA

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day:			Da	ate:	
Period :			Le	sson:	
<b>Strand</b> : Rea	ding		Sub-strand :	Fluency	
Indicator (co	ode)	B4.2.7.1.3	B4.2.8.1.1	B4.2.8.1.2	
Content star	ndard (code)	B4.2.7.1.	B4.2.8.1.	B4.2.8.1.	
Performance	e Indicator	• The	e learner sho	uld answer questions on a	passage
				uld read short passages ob	
Cara Carana	tanaiaa. Cuaa			uld read about 125 to 150	
		ng and Problem Solv		ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, mark	kers, recorde	d audios visual	
Ref:	Manila card	s, markers, recorde	d audios visu	ial	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)		d +b = =====		What have we learnt
	Engage leaners to	• Let learners read		e again in turns. Is based on the passage	today?
	sing songs	read for the other	•	. •	
	and recite	• Ask questions for			
	familiar	- Ask questions lo	i icallicis lu	answei	
	rhymes	Assessment: let lea	arners answe	er questions on a passage	

NANA FIIFI ACC	QUA		
			Review the lesson with
			learners
	Engage	Give learners short passages to read in silently.	What have we learnt
	leaners to		today?
	sing songs	learners where necessary).	
	and recite	• As they read, let them observe the punctuations in	
	familiar rhymes	the passage.	
	illyllies		Review the lesson with
		Assessment: let learners read short passages observing	learners
		punctuations	
	Engage	Give learners a passage to read (the passage should	What have we learnt
	leaners to	be about 125 to 150 words to be read in a minute.)	today?
	sing songs	Group learners and let them play a reading game at	
	and recite	120 words or more per minute	Review the lesson with

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Assessment: let learners read about 125 to 150 words

learners

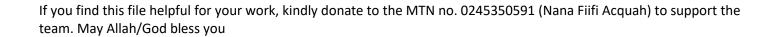
120 words or more per minute

per minute

familiar

rhymes

# TERM THREE BASIC FOUR WEEK 4



NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class s	ize:		
Day:		Dat				
Period :		Les	son :	19	<i>S</i>	
Strand:	S	Sub-strand:				
A. Oral Language		A. Conve	rsation			
B. Reading		B. Vocab	ulary			
C. Grammar Usage A	t Word	C. Verbs				
D. Writing		D. Argun	nentativ	e/Persuasive	Writing	
E. Using Writing Con	ventions	E. Using	Action V	Words		
F. Extensive Reading		<b>F.</b> Buildi	ng the Lo	ove and Cultu	re of Reading	
Indicator (code)	B4.1.6.3.3 B4.2.	6.4.3 . B4.3	.5.1.5.	B4.4.13.2.3	B4.5.4.1.3	B4.6.1.1.1.
Content standard (code)	B4.1.6.3. B4.2.	6.4.3 B4.3	.5.1.	B4.4.13.2.	B4.5.4.1.	B4.6.1.1.
Performance Indicator	A. Learners car	n ask relevan	t questi	ons to find ou	t the opinion	of others about
	a given topi	С				
	B. Learners car	n use words s	suitable	for purpose, a	audience, con	text and culture
	in relation t	o type of tex	ts (expo	sition/explana	ation)	
	C. Learners car	n use the sim	iple past	t form of verb	s for: – Comp	leted actions or
	events – Re	gular actions	in the p	ast		
	D. Learners car	n establish ar	nd main	tain a formal	style	
	E. Learners ca	n use the pre	esent pe	erfect form of	verbs to relat	e past events
	to the prese					
			_		ppropriate bo	oks and present
			•	ch book read		
Core Competencies: Crea			tion and	d Collaboratio	n Personal De	evelopment and
Leadership Critical Thinkir	ng and Problem Solvi	ng.				

## NANA FIIFI ACQUA

Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a cla				
		library.					
Ref:	English Lang	nguage curriculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including assessment)	Plenary / Reflections				
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	A. ORAL LANGUAGE	What have we learnt				
,	learners to	Demonstrate the activity using a familiar topic.	today?				
	sing songs	Learners ask and answer questions for clarification	,				
	and recite	about what other learners say on a given topic.	Ask learners to				
	familiar		summarize the main				
	rhymes		points in the lesson				
		Assessment: let learners ask relevant questions to find					
		out the opinion of others about a given topic					
Tuesday	Engage	B. READING	What have we learnt				
	learners to	• Explain to children the key elements in all writing e.g.	today?				
	sing songs and recite	purpose, audience etc. These help to make the understanding of the text easy. That is, they play an	Ask learners to				
	familiar	integral part in the process. Guide learners to	summarize the main				
	rhymes	understand each key element.	points in the lesson				
	Titytiles	Introduce learners to a variety of texts and registers	points in the lesson				
		which may be used in given situations.					
		Have learners work in groups to write short texts on					
		familiar topics.					
		Assessment: let learners use words suitable for					
		purpose, audience, context and culture in relation to					
		type of texts	) Add 1				
Wednesday		C. GRAMMAR	What have we learnt				
	learners to	<ul> <li>Revise the simple present tense by having learners say what they do regularly e.g. every morning.</li> </ul>	today?				
	sing songs and recite	Learners listen to a simple story in which several	Ask learners to				
	familiar	completed actions have occurred.	summarize the main				
	rhymes	<ul> <li>Discuss the story and have learners identify the verbs.</li> </ul>	points in the lesson				
	,	• Learners engage in a conversion drill for practice.					

NANA FIIFI AG		Learners write simple sentences in the past tense using (both regular and irregular verbs).	
		Assessment: let learners write simple sentences in the past tense	
Thursday	Engage learners to sing songs and recite	<ul> <li>D. WRITING</li> <li>Using models, discuss the basic structure of an argumentative piece:</li> <li>Introduction;</li> </ul>	What have we learnt today?  Ask learners to
	familiar rhymes	<ul> <li>Reasons for the stand taken;</li> <li>Conclusion.</li> <li>Have groups present full compositions using this structure for class discussions.</li> </ul>	summarize the main points in the lesson
		Assessment: let learners write an argumentative piece	
Friday	Engage learners to sing songs	<ul> <li>E. WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Learners in pairs plan what they will do during the next weekend.</li> </ul>	What have we learnt today?
	and recite familiar rhymes	<ul> <li>They put their plan into writing using modal auxiliaries.</li> <li>Let two pairs come together to form bigger groups to edit their work one after the other.</li> <li>Pairs of learners read their work to the class for discussion.</li> </ul>	Ask learners to summarize the main points in the lesson
		Assessment: let learners use the present perfect form of verbs to relate past events to the present	
Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-nair-share their stories with neers	whole class

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Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph

• Ask each learner to write a-two-paragraph summary

• Invite individuals to present their work to the class for

during the

of the book read.

summary of each book read

feedback.

library

period

NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:			Class size:		
Day :			Dat	re:		
Period :			Les	son:		
Strand: FOF	RCES AND ENE	RGY <b>Sub-strar</b>	Sub-strand: ELECTRICITY AND ELECTRONICS			
Indicator (co	ode)	B4.4.2.2.1				
Content star	ndard (code)	B4.4.2.2.				
Performance	e Indicator	Learners can identify the basic components of electronic circuits				
=		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curr	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing			,	, ,	
	the brain					
	for					
	learning)					
Monday	Engage	Learners are put into grou	ıps a	nd each group is	What have we learnt	
	learners to	provided with connecting w	ires,	batteries (dry cells),	today?	
	sing songs	switches and LEDs (of differ	ent o	colours).		
	and recite	• Learners are assisted to id	lenti	fy the various	Ask learners to	
	familiar	components provided.			summarize the	
	rhymes	• Learners observe a demor	nstra	tion on how to connect	important points of the	
		the components to light the	LED		lesson	
		Learners are guided to cor	nnec	t the components to		
		make the LED produce light				

NANA FIIFI AC	CQUA	T	T
		Engage learners to discuss the use of each	
		component.	
		Assessment: let learners identify the basic components	
		of electronic circuits	
Thursday	Engage	Learners are put into groups and each group is	What have we learnt
	learners to	provided with connecting wires, batteries (dry cells),	today?
	sing songs	switches and LEDs (of different colours).	Ask learners to
	and recite	Learners are assisted to identify the various	summarize the
	familiar	components provided.	important points of the
	rhymes	• Learners observe a demonstration on how to connect	lesson
		the components to light the LED.	
		Learners are guided to connect the components to	
		make the LED produce light.	
		Engage learners to discuss the use of each	
		component.	
		• Learners draw the circuits they have connected.	
		• Learners suggest other materials that can be used in	
		the absence of the connecting wire.	
		• Learners act as electrons flowing in a circuit through	
		the classroom. Learners act out the role of various	
		components (resistor, capacitor, etc) in the circuit.	
		NB: Build a stock of electronic components from	
		discarded electronic gadgets such as radio and TV sets.	
		Assessment: let learners mention the use of each	
	k / V	component of an electronic circuit	

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NANA FIIFI ACQUA		
	•	LESSON PLA

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand: OUR NATION GH.		ANA	Sub-strand	d : Being a Citizen		
Indicator (co	ode)	B4.4.1.3.1				
Content star	ndard (code)	B4.4.1.3.				
Performanc	e Indicator	Learners can become committed to duties and responsibilities				
-		tivity and Innovationg and Problem Sol		nication and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main	>		Phase 3:	
	Starter	(new learning incl	luding asse	ssment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage			it: A promise, agreement,	What have we learnt	
	learners to	_	you make t	o/with someone or	today?	
	sing songs	something.				
	and recite				Ask learners to	
	familiar		•	by which they are	summarize the main	
	rhymes	<ul><li>expected to show</li><li>For example:</li></ul>	commitme	ent.	points in the lesson	
		•	ent to God	such as praying everyday		
				ng others showing charity.		

NANA FIIFI ACC	QUA		
		Show commitment to the family duties such as	
		keeping room clean and taking care of pets.	
		Showing commitment to school work by doing	
		homework, keeping the classroom neat, and coming to	
		school everyday.	
		Assessment: let learners mention the ways by which	
		they are expected to show commitment.	
Thursday	Engage	Learners role play scenarios or engage in other	What have we learnt
linarsaay	learners to	activities that show the benefits for showing	today?
	sing songs	commitment.	toddy.
	and recite	We show respect to God, teachers, parents and	Ask learners to
	familiar	leaders.	summarize the main
	rhymes	We develop positive self-identity.	points in the lesson
	,	We develop good relationships etc	
		Assessment: let learners mention the benefits for	
		showing commitment	

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son:	
Strand : Intro	oduction to c	omputing §	Sub-stran	id : [	Data, sources and usage	
Indicator (co	ode)	B4.1.3.2.2.				
Content star	ndard (code)	B4.1.3.2.				
Performance	e Indicator	Learners can descri observation, check		us to	ols or techniques of data	collection e.g. interview,
		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords					7,	
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding ass	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage		•		ols for collecting data	What have we learnt
	learners to	and aid them to make practical examples of the various			today?	
Wednesday		tools				
	and recite					Ask learners to
	familiar					summarize the main
	rhymes					points in the lesson
		Assessment: Let lea			be various tools or	
		techniques of data	collectio	n		

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NANA FIIFI ACQUA		
	·	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:			Class size:		
Day : Period :				Date:		
<b>Strand</b> : GEC	METRY AND	MEASUREMENT	Sub-strano	d : Measurement- (Perimete	r and Area)	
Indicator (co	ode)	B4.3.3.1.2 B4	.3.3.1.3 E	B4.3.3.1.4		
Content star	ndard (code)	B4.3.3.1. B4	.3.3.1. E	34.3.3.1.		
in cm and m.  Learners can develor square and rectangle  Learners can constru			m. can develop d rectangle can constructate that ma	e and record perimeter for resonant apply a formula for controlled the controlled	letermining perimeter of iven perimeter (cm, m) to perimeter.	
				nication and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem So	lving.			
Keywords		þ				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	e			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning inc	luding asses	ssment)	Phase 3: Plenary / Reflections	

NANA FIIFI AC			Г
	for		
	learning)		
Monday	Sing songs	Ask pupils to use a ruler to measure all the sides of a	Review the lesson with
Monday			
	like:	regular shape and sum up the result to obtain the	Learners
		perimeter	
	l'm		
	counting	D C C C	
	one, what		
	is one	3 cm 3 cm	
	1 - One is.		
	2 - pair let	A E COM B	
	1	5 Cm	
	us pair	P =	
		16cm	
		Find the Perimeter	
		5cm	
		3 cm length=5cm	
		3cm   3cm   width=3cm	
		5cm	
		P = 5cm + 3cm + 5cm + 3cm = (16cm)	
		Formula: P = 2l + 2w	
		P = 2(5cm) + 2(3cm)	
		P = 10cm + 6cm	
		Pupils to explore the area of irregular cut-out shapes	
		using graph sheets. Pupils to trace the shape on	
		the graph sheet and count out the unit squares	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Given an irregular shape with its sizes, ask pupils to sum	Review the lesson with
	like:	up the sizes to obtain the perimeter	Learners
		12 cm	
	l'm		
	counting	(Ocean 3 cm	A
	_	9 cm	
	one, what	6-cm	
	is one	2 cym	

NANA FIIFI ACC					
	1 - One is				
	one alone,				
	alone it				
	shall be.				
		Assessment: have learners to practice with more			
		examples			
Wednesday		Use cut out shapes to demonstrate how to determine Review the lesson with			
	like:	the perimeter of 2-D shapes. Ask pupils to measure the Learners			
		sides of the cut out shape and add the results to obtain			
	l'm	the perimeter			
	counting	5 cm			
	one, what				
	is one	5 cm 5 cm			
	1 - One is				
	one alone,				
	alone it	5 cm			
	shall be.	Civan a restangular out out shape, ask pupils to			
	2 - Two	Given a rectangular cut out shape, ask pupils to measure the sides of the shape and determine the			
	pair, two	perimeter of the shape			
	pair come	permeter of the shape			
	pair let us	4 cm _			
	pair	A B			
	P-4				
		2 cm 2 cm			
		b 4 cm			
		Therefore the perimeter of the triangle given is AB +			
Thursday	Sing congc	AD + BC + CD. Thus 4cm + 2cm + 4cm + 2cm = 12cm  Given a perimeter of say 26cm, pupils to draw about  Poviow the lesson with			
illuisudy	Sing songs like:	Given a perimeter of say 36cm, pupils to draw about  Review the lesson with			
	iike.	three different rectangular shapes for the same  Learners  Learners			
	l <sup>1</sup> /ma	perimeter. Combinations may include (6cm, 6cm, 12cm,			
	l'm	12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm,			
	counting	etc			
	one, what				
		Assessment: have learners to practice with more			
		examples			

Friday	Sing songs	Given a perimeter of say 36cm, pupils to draw about	Review the lesson with
	like:	three different rectangular shapes for the same	Learners
		perimeter. Combinations may include (6cm, 6cm, 12cm,	
	l'm	12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm,	
	counting	etc	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	

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NANA FIIFI ACQUA		
		LESSON PLAI

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending:			Class size:			
Day:				Date :		
Period :				Less	on:	U/)
<b>Strand</b> : The	Family and C	ommunity S	ub-stran	<b>d :</b> R	oles and Relationships	
Indicator (co	ode)	B4 4.1.1.3:				
Content star	ndard (code)	B4 4.1.1.				
Performance	e Indicator	Learners can give re	easons fo	r rew	varding good deeds.	
<del>-</del>		tivity and Innovation ng and Problem Solvi		nicat	ion and Collaboration F	Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	llum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning include	ding asse	essm	ent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners, in pairs or groups, write essays on good deeds:  - Why I will always do good  - The rewards of being good  Every good turn deserves another.  Assessment: let learners give reasons for rewarding		What have we learnt today?  Ask learners to summarize the main points in the lesson		
		good deeds				

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If you find this file helpful for your work, kindly d	donate to the MTN no. 0245350591 (Nan	a Fiifi Acquah) to support the

team. May Allah/God bless you

NANA FIIFI ACQUA		

 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Endir	ng:		С	lass size:	
Day:			Date	:	
Period :			Lesso	n:	
<b>Strand</b> : Per	forming Arts	Sub-stran	<b>nd :</b> Pla	nning, Making and Co	mposing
Indicator (c	ode)	B4 2.2.2.3.			
Content sta	ndard (code)	B4 2.2.2.			
Performano	e Indicator	Learners can experiment wi create performing artworks topical issues in Ghana		, , , , , , , , , , , , , , , , , , ,	•
=		tivity and Innovation Commung and Problem Solving.	unicatio	on and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including asse	essme	nt)	Plenary / Reflections
	Engage learners to sing songs	Learners are to: 2 explore the select available instruments movement patterns, etc. that	s, soun	ds, rhythms,	What have we learnt today?
	and recite familiar rhymes	composing and performing in poems, etc.; a experiment with instruments, sounds, movement of the compositions artists studied that reflect to	music, with the ment positions	dance, drama, e available atterns, etc. to s of the Ghanaian	Ask learners to summarize the main points in the lesson

NANA FIIFI ACC	QUA		
		concern in Ghana such as road safety, plastic waste,	
		water pollution, low rainfall due to climate change,	
		migration of youth, slums in cities	
		Assessment: let learners create performing artworks	
		based on own views, knowledge and understanding of	
		topical issues in Ghana	
	Engage	Learners are to:	What have we learnt
	learners to	discuss and share their experiences for peer review.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners create performing artworks	summarize the main
	rhymes	based on own views, knowledge and understanding of	points in the lesson

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:		T	Class size:		
Day :			Dat	e:	
Period :			Les	son :	
Strand: Inde	ependent Gha	ana S	Sub-strand:	The Republics	
Indicator (co	ode)	B4.6.1.1.1.			
Content star	ndard (code)	B4.6.1.1.			
Performance	e Indicator	Learners can expla	in that Ghan	a up to June 1960, thou	gh independent, had the
		Queen of The Uni	ted Kingdom	(UK) as Head of State	of the Ghana and made
		limitations on Ghar	na's independ	lence.	
		tivity and Innovation		tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	ding assessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Define the term, Re	epublic.		What have we learnt
	learners to				today?
	sing songs	Discuss the limitat	ions on Ghan	a's independence up to	
	and recite	June 1960.			Ask learners to
	familiar				summarize the main
	rhymes	Assessment: let lea Ghana's independe	•		points in the lesson

NANA FIIFI ACC	QUA		
	What is a		
	Republic?		
	Who was		
	the leader		
	of Ghana's		
	first		
	Republic?		
Thursday	Engage	Discuss the limitations on Ghana's independence up to	What have we learnt
	learners to	June 1960	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners explain the limitations on	summarize the main
	rhymes	Ghana's independence up to June 1960.	points in the lesson
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NANA FIIFI ACQUA		
	•	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:			Class siz	e:
Day:			Date :	
Period :			Lesson:	
<b>Strand :</b> PHYSICAL AND STRATEGIES	FITNESS CONCEPTS, PRINC	IPLES Sub-stra	nd : HEALTHY DIET	
Indicator (code)		B4.4.2.4.1		
Content standard	(code)	B4.4.2.4.		
Performance Indic	ator	Learners can exp	lain how the inte	ensity and duration of
		exercise, as well during physical act		ices, affect energy use
Core Competencies: Creativity and Innovation Leadership Critical Thinking and Problem Solvi		n Communication ar		sonal Development and
Keywords		5		
T. L .R. (s)		Cones		
Ref:	PE curriculu	ım Page		
DAY	Phase 1:	Phase 2: Main		Phase 3:
	Starter	(new learning inclu	uding assessment)	Plenary / Reflections
	(preparing the brain			
	for learning)			
Friday	Learners jog round a	Learners discuss th	•	What have we learnt
	demarcated area in files	between intensity		today?
	while singing and clapping to warm-up the	exercises. The high the shorter should	•	Use answers to
	body for maximal	In high intensity a		summarise the lesson.
	performance and to	burns nutrients fas	• • •	Summarise the lesson.
	prevent injuries	more nutrient inta	•	
	, p. 3. 5, g	the activity to mai		

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NANA FIIFI ACQUA	
	LESSON PLAN

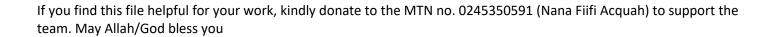
SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:			Class size:	
Day :				Date:	
Period :				Lesson:	
<b>Strand</b> : Rea	ding		Sub-strar	nd : Summarising	
Indicator (co	ode)	B4.2.9.1.1	B4. 2.9.	1. 2	
Content star	ndard (code)	B4.2.9.1.	B4. 2.9.	1.	
Performance	e Indicator	• The learn	er should s	select topic sentences in para	graphs.
		• The learn	er should	give titles to passages	
=		tivity and Innovations and Problem So		inication and Collaboration Po	ersonal Development and
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essment)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul><li>Let learners rea book.</li><li>Lead learners to</li></ul>	nd a number o discuss werecognise s	onal occupational song.  er of paragraphs from a  what a topic sentence is.  some topic sentences in the	What have we learnt today?  Review the lesson with
					learners

