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

WHATSAPP 0245350591

TERM THREE BASIC FIVE 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	VOCABULARY
	NOUNS	NOUNS	NOUNS
	PENMANSHIP AND	PENMANSHIP AND	PARAGRAPH DEVELOPMENT
	HANDWRITING	HANDWRITING	
	USING CAPITALISATION	USING CAPITALISATION	NAMING WORDS/NOUNS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
2	SONGS	SONGS	POEMS
	POEMS		
	PHONICS	WORD FAMILIES: MINIMAL PAIRS	VOCABULARY
		AND COMMON DIGRAPHS	
	NOUNS	NOUNS	NOUNS
	PARAGRAPH DEVELOPMENT	PENMANSHIP AND	PARAGRAPH DEVELOPMENT
		HANDWRITING	
	USING CAPITALISATION	USING CAPITALISATION	NAMING WORDS/NOUNS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
3	STORY TELLING	POEMS	DRAMATIZATION AND ROLE
			PLAY
	WORD FAMILIES	WORD FAMILIES: MINIMAL PAIRS	COMPREHENSION
		AND COMMON DIGRAPHS	
	NOUNS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING

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4	DRAMATIZATION AND ROLE	STORY TELLING	CONVERSATION
	PLAY		
İ	DIPHTHONGS	BLENDS AND CONSONANT	COMPREHENSION
		CLUSTERS	
	DETERMINERS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
5		DRAMATIZATION AND ROLE PLAY	CONVERSATION
	DRAMATIZATION AND ROLE	BLENDS AND CONSONANT	SILENT READING
	PLAY	CLUSTERS	
	BLENDS AND CONSONANT	VERBS	VERBS
	CLUSTERS		
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE
			WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
6	BUILDING THE LOVE AND	CONVERSATION - TALKING	LISTENING COMPREHENSION
	CULTURE OF READING	ABOUT ONESELF, FAMILY,	
		PEOPLE, CUSTOMS,	
		SOCIAL/CULTURAL VALUES AND	
	1111	MANNERS	
	CONVERSATION	VOCABULARY	FLUENCY
	VOCABULARY	VERBS	VERBS
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE
			WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS

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	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND			
		CULTURE OF READING	CULTURE OF READING			
7	BUILDING THE LOVE AND	LISTENING COMPREHENSION	PRESENTATION			
	CULTURE OF READING					
	LISTENING	VOCABULARY	FLUENCY			
	COMPREHENSION					
	VOCABULARY	VERBS	CONJUNCTIONS			
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY			
			WRITING			
	NARRATIVE WRITING	USING QUALIFYING WORDS-	USING SIMPLE, COMPOUND			
		ADJECTIVES	AND COMPLEX SENTENCES			
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND			
		CULTURE OF READING	CULTURE OF READING			
8	BUILDING THE LOVE AND	ASKING AND ANSWERING	PRESENTATION			
	CULTURE OF READING	QUESTIONS/ QUESTION TAGS				
	LISTENING	COMPREHENSION	SUMMARISING			
	COMPREHENSION					
	VOCABULARY	VERBS	CONJUNCTIONS			
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY			
			WRITING			
	NARRATIVE WRITING	USING QUALIFYING WORDS-	USING SIMPLE, COMPOUND			
		ADJECTIVES	AND COMPLEX SENTENCES			
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND			
		CULTURE OF READING	CULTURE OF READING			
9	BUILDING THE LOVE AND	GIVING AND FOLLOWING	PRESENTATION			
	CULTURE OF READING	COMMANDS/				
		INSTRUCTIONS/DIRECTIONS AND				
		MAKING AND RESPONDING TO				
		REQUESTS				

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	ASKING AND ANSWERING	COMPREHENSION	SUMMARISING
	QUESTIONS		
	LISTENING	ADVERBS	MODALS
	COMPREHENSION		
	ADJECTIVES	PERSUASIVE/ARGUMENTATIVE	LETTER WRITING
		WRITING	
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND
			AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
10	BUILDING THE LOVE AND	PRESENTATION	PRESENTATION
	CULTURE OF READING)
	GIVING AND FOLLOWING	COMPREHENSION	SUMMARISING
	COMMANDS		
	LISTENING	ADVERBS	MODALS
	COMPREHENSION		
	VERBS	PERSUASIVE/ARGUMENTATIVE	LETTER WRITING
		WRITING	
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND
			AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
11	BUILDING THE LOVE AND	PRESENTATION	PRESENTATION
	CULTURE OF READING		
	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	COMPREHENSION		
	VERBS	PERSUASIVE/ARGUMENTATIVE	LETTER WRITING
		WRITING	
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING

	USING ACTION WORDS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
12	BUILDING THE LOVE AND	PRESENTATION	PRESENTATION
	CULTURE OF READING		
	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	COMPREHENSION		
	VERBS	PERSUASIVE/ARGUMENTATIVE	LETTER WRITING
		WRITING	
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING
	USING ACTION WORDS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF 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	MATERIALS
	THINGS	THINGS	
2	LIVING AND NON-LIVING	LIVING AND NON-LIVING	EARTH SCIENCE
	THINGS	THINGS	
3	MATERIALS	MATERIALS	EARTH SCIENCE
4	EARTH SCIENCE	EARTH SCIENCE	SOURCES AND FORMS OF
			ENERGY
5	EARTH SCIENCE	EARTH SCIENCE	PERSONAL HYGIENE AND
			SANITATION
6	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	PERSONAL HYGIENE AND
			SANITATION
7	LIFE CYCLES OF ORGANISMS	SOURCES AND FORMS OF	DISEASES
		ENERGY	
8	THE HUMAN BODY SYSTEMS	SOURCES AND FORMS OF	DISEASES
		ENERGY	
9	THE SOLAR SYSTEM	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
10	ECOSYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
11	SOURCES AND FORMS OF	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ENERGY	SANITATION	
12	SOURCES AND FORMS OF	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ENERGY	SANITATION	

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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	NATURE OF GOD	MY FAMILY AND THE	MY FAMILY AND THE
		COMMUNITY	COMMUNITY
2	NATURE OF GOD	MY FAMILY AND THE	MY FAMILY AND THE
		COMMUNITY	COMMUNITY
3	MYSELF	THE ENVIRONMENT AND THE	THE ENVIRONMENT AND THE
		WEATHER	WEATHER
4	MY FAMILY AND THE	FESTIVALS	BEING A CITIZEN
	COMMUNITY		
5	HOME AND SCHOOL	BASIC HUMAN RIGHTS	BEING A CITIZEN
6	THE ENVIRONMENT AND THE	BEING A LEADER	AUTHORITY AND POWER
	WEATHER		
7	PLANTS AND ANIMALS	BEING A CITIZEN	FARMING IN GHANA
8	MAP MAKING AND LAND	BEING A CITIZEN	OUR NEIGHBOURING
	MARKS		COUNTRIES
9	POPULATION AND	AUTHORITY AND POWER	OUR NEIGHBOURING
	SETTLEMENT	,	COUNTRIES
10	WORSHIP	AUTHORITY AND POWER	OUR NEIGHBOURING
			COUNTRIES
11	WORSHIP	RESPONSIBLE USE OF	OUR NEIGHBOURING
		RESOURCES	COUNTRIES
12	WORSHIP	RESPONSIBLE USE OF	OUR NEIGHBOURING
		RESOURCES	COUNTRIES