NANA FIIFI ACC	QUA		
		<ul> <li>Let learners continue with the reading of the passage and write down the topic sentences in each paragraph read.</li> <li>Let learners compare their topic sentences in their groups.</li> <li>Let learners compare their final group works to those of other groups.</li> <li>Discuss their findings with them.</li> </ul> Assessment: let learners select topic sentences in paragraphs.	
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Read a passage to learners.</li> <li>Discuss the passage with learners and let them come out with suggested titles.</li> <li>Discuss their suggested titles with them and select one.</li> <li>Give learners a different printed passage for them to read.</li> <li>Lead learners to give a title to the passage they have read.</li> </ul> Assessment: let learners should give titles to passages	What have we learnt today?  Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Read a passage to learners.</li> <li>Discuss the passage with learners and let them come out with suggested titles.</li> <li>Discuss their suggested titles with them and select one.</li> <li>Give learners a different printed passage for them to read.</li> <li>Lead learners to give a title to the passage they have read.</li> </ul> Assessment: let learners should give titles to passages	What have we learnt today?  Review the lesson with learners

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# TERM THREE BASIC FOUR WEEK 5



NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson:		
Strand :			Sub-strai	nd:		
A. Oral Languag	ge		A. Li	stening Compreh	ension	
B. Reading	B. Reading B. Co			omprehension		
C. Grammar Us	C. Grammar Usage At Word C. Ad			dverbs		
D. Writing	D. Writing D. Arg				rsuasive Writing	
E. Using Writing	E. Using Writing Conventions E. Usir				pound and Com	plex Sentences
F. Extensive Re	ading		<b>F.</b> B	uilding the Love a	nd Culture of Re	eading
Indicator (code)		B4.1.7.1.5	B4.2.7.2.3	B4.3.6.1.2.	B4.4.13.2.4	B4.5.9.1.1.
Content standard (c	ode)	B4.1.7.1.	B4.2.7.2.	B4.3.6.1.	B4.4.13.2.	B4.5.9.1.
Performance Indica	tor	A. Learne	ers can identif	y the main idea/g	ist and details o	f texts
		B. Learne	ers can dem	onstrate awaren	ess of the str	ucture of texts (e.g.
		introd	uction, body,	conclusion)		
				verbs of time to r	•	
		D. Learne preser		e a concluding sta	itement that fol	lows from argument
				fy subjects and ve	•	
		F. Learne	ers can read a	variety of age- an	d level appropri	ate books and present
				mmary of each bo		
•	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and					
Leadership Critical T	hinkir	ng and Problem	Solving.			
Keywords						
reywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
Ref:	English Lang	library. nguage curriculum Page					
			Ι.				
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including assessment)	Plenary / Reflections				
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	A. ORAL LANGUAGE	What have we learnt				
	learners to	Have learners read short stories, newspaper cuttings.	today?				
	sing songs	Guide them with examples to give the gist and details					
	and recite	of the texts.	Ask learners to				
	familiar	• Guide learners to identify the various text contents as	summarize the main				
	rhymes	they retell and discuss texts read.	points in the lesson				
		Assist learners to identify themes from the various					
		texts read or discussed.					
		<ul><li>e. g. love, greed, honesty, hard work, etc.</li><li>Have them share facts from the story with their peers.</li></ul>					
		Thave them share facts from the story with their peers.					
		Assessment: let learners identify the main idea/gist and					
		details of texts					
Tuesday	Engage	<u>B. READING</u>	What have we learnt				
	learners to	Guide learners to identify the parts of a text e.g.	today?				
	sing songs	Introduction, Body and Conclusion.					
	and recite	They should summarise each part and after that,	Ask learners to				
	familiar	make a full summary of the text.	summarize the main				
	rhymes		points in the lesson				
		A a a a sur a manufactura de la companya de la comp					
Wednesday	Engago	Assessment: let learners identify the parts of a text  C. GRAMMAR	What have we learnt				
vveuriesuay	Engage learners to	Present adverbs of place in context.	today?				
	sing songs	Examples of adverb of time are yesterday, today,	today:				
	and recite	tomorrow, etc.	Ask learners to				
	familiar	comonow, etc.	summarize the main				
	rhymes	Assessment: let learners use adverbs of time to modify	points in the lesson				
	,	verbs.	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2				
Thursday	Engage	D. WRITING	What have we learnt				
,	learners to	Have learners listen to a debate on a familiar topic.	today?				
	sing songs	Learners in groups discuss the debate.	-				
	and recite	Teach the features of a debate.					

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	familiar rhymes	Guide learners to select a debatable topic. Divide the class into two to go through the writing process to prepare to debate the topic.	Ask learners to summarize the main points in the lesson
Friday	Engage	Assessment: let learners provide a concluding statement that follows from argument presented  E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
Titlday	learners to	Give learners an extract from a comprehension	today?
	sing songs and recite familiar rhymes	<ul> <li>passage.</li> <li>Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.</li> <li>Let learners write an event they have participated in.</li> <li>Learners edit their work to demonstrate their knowledge of subject and predicate.</li> </ul>	Ask learners to summarize the main points in the lesson
		Assessment: let learners identify subjects and verbs in simple sentences	
Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

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NANA FIIFI ACQUA		
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SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand: HUMANS AND THE ENVIRONMENT			Sub-stran	d : PERSONAL HYGIENE AND	SANITATION	
Indicator (co	ode)	B4. 5.1.1.2				
Content star	ndard (code)	B4. 5.1.1.				
Performance	e Indicator	Learners can des	scribe wa	ys of sustaining the envi	ronment through waste	
-		tivity and Innovationg and Problem Solv		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essment)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	the environment, • Engage learners waste they produc paper, rubber, bot • Write learners' in	including sin groups the in the heat setc.  It deas on the theat will hap	nd videos on how to sustain separating waste. to mention the types of ome and at school, e.g. e board and let them pen if the wastes they	What have we learnt today?  Ask learners to summarize the important points of the lesson	

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		Assessment: let learners mention the types of waste they produce in the home and at school and what will happen if the wastes they produce are not separated	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Engage learners in groups to mention the types of waste they produce in the home and at school, e.g. paper, rubber, bottles, etc.</li> <li>Write learners' ideas on the board and let them brainstorm on what will happen if the wastes they produce are not separated.</li> <li>Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment.</li> <li>Project: Design Litterbins to hold different forms of</li> </ul>	What have we learnt today? Ask learners to summarize the important points of the lesson
		waste.  Learners make or mould litterbins and other equipment from suitable materials for holding different types of waste.  Assessment: let learners write down four practical ways of sustaining the environment.	

Vetted by :	. Signature:	Date :
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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : OUR NATION GHANA  Sub-strain			Sub-stran	<b>d</b> : Authority and Power	
Indicator (co	ode)	B4.4.2.1.1.			
Content star	ndard (code)	B4.4.2.1.			
Performanc	e Indicator	Learners can show	w respect a	nd obedience to those in au	thority
-		tivity and Innovations and Problem Sol		nication and Collaboration F	Personal Development and
Keywords				<b>)</b> -	
T. L .R. (s) Pictures					
Ref:	Our World (	Our People curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
2711	Starter	(new learning inc	luding asso	essment)	Plenary / Reflections
	(preparing	(		,	, , , , , , , , , , , , , , , , , , , ,
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners identify	people (ca	n use films and pictures)	What have we learnt
	learners to	with authority an	d power in	the community: parents,	today?
	sing songs	e.g.			
	and recite	Home: parents, g	randparen <sup>.</sup>	ts uncles, aunties	Ask learners to
	familiar	School: headteacl	her, teache	ers, prefects	summarize the main
	rhymes	Community: chief members, police	fs, pastors,	Imams, Assembly	points in the lesson
		State: President, S Parliament.	Speaker of	Parliament, Members of	

NANA FIIFI ACC	QUA		
		Learners talk about why they should respect and obey people in authority: e.g. to promote unity, peace and harmony, to avoid punishment.	
		Assessment: Let learners explain why they should respect and obey people in authority	
Thursday	Engage	In groups, learners talk and write about why they	What have we learnt
	learners to	should obey authority.	today?
	sing songs		
	and recite	Learners present their work for class discussion.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: Let learners write about why they should	
		obey authority.	

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NANA FIIFI ACC	QUA 				: LESSON PLA	N
SUBJECT: CON	MPUTING		CLAS	S: F	OUR	
Week Endin	g:				Class size:	
Day:				Dat	e:	
Period :				Lesson:		
Strand : Introduction to computing Sub-stra			Sub-stran	<b>d</b> : [	Data, sources and usage	
Indicator (code) B4.1.3.2.3						
Content star	ndard (code)	B4.1.3.2.				
Performance Indicator Learners can draw or ske		w or sketch	ma	ps of the area to be surve	eyed.	
Core Compe	tencies: Crea	tivity and Innovation	on Commur	nica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem So	lving.			
Keywords					7/	
<b>T. L .R. (s)</b>		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	١					-1 /- (1

	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the brain		
	for		
	learning)		
	Engage	Bring diagrams or pictures of area(s) surveyed. Guide	What have we learnt
	learners to	learners to sketch maps of an area to be surveyed by	today?
Wednesday	sing songs	them.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners draw or sketch maps of the	points in the lesson
		area to be surveyed	

team. May Allah/God bless you

NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:					Class size:	
Day:			Dat	e:		
Period :			Lesson:			
Strand : GEOMETRY AND MEASUREMENT Sub-stran		Sub-stran	nd : Measurement- (Perimeter and Area)			
Indicator (code) B4.3.3.2.1 B4.3.3.2.2		1.3.3.2.2	B4.3.3.2.3			
Content standard (code) B4.3.3.2. B4.3.3.2.		1.3.3.2.	B4.3.3.2.			
Performance Indicator • Learners can recogn		can recognis	se th	nat area is measured in so	quare units	
		• Learners of	an select a	nd j	ustify referents for the ur	nits cm2 or m2
		<ul> <li>Learners of</li> </ul>	can estimate	e ar	ea by using referents for	cm2 or m2
Core Competencies: Creativity and Innovation Commu		on Commur	nica	tion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pago	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					

NANA FIIFI ACC	•		T
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it	Pupils to explore the area of their exercise books. i.e. ask pupils to cut 1cm by 1cm square sheets and tack them on the back of their exercise books until it is covered entirely. Then, count the number of the sheets to obtain the area  E.g. 2. Pupils to explore the area of graph sheet. Ask pupils to calculate the area of one of the squares on the graph sheet. Then, count the number of squares on the graph sheet to obtain the area of the entire sheet	Review the lesson with Learners
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm	Using floor tiles, ask pupils to measure the area of one of the tiles, then multiply it by the number of tiles to obtain the area of the entire room	Review the lesson with Learners
	counting one, what is one	Note: Help pupils to come out with the understanding that the area of a figure is the number of squares required to cover it completely	
	1 - One is.		
		Assessment: have learners to practice with more examples	
Wednesday	Sing songs like:	Let pupils explore the area of smaller objects say their exercise books. Then explore the area of larger objects say the entire classroom and compare the results for	Review the lesson with Learners
	I'm counting one, what	the two activities.  Ask pupils to tell which unit (cm2 or m2) they will use for which activity and why?	
	is one	Assessment: have learners to practice with more examples	

NANA FIIFI AC	1		
Thursday	Sing songs	Let pupils estimate the area of items in the classroom.	Review the lesson with
	like:	Then measure the actual area and compare with their	Learners
		estimates	
	l'm		
	counting	E.g. 2 Pupils to measure the area of say their exercise	
	one, what	books. With that as a reference point, ask them to	
	is one	estimate the area of the teacher's table	
	1		
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Let pupils estimate the area of items in the classroom.	Review the lesson with
	like:	Then measure the actual area and compare with their	Learners
		estimates	
	l'm		
	counting	E.g. 2 Pupils to measure the area of say their exercise	
	one, what	books. With that as a reference point, ask them to	
	is one	estimate the area of the teacher's table	
	1 - One is		
		Assessment: have learners to practice with more	
		examples	

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NANA FIIFI ACQUA		
	•	LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Endin	g:				Class size:	
Day:			Dat	Date:		
Period :				Les	son :	
Strand: The	Family, Auth	ority and	Sub-stran	<b>id</b> : <i>P</i>	authority and Obedience	
Obedience						
Indicator (co	ode)	B4.5.1.1.1:				
Content star	ndard (code)	B4.5.1.1.				
Performance	e Indicator	Learners can expla	ain author	ity a	t home, school and in the	e community.
			ivity and Innovation Communication and Collaboration Personal Development and g and Problem Solving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Through questions	s and ansv	vers,	let learners explain	What have we learnt
	learners to	authority.				today?
	sing songs	-			videos, wall charts, etc.,	
	and recite	let learners identif	fy people i	in au	thority in their	Ask learners to
	familiar	immediate commu	unity. NB	Whe	ere possible, films can	summarize the main
	rhymes	be used to guide t	he learnei	rs to	identify the people in	points in the lesson
		authority in the im	nmediate (	comi	munities.	
		Guide learners to	o identify	thos	e in authority at home,	
		school and in their	r commun	ity: p	parents, headteachers,	

	school.	
	Assessment: let learners explain authority at home and	
	pastors, Imams, etc.	
	teachers, class prefect, sectional leaders, chiefs,	
NANA FIIFI ACQUA		

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LESSON PLAN
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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
<b>Strand</b> : Visu	al Arts	!	Sub-stran	<b>d :</b> [	Displaying and Sharing	
Indicator (co	de)	B4 1.3.4.3				
Content star	ndard (code)	B4 1.3.4.				
Performance	e Indicator	Learners can plan	an exhib	itior	of own artworks to sh	nare creative experiences
		based on own idea	s, knowle	dge	and understanding of to	pical issues in Ghana
-		tivity and Innovation		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
	Engage	Learners are to:				What have we learnt
	learners to	2 watch a short vid	leo on an	exhi	bition or visit an	today?
	sing songs			_	ing the circuit, district	
	and recite		•		e cultural education	Ask learners to
	familiar	unit of the Ghana E				summarize the main
	rhymes	② discuss the need artworks.	for displa	ying	portfolio of own visual	points in the lesson
			ap for the	e exh	nibition by: - fixing a	
		date, - selecting a v	•		, -	

NANA FIIFI ACQUA		
	② brainstorm to agree on a theme for the exhibition;	
	send manual and/or electronic invitations (e.g.	
	letters, postcards, WhatsApp, E-mail, Twitter,	
	Instagram, Facebook, announcements, posters, jingles)	
	to target audience, for example parents, PTA/SMC	
	members, stakeholders, colleague learners;. 2 select	
	works for the exhibition by considering (e.g. creativity	
	and originality, finishing and decoration, relevance of	
	the works to the theme, social and cultural	
	importance);	
	decide on mode of display (e.g. hanging, draping,	
	spreading);	
	( )	
	Assessment: let learners write a plan for an exhibition	
	of own artworks	
Engage	Learners are to:	What have we learnt
learners to	plan the layout of the exhibition hall, prepare labels for	today?
sing songs	the works (e.g. title, name of artist, date);	
and recite	2 clean and prepare the hall and its environment and	Ask learners to
familiar	make it ready for the exhibition;	summarize the main
rhymes	Plan for post exhibition activities such as cleaning,	points in the lesson
	appreciation, evaluation, reporting, etc	
	Assessment: let learners write a plan for an exhibition	
	of own artworks	

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Endin	g:			Class size:		
Day:				Date:		
Period :				Lesson:		
Strand: Inde	ependent Gha	ana	Sub-stran	<b>d</b> : The Republics		
Indicator (co	ode)	B4.6.1.1.1.				
Content star	ndard (code)	B4.6.1.1.				
Performance	e Indicator	•	nited Kingo	hana up to June 1960, thou lom (UK) as Head of State endence.	•	
		tivity and Innovationg and Problem Sol		nication and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essment)	Plenary / Reflections	
Tuesday	Engage learners to sing songs	Discuss the limitate June 1960	tions on Gh	nana's independence up to	What have we learnt today?	
	and recite familiar rhymes	Assessment: let le Ghana's independ	•	plain the limitations on June 1960	Ask learners to summarize the main points in the lesson	

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	Who was		
	the leader		
	of Ghana's		
	first		
	Republic?		
Thursday	Engage	Discuss the limitations on Ghana's independence up to	What have we learnt
	learners to	June 1960	today?
	sing songs		
	and recite	Assessment: let learners explain the limitations on	Ask learners to
	familiar	Ghana's independence up to June 1960	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUA		
	·	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:			Class size:			
Day:				Date :		
Period :				Lesson:		
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-stran	d : SAFETY AND INJURIES		
PRINCIPLES AND STRATEG		GIES				
Indicator (co	ode)	B4.4.3.4.1:				
Content star	ndard (code)	B4.4.3.4.				
Performance Indicator		Learners can identify muscles being strengthened during the performance of particular physical activities				
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords			$\cap$			
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter	(new learning including assessment)		Plenary / Reflections		
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	Push ups strengthen the bicep muscles and muscles of		What have we learnt		
	jog round a	the chest. Chin ups strengthen the triceps muscles. Step		today?		
	demarcate	ups strengthen both the hamstrings and the quadriceps				
	d area in	(muscles of the thigh).		Use answers to		
	files while				summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					

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NANA FIIFI AC	performan ce and to prevent injuries				
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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Dat	e:	
Period :			Les	son:	
Strand : Writing		Sub-	Sub-strand: Penmanship / Handwriting		
Indicator (co	ode)	B4.3.1.1.4			
Content standard (code)		B4.3.1.1.			
Performance Indicator T		The learner should write simple sentences			
=		tivity and Innovation Conng and Problem Solving.	mmunica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Put learners into group simple sentences on the Let each group write board.</li> <li>Discuss the sentences see if it is a statement of the property o</li></ul>	eir own a one of th othey ha	ns you monitor. Their sentences on the ve written with them to	What have we learnt today?  Review the lesson with learners

NANA FIIFI ACC	QUA		
		Assessment: let learners write simple sentences	
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Put learners into groups and help them to write simple sentences on their own as you monitor.</li> <li>Let each group write one of their sentences on the board.</li> <li>Discuss the sentences they have written with them to see if it is a statement or a question.</li> </ul> Assessment: let learners write simple sentences	What have we learnt today?  Review the lesson with learners
	Engage leaners to sing songs and recite		What have we learnt today?  Review the lesson with

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Assessment: let learners write simple sentences

• Discuss the sentences they have written with them to

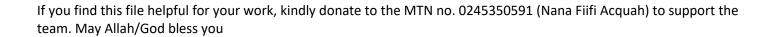
see if it is a statement or a question.

learners

familiar

rhymes

# TERM THREE BASIC FOUR WEEK 6



NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week	Ending:			Class	size:		
Day:	l:			Date :			
						<b>)</b>	
Stranc	l:		Sub-stra	nd :			
A.	Oral Language		A. L	istening Con	nprehension		
В.	Reading		В. С	Comprehensi	ion		
C.	C. Grammar Usage At Word C. Co				Conjunctions		
D. Writing D. Argu				Argumentativ	ve/Persuasive V	Vriting	
E. Using Writing Conventions E. Using Simple, Compound and Comp				d Complex Ser	ntences		
F. Extensive Reading F. Building the Love and Culture of Re				e of Reading			
Indica	tor (code)	B4.1.7.1.5 B4	.2.7.3.1	B4.3.8.1.1	B4.4.13.2.4.	B4.5.9.1.1.	B4.6.1.1.1.
Conte	nt standard (code)	B4.1.7.1. B4.	.2.7.3.	B4.3.8.1.	B4.4.13.2.	B4.5.9.1.	B4.6.1.1.
Perfor	mance Indicator	A. Learners	can identi	fy the main i	dea/gist and de	etails of texts	
		B. Learners	can deterr	mine the cor	ntextual meanin	g of words an	d phrases
	. 1811	C. Learners	can identi	ify and use s	simple conjunct	ions - and, bu	ıt, or, nor - to
		link: - sim	ilar idea -	contrasting	ideas, show cho	oices/express a	alternatives
	////	D. Learners presented	· -	le a concludi	ing statement tl	hat follows fro	m argument
	/ // //				and verbs in sim	•	
				•	ge- and level ap	propriate bool	ks and present
					ach book read		
	Competencies: Crea	•		unication an	d Collaboration	Personal Dev	elopment and
Leade	rship Critical Thinkii	ng and Problem Sc	olving.				
Koone	orde .						
Keywo	u u S						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a cl
Ref:	English Lang	library. guage curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
•	learners to	Have learners read short stories, newspaper cuttings.	today?
	sing songs	Guide them with examples to give the gist and details	
	and recite	of the texts.	Ask learners to
	familiar	Guide learners to identify the various text contents as	summarize the main
	rhymes	they retell and discuss texts read.	points in the lesson
		Assist learners to identify themes from the various	
		texts read or discussed.	
		e. g. love, greed, honesty, hard work, etc.	
		Have them share facts from the story with their peers	
		Assessment: let learners identify the main idea/gist and	
		details of texts	
Tuesday	Engage	B. READING	What have we learnt
<b>/</b>	learners to	Phrases have their meaning different from the	today?
	sing songs	individual words.	,
	and recite	Guide learners to make the right meaning using the text	Ask learners to
	familiar	to get the contextual meaning	summarize the main
	rhymes		points in the lesson
		Assessment: let learners determine the contextual	
		meaning of words and phrases	
Wednesday		<u>C. GRAMMAR</u>	What have we learnt
	learners to	• Introduce the conjunctions one at a time in context.	today?
	sing songs	Elicit examples of sentences with conjunctions from	Ack loarnors to
· ·	and recite familiar	learners.	Ask learners to
	rhymes	Put on cards simple sentences.	summarize the main points in the lesson
	illyllies	e.g.	points in the lesson
		i. Esi is tall. Ama is short. ii. Esi is tall but Ama is short.	