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COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	GENERATION OF	GENERATION OF COMPUTERS	GENERATION OF
	COMPUTERS AND PARTS OF A	AND PARTS OF A COMPUTER	COMPUTERS AND PARTS OF A
	COMPUTER AND OTHER	AND OTHER GADGETS	COMPUTER AND OTHER
	GADGETS		GADGETS
2	INTRODUCTION TO MS-	INTRODUCTION TO MS-	INTRODUCTION TO MS-
	WINDOWS INTERFACE	WINDOWS INTERFACE	WINDOWS INTERFACE
	(DESKTOP BACKGROUND AND	(DESKTOP BACKGROUND AND	(DESKTOP BACKGROUND AND
	LOCATIONS OF THE	LOCATIONS OF THE	LOCATIONS OF THE
	COMPUTER.)	COMPUTER.)	COMPUTER.)
3	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE
4	TECHNOLOGY IN THE	TECHNOLOGY IN THE	TECHNOLOGY IN THE
	COMMUNITY	COMMUNITY	COMMUNITY
	(COMMUNICATION)	(COMMUNICATION)	(COMMUNICATION)
		INTRODUCTION TO MS-	
		POWERPOINT (TABS AND	
		RIBBONS OF MS-POWERPOINT)	
		INTRODUCTION TO WORD	
		PROCESSING (TABS AND	
		RIBBONS OF WORD	
		PROCESSING)	
5	INTRODUCTION TO MS-	INTRODUCTION TO	INTRODUCTION TO
	POWERPOINT (TABS AND	DATABASES, ALGORITHM AND	DATABASES, ALGORITHM AND
	RIBBONS OF MS-POWERPOINT)	PROGRAMMING	PROGRAMMING.

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	INTRODUCTION TO WORD		
	PROCESSING (TABS AND		
	RIBBONS OF WORD		
	PROCESSING)		
6	INTRODUCTION TO	INTRODUCTION TO	INTRODUCTION TO
	DATABASES, ALGORITHM AND	ELECTRONIC	ELECTRONIC SPREADSHEET
	PROGRAMMING.	SPREADSHEET(TABS AND	
		RIBBONS MANIPULATION)	NETWORK OVERVIEW
		NETWORK OVERVIEW	
7	INTRODUCTION TO	WEB BROWSERS AND WEB	WEB BROWSERS AND WEB
	ELECTRONIC SPREADSHEET	PAGES	PAGES
	NETWORK OVERVIEW		
8	WEB BROWSERS AND WEB	SURFING THE WORLD WIDE	SURFING THE WORLD WIDE
	PAGES	WEB	WEB
		FAVOURITE PLACES AND	FAVOURITE PLACES AND
		SEARCH ENGINE	SEARCH ENGINE
		USING ONLINE FORMS	USING ONLINE FORMS
9	SURFING THE WORLD WIDE	CUSTOMIZING YOUR BROWSER	CUSTOMISING YOUR BROWSER
	WEB		
10	FAVOURITE PLACES AND	ELECTRONIC EMAIL	ELECTRONIC EMAIL
	SEARCH ENGINE		
	USING ONLINE FORMS		INTERNET OF THINGS (IOT)
11	CUSTOMISING YOUR BROWSER	INTERNIET OF THUNCS (IOT)	DICITAL LITERACY
	TO THE PROPERTY OF THE PROPERT	INTERNET OF THINGS (IOT)	DIGITAL LITERACY
11	ELECTRONIC EMAIL	DIGITAL LITERACY	HEALTH AND SAFETY IN USING

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team. May Allah/God bless you

MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	COUNTING, REPRESENTATION	FRACTIONS	ALGEBRAIC EXPRESSIONS
	& CARDINALITY		
2	COUNTING, REPRESENTATION	FRACTIONS	LINES AND SHAPES.
	& CARDINALITY		MEASUREMENT -PERIMETER, AREA,
			CAPACITY/VOLUME AND ANGLE
3	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT
	& CARDINALITY		
4	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT
	& CARDINALITY		
5	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT - ANGLES
	& CARDINALITY	-((/))	
6	COUNTING, REPRESENTATION	FRACTIONS	GEOMETRIC REASONING
	& CARDINALITY		
7	COUNTING, REPRESENTATION	PATTERNS AND	INTERPRETATION AND ANALYSIS
	& CARDINALITY	RELATIONSHIPS	DATA COLLECTION, ORGANISATION,
			PRESENTATION,
8	COUNTING, REPRESENTATION	PATTERNS AND	INTERPRETATION AND ANALYSIS
	& CARDINALITY	RELATIONSHIPS	DATA COLLECTION, ORGANISATION,
			PRESENTATION,
9	COUNTING, REPRESENTATION	PATTERNS AND	CHANCE (PROBABILITY)
	& CARDINALITY	RELATIONSHIPS	
10	COUNTING, REPRESENTATION	PATTERNS AND	CHANCE (PROBABILITY)
	& CARDINALITY	RELATIONSHIPS	
11	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)
12	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)

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WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	
2	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	
3	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	40.
4	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	
5	GOD THE	RELIGIOUS FESTIVALS IN THE THREE	AUTHORITY AND OBEDIENCE
	CREATOR	MAJOR RELIGIONS IN GHANA	
6	GOD THE	RELIGIOUS FESTIVALS IN THE THREE	AUTHORITY AND OBEDIENCE
	CREATOR	MAJOR RELIGIONS IN GHANA	
7	THE	MINISTRY OF THE LEADERS OF THE	AUTHORITY AND OBEDIENCE
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	
8	THE	MINISTRY OF THE LEADERS OF THE	AUTHORITY AND OBEDIENCE
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	
9	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION
10	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION
11	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION
12	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION

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HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST
			MOVEMENTS
2	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST
			MOVEMENTS
3	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST
		()	MOVEMENTS
4	THE PEOPLE OF GHANA	ECONOMIC	EARLY PROTEST
		DEVELOPMENT	MOVEMENTS
5	THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND
			AFTER
6	SOME SELECTED INDIVIDUALS	ECONOMIC	THE 1948 RIOTS AND
		DEVELOPMENT	AFTER
7	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
			AFTER
8	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
		•	AFTER
9	INTERNATIONAL TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	INCLUDING THE SLAVE TRADE		AFTER
10	INTERNATIONAL TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	INCLUDING THE SLAVE TRADE		AFTER
11	COLONISATION AND	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	DEVELOPMENTS UNDER		AFTER
	COLONIAL RULE IN GHANA		
12	COLONISATION AND	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	DEVELOPMENTS UNDER COLONIAL RULE IN GHANA		AFTER

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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	THINKING AND EXPLORING
	(VISUAL ARTS)	(VISUAL ARTS)	(VISUAL ARTS)
2	THINKING AND EXPLORING	THINKING AND EXPLORING	THINKING AND EXPLORING
	(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	DISPLAY AND SHARING	DISPLAY AND SHARING
	COMPOSING	(PERFORMING ARTS)	(PERFORMING ARTS)
	(PERFORMING ARTS)		
7	DISPLAYING AND SHARING	APPRECIATING AND	APPRECIATING AND
	(VISUAL ARTS)	APPRAISING	APPRAISING
		(VISUAL ARTS)	(VISUAL ARTS)
8	DISPLAYING AND SHARING	APPRECIATING AND	APPRECIATING AND
	(PERFORMING ARTS)	APPRAISING	APPRAISING
		(PERFORMING ARTS)	(PERFORMING ARTS)
9	DISPLAYING AND SHARING /	APPRECIATING AND	APPRECIATING AND
	APPRECIATING AND APPRAISING	APPRAISING	APPRAISING
	(VISUAL AND	(VISUAL ARTS)	(VISUAL ARTS)
	PERFORMING ARTS)		