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		Use Combination Drill for learners to practise the use	
		of conjunctions. e.g.	
		i. Learner A: I bought a pen	
		ii. Learner B: I bought a pen and a notebook.	
		iii. Learner C: I will eat fufu	
		Learner D: I will eat fufu or kenkey.	
		Assessment: let learners use simple conjunctions in sentences	
Thursday	Engage	<u>D. WRITING</u>	What have we learnt
	learners to	Have learners listen to a debate on a familiar topic.	today?
	sing songs	Learners in groups discuss the debate.	
	and recite	Teach the features of a debate.	Ask learners to
	familiar	Guide learners to select a debatable topic. Divide the	summarize the main
	rhymes	class into two to go through the writing process to	points in the lesson
		prepare to debate the topic.	
		Assessment: let learners provide a concluding	
		statement that follows from argument presented	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
Tilday	learners to	Give learners an extract from a comprehension	today?
	sing songs	passage.	today.
	and recite	Guide them to identify the simple sentences. Let	Ask learners to
	familiar	them identify subjects and verbs in each sentence.	summarize the main
	rhymes	• Let learners write an event they have participated in.	points in the lesson
		Learners edit their work to demonstrate their	•
		knowledge of subject and predicate.	
		Assessment: let learners identify subjects and verbs in	
		simple sentences	
Friday	Guide	<u>E. EXTENSIVE READING</u>	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	

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Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph

summary of each book read

NANA FIIFI ACQUA		
	·	LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:				Class size:		
Day:				Date:			
Period :				Lesson:			
Strand: HUMANS AND TH		HE S	Sub-stran	<b>d</b> : D	DISEASES		
ENVIRONMENT							
Indicator (co	ode)	B4.5.2.1.1					
Content star	ndard (code)	B4.5.2.1.					
Performance Indicator Learners can identify causes, symptom			nptoms and prevention o	of measles			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.				ersonal Development and			
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding asse	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	•			or charts on causes,	What have we learnt	
	learners to				asles, or invite a health	today?	
	sing songs	personnel or School			_		
	and recite	(SHEP) coordinator	to give a	taik	on measies.	Ask learners to	
	familiar					summarize the	
	rhymes	A		- 1.0		important points of the	
			irners idei	ntify	causes and symptoms	lesson	
		of measles					

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Thursday	Engage	In pairs, learners answer the following questions	What have we learnt
	learners to	based on the pictures and videos:	today?
	sing songs	(1) What causes measles?	Ask learners to
	and recite	(2) What are the symptoms of measles?	summarize the
	familiar	(3) What should be done if someone is exposed to	important points of the
	rhymes	measles?	lesson
		(4) What are the ways of preventing the spread of measles?	
		Project: Learners develop concept maps to show the causes, symptoms and prevention of measles. Learners develop posters to talk about how they can prevent measles.	
		Assessment: let learners identify prevention of measles	

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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			(	Class size:		
Day:			D	Date :			
Period :			L	-esso	on:		
Strand : OUR NATION GH		ANA	Sub-strand	l∶R∈	esponsible use of Resou	rces	
Indicator (code)		B4.4.3.1.1.					
Content standard (code)		B4.4.3.1.					
Performance Indicator		Learners can ident	tify ways to	use	water responsibly.		
=		tivity and Innovationg and Problem Solv		icati	on and Collaboration Po	ersonal Development and	
Keywords				<b>)</b>			
T. L .R. (s)		Pictures					
Ref:	Our World (	Our People curricu	lum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asses	ssme	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Using pictures/vid	eos, learner	rs di	scuss ways to use	What have we learnt	
	learners to	water responsibly	e.g. close th	he ta	ap after fetching	today?	
	sing songs	water, do not use	treated wat	ter f	or watering plants		
	and recite					Ask learners to	
	familiar	Learners compose	songs and p	play	games on how to use	summarize the main	
	rhymes	water responsibly				points in the lesson	

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		Assessment: Let learners identify ways to use water responsibly	
Thursday	Engage	Learners draw people using water responsibly	What have we learnt
	learners to		today?
	sing songs	Learners form clubs to serve as ambassadors for	
	and recite	responsible use of water	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: Let learners draw people using water	
		responsibly	

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SUBJECT: COMPUTING CLASS: FOUR

Week Ending:				Class size:		
Day:			Date :			
Period :				Les	son:	
Strand : Intro	oduction to c	omputing	Sub-strar	nd : ⊺	echnology in the commu	unity (communication)
Indicator (co	de)	B4.1.4.1.4.				
Content star	ndard (code)	B4.1.4.1.				
Performance	e Indicator		•		ogical changes in the g, eco-friendly pesticides	community (e.g. Using and manure, etc.).
-		tivity and Innovationg and Problem Solv		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	Guide learners to	explore te	echno	ological changes in the	What have we learnt
	learners to	community or in t	he world.	Let l	earners find examples	today?
Wednesday	sing songs	of technological ch	nanges in	the o	community or world	
	and recite	around them. The	y should b	oe er	couraged to present	Ask learners to
	familiar	their findings to th	ne class.			summarize the main
	rhymes					points in the lesson
		Assessment: Let le	earners id	enti	y technological	
		changes in the cor	mmunity			

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NANA FIIFI ACQUA		
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: GEOMETRY AND MEASUREMENT			<b>nd :</b> Measurement- (Perimete ment -Time	r and Area)	
Indicator (co	nde)	B4.3.3.2.4		34.3.3.3.1	
	ndard (code)			34.3.3.3.	
Performance		`		op and apply a formula fo	r determining area of a
		<ul><li>Learn order area.</li><li>Learn watch</li></ul>	to demonstra ers can tell th	uct different rectangles for a gate that many different rectangles for a gate that many different rectangles for a gate that many different rectangles for a gate for	ngles may have the same
		tivity and Inno		inication and Collaboration Pe	ersonal Development and
Keywords					
T. L.R. (s) Counters					
Ref:	Mathematio	cs curriculum	Page		
DAY	Phase 1:	Phase 2: Mai	n		Phase 3:
	Starter (preparing the brain	(new learning	g including ass	essment)	Plenary / Reflections

NANA FIIFI AC	for		
	_		
	learning)		
Monday	Sing songs	Give pupils a standard graph sheet with 1 cm squares	Review the lesson with
	like:	and ask them to draw a square of given length on the	Learners
		graph sheet. The area can be measured by counting the	
	l'm	number of square units. So, we can count the number	
	counting	of unit units to find the area. In the diagram the area is	
	one, what	16cm2 since there are 36 squares in the shape	
	is one	Total Since there are so squares in the shape	
	1 - One is		
	one.		
	pair let us		) `
	pair		
		Ask pupils to count the number of cubic squares on the	
		vertical section of the shape and multiply it by the	
		number on the horizontal section	
		Ask pupils to compare their answer with the first	
		strategy and draw their own conclusions. The area of a	
		square can be given as $L \times L$ and that of a rectangle is $L$	
		× B.	
	NY	Assessment: have learners to practice with more	
	1111	examples	
Tuesday	Sing songs	Given an area of say 24cm2, pupils should draw about	Review the lesson with
	like:	three different rectangles for the same area.	Learners
		Combinations may include (6cm × 4cm; 8cm × 3cm;	
	l'm	12cm × 2cm, etc.)	
	counting		
	one, what	Assessment: have learners to practice with more	
	one, what	examples	
		Слипрісэ	

NANA FIIFI ACC	QUA		
Wednesday	Sing songs	Given an area of say 24cm2, pupils should draw about	Review the lesson with
	like:	three different rectangles for the same area.	Learners
		Combinations may include (6cm × 4cm; 8cm × 3cm;	
	l'm	12cm × 2cm, etc.)	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Thursday	Sing songs	Use analogue clocks to tell time by keeping the hour	Review the lesson with
	like:	hand on 12 and making jumps of 15(quarter past),	Learners
		30(half past), 45(quarter to), and 60 (12 o'clock)	
	ľm		
	counting		
	one, what	11 1 2 10 1 2	
	is one	f9 ←→3+ f9 √ 3 f9 ← 3	
	1 - One is	8 7 6 5 4 8 7 6 5 6 7 6 7 6 7 6 7 6 7 6 7 6 7 6 7 6	
	one alone,		
	alone it	Use analogue clocks to tell time by keeping the hour	
	shall be.	hand on any number say 3 and move the minutes hand	
		to various numbers for different time (3:12, 3:25, 3:38,	
		3:50, etc	
		Use analogue clocks to tell time by keeping the	
	`	minutes hand on 12 and moving the hour hand to tell	
		time at the hour mark	
		time at the hour mark	
		$ \begin{bmatrix} 11 & 12 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 $	
		Pupils should draw/sketch the face of the clock to tell	
		time given	
		Assessment: have learners to practice with more	
		examples	
			<u> </u>

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Friday	Sing songs	Pupils to explore the relationship in the units of time	Review the lesson with
	like:	(i.e. 60 seconds = 1 minute; 60 minutes = 1hour)	Learners
		E.g. 6 Use digital watches to tell time. Pupils to observe	
	ľm	the face of the digital watches and tell the time	
	counting		
	one, what	And the second	
	is one		
	1 -	With Solid	
		Assessment: have learners to practice with more	
		examples	

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NANA FIIFI ACQUA	
	LESSON PLAN

# SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending:			Class size:			
Day:				Dat	e :	
Period :				Les	son :	
Strand: The	Family, Auth	ority and	Sub-stran	nd : A	authority and Obedience	
Obedience						
Indicator (co	ode)	B4.5.1.1.1:				
Content star	ndard (code)	B4.5.1.1.				
Performance	e Indicator	Learners can expla	ain author	ity a	t home, school and in the	e community.
=		tivity and Innovationg and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Friday	learning)	Lot loornors dram	atica ar ra	ام ما	av avthority at home	What have we learnt
Friday	Engage learners to	school and in the		-	ay authority at home,	today?
	sing songs	School and in the	communic	. у		today:
	and recite					Ask learners to
	familiar	Assessment: let le	arners evi	olain	authority in the	summarize the main
	rhymes	community.	arriers exp	Jani	addioney in the	points in the lesson
	,					F 2

NANA FIIFI ACQUA		
	:	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :			1	Lesson :	
Strand : Perf	forming Arts		Sub-stranc	l: Displaying and Sharing	
Indicator (co	ode)	B4 2.3.4.3			
Content star	ndard (code)	B4 2.3.4.			
Performance	e Indicator	Learners can pla	n a perfo	ormance of own composi	tions to share creative
				eas, knowledge and underst	
Core Compe	tencies: Crea	tivity and Innovatio	n Commun	ication and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solv	ving.	)-	
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
	Engage	Learners:			What have we learnt
	learners to	🛮 watch a short vic	deo or live	performances (preferably	today?
	sing songs	during the circuit,	district or i	regional cultural festival of	
	and recite	the cultural educat	tion unit of	the Ghana Education	Ask learners to
	familiar	Service) that reflec	t current t	opical issues of national	summarize the main
	rhymes	concern in Ghana.			points in the lesson
		discuss the need	d for perfor	ming compositions of own	
		music, dance, dran	na, poetry,	etc.	

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		② develop a roadmap for the performances by: - fixing	
		a date, - selecting a venue, - inviting an audience;	
		② brainstorm to agree on a theme for the performance;	
		☑ send manual and/or electronic invitations (e.g.	
		letters, postcards, WhatsApp, E-mail, Twitter,	
		Instagram, Facebook, announcements, posters, jingles)	
		to target audience, for example parents, PTA/SMC	
		members, stakeholders, colleague learners;	
		originality, lyrics, movement patterns, dynamics and	
		relevance of the message to the theme, social and	
		cultural importance;	
		② decide on mode and arrangement of performances	
		(e.g. monologue/solo/group, costumes, props).;	
		Assessment: let learners write a plan for performance	
		of own compositions	
	Engage	Learners are to:	What have we learnt
	learners to	getting ready: plan the sequence of events, stage/site	today?
	sing songs	plan, identifying the positions of all facilities (e.g. PA	
	and recite	system, lightings, performance zone, entry, exit,	Ask learners to
	familiar	changing and makeup rooms/corner), characters, directors, stage managers, audience, health and	summarize the main
	rhymes	security ;personnel, 2 clean and prepare the venue and	points in the lesson
		its environment and make it ready for the performance;	
		Plan for post-performance activities such as cleaning,	
		appreciation, evaluation, reporting, etc.	
		Assessment: let learners write a plan for performance	
		of own compositions	

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:				Class size:		
Day:			•	Pate :		
Period :			•	esson :		
Strand: Inde	ependent Gha	nna	Sub-strand	: The Republics		
Indicator (co	ode)	B4.6.1.1.1.				
Content star	ndard (code)	B4.6.1.1.				
Performance	e Indicator	Learners can expl	ain that Gh	ana up to June 1	960, thou	gh independent, had the
		Queen of The Un limitations on Gha			of State	of the Ghana and made
=			n Commun		oration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
						<del>,</del>
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asses	sment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
-	learning)					
Tuesday	Engage	Discuss the limitat	tions on Gh	ana's independen	ce up to	What have we learnt
	learners to	June 1960				today?
	sing songs					Ask learners to
	and recite	Assessment: let le	arners exn	ain the limitation	ıs on	
	familiar	Ghana's independ	-		<del>.</del>	summarize the main
	rhymes	·	·			points in the lesson

Thursday	Engage	Use the internet identify the positions controlled by	What have we learnt
	learners to	British officials up to June 1960	today?
	sing songs		
	and recite	Assessment: let learners identify the positions	Ask learners to
	familiar	controlled by British officials up to June 1960	summarize the main
	rhymes	on a map	points in the lesson
	What were		
	the		
	limitations		
	to Ghana's		
	independe	Y Y	
	nce until	C \	
	1960?		

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : PHY	SICAL FITNES	S CONCEPTS,	Sub-stran	d : SAFETY AND INJURIES	
PRINCIPLES .	AND STRATEG	GIES			
Indicator (co	ode)	B4.4.4.4.1			
Content sta	ndard (code)	B4.4.4.4.			
Performanc	e Indicator	Learners can clas	sify PE equ	ipment under safe and unsa	fe.
Leadership (		tivity and Innovati ng and Problem So		nication and Collaboration P	Personal Development and
Keywords					
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for			equipment, both old and them into safe and unsafe.	What have we learnt today?  Use answers to summarise the lesson.

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maximal		
performan ce and to		
ce and to		
prevent		
prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Con	nposition Wri	ting	Sub-strar	nd : Literary Writing	
Indicator (co	ode)	B4.4.7.1.2	B4.4.7.1.3	B4.4.8.1.1.	
Content star	ndard (code)	B4.4.7.1.	B4.4.7.1.	B4.4.8.1.	
The learner composition		er should o ion	compose short poems using careate short plays and stories discuss the process in writing	using controlled	
Leadership C		tivity and Innovati ng and Problem So		unication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	orded audios visual	
Ref:	Ghanaian La	anguage curriculu	ım		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	on the board.	d composit	me they know. tion to write a short poem oem with gestures.	What have we learnt today?

#### NANA FIIFI ACQUA • In groups let learners compose short poems using Review the lesson with controlled composition. learners Assessment: let learners compose short poems using controlled composition Engage • Let learners sing a familiar traditional song they know. What have we learnt leaners to today? • Use a controlled composition to create a short story sing songs or play with learners. and recite • Put them in pairs and let them create short plays and familiar stories using controlled composition. rhymes Review the lesson with Communication learners Assessment: let learners create short plays and stories using controlled composition • Let learners say the letters of the alphabet. What have we learnt Engage • Discuss with learners what an informal letter is. leaners to today? Discuss with learners the process of writing a good

Review the lesson with

learners

sing songs and recite

familiar

rhymes

informal letter.

informal letters.

good informal letters.

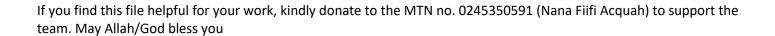
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• Let them comprehend the process in writing good

Assessment: let learners identify the process in writing

• Discuss features of informal letters.

# TERM THREE BASIC FOUR WEEK 7



NANA FIIFI ACQUA		
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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:	Class size:
Day:	Date:
Period :	Lesson:
Strand :	Sub-strand :
A. Oral Language	A. Presentation
B. Reading	B. Silent Reading
C. Grammar Usage A	
D. Writing	D. Expository/Informative Writing
E. Using Writing Con	
F. Extensive Reading	F. Building the Love and Culture of Reading
Indicator (code)	(B4.1.10.3.1 B4.1.10.3.1) B4.2.8.1.2 B4.3.8.1.1 B4.4.14.1.1. B4.5.9.1.2
	B4.6.1.1.1.
Content standard (code)	(B4.1.10.3. B4.1.10.3.) B4.2.8.1. B4.3.8.1. B4.4.14.1. B4.5.9.1.
	B4.6.1.1.
Performance Indicator	A. Learners can identify the purpose and audience of a speech and set goals in
	the context of assigned topics (e.g. about familiar persons). Draw on prior
	knowledge to identify the subject matter of a speech
	B. Learners can find meaning of words as used in context
	C. Learners can identify and use simple conjunctions - and, but, or, nor - to
	link: - similar idea - contrasting ideas, show choices/express alternatives
	D. Learners can write words giving information about family
	E. Learners can construct simple sentences correctly
	F. Learners can read a variety of age- and level appropriate books and present
	a-two-paragraph summary of each book read

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Plenary / Reflections Starter (new learning including assessment) (preparing the brain for learning) Monday **Engage** A. ORAL LANGUAGE What have we learnt • Using a model speech which must be provided by the learners to today? sing songs teacher, guide learners to identify: and recite i. the purpose of the speech; Ask learners to familiar ii. the audience; summarize the main rhymes iii. the goals set in the context of assigned topics. points in the lesson Note: The speech can be about self, familiar persons, objects and experiences Draw on prior knowledge to identify the subject matter of a speech Assessment: let learners identify the subject matter of a speech Tuesday Engage B. READING What have we learnt learners to Guide pupils to learn new words through the today? sing songs procedure below: and recite - Write key words on the board, one at a time. Ask learners to familiar - Have learners attempt to pronounce the word. summarize the main rhymes - Model the pronunciation for learners to repeat. points in the lesson - From the passage, ask learners to write the sentence in which the new word is and read it out. - Use Think-Pair-Share strategy to have learners find meaning in context. - Have them think of other words that can replace these words. - Ask pupils to use the words in sentences.

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		Note: You can vary the procedure in teaching new	
		words.	
		Assessment: let learners find meaning of words as used	
		in context	
Wednesday	Engage	C. GRAMMAR	What have we learnt
,	learners to	• Introduce the conjunctions one at a time in context.	today?
	sing songs	Elicit examples of sentences with conjunctions from	
	and recite	learners.	Ask learners to
	familiar		summarize the main
		• Put on cards simple sentences.	
	rhymes	e.g.	points in the lesson
		i. Esi is tall. Ama is short.	
		ii. Esi is tall but Ama is short.	
		• Use Combination Drill for learners to practise the use	
		of conjunctions. e.g.	
		i. Learner A: I bought a pen	
		ii. Learner B: I bought a pen and a notebook.	
		iii. Learner C: I will eat fufu	
		Learner D: I will eat fufu or kenkey.	
		Assessment: let learners use simple conjunctions in	
		sentences	
Thursday	Engage	D. WRITING	What have we learnt
,	learners to	Guide learners with a model to talk about themselves.	today?
	sing songs	This is a whole class discussion with individual learners	
	and recite	saying things about themselves.	Ask learners to
	familiar	Let learners write about themselves.	summarize the main
			points in the lesson
	rhymes	In pairs learners edit each other's work and identify	points in the lesson
		words and sentences that give information about the	
		partner which they did not know previously.	
		In groups learners research about their school and	
		write a short history about it.	
	$\wedge \wedge \wedge$		
		Assessment: let learners write words giving	
		information about family	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Learners construct simple sentences.	today?
	sing songs	Write some of the sentences on the board to guide	
	and recite	the discussions on subjects and verbs.	Ask learners to
	familiar	• Show a large poster of people doing various activities.	summarize the main
	rhymes	Assign learners to build a paragraph on the picture	points in the lesson
	,	paying attention to subject and predicate. They use a	
		line to divide each sentence into the subject and	
		predicate.	
		predicate.	1

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		The groups edit and publish the work. Each member keeps a copy.	
		Assessment: let learners construct simple sentences correctly	
Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

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NANA FIIFI ACQUA		
	•	LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:			Class size:	
Day:			D	ate:	
Period :			Le	esson :	
Strand: HUMANS AND THE Sub-strait ENVIRONMENT			Sub-strand	DISEASES	
Indicator (co	ode)	B4.5.2.1.2			
•	ndard (code)	B4.5.2.1.			
Performanc					causes, symptoms and
=		tivity and Innovation		cation and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	iding assess	ment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	• Invite a health pe	vention of fersonnel, SHe Food and I borne disea ers respond	cood borne diseases.  EP coordinator or  Drugs Authority (FDA) to  ases.  to the following	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		(2). What are the symptoms of food-borne diseases?	
		(3). What should be done if someone contracts a food-	
		borne disease?	
		Assessment: let learners identify causes and symptoms	
		of food-borne diseases	
Thursday	Engage	In pairs, learners give examples of food-borne	What have we learnt
	learners to	diseases in their localities, i.e. cholera, diarrhoea,	today?
	sing songs	typhoid fever, etc.	Ask learners to
	and recite	Learners predict what will happen when someone	summarize the
	familiar	contracts a food-borne disease.	important points of the
	rhymes		lesson
		Evaluate learners by asking them to prepare posters	
		on the prevention and control of food-borne.	
		Assessment: let learners identify prevention of food-	
		borne diseases	

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	•	LESSON PLAI

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : OUR NATION GHANA Sub-stran			Sub-stran	<b>d</b> : Farming in Ghana	
Indicator (co	ode)	B4.4.4.1.1.			
Content star	ndard (code)	B4.4.4.1.			
Performance	e Indicator	Learners can prep small gardens.	are nurser	ry beds nurse seeds, transpl	ant seedlings and maintain
•				nication and Collaboration F	Personal Development and
Reywords					
T. L .R. (s)		Pictures			
Ref:	Our World	Our People curricu	lum Page	2	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	essment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners undertak or look at pictures about different ve	ke visits to s of vegeta egetables f	vegetable gardening.  vegetable gardens of farms ble and fruit farms and talk armers in Ghana grow.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: Let I farmers in Ghana		ention different vegetables	

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Thursday	Engage	Learners undertake practical activities in the home or	What have we learnt
	learners to	school that will teach them how to prepare healthy soil	today?
	sing songs	for nursing seeds and prepare seedbeds, how to nurse	
	and recite	and transplant seedlings, and how to care for small	Ask learners to
	familiar	gardens of eggs, pepper, onion, cabbage, lettuce, okro,	summarize the main
	rhymes	etc.	points in the lesson
		Note: learners use the opportunity to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.  Filling nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.  Nursing the seeds in the soil at the required depth and water them.  Assessment: Let learners describe how to prepare nursery beds, nurse seeds and transplant seedlings	

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	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :			1	Less	son:	
Strand: PRE	SENTATION		Sub-stranc	d : II	NTRODUCTION TO MS-P	OWERPOINT (TABS AND
			RIBBONS C	OF N	1S-POWERPOINT)	
Indicator (co	ode)	B4.2.1.1.2.				
Content star	ndard (code)	B4.2.1.1.				
Performance	e Indicator	Learners can show	v a 3-slide	pres	sentation using clipboard	d, slides, fonts, paragraph
		and editing of the	ribbons stu	udie	d.	
		tivity and Innovationg and Problem Sol		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
Reywords					<b>)</b> '	
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Guide learners to			• •	What have we learnt
14/	learners to	project or exercise				today?
Wednesday	sing songs				oons studied their work	
	and recite	in MS-PowerPoint	to the clas	SS.		Ask learners to
	familiar					summarize the main
	rhymes	NB: This is to help				points in the lesson
		_		t, of	fice applications to	
		grasp the concept	well			
		Assessment: Let le	earners sho	ow a	3-slide presentation	

NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:				Class size:	
Day:			Dat		
Period :				son:	
Strand : GEC	METRY AND	MEASUREMENT Sub-strai	nd : N	Measurement -Time	
Indicator (co	ode)	B4.3.3.3.2 B4.3.3.3.3			
Content star	ndard (code)	B4.3.3.3. B4.3.3.3.			
minutes and second			S		mplete simple events in endar dates in a variety of
		tivity and Innovation Commung and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essm	nent)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm	Use the analogue clock to record the time it takes to say walk from the classroom to the canteen/head teacher's office/library, etc. and back. (mostly minutes)	Review the lesson with Learners
	counting	E.g. 2 Use the digital watch to record say the time it	
	one, what	takes to walk from the teacher's table to the cupboard.	
	is one	(mostly seconds)	
	1 - One is	(mostly occorday)	
	one alone,		
	alone it	( 10:09 )	
	shall be.	WE SEN	
	2 - Two		
	pair, two		
	pair come pair let us pair	Assessment: have learners to practice with more examples	
Turaday	C:		Dayiaya tha laga ay with
Tuesday	Sing songs	Ask pupils to tell the time it takes to complete activities	Review the lesson with
	like:	like bathing, brushing teeth, ironing a shirt, cooking	Learners
	l'm	rice, etc	
	counting	Assessment: have learners to practice with more	
	one, what is one	examples	
Wednesday		Record dates in different formats	Review the lesson with
vveunesuay	like:	i. Tuesday, 28th August 2018	Learners
	like.	ii. 28th August, 2018	Learners
	l'm	iii. 28-Aug-18	
		iv. 28/08/2018	
	counting	v. 28.08.18	
	one, what		
	is one	Assessment: have learners to practice with more	
	1 - One is	examples	
	one		
Thursday	Sing songs	Ask pupils to write the dates for the following events	Review the lesson with
	like:	from a calendar;	Learners
		i. Independence Day of Ghana	
	l'm	ii. Republic Day	
	counting	iii. Founders' Day	
	one, what	iv. Farmers' Day	
	is one	v. Workers' Day	

	1 - One is	Assessment: have lea	rners to practice with more	
	one alone,	examples		
	alone it			
	shall be.			
Friday	Sing songs	Ask pupils in groups t	o state their dates of birth and put	Review the lesson with
	like:	this in a table. Guide	pupils to draw a time line (or time	Learners
		line-graph) for their b	oirthdays (see Figure below)	
	l'm	Table 1 Birthdays	s of pupils in Ami's group	
	counting	Name	Date of birth	
	one, what	Ami	20 <sup>th</sup> February 2007	
	is one	Esi	14 <sup>th</sup> November 2006	
	1 - One is	Mary	30 <sup>th</sup> May 2006	
	one alone,	Mina	10 <sup>th</sup> January 2006	
	alone it	Sena	5 <sup>th</sup> August 2006	
	shall be.			
	2 - Two	Mina Mar	y Sena Esi Ami	
	pair, two			
	pair	./		
		J F M A M	J J A S O N D J F	
		2006	2007	

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	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:	$\langle \langle \langle \rangle \rangle_{\wedge} \rangle$	
Strand: The	Family, Auth	ority and	Sub-stranc	and: Roles, Relationships in the Family and Character		
Obedience			Formation			
Indicator (co	ode)	B4.5.2.1.1:				
Content standard (code)		B4.5.2.1.				
Performance Indicator		Learners can discuss the importance of being a committed member of the family.				
				10111 11 5	15 1 1	
		itivity and Innovations		nication and Collaboration Pe	ersonal Development and	
Leadership	LITUCAL TITILIKII	ig and Problem 30N	/ilig.			
Keywords						
-						
T. L .R. (s)		Pictures				
Ref: RME curricu		ulum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding asse	ssment)	Plenary / Reflections	
	(preparing					
	the brain	X / ,				
	for					
	learning)					
Friday	Engage	Assist learners to	explain w	ho a committed person is.	What have we learnt	
	learners to	• Let learners men	ition behav	viours that show that a	today?	
	sing songs	person is committe	ed.			
	and recite	Ask learners to d	lescribe a c	committed family member.	Ask learners to	
	familiar	A person who: - ta	kes part in	family activities, - is	summarize the main	
	rhymes	obedient to elders	of the fam	nily, - respects other family	points in the lesson	
		members, - accept	ts responsi	bility (performing assigned		
		duties),				
		- takes initiatives,				
		- helps needy relat	ives, etc.			

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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Visu	ıal Arts		Sub-stran	<b>d</b> : Appreciating and Apprais	ing
Indicator (co	ode)	B4 1.4.6.3			
Content star	ndard (code)	B4 1.4.6.			
Performance	e Indicator	Learners can dev	elop guide	lines for appraising and app	reciating own and others'
		visual artworks th	nat reflect t	opical issues in Ghana	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	lving.	10,	
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	ts curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage			d accept a guide for	What have we learnt
	learners to	' '		own and/or others' visual	today?
	sing songs		_	elines suggested below; 2	
	and recite	1		ary to use for appreciating	Ask learners to
	familiar			igree on what to use the	summarize the main
	rhymes	appraisal report f	or and how	v to share it	points in the lesson
		Assessment: let le	earners wri	te guidelines for appraising	
		and appreciating	own and o	thers' visual artworks	

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Engage	Learners are to:	What have we learnt
learners to	agree on the approach/method (manual/digital) to use	today?
sing songs	in recording/documenting the appraisal process; 2 fix a	
and recite	day/date for the appreciation/appraisal/jury	Ask learners to
familiar		summarize the main
rhymes	Assessment: let learners write guidelines for appraising	points in the lesson
	and appreciating own and others' visual artworks	

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Da	te :	
Period :				son :	
Strand: Inde	ependent Gha	ana <b>Sub-stra</b>	nd:	The Republics	
Indicator (co	ode)	B4.6.1.1.1.2			
Content sta	ndard (code)	B4.6.1.1.1			
Performanc	e Indicator	Learners can state the da	tes a	nd names of the leaders	of the four Republics of
		Ghana since 1960.			
_		tivity and Innovation Comm	unica	tion and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including as	sessn	nent)	Plenary / Reflections
Tuesday	Engage learners to	Differentiate between 'Pre	sider	t' and 'Head of State'.	What have we learnt today?
	sing songs and recite familiar rhymes	Assessment: let learners d 'President' and 'Head of Si		ntiate between	Ask learners to summarize the main points in the lesson
	How many Republics				

NANA FIIFI ACC	QUA		
	do we		
	have in		
	Ghana		
	since		
	1960?		
Thursday	Engage	Match the names of the leaders of the four Republics to	What have we learnt
	learners to	the period in which they ruled	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners state the dates and names of	summarize the main
	rhymes	the leaders of the four Republics of Ghana since 1960	points in the lesson
	h aa a th a		
	ho was the		
	leader of		
	the third		
	republic?		

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SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:		
Day:				Date :		
Period:				Lesson:		
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-stran	d: SUBSTANCES/DRUGS		
PRINCIPLES A	AND STRATEG	GIES				
Indicator (co	ode)	B4.5.5.4.1:				
Content star	ndard (code)	B4.5.5.4.				
Performance	e Indicator	Learners can iden	tify the eff	fects of drugs use for physica	l activities	
Coro Compo	toncios: Cros	tivity and Innovation	on Commu	nication and Collaboration Pe	arcanal Davalanment and	
-		ng and Problem Sol		Theation and Conaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners			erm and long-term effects	What have we learnt	
	jog round a			physical and psychological.	today?	
	demarcate	Advice learners no	ot to involv	ve themselves in drugs. Let		
	d area in	them know some	of the dan	igers like sleepless nights,	Use answers to	
	files while	loss of appetite, b	olood press	sure, body temperature,	summarise the lesson.	
	singing and	panic, seizures, ra	shes etc			
	clapping to					
	warm-up					
	the body					
	for					

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	naximal		
р	erforman e and to		
C	e and to		
р	revent		
ir	njuries		
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	•	LESSON PLA

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Cl	lass size:		
Day :				Date :			
Period :				Lesso	n:		
Strand : Com	nposition Wri	ting	Sub-stran	id : Let	ter Writing	7	
Indicator (co	ode)	B4.4.8.1.2 B	34.4.8.1.3				
Content star	ndard (code)	B4.4.8.1. B	34.4.8.1.				
Performance		The learner	r should w	vrite go	od informal le	tters	ntrolled composition
=		tivity and Innovationg and Problem Solv		inicatio	n and Collabor	ation Pe	ersonal Development and
Keywords							
T. L .R. (s)		Manila cards, marl	kers, reco	rded au	udios visual		
Ref:	Ghanaian La	anguage curriculun	n				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essmer	nt)		Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write an informal learners to discuss</li> <li>Let learners read individually.</li> <li>Using the letter owrite an informal learners</li> </ul>	s it. I the lette on the boa	r as a g	roup and then		What have we learnt today?  Review the lesson with learners

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	Assessment: let learners write informal letters using controlled composition	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners say the letters of the alphabet.</li> <li>Give learners a topic and let them write an informal letter on the topic in groups.</li> <li>Let the groups present their essays to the class.</li> <li>Let learners write an informal letter on their own</li> </ul>	What have we learnt today?  Review the lesson with learners
	Assessment: let learners write good informal letters	
Engage leaners to sing songs and recite	<ul> <li>Let learners say the letters of the alphabet.</li> <li>Give learners a topic and let them write an informal letter on the topic in groups.</li> <li>Let the groups present their essays to the class.</li> </ul>	What have we learnt today?  Review the lesson with
familiar rhymes	Let learners write an informal letter on their own     Assessment: let learners write good informal letters	learners

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# TERM THREE BASIC FOUR WEEK 8

NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class siz	ze:		
Day:		Da	te :			
Period :		Les	sson :	19		
Strand :		Sub-strand:				
A. Oral Language		A. Prese				
B. Reading  B. Silent Reading						
C. Grammar Usage At Word C. Modals						
D. Writing D. Expository/Informative Writing						
•					tences	
F. Extensive Reading		F. Buildi	ng the Lov	ve and Culture	of Reading	
Indicator (code)	B4.1.10.3.3. B4.	.2.8.1.3 B4.	3.9.1.1	B4.4.14.2.1	B4.5.9.1.2	B4.6.1.1.1.
Content standard (code)	B4.1.10.3. B4.	2.8.1. B4.3	3.9.1.	B4.4.14.2.	B4.5.9.1.	B4.6.1.1.
Performance Indicator	A. Learners c	an gather and	l select fa	acts and ideas	from one or	multiple print
	and/ or no	on-print sourc	es, appro	priate to the p	ourpose, audi	ence, context
	and culture	e				
	B. Learners c	an answer que	estions ba	sed on the pa	ssage read	
	C. Learners can use modals to express a variety of meanings					
	D. Learners can write picture events about personal experiences and make				and make	
	radio/TV presentations					
			construct simple sentences correctly ead a variety of age- and level appropriate books and present			
					ropriate book	is and present
Cara Campatanaias Cara	•	agraph summa			Dorconal Daw	ا ما ما ما ما ما
Core Competencies: Crea Leadership Critical Thinkin			ition and	Collaboration	rersonal Deve	elopment and

Keywords						
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Guide learners to select interesting topics they want to talk about.</li> <li>Put them into groups and have each group choose a topic.</li> <li>Guide learners to gather ideas from their readers and/or online resources.</li> <li>Assessment: let learners gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Precede questions with silent reading of the text.</li> <li>In asking questions, follow the steps below:  - Pose the question.</li> <li>Give learners time to reflect.</li> <li>Call a learner to answer the question.</li> <li>Learners give accurate and specific answers to questions. (You could do it orally sometimes). They may read out portions of the text where the answers are found.</li> <li>Ask different types of levels of questions.</li> </ul> Assessment: let learners answer questions based on the passage read	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite	C. GRAMMAR  - can: conveys ability  - may: asks for permission, expresses politeness, possibility  - must: obligation or compulsion, necessitys	What have we learnt today?			

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	familiar	- shall / will: prediction, intention, determination etc.	Ask learners to
	rhymes	- could: tentativeness, politeness	summarize the main
		- would: politeness	points in the lesson
		- might: possibility	
		- should: obligation	
		<ul> <li>used to: for past activities or events</li> </ul>	
		- have to, ought to and need to: for obligation	
		lave to, ought to and need to. for obligation	
		Introduce the modals one at a time.	
		Have learners read sentences containing modals.	
		Learners use modals to form sentences and choose	
		the right modals to fill the gaps.	
		Use drills to give practice.	
		Note: Modals come before the main verbs in sentences.	
			) •
		Assessment: let learners use modals to form sentences	
		and choose the right modals to fill the gaps.	
Thursday	Engage	D. WRITING	What have we learnt
	learners to	• Let learners watch TV news at home and write their	today?
	sing songs	own news from the pictures they see.	
	and recite	Put learners into groups. Let them brainstorm and	Ask learners to
	familiar	write activities of the day.	summarize the main
	rhymes	Let each group choose an interesting event and write	points in the lesson
	inymes	the news to broadcast to the class.	points in the lesson
		Let each group choose one person to present the	
		news.	
		Help learners to organise a radio or TV talk show.	
		Assessment: let learners write picture events about	
		personal experiences and make radio/TV presentations	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Learners construct simple sentences.	today?
	sing songs	Write some of the sentences on the board to guide	
	and recite	the discussions on subjects and verbs.	Ask learners to
	familiar	• Show a large poster of people doing various activities.	summarize the main
	rhymes	Assign learners to build a paragraph on the picture	points in the lesson
		paying attention to subject and predicate. They use a	
		line to divide each sentence into the subject and	
		predicate.	
		The groups edit and publish the work. Each member	
		keeps a copy.	
		Assessment: let learners construct simple sentences	
		correctly	
	l	/	i

Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
ı		summary of each book read	

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:			Class size:			
Day:			D	ate:			
Period :			L	esson :			
Strand: HUN	Strand: HUMANS AND THE Sub-stra			: CLIMATE CHANGE			
ENVIRONME	NT						
Indicator (co	de)	B4.5.4.1.1					
Content star	ndard (code)	B4.5.4.1.					
Performance	e Indicator	Learners can expl	ain that burr	ning is one of the causes o	f climate change		
		tivity and Innovationg and Problem Sol		cation and Collaboration	Personal Development and		
Keywords				7			
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	luding asses	sment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
N. A. a. a. a. a. a.	learning)	Lagrana va satala est		:	NA/leat leave via la sust		
Monday	Engage			ideos or charts showing	What have we learnt		
	learners to	_		ging weather patterns.	today?		
	sing songs and recite		•	f a bush fire and the s, animals and property.	Ask learners to		
	familiar		• •	what happens when	summarize the		
	rhymes	burning occurs.	ups discuss v	viiat iiappeiis wiieii	important points of the		
	mymes		it their ideas	, i.e. burning brings out	lesson		
		smoke, makes air			1033011		

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		Assessment: let learners identify the effect of bush fire on humans, plants, animals and property.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste.</li> <li>Evaluate learners by asking them to design posters on the effect of burning on climate change.</li> </ul> Assessment: let learners identify the effect of burning on climate change.	What have we learnt today? Ask learners to summarize the important points of the lesson

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NANA FIIFI ACQUA		
	•	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g:			Class size:			
Day:				Date :			
Period :				Lesson:			
Strand : MY	GLOBAL COM	IMUNITY	Sub-stranc	d: Our Neighbouring Countri	es		
Indicator (co	ode)	B4.5.1.1.1					
Content star	ndard (code)	B4.5.1.1.					
Performance	e Indicator	Learners can desc	cribe cultura	al exchanges between Ghana	and her neighbor.		
•		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (	Our People curricu	ulum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding asse	ssment)	Phase 3: Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Ghana and her ne Learners in group	eighbours e. s describe o between Gl d-ul- Adha ra, yam	ultural practices between g. language, food, farming common festivals and other hana and her neighbours	What have we learnt today?  Ask learners to summarize the main points in the lesson		

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		Assessment: Let learners mention common festivals	
		and other cultural activities between Ghana and her	
		neighbours	
Thursday	Engage	Learners mention common cultural practices between	What have we learnt
	learners to	Ghana and her neighbours e.g. language, food, farming	today?
	sing songs	Learners in groups describe common festivals and other	
	and recite	cultural activities between Ghana and her neighbours	Ask learners to
	familiar	e.g. Christmas, Eid-ul- Adha	summarize the main
	rhymes	Food: gari, cassava, yam	points in the lesson
		Dressing: kaba and slit, smock	
		Assessment: Let learners describe common festivals	
		and other cultural activities between Ghana and her	
		neighbours	

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period:				Les	son :	
Strand: WO	RD PROCESSI	NG S	ub-stran	d : I	NTRODUCTION TO WORL	O PROCESSING (TABS
		Д	AND RIBB	ONS	OF WORD PROCESSING)	
Indicator (co	de)	B4.3.1.1.1				
Content star	ndard (code)	B4.3.1.1.				
Performance	e Indicator	Learners can demo	nstrate h	now	to use the clipboard, sty	les, fonts, paragraph and
		editing.				
				nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solvi	ng.			
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	Guide learners to us	se clipbo	ard,	styles, fonts, paragraph	What have we learnt
	learners to	and editing in the H	lome Tab	of N	/IS –Word.	today?
Wednesday	sing songs					
	and recite	Assessment: Let lea	arners de	scrib	e how to use the	Ask learners to
	familiar	clipboard, styles, fo	nts, para	grap	h and editing.	summarize the main
	rhymes					points in the lesson

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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:			•	Class size:	
Day : Period :				Date		
Strand : Data	a				ata Collection, Organiza and Analysis	tion, Presentation,
Indicator (co	ode)	B4.4.1.1.1 B4.	4.1.1.2			
Content star	ndard (code)	B4.4.1.1. B4.	4.1.1.			
<ul> <li>Learners can use an understanding of one-to-one correspondent and interpret graphs</li> <li>Learners can use an understanding of many-to-one correspondent display or construct graphs</li> </ul>			-one correspondence to			
				nicati	on and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pago	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essme	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					

Monday	Sing songs	Give learners graphs that use one-to-one	Review the lesson with
	like:	correspondence in displaying data. For example, the	Learners
		graph below shows the favourite fruits of children in a	
	l'm	P4 class. Each coloured box in the graph represents a	
	counting	pupil	
	one, what		
	is one	Favourite Fruits	
	1 - One is	Banana	
	one alone,	Fruits Orange	
	alone it	0 1 2 3 4 5	
	shall be.	Number of Children	
	2 - Two	Ask the following questions for children to read and	
	pair, two	interpret graphs	
	pair come	i. How many pupils said they like pawpaw?	
	pair let us	ii. What is the most favourite food of the class?	
	pair	How many pupils are in the class? Etc.	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners graphs that use one-to-one	Review the lesson with
	like:	correspondence in displaying data. For example, the	Learners
		graph below shows the favourite fruits of children in a	
	l'm	P4 class. Each coloured box in the graph represents a	
	counting	pupil	
	one, what		
	is one	Favourite Fruits	
	1 - One is	Banana	
	one alone,	Fruits Orange	
	alone it	0 1 2 3 4 5	
	shall be.	Number of Children	
		Ask the following questions for children to read and	
		interpret graphs	
		i. How many pupils said they like pawpaw?	
		ii. What is the most favourite food of the class?	
	,	How many pupils are in the class? Etc.	
		Assessment: have learners to practice with more	
]		examples	

NANA FIIFI ACC	QUA	1						
Wednesday	Sing songs	Display a table fo				Review the lesson with		
	like:		school last academic year. Discuss with pupils how					
		many objects/cut	-outs will be re	quired to disp	lay or			
	ľm	construct a graph	of the illnesse	s in the table				
	counting	if@represents 2 p	upils					
	one, what							
	is one		Number of					
	1 - One is		pupils					
			visiting					
	one alone,		hospital	Number of				
	alone it		with	objects				
	shall be.	Illness	illnesses	in graph		$\lambda \cup$		
	2 - Two		IIIIICSSCS	i iii gi upii				
	pair, two	Diarrhoea	10	5				
	pair come							
	pair let us	Fever	16	8				
	pair							
		Toothache	4	2				
		Headache	6					
		Stomach-ache	8					
		Cold	14					
					_			
		Assessment: have	e learners to pr	actice with mo	ore			
		examples						
Thursday	Sing songs	Put a chart with la	abelled axes or	the board; pl	aces	Review the lesson with		
	like:	several card cut-o	outs of the obje	ct "②"on the t	able. Ask	Learners		
		pupils to go in tur	pupils to go in turns to construct the graph of the					
	ľm	illnesses in the ch	art by pasting	the right numl	ber of cut-			
	counting	outs in the colum	ns above each	illness as in th	e figure			
	one, what	below			-			
	is one	Ask questions for	pupils to read	and interpret	graphs.			
	1 - One is	Ask pupils also to	•	•	•			
	one alone,	for their friends t	•		- O. ~ L.,			
	alone it	.o. then menas t						
	shall be.	Accoccment: have	a loarnors to ar	actico with m	oro			
	Silali DE.	Assessment: have						
		examples						

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Friday	Sing songs	Give learners tables with data that require the use an	Review the lesson with
	like:	understanding of many-to-one correspondence to	Learners
		construct their graphs	
	l'm		
	counting	Assessment: have learners to practice with more	
	one,	examples	

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NANA FIIFI ACQUA		
		LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Endin	g:			(	Class size:	
Day:			[	Date :		
Period:			L	Lesso	on:	
Strand : The Family, Authority and Sub-stra				J . D -	laa Dalatiawahisais t	a a Fameille and Chamatan
Obedience	ramily, Auth	· ·	o-strand mation		iles, Relationships in t	ne Family and Character
	,da\	B4.5.2.1.1:	mation			
Indicator (co						
	ndard (code)		.l :		Chaine a sawayin	
Performance	e indicator	Learners can discuss t	tne impo	ortar	ice of being a commit	ted member of the family.
Core Compe	tencies: Crea	tivity and Innovation Co	ommun	nicati	on and Collaboration	Personal Development and
Leadership C	Critical Thinkin	ng and Problem Solving	g. •			
Keywords						
		2		<u> </u>		
T. L .R. (s)	1	Pictures				
Ref:	RME curricu	ilum Page				
DAV	Dhana 1.	Dhara 2, Main	$\sim$			Discos 2
DAY	Phase 1:	Phase 2: Main			-11	Phase 3:
	Starter	(new learning including	ng asses	ssme	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Help learners to discu	ıss the ir	mpoi	tance of being a	What have we learnt
	learners to	committed family me	mber:			today?
	sing songs	- to promote unity,				
	and recite	- to gain respect,				Ask learners to
	familiar	- to be considered a t	trustwor	rthy	person, etc	summarize the main
	rhymes	. • Let learners role pl	lay or m	nime	roles of committed	points in the lesson
		family members				
		Assessment: let learne	ers mer	ntion	importance of being	
		a committed member	r of the f	fami	ly	

team. May Allah/God bless you

NANA FIIFI ACQUA		
	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending:				Class size:		
Day:				Date:		
Period :				Lesson:		
Strand : Perf	forming Arts	Sub	o-stran	d: Appreciating and Apprais	ing	
Indicator (co	ode)	B4 2.4.6.3				
Content star	ndard (code)	B4 2.4.6.				
Performance	e Indicator	Learners can develop	guidel	lines for appraising and appr	eciating own and others'	
		performing artworks	that re	flect topical issues in Ghana		
		tivity and Innovation Cong and Problem Solving		nication and Collaboration Pe	ersonal Development and	
Keywords				<u></u>		
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning includir	ng asse	essment)	Plenary / Reflections	
	Engage	discuss and accept a g	guide fo	or analysing and	What have we learnt	
	learners to	appreciating/appraisi	ng owr	n and/or others	today?	
	sing songs	compositions and per	formar	nces on the guidelines		
	and recite	suggested below; 2 id	lentify	the correct vocabulary to	Ask learners to	
· ·	familiar	use for appreciating a	nd app	oraising music, dance and	summarize the main	
	rhymes	drama; ② agree on whand how to share it;	nat to u	ise the appraisal report for	points in the lesson	

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	Assessment: let learners write guidelines for appraising and appreciating own and others' performing artworks	
Engage learners to	Learners are to: agree on the approach/method (manual/digital) to use	What have we learnt today?
sing songs and recite familiar	in recording/documenting the appraisal process; If ix a day/date for the appreciation/appraisal/jury	Ask learners to summarize the main
rhymes	Assessment: let learners write guidelines for appraising and appreciating own and others' performing artworks	points in the lesson

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Da	te :	
Period :			Les	son :	
Strand: Inde	ependent Gha	ana <b>Sub-stra</b>	ınd : ¯	The Republics	
Indicator (co	ode)	B4.6.1.1.1.2			
Content sta	ndard (code)	B4.6.1.1.1.			
Performanc	e Indicator	Learners can state the da	tes a	nd names of the leaders	of the four Republics of
		Ghana since 1960.			
		tivity and Innovation Comm	unica	tion and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain	(new learning including as	sessn	nent)	Plenary / Reflections
	for learning)				
Tuesday	Engage learners to	Differentiate between 'Pre			What have we learnt today?
	sing songs	Assessment: let learners d		ntiate between	
	and recite	'President' and 'Head of St	ate		Ask learners to
	familiar				summarize the main
	rhymes				points in the lesson
	How many				
	Republics				

NANA FIIFI ACC	QUA		
	do we		
	have in		
	Ghana		
	since		
	1960?		
Thursday	Engage	Match the names of the leaders of the four Republics to	What have we learnt
	learners to	the period in which they ruled	today?
	sing songs		
	and recite	Assessment: let learners state the dates and names of	Ask learners to
	familiar	the leaders of the four Republics of Ghana since 1960	summarize the main
	rhymes		points in the lesson
	ho was the		
	leader of		
	the third		
	republic?		

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NANA FIIFI ACQUA		
	•	LESSON PLAI

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:					Class size:	
Day:				Date	e:	
Period :					son:	
Strand: VAL	UES AND PSY	CHO-SOCIAL	Sub-stran	<b>d</b> : S	ELF-RESPONSIBILITY	
CONCEPTS, I	PRINCIPLES AI	ND STRATEGIES				
Indicator (co	ode)	B4.5.1.5.1				
Content star	ndard (code)	B4.5.1.5.				
Performance	e Indicator	Learners can acce	pt respons	ibilit	y for one's own behavio	ur in a group activity.
=		tivity and Innovationg and Problem Sol		nicat	ion and Collaboration Po	ersonal Development and
Keywords					2	
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page	X			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners		_		e activity. Appreciate	What have we learnt
	jog round a	· ·		_	officials. Learners must	today?
	demarcate	be responsible for	r their own	acti	ons.	
	d area in					Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

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	naximal		
р	erforman e and to		
C	e and to		
р	revent		
ir	njuries		
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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Wri	ting Conventi	ons / Usage		<ul><li>nd: Integrating Grammar in V nd compound sentences)</li></ul>	Vritten Language (Use of
Indicator (co	de)	B4.5.6.1.1 B	4.5.6.1.2.	B4.5.6.1.3	
Content star	ndard (code)	B4.5.6.1. B4	4.5.6.1.	B4.5.6.1.	
Performance	e Indicator	<ul> <li>The learner should form compound sentences from simple sentences</li> <li>The learner should exhibit knowledge of different types of conjunctions in writing.</li> <li>The learner should form compound sentences with conjunctions</li> </ul>			
Leadership C		tivity and Innovating and Problem So		inication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners for</li> <li>Let them read t</li> <li>Use simple sen</li> <li>on the board.</li> </ul>	the senten		What have we learnt today?

NANA FIIFI AC	QUA		
		• In groups, let learners form compound sentences	Review the lesson with
		from simple sentences.	learners
		Let learners present their sentences to the class.	
		Assessment: let learners form compound sentences	
		from simple sentences	
	Engage	• Let learners form simple sentences and read them to	What have we learnt
	leaners to	the class.	today?
	sing songs	Discuss conjunctions with learners.	
	and recite	Write some conjunctions on the board and lead	
	familiar	learners to say them.	
	rhymes	Use different types of conjunctions to form	Review the lesson with
		sentences.	learners
		• Let learners form sentences using the conjunctions.	
		Let learners understand different types of	
		conjunctions in writing.	
		Assessment: let learner's use different types of	
		conjunctions in writing.	
	Engage	• Use different types of conjunctions to form sentences.	What have we learnt
	leaners to	• In pairs, let learners form compound sentences with	today?
	sing songs	conjunctions and read their sentences to the class.	

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Assessment: let learners form compound sentences

with conjunctions

Review the lesson with

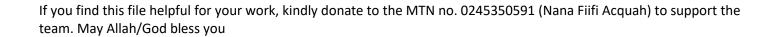
learners

and recite

familiar

rhymes

# TERM THREE BASIC FOUR WEEK 9



NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class	size:		
Day:			Pate :			
Period :			esson :		<i>5</i>	
Strand :		Sub-strand				
A. Oral Language			entation			
B. Reading B. Flu						
C. Grammar Usage At Word  C. Modals						
			er Writing	3		
E. Using Writing Conventions E. Spelling			_			
F. Extensive Reading  F. Building the Love and Culture of Reading						
Indicator (code)	B4.1.10.3.4 B4	.2.9.1.2 B <sup>2</sup>	.3.9.1.1	B4.4.15.1.1	B4.5.10.1.1	B4.6.1.1.1.
Content standard (code)	B4.1.10.3. B4	.2.9.1. B4	.3.9.1.	B4.4.15.1.	B4.5.10.1.	B4.6.1.1.
Performance Indicator	A. Learners	can support	ideas an	d points with	visual resour	ces to convey
	meaning a	appropriate t	o purpos	e and context		
	B. Learners	can use reco	gnition st	rategies to con	firm understa	nding of level-
appropriate texts						
	C. Learners	can use moda	als to exp	ess a variety o	f meanings:	
D. Learners can write to friends about personal experiences using			ng			
	appropriate letter formats					
				ing to increase		_
				•	propriate boo	ks and present
00			-	ch book read	. D	-1
Core Competencies: Crea Leadership Critical Thinkin			cation an	a Collaboration	i Personal Dev	elopment and
Leauership Chilical Hillikli	ig allu ri obielli 30	IVIIIK.				

Keywords				
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Lang	guage curriculum Page		
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	learning) Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE  • Have groups of learners draw pictures to support their ideas or points of view on given topics.  Assessment: let learners support ideas and points with visual resources	What have we learnt today?  Ask learners to summarize the main points in the lesson	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING  As learners read the grade-level texts, attention should be given to the words, sentences and paragraphs.  Use re-reading, vocabulary and right intonation to self-correct  Assessment: let learners read the grade-level texts	What have we learnt today?  Ask learners to summarize the main points in the lesson	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR  - can: conveys ability  - may: asks for permission, expresses politeness, possibility  - must: obligation or compulsion, necessitys  - shall / will: prediction, intention, determination etc.  - could: tentativeness, politeness  - would: politeness  - might: possibility  - should: obligation  - used to: for past activities or events  - have to, ought to and need to: for obligation  • Introduce the modals one at a time.  • Have learners read sentences containing modals.  • Learners use modals to form sentences and choose	What have we learnt today?  Ask learners to summarize the main points in the lesson	

		Use drills to give practice.	
		Note: Modals come before the main verbs in sentences.	
		Assessment: let learners use modals to form sentences	
		and choose the right modals to fill the gaps	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li><u>D. WRITING</u></li> <li>Present samples of friendly letters to learners.</li> <li>Let learners read samples in groups and identify important features of friendly letters.</li> <li>Discuss these features with learners.</li> <li>Each group writes a friendly letter (about their personal experiences) showing the important features.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners write to friends about personal experiences using appropriate letter formats	
Friday	Engage learners to sing songs	<ul> <li>E. WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Let learners spell given words with invented spellings.</li> <li>Each group tries to write the correct spelling. The group</li> </ul>	What have we learnt today?
	and recite	to get the highest number of words spelt correctly is	Ask learners to
	familiar	regarded as the Spelling Champion for the work.	summarize the main
	rhymes	Give learners the meanings of words to identify and	points in the lesson
		spell the words.	
		• Learners use the words they have spelt in sentences	
		of their own.	
		<ul> <li>Select registers of various subjects/topics (shopping,</li> </ul>	
		transportation, agriculture).	
		Guide learners to spell the appropriate vocabulary	
		used in that context.	
		Let learners use the words in writing a short	
		paragraph describing or narrating that activity	
		(shopping, travelling by bus, making a farm, catching fish).	
		Assessment: let learners use the words they have spelt in sentences of their own	
Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and		what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
		of the book read.	
	library	of the book redu.	
	period		

NANA FIIFI ACQUA	Invite individuals to present their work to the class for feedback.
	Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
Vetted by :	Date: Date:

NANA FIIFI ACQUA		
	•	LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:				Class size:	
Day: Date:						
Period :				Les	son:	
Strand: HUN	MANS AND TH	HE S	Sub-stran	<b>d</b> : C	LIMATE CHANGE	
ENVIRONMENT						
Indicator (co	ode)	B4.5.4.1.1				
Content star	ndard (code)	B4.5.4.1.				
Performance	e Indicator	Learners can explain	n that bu	rnin	g is one of the causes of	climate change
•		•		nica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solvi	ing.			
Keywords						
T. L .R. (s) Pictures						
Ref:	Science curi	riculum Page				
iici.	Science can	riculum ruge				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding asse	essm	ent)	Plenary / Reflections
	(preparing				•	
	the brain					
	for					
	learning)					
Monday	Engage				eos or charts showing	What have we learnt
	learners to			•	ng weather patterns.	today?
	sing songs	Narrate to learner	-			
	and recite				animals and property.	Ask learners to
	familiar	• Learners, in group	os discuss	wh	at happens when	summarize the
	rhymes	burning occurs.				important points of the
				•	e. burning brings out	lesson
		smoke, makes air di	irty or un	clea	n, etc.	
		Assessment: let lea	rners idei	ntify	the effect of bush fire	
		on humans, plants,	animals a	and	property.	

NANA FIIFI ACC	QUA		
Thursday	Engage	Brainstorm with learners on what will happen if there	What have we learnt
	learners to	is continuous burning of vegetation and waste.	today?
	sing songs	• Evaluate learners by asking them to design posters on	Ask learners to
	and recite	the effect of burning on climate change.	summarize the
	familiar		important points of the
	rhymes		lesson
		Assessment: let learners identify the effect of burning	

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veited by	Signature	Date

on climate change.

NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : MY	GLOBAL COM	1MUNITY	Sub-stran	<b>d :</b> Our Neighbouring Countr	ies
Indicator (co	ode)	B4.5.1.2.1.			
Content star	ndard (code)	B4.5.1.2.			
Performance Indicator Learners can explain the uses of r			s of rocks.		
Leadership (		tivity and Innovating and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords				<b>)</b> -	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curric	ulum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	houses and const	ructing roa	nce of rocks e.g. building ds	What have we learnt today?  Ask learners to summarize the main points in the lesson

						~~		
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	-,		
Thursday	Engage	Learners role play some of the uses of rocks	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: Let learners explain the uses of rocks.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:			Class size:		
Day:				Date :		
Period :	Period :			Lesson:		
Strand : WORD PROCESSING Sub			Sub-stran	d: INTRODUCTION TO	) WORE	PROCESSING (TABS
				ONS OF WORD PROCE		
Indicator (co	ode)	B4.3.1.1.2				
Content star	ndard (code)	B4.3.1.1.				
Performance	e Indicator	Learners can illusti	rate the	use of the clip boar	rd, style	es, fonts, paragraph and
		editing.				
-		•		nication and Collabora	ation Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solvi	ng.			
Keywords						
,			- ( )			
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding ass	essment)		Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	Guide learners to us	se the cli	pboard, styles, fonts,		What have we learnt
	learners to			re under the Home ta	b and	today?
Wednesday	sing songs	let learners explore	on a sim	ple word document.		
	and recite	NB. This is to help t	he learne	ers with software		Ask learners to
	familiar	knowledge in office	applicat	ions (word processing	g) to	summarize the main
	rhymes	grasp the concept b	etter.			points in the lesson
				strate the use of the	clip	
		board, styles, fonts,	, paragra	ph and editing.		

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NANA FIIFI ACQUA		
	•	LESSON PLA

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:					Class size:	
Day:			Dat	te:		
Period :				Les	son :	
				nd: Data Collection, Organization, Presentation, ration and Analysis		
Indicator (code) B4.4.1.1.3 B4.4.1.1.4			$\overline{}$			
	ndard (code)	B4.4.1.1. B4.	4.1.1.			
and explain how the Learners can find e correspondence is a			n how the an find ex dence is us and the Ir	are graphs in which the same data has been displayed bey are the same and different examples of graphs in which many-to-one used in print and electronic media, such as newspapers, Internet, and describe the correspondence used		
-				nica	tion and Collaboration Pe	ersonal Development and
Leadership C	riticai ininkir	ng and Problem Sol	ving.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	9			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essm	nent)	Phase 3: Plenary / Reflections

#### NANA FIIFI ACQUA

Monday	Sing songs	Give learners several graphs that have used one-to-one	Review the lesson with
	like:	correspondence in displaying the same data. For	Learners
		instance, the graph below shows the animals at Mr.	
	ľm	Wilmot's farm. Ask children to explain how they are the	
	counting	same and different	
	one, what		
	is one		
	1 - One is		
	one alone,		
	alone it	The Very war and the very larger to the very larger	
	shall be.	Veri	
	2 - Two		
	pair, two	Goat Cow Chicken Horse Pig	
	pair come		
	pair let us	Wilmot Animal Farm	
	pair	6 —	
		4	
		2	
		0	
		Goat Cow Chicken Horse Pig	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners several graphs that have used one-to-one	Review the lesson with
racsaay	like:	correspondence in displaying the same data.	Learners
	inc.	as espondence in displaying the same data.	
	l'm	Ask children to explain how they are the same and	
	counting	different	
	one, what	3	
•	is one	Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs	Give learners several graphs that have used many-to-	Review the lesson with
1100.1000.00	like:	one correspondence in displaying the same data. E.g.	Learners
		The graphs below show the number of pupils in a KG to	
	l'm	P3 in a school and the time five pupils can take to hold	
	counting	their breath. Ask questions for children to read and	
	one, what	interpret graphs	
	is one		
	.5 0/10		

NANA FIIFI AC	1						<u> </u>
	1 - One is one alone,	KG	Ħ	<b>†</b>	<b>†</b>		
	alone it	P1	*	*	*	<b>†</b>	
	shall be.	DO	<del></del>	<u> </u>			
	2 - Two	P2		#	Ť		
	pair, two	P3	#	<b>†</b>			
	pair let us	In t	he gr	aph	_	_	
	pair		#	is 5 g	irls, a	ınd	
			Ť	is 5 b	oys		
		00	Hold	ing Your E	Breath		
		90 80 70 86					
		50 50 8 30					
		20 10 0	Ben Mou	urad Chris	Pat Su:	san	
				Studen	t		
				e in KG and Fore pupils ar		P3? How	
			Ben hold his		C 1 2 ca.		
		Who can	hold her br	eath longest	:? Etc		
		Assessme	nt: have lea	arners to pra	actice with r	nore	
		examples		arriers to pre	Total Control		
Thursday	Sing songs			graphs that			Review the lesson with
	like:	one corre	spondence	in displaying	g the same (	data.	Learners
	l'm	Ask quest	ions for chi	ldren to rea	d and interp	ret graphs	
	counting	,			·		
	one, what	Accocces	nti hava la	arnors to acc	octico with -	noro	
	is one	examples		arners to pra	icuce Willi f	iioi e	
Friday	Sing songs	Give lear	ners several	graphs that	have used	many-to-	Review the lesson with
	like:	one corre	spondence	in displaying	g the same (	data.	Learners
	l'm	Ack guast	ions for chi	ldron to roo	d and intern	rot graphs	
	counting	Ask quest	וטווא זטו כחו	ldren to rea	u and interp	n et grapns	
		<u> </u>					<u>l</u>

NANA FIIFI AC	one, what is one	Assessment: have learners to practice with more examples	
Vetted by :		Signature:	Date :
retted by		Signature.	Date

NANA FIIFI ACQUA		
	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending:					Class size:		
Day:				Date :			
Period:				Less	son:		
Strand : Tho	Family, Auth	ority and S	Sub stran	. <b>д</b> . в	oles, Relationships in the	a Family and Character	
Obedience	raililly, Autil	•	ormation		ioles, Relationships in the	e Fairilly and Character	
Indicator (co	ndo)	B4.5.2.1.1:	Offination				
	ndard (code)						
Performance			s the imr	orto	ance of boing a committee	ed member of the family.	
Periorilarica	e illuicatoi	Learners can discus	s the mit	טו נפ	ance of being a committee	ed member of the family.	
Core Compe	tencies: Crea	tivity and Innovation	Commu	nica	tion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem Solvi	ing.				
V							
Keywords							
T. L .R. (s)		Pictures	ctures				
Ref:	RME curricu						
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning include	ding asse	essm	ent)	Plenary / Reflections	
	(preparing				·		
	the brain						
Friday				imp	ortance of being a		
		,				today?	
		•					
		•	- to gain respect,				
		- to be considered a trustwo			•		
	rhymes	• Let learners role play or n			roles of committed	points in the lesson	
		tamily members					
		Assessment: let lea	rners me	ntio	n importance of heing a		
Friday		<ul><li>to be considered</li><li>Let learners role</li><li>family members</li></ul>	nember: a trustwo play or m	orthy nime	person, etc. roles of committed n importance of being a	What have we learnt today?  Ask learners to summarize the main points in the lesson	

team. May Allah/God bless you

NANA FIIFI ACQUA		
	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson:		
Strand:			Sub-strar	nd:		
Visual Arts			Thinking	and Exploring Ideas		
Performing A	Arts					
Indicator (co	ode)	B4. 1.1.1.6 B4	2.1.1.6.			
Content star	ndard (code)	B4. 1.1.1. B4 2	2.1.1.			
own visua  • Learners o			can explore through brainstorming to generate ideas for creating all artworks that reflect topical issues in Ghana can explore through brainstorming to develop ideas for creating orming artworks that will reflect topical issues in Ghana			
<b>Core Competencies:</b> Creativity and Innovation Leadership Critical Thinking and Problem Science Competencies:				unication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essment)	Plenary / Reflections	
	Engage	Learners are to: 2	learn abo	ut issues of national	What have we learnt	
	learners to	concern through	library stu	dies, watching films, surfing	today?	
	sing songs	the internet, inte	rviewing p	eople, etc.; 🛭 document		
	and recite	their findings by:	a) writing	simple notes and		
		statements b) tak	ing photo	graphs and drawing pictures		

### NANA FIIFI ACQUA familiar c) recording spoken words/voice messages, etc.; 2 Ask learners to discuss their findings in class with peers; 2 think about rhymes summarize the main comments made by peers on their findings during class points in the lesson discussions; 2 use knowledge gained to generate ideas for designing and making own artworks that will reflect topical issues of national concern. Assessment: let learners write ideas for creating own visual artworks that reflect topical issues in Ghana What have we learnt Engage Learners are to: today? learners to learn about issues of national concern from library sing songs books, newspapers, watching films, surfing the internet, and recite interviewing people, etc.; 2 document their findings by: Ask learners to familiar d) writing simple notes and statements; e) taking summarize the main rhymes photographs and making videos; f) recording spoken points in the lesson words/voice messages, etc. 2 discuss their findings in class with peers; 2 think about comments made by peers on their findings during class discussions; 2 use knowledge gained to generate ideas for designing and making own performing artworks that will reflect

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current topical issues of national concern in Ghana

Assessment: let learners write ideas for creating own performing artworks that will reflect topical issues in

Ghana

NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:				Class size:			
Day:			Da	Date:			
Period :			Les	Lesson:			
Strand : Inde	ependent Gha	ana Sub-str	Sub-strand : The Republics				
Indicator (co	ode)	B4.6.1.1.1.2					
Content sta	ndard (code)	B4.6.1.1.1.		. \ \ \			
Performanc	e Indicator	Learners can state the d	ates a	nd names of the leaders	of the four Republics of		
		Ghana since 1960.					
		tivity and Innovation Coming and Problem Solving.	nunica	ition and Collaboration P	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain	(new learning including a	ssessr	nent)	Plenary / Reflections		
	for learning)						
Tuesday	Engage learners to	Differentiate between 'Pr			What have we learnt today?		
	sing songs and recite familiar rhymes	Assessment: let learners ( 'President' and 'Head of S		ntiate between	Ask learners to summarize the main points in the lesson		
	How many Republics						

NANA FIIFI ACC	QUA		
	do we		
	have in		
	Ghana		
	since		
	1960?		
Thursday	Engage	Match the names of the leaders of the four Republics to	What have we learnt
	learners to	the period in which they ruled	today?
	sing songs		
	and recite	Assessment: let learners state the dates and names of	Ask learners to
	familiar	the leaders of the four Republics of Ghana since 1960	summarize the main
	rhymes		points in the lesson
	ho was the		
	leader of		
	the third		
	republic?		

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:			Class size:		
Day:			ate:		
Period :	Le	esson :			
Strand: VALUES	AND PSYCHO-SOCIAL CONCEPTS,	Sub-stra	nd : SOCIA	AL INTERACTION	
PRINCIPLES AND	STRATEGIES				
Indicator (code)		B4.5.2.5.2			
Content standar	d (code)	B4.5.2.5.			
Performance Inc	licator	Learners can p	articipate	in a variety of group settings	
		(e.g., partners, interfering with	_	ups and large groups) without	
		unication and C	ollaboratio	on Personal Development and	
-	al Thinking and Problem Solving.	iunication and Co			
-		iunication and C			
Leadership Critic		cones			
Leadership Critic		cones			
Leadership Critic  Keywords  T. L.R. (s)	al Thinking and Problem Solving.	cones		Phase 3:	
Keywords T. L.R. (s) Ref:	al Thinking and Problem Solving.  PE curriculum	cones Page		Phase 3: Plenary / Reflections	
Keywords T. L.R. (s) Ref:	PE curriculum  Phase 1: Starter (preparing the brain	cones Page Phase 2: Main (new learning in	ncluding ners to		
Keywords  T. L.R. (s)  Ref:	PE curriculum  Phase 1: Starter (preparing the brain for learning)  Learners jog round a	cones Page Phase 2: Main (new learning in assessment) Encourage learning learning learning in assessment)	ncluding ners to and	Plenary / Reflections	
Keywords  T. L.R. (s)  Ref:	PE curriculum  Phase 1: Starter (preparing the brain for learning)  Learners jog round a demarcated area in files	cones Page  Phase 2: Main (new learning in assessment)  Encourage learnwork in groups	ncluding ners to and dynamics	Plenary / Reflections  What have we learnt today?	

NANA FIIFI ACQUA		
	•	LESSON PLA

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

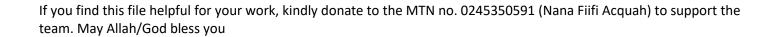
Week Endin	g:			Class size:	
Day:		Date:			
Period :			Lesson:		
<b>Strand :</b> Wri	ting Conventi	ons / Usage	Sub-stran (spelling)	<b>d :</b> Integrating Grammar in V	Vritten Language
Indicator (co	ode)	B4.5.7.1.1.	B4.5.7.1.2	B4.5.7.1.3	
Content star	ndard (code)	B4.5.7.1.	B4.5.7.1.	B4.5.7.1.	
Performance	Performance Indicator  The learner should write seven and eight letter words correctly.  The learner should fill in missing letters from words.  The learner should fill in missing words from a short passage		ds.		
Leadership (	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen Leadership Critical Thinking and Problem Solving.		ersonal Development and		
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, recor	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	ım		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding asse	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes		ners to voca	of the alphabet. abulary words in a passage. en and eight letter words	What have we learnt today?

#### NANA FIIFI ACOUA

NANA FIIFI ACQUA		T
	Assessment: let learners write seven and eight letter words correctly.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write some words on the board and lead learners to mention the words.</li> <li>Let learners mention and spell the words as a group.</li> <li>Call learners to mention the words individually.</li> <li>Introduce learners to words that have missing letters.</li> <li>Let students to fill in missing letters from words.</li> </ul> Assessment: let learners fill in missing letters from words.	What have we learnt today?  Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners narrate a short story they have heard before.</li> <li>Share the class Readers or Reading books to the learners and lead them to read a passage.</li> <li>Write the first paragraph of the passage on the board taking out some words.</li> <li>Let learners fill in missing the words from short passage</li> </ul> Assessment: let learners fill in missing words from a	What have we learnt today?  Review the lesson with learners
	short passage	

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# TERM THREE BASIC FOUR WEEK 10



NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class siz	e:		
Day:		Date:			>	
Period :			Lesson:			
Strand :		Sub-stra	ind :			
A. Oral Language		A. F	Presentation			
B. Reading		B. S	Summarising			
C. Grammar Usage A	t Word	C. F	Prepositions			
D. Writing		D. L	etter Writing			
E. Using Writing Con	ventions	E. S	Spelling			
<b>F.</b> Extensive Reading		F. E	Building the Lo	ve and Culture	of Reading	
Indicator (code)	B4.1.10.3.5 B	4.2.10.1.1	B4.3.10.1.1	B4.4.15.1.1	B4.5.10.1.1	B4.6.1.1.1.
Content standard (code)	B4.1.10.3. B4	4.2.10.1.	B4.3.10.1.	B4.4.15.1.	B4.5.10.1.	B4.6.1.1.
Performance Indicator	A. Learners	can use ef	fective introdu	uctions and cor	nclusions	
	B. Learners	s can summ	arise level-app	oropriate passa	ges/texts oral	ly
	C. Learners	s can use pi	repositions to	convey a varie	ty of meaning	s: – Direction
e.g. along – Period of Time – Purpose – Possession						
- Comparison e.g. taller than						
D. Learners can write to friends about personal experiences using			g			
appropriate letter formats		-				
	E. Learner	s can use ir	nvented spellir	g to increase f	luency and fre	e writing
	F. Learners	can read a	variety of age	- and level app	ropriate books	and present
	a-two-pa	aragraph su	ummary of eac	h book read		
Core Competencies: Crea	tivity and Innova	tion Comm	unication and	Collaboration I	Personal Deve	lopment and
Leadership Critical Thinkir						

#### NANA FIIFI ACQUA

	Word cards, sentence cards, letter cards, handwriting on a manila card and a class			
English Lang	,			
Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE  • Put learners into convenient groups. • Guide them to select topics of interest, plan and present speeches to the class. • Guide them to introduce and conclude their speeches appropriately.  Assessment: let learners introduce and conclude their speeches appropriately.	What have we learnt today?  Ask learners to summarize the main points in the lesson		
Engage learners to sing songs and recite familiar rhymes	B. READING  • Learners read and re-read a text to identify the main idea in a given paragraph.  • Guide learners with examples to restate information read in a few words.  Assessment: let learners summarise level-appropriate	What have we learnt today?  Ask learners to summarize the main points in the lesson		
Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR  • Have learners describe the positions of classroom objects using such sentences as: i. The clock is on the wall. ii. The cupboard is in the corner. iii. The waste paper basket is under the table. • Briefly explain the functions of prepositions. • Introduce a Question and Answer drill to give learners practice. Learner A: Where is your pen? Learner B: It is on the table. • Write some of learners' answers on the chalkboard and guide them to identify the prepositions.	What have we learnt today?  Ask learners to summarize the main points in the lesson		
	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes	Word cards, sentence cards, letter cards, handwriting on library.  English Language curriculum Page  Phase 1: Starter (preparing the brain for learning)  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs on because in the corner objects using such sentences as:  i. The cupboard is in the corner.  iii. The waste paper basket is under the table.  Briefly explain the functions of prepositions.  Introduce a Question and Answer drill to give learners practice.  Learner B: It is on the table.  Write some of learners' answers on the chalkboard		

#### NANA FIIFI ACOUA

NANA FIIFI AC	QUA		
		– Direction= towards the mountain	
		– Time = at six o'clock	
		– Purpose = for, in order to	
		– Possession= for, to	
		– Comparison= than	
		<ul> <li>Support or opposition = for you, against me</li> </ul>	
		Assessment: let learners use prepositions in sentences	
Thursday	Engage	D. WRITING	What have we learnt
,	learners to	Present samples of friendly letters to learners.	today?
	sing songs	Let learners read samples in groups and identify	
	and recite	important features of friendly letters.	Ask learners to
	familiar	Discuss these features with learners.	summarize the main
	rhymes	Each group writes a friendly letter (about their	points in the lesson
	,	personal experiences) showing the important features.	
		personal or personal or a major tall or a majo	
		Assessment: let learners write to friends about	
		personal experiences using appropriate letter formats	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Let learners spell given words with invented spellings.	today?
	sing songs	Each group tries to write the correct spelling. The group	today.
	and recite	to get the highest number of words spelt correctly is	Ask learners to
	familiar	regarded as the Spelling Champion for the work.	summarize the main
	rhymes	Give learners the meanings of words to identify and	points in the lesson
	,	spell the words.	points in the resson
		• Learners use the words they have spelt in sentences	
		of their own.	
		Select registers of various subjects/topics (shopping,	
		transportation, agriculture).	
		Guide learners to spell the appropriate vocabulary	
		used in that context.	
		Let learners use the words in writing a short	
		paragraph describing or narrating that activity	
		(shopping, travelling by bus, making a farm, catching	
		fish).	
		1311).	
		Assessment: let learners use the words they have spelt	
		in sentences of their own	
Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	
			what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period		
	i	1	i .

Invite individuals to present their work to the class for
feedback.
Assessment: let learners read a variety of age- and
level appropriate books and present a-two-paragraph
summary of each book read

Signature: .....

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	son :	
Strand : HUMANS AND THE Sub-strant ENVIRONMENT			rand :	CLIMATE CHANGE	
Indicator (co	ode)	B4.5.4.1.1			
Content star	ndard (code)	B4.5.4.1.			
Performance	e Indicator	Learners can explain tha	t burnir	ng is one of the causes of	climate change
_		tivity and Innovation Comng and Problem Solving.	munica	tion and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain	(new learning including assessment)			Plenary / Reflections
	for learning)				
Monday	Engage	Learners watch pictures	Learners watch pictures and videos or charts showing		
	learners to	burning of fossil fuel and	burning of fossil fuel and changing weather patterns.		
	sing songs	• Narrate to learners a s	tory of	a bush fire and the	
	and recite	effect it has on humans,	plants,	animals and property.	Ask learners to
	familiar	• Learners, in groups dis	cuss wł	nat happens when	summarize the
	rhymes	burning occurs.			important points of the
		• Learners present their	ideas, i	.e. burning brings out	lesson
		smoke, makes air dirty o	r uncle	an, etc.	

NANA FIIFI ACC	QUA		
		Assessment: let learners identify the effect of bush fire on humans, plants, animals and property.	
Thursday	Engage	Brainstorm with learners on what will happen if there	What have we learnt
	learners to	is continuous burning of vegetation and waste.	today?
	sing songs	Evaluate learners by asking them to design posters on	Ask learners to
	and recite	the effect of burning on climate change.	summarize the
	familiar		important points of the
	rhymes		lesson
		Assessment: let learners identify the effect of hurning	

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on climate change.

NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g:			Class size:	
Day:			Dat	e :	
Period :			Les	son :	
Strand : MY	GLOBAL COM	IMUNITY Sub-stra	nd : (	Our Neighbouring Countr	ies
Indicator (co	ode)	B4.5.1.2.1.			
Content star	ndard (code)	B4.5.1.2.			
Performance	e Indicator	Learners can Explain the us	ses o	rocks	
		tivity and Innovation Comming and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Pag	e		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Learners discuss the import	ance	of rocks e.g. building	What have we learnt
	learners to	houses and constructing roads			today?
	sing songs				
	and recite				Ask learners to
	familiar	Assessment: Let learners n	nenti	on importance of rocks	summarize the main
	rhymes				points in the lesson

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Thursday	Ī <sub></sub>		Mile at leave voe leavet
Thursday	Engage	Learners role play some of the uses of rocks	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: Let learners explain the uses of rocks.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son:	
Strand : WO	RD PROCESSI	NG Su	ub-stran	d : 1	NTRODUCTION TO WORK	O PROCESSING (TABS
		A	ND RIBB	ONS	OF WORD PROCESSING	
Indicator (co	ode)	B4.3.1.1.2				
Content star	ndard (code)	B4.3.1.1.				
Performance	e Indicator	Learners can illustra editing.	ite the u	se o	f the clip board, styles, fo	onts, paragraph and
-		tivity and Innovation ng and Problem Solvir		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page	curriculum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ding asso	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
	Engage	Guide learners to us	se the cli	pbo	ard, styles, fonts,	What have we learnt
	learners to	paragraph and editing feature under the Home tab and			nder the Home tab and	today?
Wednesday	sing songs	let learners explore on a simple word document.				
	and recite	NB. This is to help the learners with software			Ask learners to	
	familiar	knowledge in office applications (word processing) to			summarize the main	
	rhymes	grasp the concept be	etter.			points in the lesson
		Assessment: Let lea	rners illu	ıstra	te the use of the clip	
		board, styles, fonts,	paragra	ph a	nd editing.	

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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:	Clas	s size:
Day:		Date :	
Period :		Lesson:	
Strand : Data	Э		Collection, Organization, Presentation,
		Interpretation and	Analysis
Indicator (co		B4.4.1.2.1 B4.4.1.2.2	
Content star			
Performance	eIndicator	<ul> <li>Learners can identify common features of graphs that use many-to-on correspondence and use that understanding to draw bar graphs of pictographs, complete with title, labelled axes, key or legend, to represent data collected</li> <li>Learners can use understanding of many-to-one correspondence to solve simple problems (how many altogether, comparing, or take apart problems requiring interpretation of many-toone bar graphs (up to 4 categories of data)</li> </ul>	
Leadership C		ativity and Innovation Communication and Problem Solving.	and Collaboration Personal Development and
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematio	cs curriculum Page	

#### NANA FIIFI ACQUA

DAY	Phase 1:	Phase 2: Main Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)  Plenary / Reflections
Monday	Sing songs	Refer to example in B4.4.1.1.4 to common features of Review the lesson with
	like:	graphs that use many-to-one correspondence. Examine such features as title, vertical axis and label, hofrizontal
	I'm counting	axis and label, key or legend.
	one, what	E.g. 2. Give students data presented in a table to draw
	is one	bar graph complete with title, labelled axes, key. The
	1 - One is	table show amount of rainfall recorded in Kumasi in the
	one alone,	half of the year.
	alone it shall be.	
	2 - Two	
	pair, two	January February March
	pair, two	
	pair let us	5mm 10mm 10mm
	pair	
		0 5 10 15 20 25 30 35 40 45 50
		June March April I Apr
		Assessment: have learners to practice with more
		examples
Tuesday	Sing songs	Give pupils data on energy usage by households in a Review the lesson with
•	like:	community over a period (e.g. six months) presented in Learners
		tables for them to draw bar graph complete with title,
	l'm	labelled axes, key. Ask questions for pupils to read and
	counting	interpret graphs.

## NANA FIIFI ACQUA

NANA FIIFI ACC	QUA		
	one, what is one	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Give learners several graphs that have used many-to- one correspondence in displaying the same data. For example, the graph below on the number of pupils treated for malaria in a school. Ask questions for children to read and interpret graphs.  I) How many pupils were treated for malaria in the hospital in April?  ii) How many pupils were treated for malaria in the hospital in May and June?  iii) How many pupils were treated for malaria in the hospital in the last three months of the year?  iv) In which month was the largest number of people treated for malaria in the hospital?  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Give learners several graphs that have used many-to- one correspondence in displaying the same data.  Ask questions for children to read and interpret graphs  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	Give learners several graphs that have used many-to- one correspondence in displaying the same data. Ask questions for children to read and interpret graphs	Review the lesson with Learners

NANA FIIFI ACQUA		
l'm counting one, what is one	Assessment: have learners to practice with more examples	

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NANA FIIFI ACQUA		
		LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Date :		
Period :				Loca	son :	
Periou .				Less	our.	
Strand : The	Family, Auth	ority and	Sub-strar	nd : R	oles, Relationships in t	he Family and Character
Obedience			Formatio	n		$\lambda \cup$
Indicator (co	ode)	B4.5.2.1.1:				
Content star	ndard (code)	B4.5.2.1.				
Performance	e Indicator	Learners can discu	iss the im	porta	nce of being a commit	ted member of the family.
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	ınicat	cion and Collaboration	Personal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ving.			
Keywords						
				7		
T. L .R. (s)	1	Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essm	ent)	Plenary / Reflections
	(preparing the brain		J		·	
	for					
	learning)					
Friday	Engage	Help learners to di	iscuss the	impo	ortance of being a	What have we learnt
	learners to	committed family	member:			today?
	sing songs	- to promote unity,				
	and recite	- to gain respect,				Ask learners to
	familiar	- to be considered a trustwo		orthy	person, etc.	summarize the main
	rhymes • Let learners role play or r		nime	roles of committed	points in the lesson	
		family members				
		Assessment: let le	arners lis	t the	roles of committed	
		family members				

team. May Allah/God bless you

NANA FIIFI ACQUA		
	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Endin	g:				Class size:		
Day:				Date	<b>:</b>		
Period :				Less	on:		
Strand:			Sub-stranc	<b>d</b> : P	lanning, Making and Cor	nposing	
Visual Arts							
Performing A	Arts				112		
Indicator (co	ode)	B4 1.2.3.3 B4 2	.2.3.3				
Content star	ndard (code)	B4 1.2.3. B4 2	.2.3.				
Performance	e Indicator	• Learners	can create	owr	artworks using availab	ole visual arts media and	
		methods	to express	s o	wn views, knowledge	and understanding of	
		performing artworks that reflect topical issues in Ghana					
		• Learners of	can create o	e own artworks using available performing arts media			
		and techniques to express own views, knowledge and understanding of					
		performing artworks that reflect topical issues in Ghana					
•		tivity and Innovations and Problem Sol		nicat	ion and Collaboration Pe	ersonal Development and	
			_				
Keywords							
T   D (-)		D'. I					
T. L .R. (s)	01	Pictures					
Ref:	Creative Art	s curriculum					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including assessment) Plenary / Reflections				Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)	Lagrange and to				Mhat have a larger	
	Engage	Learners are to:			that are grown with	What have we learnt	
	learners to		=		that are currently	today?	
	sing songs	trending in Ghana	to develop	ow	n design concepts to		

#### NANA FIIFI ACOUA

NANA FIIFI ACC	QUA		
	and recite	educate or sensitize the public on the importance or	Ask learners to
	familiar	dangers of those issues.	summarize the main
	rhymes	3 select and use available materials and tools as well as	points in the lesson
		the application of appropriate skills and techniques to	
		make artworks based on their own designs.	
		For example:	
		- modelling with clay, plasticine, papier mâché (paper	
		pulp), etc. to create a functional, symbolic or decorative	
		product etc. by pinching, slabbing, casting or modelling	
		- weaving a symbolic, functional or decorative tapestry,	
		stole, fringe or tassel, etc.	
		- creating an art form by constructing and assembling	
		everyday materials such as containers: plastic bottles,	
		packages etc. to create a symbolic, functional or	
		decorative pieces, etc.	
		- drawing and painting images to illustrate ideas from	
		the environment, create wall hangings, etc.	
		- printing and organising images from natural and	
		manmade sources to create decorative functional and	
		symbolic artworks, etc.	
		- use ideas from the environment to design and print	
		fabric for decoration.	
		- using paper/metal sheets to create forms in origami,	
		quilling or filigree by punching, perforating, folding,	
		trimming, etc.	
		- creating artworks from fabric and leather by dyeing,	
		sewing, printing, embossing, etc	
		Assessment: let learners create own artworks using	
	$N \setminus Y$	available visual arts media	
	Engage	Learners are to:	What have we learnt
	learners to	select ideas from topical issues that are trending in	today?
	sing songs	Ghana and create own music, dance, drama, poem,	
	and recite	etc.;	Ask learners to
	familiar	3 select and use available performing arts elements,	summarize the main
	rhymes	instruments, movement patterns, and techniques to	points in the lesson
		compose and perform own music, dance, drama,	
		poetry, etc. based on their own ideas;	
		② discuss and share their experiences through jury and	
		peer review.	

NANA FIIFI ACQUA	Assessment: let learners create own artworks using available performing arts media
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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:			Class size:			
Day:			Dat	Date:		
Period :			Les	Lesson:		
Strand : Independent Ghana Sub-st		nd :	The Republics			
Indicator (code)		B4.6.1.1.1.2				
Content standard (code)		B4.6.1.1.1.				
Performance Indicator		Learners can state the dates and names of the leaders of the four Republics of				
		Ghana since 1960.				
=		tivity and Innovation Comm	unica	tion and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including as	sessn	nent)	Plenary / Reflections	
Tuesday	Engage	Differentiate between 'Pre	siden	t' and 'Head of State'.	What have we learnt	
	learners to				today?	
	sing songs				,	
	and recite familiar rhymes	Assessment: let learners di 'President' and 'Head of St		ntiate between	Ask learners to summarize the main points in the lesson	
	How many Republics					

NANA FIIFI ACC	QUA		
	do we		
	have in		
	Ghana		
	since		
	1960?		
Thursday	Engage	Match the names of the leaders of the four Republics to	What have we learnt
	learners to	the period in which they ruled	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners state the dates and names of	summarize the main
	rhymes	the leaders of the four Republics of Ghana since 1960	points in the lesson
	ho was the leader of the third republic?		

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NANA FIIFI ACQUA		
	•	LESSON PLAI

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :			Lesson:		
Strand: VALUES AND PSYCHO-SOCIAL Sub		Sub-stran	d : GROUP DYNAMICS		
CONCEPTS, I	PRINCIPLES AI	ND STRATEGIES			
Indicator (co	ode)	B4.5.3.5.1			
Content star	ndard (code)	B4.5.3.5.			
Performance	e Indicator	Learners can dem activities	nonstrate r	espect for self, others, and $\epsilon$	equipment during physical
=		tivity and Innovations and Problem So		nication and Collaboration P	ersonal Development and
Keywords			(/		
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Learners			for self-integrity.	What have we learnt
	jog round a		•	d others when working	today?
	demarcate		•	ipment for what they were	
	d area in	made for as well	as respect t	their use with peers	Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

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Vetted by :		 Signatu	re:	Date :

NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period:				Lesson:	
<b>Strand</b> : Wri	ting Conventior	ns / Usage	Sub-stran (Conjunct	<b>nd:</b> Integrating Grammar in V tions)	Vritten Language
Indicator (co	ode)	B4.5.7.1.3 B4	4.5.8.1.1.		
Content sta	ndard (code)	B4.5.7.1. B4	4.5.8.1.		
Performanc	e Indicator		<ul> <li>The learner should write dictated short passages</li> <li>The learner should identify and use simple conjunctions - and, but, or, nor - to link:</li> </ul>		
_		vity and Innovation and Problem Solvi		ication and Collaboration Per	sonal Development and
Keywords					
T. L .R. (s)		Manila cards, mai	rkers, reco	rded audios visual	
Ref:	Ghanaian Lan	guage curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain for learning)				
	Engage	Let learners sing	g a familiar	work song	What have we learnt
	leaners to			board and lead learners to	today?
	sing songs	pronounce the we			,
	and recite	'		e words individually.	
	familiar	<u> </u>		ort passage and lead	
	rhymes	learners to read t		, ,	Review the lesson with
			- 10		learners

NANA FIIFI ACC	QUA		
		Dictate the first four sentences of the passage to	
		learners to write.	
		<ul> <li>Let learners exchange their works and discuss their</li> </ul>	
		works with them.	
		Assessment: let learners write dictated short passages	
	Engage	• similar ideas, contrasting ideas, show choices/express	What have we learnt
	leaners to	alternatives	today?
	sing songs	• Introduce the conjunctions one at a time in context.	
	and recite	Elicit examples of sentences with conjunctions from	
	familiar	learners.	
	rhymes	• Put on cards simple sentences. e.g.	Review the lesson with
		i. Esi is tall. Ama is short. ii. Esi is tall but Ama is short.	learners
		Use combination drill for learners to practise the use	
		of conjunctions.	
		e.g.	
		i. Learner A: I bought a pen	
		ii. Learner B: I bought a pen and a notebook.	
		iii. Learner C: I will eat fufu	
		Learner D: I will eat fufu or kenkey.	
		Ecumer 5.1 will cut rata of kellikey.	
		Assessment: let learners use simple conjunctions	
	Engago		What have we learnt
	Engage leaners to	<ul> <li>similar ideas, contrasting ideas, show choices/express alternatives</li> </ul>	today?
	sing songs		toddy.
	and recite	Introduce the conjunctions one at a time in context.      Clicit examples of contents with conjunctions from	Review the lesson with
	familiar	Elicit examples of sentences with conjunctions from	learners
	rhymes	learners.	icamers
		Put on cards simple sentences. e.g.	
		i. Esi is tall. Ama is short. ii. Esi is tall but Ama is short.	
	1111.	• Use combination drill for learners to practice the con-	
		Use combination drill for learners to practise the use	
		of conjunctions.	
		e.g.	
		i. Learner A: I bought a pen	
		ii. Learner B: I bought a pen and a notebook.	
		iii. Learner C: I will eat fufu	
		Learner D: I will eat fufu or kenkey.	
		Assessment: let learners use simple conjunctions	

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# TERM THREE BASIC FOUR WEEK 11

NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class siz	e:		
Day:			Date :			
Period :			Lesson:	13		
Strand :		Sub-stran				
A. Oral Language			esentation			
B. Reading			mmarising			
C. Grammar Usage A	t Word		epositions			
D. Writing			tter Writing			
E. Using Writing Con		E. Sp	_			
F. Extensive Reading		<b>F.</b> Bu	ilding the Lov	e and Culture	of Reading	
Indicator (code)	B4.1.10.3.6 B4.	2.10.1.2	B4.3.10.1.1	B4.4.15.1.1	B4.5.10.1.1	B4.6.1.1.1.
Content standard (code)	B4.1.10.3. B4.2	2.10.1.	B4.3.10.1.	B4.4.15.1.	B4.5.10.1.	B4.6.1.1.
Performance Indicator	A. Learners o	an elabora	ite on ideas u	sing explanatio	ns	
	B. Learners o	an write sh	nort summary	of a level-app	ropriate passa	ge/text read
	C. Learners o	an use pre	positions to o	convey a variet	y of meanings	: - Direction
	e.g. along	– Period of	f Time – Purp	ose – Possessio	on	
	– Compari	ison e.g. ta	ller than			
D. Learners can wri			friends abou	ıt personal exp	eriences using	i >
		te letter fo				
			•	g to increase fl	•	_
				and level appr	opriate books	and present
	· ·		nmary of each			
Core Competencies: Crea	=		nication and (	Collaboration F	'ersonal Devel	opment and
Leadership Critical Thinkir	ig and Problem Sol	iving.				

	Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas
English Lang	guage curriculum Page	
Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE  • Explain the need to elaborate on points made.  • Present examples.  • Guide learners to use details, concrete examples, to elaborate on their ideas/points of view on given topics.  Assessment: let learners elaborate on ideas using explanations.	What have we learnt today?  Ask learners to summarize the main points in the lesson
Engage learners to sing songs and recite familiar rhymes	B. READING  • Guide learners to write a summary of the passages taking note of the main ideas.  • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class.  Assessment: let learners write short summary of a	What have we learnt today?  Ask learners to summarize the main points in the lesson
Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR  • Have learners describe the positions of classroom objects using such sentences as: i. The clock is on the wall. ii. The cupboard is in the corner. iii. The waste paper basket is under the table. • Briefly explain the functions of prepositions. • Introduce a Question and Answer drill to give learners practice. Learner A: Where is your pen? Learner B: It is on the table. • Write some of learners' answers on the chalkboard and guide them to identify the prepositions.	What have we learnt today?  Ask learners to summarize the main points in the lesson
	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes	Phase 1: Starter (preparing the brain for learning)  Engage learners to sing songs and recite familiar rhymes  Engage learners to write a summary of the passages taking note of the main ideas.  • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class.  • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class.  • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class.  • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class.  • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class.  • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class.  • In pairs or groups, learners summarise specific paragraphs o

NANA FIIFI AC	QUA		
		– Direction= towards the mountain	
		– Time = at six o'clock	
		– Purpose = for, in order to	
		– Possession= for, to	
		- Comparison= than	
		- Support or opposition = for you, against me	
		support of opposition for you, against me	
		Assessment: let learners use prepositions in sentences	
Thursday	Engage	<u>D. WRITING</u>	What have we learnt
	learners to	Present samples of friendly letters to learners.	today?
	sing songs	Let learners read samples in groups and identify	
	and recite	important features of friendly letters.	Ask learners to
	familiar	Discuss these features with learners.	summarize the main
	rhymes	Each group writes a friendly letter (about their	points in the lesson
	,	personal experiences) showing the important features.	1
		Assessment: let learners write to friends about personal experiences using appropriate letter formats	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	• Let learners spell given words with invented spellings.	today?
	sing songs	Each group tries to write the correct spelling. The group	
	and recite	to get the highest number of words spelt correctly is	Ask learners to
	familiar	regarded as the Spelling Champion for the work.	summarize the main
	rhymes	Give learners the meanings of words to identify and	points in the lesson
	-	spell the words.	
		• Learners use the words they have spelt in sentences	
		of their own.	
		Select registers of various subjects/topics (shopping,	
		transportation, agriculture).	
		Guide learners to spell the appropriate vocabulary	
		used in that context.	
		Let learners use the words in writing a short	
		paragraph describing or narrating that activity	
		(shopping, travelling by bus, making a farm, catching	
		fish).	
		Assessment: let learners use the words they have spelt	
		in sentences of their own	
Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless you

whole class

read books • Learners think-pair-share their stories with peers.

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	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:			Class size:	
Day :			Da	te:	
Period :				son :	
Strand : HUI ENVIRONME	MANS AND TH	HE Sub-s	trand :	CLIMATE CHANGE	
Indicator (co	ode)	B4.5.4.1.1			
Content star	ndard (code)	B4.5.4.1.			
Performance	e Indicator	Learners can Explain tha	t burnir	ng is one of the causes of	climate change
=		tivity and Innovation Com ng and Problem Solving.	munica	tion and Collaboration Po	ersonal Development and
Keywords			)		
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including	Plenary / Reflections		
Monday	Engage	Learners watch pictures and videos or charts showing			What have we learnt
	learners to	burning of fossil fuel and	today?		
	sing songs	• Narrate to learners a s			
	and recite	effect it has on humans, plants, animals and property.			Ask learners to
	familiar	• Learners, in groups discuss what happens when			summarize the
	rhymes	burning occurs.			important points of the
		<ul> <li>Learners present their</li> </ul>	ideas, i	.e. burning brings out	lesson
		smoke, makes air dirty o	r uncle	an, etc.	

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		Assessment: let learners identify the effect of bush fire on humans, plants, animals and property.	
Thursday	Engage	Brainstorm with learners on what will happen if there	What have we learnt
	learners to	is continuous burning of vegetation and waste.	today?
	sing songs	Evaluate learners by asking them to design posters on	Ask learners to
	and recite	the effect of burning on climate change.	summarize the
	familiar		important points of the
	rhymes		lesson
		Assessment: let learners identify the effect of burning	

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on climate change.

NANA FIIFI ACQUA		
	•	LESSON PLA

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:		
Day:			D	ate:		
Period :			Le	esson :		
Strand : MY	GLOBAL COM	IMUNITY	Sub-strand	Our Neighbouring Countr	ies	
Indicator (co	ode)	B4.5.1.2.1.				
Content star	ndard (code)	B4.5.1.2.				
Performance Indicator Learners can explain the uses of rocks						
_		tivity and Innovationg and Problem Sol		cation and Collaboration Po	ersonal Development and	
Keywords				)—		
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the importance of rocks e.g. building houses and constructing roads  Assessment: Let learners mention importance of rocks		What have we learnt today?  Ask learners to summarize the main points in the lesson		

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Thursday	Engage	Learners role play some of the uses of rocks	What have we learnt
Titursuay	Liigage	Learners role play some of the uses of rocks	villat flave we leaffit
	learners to		today?
	sing songs		
	and recite	Assessment: Let learners explain the uses of rocks.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e :	
<u> </u>						
Period :				Les	son :	
Strand : WO	RD PROCESSI	NG S	Sub-stran	d : I	NTRODUCTION TO WOR	D PROCESSING (TABS
		,	AND RIBB	ONS	OF WORD PROCESSING	
Indicator (co	ode)	B4.3.1.1.2				
Content star	ndard (code)	B4.3.1.1.				
Performance	e Indicator	Learners can illust	trate the	use	of the clip board, styl	es, fonts, paragraph and
		editing.				
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nica	ion and Collaboration Po	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ing.			
Keywords						
			-/			
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
			$\lambda$			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
	Engage	Guide learners to 1	ısa tha cli	nho	ard styles fonts	What have we learnt
	learners to		Guide learners to use the clipboard, styles, fonts,			
Wednesday	sing songs	paragraph and editing feature under the Home tab and today?  let learners explore on a simple word document.				
	and recite	NB. This is to help the learners with software  Ask learners to				
	familiar	knowledge in office applications (word processing) to summarize the main				
	rhymes					points in the lesson
	,					
		Assessment: Let le	arners illu	ıstra	te the use of the clip	
		board, styles, fonts	s, paragra	ph a	nd editing.	

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:			Class size:	
Day: Period:				esson :	
Strand : Data	a		<b>Sub-strand</b> : Data Collection, Organization, Presentation, Interpretation and Analysis		
Indicator (co	ode)	B4.4.1.2.2			
Content star	ndard (code)	B4.4.1.2.			
problems (how many alt			nany altoget	ing of many-to-one corresp ther, comparing, or take a bar graphs (up to 4 categor	part problems) requiring
		tivity and Innovations and Problem So		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	ics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	sment)	Phase 3: Plenary / Reflections

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Monday	Sing songs	Give learners several graphs that have used many-to-	Review the lesson with
	like:	one correspondence in displaying the same data.	Learners
	ľm	Ask questions for children to read and interpret graphs	
	counting		
	one, what	Assessment: have learners to practice with more examples	
	is one	Champies	
Tuesday	Sing songs	Give learners several graphs that have used many-to-	Review the lesson with
	like:	one correspondence in displaying the same data.	Learners
	l'm	Ask questions for children to read and interpret graphs	
	counting	7.5k questions for enhancin to read and interpretigraphs	
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Wednesday	Sing songs	Give learners several graphs that have used many-to-	Review the lesson with
	like:	one correspondence in displaying the same data.	Learners
	V		
	I'm counting	Ask questions for children to read and interpret graphs	
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Thursday	Sing songs	Give learners several graphs that have used many-to-	Review the lesson with
	like:	one correspondence in displaying the same data.	Learners
	l'm	Ask questions for children to read and interpret graphs	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Friday	Sing songs	Give learners several graphs that have used many-to-	Review the lesson with
	like:	one correspondence in displaying the same data.	Learners
	l'm	Ask questions for children to read and interpret graphs	
	counting one, what	Assessment: have learners to practice with more	

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Date	2:	
Period :				Less	on:	
Strand . The	Family Auth	ority and Sul	ıb stranı	<b>d</b> . D	oles, Relationships in the	a Family and Character
Obedience	Family, Auth	•	rmation		oles, Relationships in the	e Fairilly and Character
Indicator (co	nda)	B4.5.2.1.1:	illiation			
	ndard (code)					
Performance			the imn	orta	nce of heing a committe	ed member of the family.
Ciroimane	c indicator	Learners can discuss	the imp	or ta	nice of being a committee	ta member of the family.
=		' <del>-</del> '		nicat	ion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solving	g.			
Keywords						
Reywords						
T. L .R. (s)		Pictures		7		
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includi	ing asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Help learners to discu	uss the i	impo	ortance of being a	What have we learnt
	learners to	committed family member:				today?
	sing songs	- to promote unity,				
	and recite	- to gain respect, Ask learners				Ask learners to
	familiar	- to be considered a trustworthy person, etc. summarize the main				summarize the main
	rhymes	Let learners role play or mime roles of committed points				points in the lesson
		family members				
		Accocomounts lat la ausa	. o. vo	.n+:-	n importance of boile	
					n importance of being	
		a committed membe	er or the	iam	шу	

team. May Allah/God bless you

NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand:			Sub-stran	nd : [	Displaying and Sharing	
Visual Arts						
Performing A	Arts				172	
Indicator (co	ode)	B4 1.3.5.3 B4 2	.3.5.3			
Content star	ndard (code)	B4 1.3.5. B4 2	.3.5.			
Performance	<ul> <li>Learners can display own artworks to share creative experiences base own ideas, knowledge and understanding of topical issues in Ghana</li> <li>Learners can perform own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana</li> </ul>			cal issues in Ghana creative experiences		
Leadership C		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain	(new learning including assessment)				Plenary / Reflections
	for learning)					
	Engage	Learners are to:				What have we learnt
	learners to	2 decide on the ty	pes and n	umb	er of artworks to	today?
	sing songs	exhibit and moun	t them bas	sed c	on the space available to	
	and recite	suit the theme for	r the exhib	ition	(e.g. artworks that	

NANA FIIFI ACC	1		
	familiar	best reflect current topical issues of national concern in	Ask learners to
	rhymes	Ghana);	summarize the main
		② display artworks by hanging, draping, placing,	points in the lesson
		spreading, leaning, using plinths to raise or add height	
		and depth to some exhibits;	
		I label the works using manual penmanship	
		(calligraphy) or ICT (computer) prints: name of artist,	
		title of work, size of work, date of production;	
		② assign tasks and responsibilities to themselves	
		(individually or in groups) and ensure they are carried	
		out successfully, e.g. leading visitors through the	
		exhibition space, explaining the concepts/title of the	
		artworks and the theme for the exhibition, writing of	
		comments and signing of visitors' books	
		Assessment: let learners display own artworks to share	
		creative experiences based on own ideas, knowledge	
		and understanding of topical issues in Ghana	
	Engage	Learners are to:	What have we learnt
	learners to	decide on the types and number of compositions to	today?
	sing songs	be performed during the event to reflect current topical	
	and recite	issues of national concern in Ghana based on the	Ask learners to
	familiar	selected theme, time available and the expected	summarize the main
	rhymes	audience;	points in the lesson
		② assign individual and group tasks and responsibilities	
•	$K \setminus Y$	and ensure they are carried out successfully (e.g.	
	1111	master of ceremony, ushering and introduction of	
		special guests and other dignitaries to the show,	
	K	explaining the concepts/title of the compositions,	
		performances and the theme for the event, recording	
		of comments and suggestions);	
		② arrange the sequence of performances to best tell	
		the story of the event from the beginning to the end;	
		② follow the programme of the day: opening,	
		performances and closing.	
			I .

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	share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana	
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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Endin	g:			Class size:		
Day:		Dat	e:			
Period :			Lesson:			
Strand : Independent Ghana Sub-stra			nd : ⁻	he Republics		
Indicator (co	ode)	B4.6.1.1.1.2				
Content sta	ndard (code)	B4.6.1.1.1.				
Performanc	e Indicator	Learners can state the dat	es ai	nd names of the leaders	of the four Republics of	
		Ghana since 1960.				
_		tivity and Innovation Comming and Problem Solving.	unica	tion and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain	(new learning including ass	sessn	nent)	Plenary / Reflections	
	for learning)					
Tuesday	Engage learners to	Differentiate between 'Pres			What have we learnt today?	
	sing songs	Assessment: let learners di 'President' and 'Head of Sta		ntiate between		
	and recite	President and Head of Sta	ate		Ask learners to	
	familiar				summarize the main	
	rhymes				points in the lesson	
	How many					
	Republics					

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	do we		
	have in		
	Ghana		
	since		
	1960?		
Thursday	Engage	Match the names of the leaders of the four Republics to	What have we learnt
	learners to	the period in which they ruled	today?
	sing songs		
	and recite	Assessment: let learners state the dates and names of	Ask learners to
	familiar	the leaders of the four Republics of Ghana since 1960	summarize the main
	rhymes		points in the lesson
	ho was the		
	leader of		
	the third		
	republic?		

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NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Endin	g:				Class size:		
Day:				Date :			
Period :				Les	son :		
Strand: VAL	UES AND PSY	CHO-SOCIAL	Sub-strane	<b>d</b> : C	RITICAL THINKING		
CONCEPTS, I	PRINCIPLES AI	ND STRATEGIES					
Indicator (co		B4.5.4.5.1					
	ndard (code)	B4.5.4.5.					
Performance	e Indicator		•			ge and physically reckless	
		acts and explain t	•				
				nica	ion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Sol	ving.				
Keywords							
Reywords							
T. L .R. (s)		Cones					
Ref:	PE curriculu						
DAY	Phase 1:	Phase 2: Main			<u> </u>	Phase 3:	
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections	
	(preparing				·		
	the brain						
	for						
	learning)						
Friday	Learners	Learners identify	the differer	nce	oetween physical	What have we learnt	
	jog round a	courage as taking	action but	witl	n care and physically	today?	
	demarcate	reckless as taking	action with	nout	care. The former has		
	d area in	the key characteri	istics of obs	serv	ing the rules of the	Use answers to	
	files while	game or sports.				summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						

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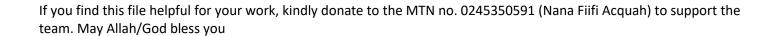
SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:				Class size:	
Day:			Dat	e:		
Period :			Less	son:		
Strand: Exte	ensive Readin	g/Children	Sub-stranc	<b>d :</b> R	eading Texts, Poems, Na	arratives and Short Stories
Literature/Library						
Indicator (co	ode)	B.4.6.3.1.3				
Content star	ndard (code)	B.4.6.3.1.				
Performance	e Indicator	• The learn	er should e	xplc	ore the meaning of unfai	miliar words from context
		or dictionary				
-		tivity and Innovations and Problem Sol		nicat	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	• Let learners rea	d a text.			What have we learnt
	leaners to				meaning of unfamiliar	today?
	sing songs and recite	words from conte	ext or diction	nary	<b>/</b> .	

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	familiar	Assessment: let learners find explore the meaning of	Review the lesson with
	rhymes	unfamiliar words from context or dictionary	learners
	Engage	Let learners read a text.	What have we learnt
	leaners to	Let them mention and find the meaning of unfamiliar	today?
	sing songs	words from context or dictionary.	
	and recite		
	familiar	Assessment: let learners find explore the meaning of	
	rhymes	unfamiliar words from context or dictionary	Review the lesson with
			learners
	Engage	Let learners read a text.	What have we learnt
	leaners to	Let them mention and find the meaning of unfamiliar	today?
	sing songs	words from context or dictionary.	
	and recite		Review the lesson with
	familiar		learners
	rhymes	Assessment: let learners find explore the meaning of	
		unfamiliar words from context or dictionary	

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# TERM THREE BASIC FOUR WEEK 12



NANA FIIFI ACQUA	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class siz	e:		
Day :			Date :			
Period :			Lesson:	13		
Strand :		Sub-stran				
A. Oral Language		A. Pr	esentation			
B. Reading			ımmarising			
C. Grammar Usage A	t Word	C. Pr	epositions			
D. Writing		D. Le	tter Writing			
E. Using Writing Con	ventions	E. Sp	elling			
F. Extensive Reading		<b>F.</b> Bu	uilding the Lov	e and Culture	of Reading	
Indicator (code)	B4.1.10.3.7 B4.	2.10.1.2	B4.3.10.1.1	B4.4.15.1.1	B4.5.10.1.1	B4.6.1.1.1.
Content standard (code)	B4.1.10.3. B4.	2.10.1.	B4.3.10.1.	B4.4.15.1.	B4.5.10.1.	B4.6.1.1.
Performance Indicator	A. Learners o	an speak v	with confidence	ce before peer	s and maintai	n eye contact
	B. Learners o	an write sl	hort summary	of a level-app	ropriate passa	age/text read
	C. Learners of	an use pre	epositions to o	convey a varie	ty of meaning	s: – Direction
1 1 1 1 1 1 1	e.g. along	– Period o	f Time – Purp	ose – Possessi	on	
	– Compari	ison e.g. ta	ller than			
D. Learners can write to friends about personal experiences using					g	
appropriate letter formats						
			use invented spelling to increase fluency and free writing			
	F. Learners c				ropriate book	s and present
	·		mmary of eacl			
Core Competencies: Crea	•		nication and	Collaboration	Personal Deve	lopment and
Leadership Critical Thinkir	ng and Problem Sol	ving.				

Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Lang	nguage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE  • Encourage learners doing presentations to speak before different audiences. e. g. small and large groups • Invite a learner and model maintaining eye contact while speaking with him or her.  Have pairs of learners practise talking to each other on topics of interest while maintaining eye contact  Assessment: let learners speak with confidence before peers and maintain eye contact	What have we learnt today?  Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING  • Guide learners to write a summary of the passages taking note of the main ideas.  • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class.  Assessment: let learners write short summary of a level-appropriate passage/text read	What have we learnt today?  Ask learners to summarize the main points in the lesson		
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR  • Have learners describe the positions of classroom objects using such sentences as:  i. The clock is on the wall.  ii. The cupboard is in the corner.  iii. The waste paper basket is under the table.  • Briefly explain the functions of prepositions.  • Introduce a Question and Answer drill to give learners practice.  Learner A: Where is your pen?	What have we learnt today?  Ask learners to summarize the main points in the lesson		

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	Ì	Learner B: It is on the table.	
		Write some of learners' answers on the chalkboard	
		and guide them to identify the prepositions.	
		and garde them to tachting the propositions.	
		Note: Ensure that the following prepositions are used:	
		- Direction= towards the mountain	
		- Time = at six o'clock	
		- Purpose = for, in order to	
		- Possession= for, to	
		- Comparison= than	$\sim$
		- Support or opposition = for you, against me	
		- Support of opposition – for you, against me	
		Accessments let leavenue use muonesitiene in contoness	
		Assessment: let learners use prepositions in sentences	
Th		D. MUDITINIC	Mhat harranna la ann
Thursday	Engage	D. WRITING	What have we learnt
	learners to	Present samples of friendly letters to learners.	today?
	sing songs	Let learners read samples in groups and identify	
	and recite	important features of friendly letters.	Ask learners to
	familiar	Discuss these features with learners.	summarize the main
	rhymes	Each group writes a friendly letter (about their	points in the lesson
		personal experiences) showing the important features.	
		Assessment: let learners write to friends about	
		personal experiences using appropriate letter formats	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	• Let learners spell given words with invented spellings.	today?
	sing songs	Each group tries to write the correct spelling. The group	
	and recite	to get the highest number of words spelt correctly is	Ask learners to
	familiar	regarded as the Spelling Champion for the work.	summarize the main
	rhymes	Give learners the meanings of words to identify and	points in the lesson
		spell the words.	
		Learners use the words they have spelt in sentences	
		of their own.	
	1 1	<ul> <li>Select registers of various subjects/topics (shopping,</li> </ul>	
		transportation, agriculture).	
		Guide learners to spell the appropriate vocabulary	
		used in that context.	
		Let learners use the words in writing a short	
		paragraph describing or narrating that activity	
		(shopping, travelling by bus, making a farm, catching	
		fish).	
		Assessment: let learners use the words they have spelt	
		in sentences of their own	
		in sentences of their own	

Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

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NANA FIIFI ACQUA		
	·	LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:			Class size:	
Day:			Da	te:	
Period :		Le	Lesson:		
Strand: HUN	MANS AND TH	HE Sub-s	trand :	CLIMATE CHANGE	
ENVIRONME	NT			19	
Indicator (co	ode)	B4.5.4.1.1			
Content star	ndard (code)	B4.5.4.1.			
Performance	e Indicator	Learners can Explain tha	t burni	ng is one of the causes of	climate change
		tivity and Innovation Conng and Problem Solving.	imunic	ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page	culum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including	assess	ment)	Plenary / Reflections
Monday	Engage	Learners watch pictures and videos or charts showing			What have we learnt
	learners to	burning of fossil fuel and changing weather patterns. today?			today?
	sing songs	Narrate to learners a s	tory of	a bush fire and the	
	and recite	effect it has on humans, plants, animals and property.		Ask learners to	
	familiar	Learners, in groups discuss what happens when		summarize the	
	rhymes	burning occurs.			important points of the
		• Learners present their	ideas,	i.e. burning brings out	lesson
		smoke, makes air dirty o	r uncle	an, etc.	

	•		
		Assessment: let learners identify the effect of bush fire on humans, plants, animals and property.	
Thursday	Engage	Brainstorm with learners on what will happen if there	What have we learnt
	learners to	is continuous burning of vegetation and waste.	today?
	sing songs	Evaluate learners by asking them to design posters on	Ask learners to
	and recite	the effect of burning on climate change.	summarize the
	familiar		important points of the
	rhymes		lesson
		Assessment: let learners identify the effect of burning	
		on climate change.	

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	LESSON PLA

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :		Les	Lesson:		
Strand : MY	GLOBAL COM	IMUNITY Sub-sti	and :	Our Neighbouring Countr	ies
Indicator (co	ode)	B4.5.1.2.1.			
Content star	ndard (code)	B4.5.1.2.			
Performance	e Indicator	Learners can Explain the	uses o	f rocks	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.			ersonal Development and		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Pa	Our People curriculum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage		Learners discuss the importance of rocks e.g. building		What have we learnt
	learners to	houses and constructing	houses and constructing roads		today?
	sing songs				
	and recite				Ask learners to
	familiar	Assessment: Let learners	menti	on importance of rocks	summarize the main
	rhymes				points in the lesson

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Thursday	Ī <sub></sub>		Mile at leave voe leavet
Thursday	Engage	Learners role play some of the uses of rocks	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: Let learners explain the uses of rocks.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:			Class size:		
Day:			C	ate:		
Period:				esson :		
Strand: WO	RD PROCESSI	NG Su	ub-strand	: INTRODUCTION T	O WORE	PROCESSING (TABS
		AN	ND RIBBO	NS OF WORD PROC	CESSING)	
Indicator (co	de)	B4.3.1.1.2				
Content star	ndard (code)	B4.3.1.1.				
Performance	e Indicator	Learners can illustra	ate the u	se of the clip boa	ard, style	es, fonts, paragraph and
		editing.				
		tivity and Innovation ( ng and Problem Solvin		cation and Collabo	ration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ing asses	sment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)		.1 1.			National Control
	Engage	Guide learners to use	•	•		What have we learnt
Madaaday	learners to	paragraph and editir	_			today?
Wednesday	sing songs	let learners explore	•		•	
	and recite	NB. This is to help th			١.	Ask learners to
	familiar	knowledge in office a		ns (word processin	ig) to	summarize the main
	rhymes	grasp the concept be	etter.			points in the lesson
		Assessment: Let lear	ners illus	trate the use of the	clip	
		board, styles, fonts,	paragrapl	n and editing.		

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NANA FIIFI ACQUA	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:			Class size:	
Day: Period:				Date :	
Strand : Data	a			<b>d</b> : Data Collection, Organizate to the collection and Analysis	tion, Presentation,
Indicator (co	ode)	B4.4.1.2.2			
Content star	ndard (code)	B4.4.1.2.			
problems (how		problems (how r	many altog	ding of many-to-one correspether, comparing, or take and bar graphs (up to 4 catego	part problems) requiring
-		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematio	es curriculum Pago	e		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essment)	Phase 3: Plenary / Reflections

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	one, what	Assessment: have learn	ners to practice with more	
	is one	examples		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Less	son:	
Character The	F'l A 11-		<b>.</b>	.1 5	alaa Balatta ahtaa ta th	Facility of Change
	Family, Auth	•			oles, Relationships in th	e Family and Character
Obedience	الماما		ormation	1		
Indicator (co		B4.5.2.1.1:				
	ndard (code)				· · · · · · · · · · · · · · · · · · ·	I h C . h . C
Performance	eindicator	Learners can discus	ss the imp	oorta	ince of being a committe	ed member of the family.
Core Compe	tencies: Crea	tivity and Innovation	Commu	nicat	tion and Collaboration Po	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solvi	ing.			
					////	
Keywords						
T L D (c)		Pictures				
T. L .R. (s) Ref:	RME curricu					
Nei.	KIVIL CUITICE	iiuiii rage				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	essm	ent)	Plenary / Reflections
	(preparing		0		,	, ,
	the brain					
	for					
	learning)					
Friday	Engage	Help learners to dis	scuss the	impo	ortance of being a	What have we learnt
	learners to	committed family n	nember:			today?
	sing songs	- to promote unity,	,			
and recite - to gain respect,						Ask learners to
	familiar	- to be considered a		•	•	summarize the main
	rhymes		play or r	nime	roles of committed	points in the lesson
		family members				
					n importance of being	
		a committed memb	per of the	fam	ily	

team. May Allah/God bless you

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	•	LESSON PLA

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
B. d. d				1	
Period :				Lesson:	
Strand :			Sub-stran	d :	
Visual Arts			Appreciati	ing and Appraising	
Performing A	Arts				
Indicator (co	ode)	B4 1.4.7.3			
Content star	ndard (code)	B4 1.4.7.			
Performance	e Indicator	Learners can ana	alyse and a	appreciate own or others'	visual artworks using the
		developed guidel	ines and pr	esent own report as feedba	ack on artworks that reflect
		topical issues in G	ihana		
				nication and Collaboration I	Personal Development and
Leadership (	Critical Thinkir	ng and Problem So	lving.		
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	Learners are to:			What have we learnt
	learners to			/video) selected works	today?
	sing songs	· ·	thers) that i	reflect emerging topical	
	and recite	issues in Ghana;			Ask learners to
	familiar		=	ssionately using the	summarize the main
	rhymes	developed guidel	ines;		points in the lesson

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	Assessment: let learners analyse and appreciate own or others' visual artworks	
Engage	Learners are to:	What have we learnt
learners to	② use the outcome of the appreciation/appraisal to	today?
sing songs	modify the product or to produce similar or another	
and recite	artwork;	Ask learners to
familiar	☐ record/document the activity and share using a	summarize the main
rhymes	platform accepted social media by the class/group (e.g.	points in the lesson
	Facebook, Twitter, Instagram, WhatsApp	
	Assessment: let learners analyse and appreciate own or	
	others' visual artworks	

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	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand: Inde	ependent Gha	ana	Sub-strand	: The Republics	
Indicator (co	ode)	B4.6.1.1.1.2			
Content star	ndard (code)	B4.6.1.1.1.		. \ \ \ -	
Performance	e Indicator	Learners can stat	e the dates	and names of the lea	ders of the four Republics of
		Ghana since 1960			
=		tivity and Innovationg and Problem Sol		ication and Collaboratic	n Personal Development and
Keywords				<i></i>	
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asses	ssment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Differentiate bety	voon 'Procio	lent' and 'Head of State	. What have we learnt
Tuesuay	learners to	Differentiate betv	veen riesic	ient and nead of State	today?
	sing songs				today:
	and recite	Assessment: let le	earners diff	erentiate between	Ask learners to
	familiar	'President' and 'H	lead of State	ġ <b>'</b>	summarize the main
	rhymes				points in the lesson
	,				points in the lesson
	How many				
	Republics				

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	do we		
	have in		
	Ghana		
	since		
	1960?		
Thursday	Engage	Match the names of the leaders of the four Republics to	What have we learnt
	learners to	the period in which they ruled	today?
	sing songs		
	and recite	Assessment: let learners state the dates and names of	Ask learners to
	familiar	the leaders of the four Republics of Ghana since 1960	summarize the main
	rhymes		points in the lesson
	ho was the		
	leader of		
	the third		
	republic?		

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: VALUES AND PSYCHO-SOCIAL Sub			Sub-stran	d : CRITICAL THINKING	
CONCEPTS, I	PRINCIPLES A	ND STRATEGIES			
Indicator (co	ode)	B4.5.4.5.1			
Content star	ndard (code)	B4.5.4.5.			
Performance	e Indicator	Learners can dist	inguish bet	ween acts of physical coura	age and physically reckless
		acts and explain t	he key cha	racteristics of each	
		tivity and Innovations and Problem So		nication and Collaboration P	Personal Development and
Keywords			( )	)-	
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)		.1 1166		
Friday	Learners	,		nce between physical	What have we learnt
	jog round a	_		with care and physically	today?
	demarcate			hout care. The former has	
	d area in		istics of ob	serving the rules of the	Use answers to
	files while	game or sports.			summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

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SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:			Class size:		
Day :			С	Date :		
Period :			L	esson :		
Strand: Exte	ensive Readin	g/Children	Sub-strand	: Reading Texts, Poems, Na	arratives and Short Stories	
Literature/Library						
Indicator (code) B.4.6.3.1.4						
Content standard (code) B.4.6.3.1.						
Performance Indicator • The learner sh			er should su	should summarise the passage read in a few words.		
Core Compe	tencies: Crea	tivity and Innovati	on Communi	ication and Collaboration Po	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including assessment)		Plenary / Reflections		
	(preparing					
	the brain					
	for					
	learning)	Allow learners t	to road a toy	+	What have we learnt	
	Engage leaners to			ι. <sub>l</sub> uestions based on the	today?	
	sing songs	passage read.	swer about q	destions based on the		
	and recite	'	ocess of sumi	marizing with learners.		
	familiar			ne passage read in few		
	rhymes	words		, 0		

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		Review the lesson with
	Assessment: let learners summarise the passage read	learners
	in a few words	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Allow learners to read a text.</li> <li>Let learners answer about questions based on the passage read.</li> <li>Discuss the process of summarizing with learners.</li> <li>Allow them to summarize the passage read in few words</li> <li>Assessment: let learners summarise the passage read in</li> </ul>	What have we learnt today?  Review the lesson with learners
	a few words	
Engage leaners to sing songs	<ul> <li>Allow learners to read a text.</li> <li>Let learners answer about questions based on the passage read.</li> </ul>	What have we learnt today?
and recite familiar rhymes	<ul> <li>Discuss the process of summarizing with learners.</li> <li>Allow them to summarize the passage read in few words</li> <li>Assessment: let learners summarise the passage read in a few words</li> </ul>	Review the lesson with learners

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