10	DISPLAYING AND SHARING /	APPRECIATING AND	APPRECIATING AND
	APPRECIATING AND	APPRAISING	APPRAISING
	APPRAISING	(PERFORMING ARTS)	(PERFORMING ARTS)
	(VISUAL AND		
	PERFORMING ARTS)		
11	APPRECIATING AND	DISPLAY AND SHARING	DISPLAY AND SHARING
	APPRAISING	SCHOOL-BASED PROJECT	SCHOOL-BASED PROJECT
	(VISUAL AND	(VISUAL AND	(VISUAL AND
	PERFORMING ARTS)	PERFORMING ARTS)	PERFORMING ARTS)
		()	
12	APPRECIATING AND	APPRECIATING AND	APPRECIATING AND
	APPRAISING	APPRAISING	APPRAISING
	(VISUAL AND	(VISUAL AND	(VISUAL AND
	PERFORMING ARTS)	PERFORMING ARTS)	PERFORMING 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/
	POEMS		INSTRUCTIONS
2	LISTENING AND STORY TELLING	TALKING ABOUT ONESELF,	GIVING AND FOLLOWING
		FAMILY,	COMMANDS/
	DRAMATISATION AND ROLE PLAY		INSTRUCTIONS
		PEOPLE AND PLACES / ASKING	
		AND ANSWERING	
3	PHONICS: LETTER SOUND	VOCABULARY (SIGHT AND	FLUENCY
	KNOWLEDGE	CONTENT VOCABULARY) /	
		COMPREHENSION	
4	PHONICS: LETTER SOUND	SILENT READING	SUMMARISING
	KNOWLEDGE		
	VOCABULARY (SIGHT AND		
	CONTENT VOCABULARY)		
5	PENMANSHIP/HANDWRITING	PENMANSHIP/	PENMANSHIP/
		HANDWRITING	HANDWRITING
6	NARRATIVE WRITING	DESCRIPTIVE WRITING /	LITERARY WRITING
		PERSUASIVE WRITING	
7	CREATIVE/ FREE WRITING	PERSUASIVE WRITING /	LETTER WRITING
		ARGUMENTATIVE WRITING	
8	DESCRIPTIVE WRITING	ARGUMENTATIVE WRITING	LETTER WRITING

9	INTEGRATING GRAMMAR IN	GRAMMAR IN WRITTEN	INTEGRATING GRAMMAR
	WRITTEN LANGUAGE	LANGUAGE (USE OF ACTION	IN WRITTEN LANGUAGE
	(CAPITALIZATION)	WORDS)	(USE OF SIMPLE AND
		& (USE OF QUALIFYING	COMPOUND SENTENCES)
		WORDS)	
10	INTEGRATING GRAMMAR IN	INTEGRATING GRAMMAR IN	INTEGRATING GRAMMAR
	WRITTEN LANGUAGE	WRITTEN LANGUAGE (USE OF	IN WRITTEN LANGUAGE
	(PUNCTUATION)	POSTPOSITIONS) & (USE OF	(SPELLING)
		SIMPLE AND COMPOUND	(CONJUNCTIONS)
	INTEGRATING GRAMMAR IN	SENTENCES)	
	WRITTEN LANGUAGE (USE OF		O '
	ACTION WORDS)		
11	BUILDING THE LOVE AND	READING TEXTS, POEMS,	READING TEXTS, POEMS,
	CULTURE OF READING IN	NARRATIVES AND SHORT	NARRATIVE, AND SHORT
	LEARNERS	STORIES	STORIES AND RESPOND TO
			THEM
12	READ ALOUD WITH CHILDREN	READING TEXTS, POEMS,	READING TEXTS, POEMS,
		NARRATIVES AND SHORT	NARRATIVE, AND SHORT
		STORIES	STORIES AND RESPOND TO
			THEM

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PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	ENDURANCE
2	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	FLEXIBILITY
3	MANIPULATIVE SKILLS	RHYTHMIC SKILLS	BODY COMPOSITION
4	MANIPULATIVE SKILLS	SPACE AWARENESS	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	DYNAMICS	FITNESS PROGRAMME,
6	MANIPULATIVE SKILLS	RELATIONS	HEALTHY DIET
7	MANIPULATIVE SKILLS	BODY MANAGEMENT	SAFETY AND INJURIES
8	MANIPULATIVE SKILLS	STRATEGIES	SAFETY AND INJURIES,
9	MANIPULATIVE SKILLS	BODY MANAGEMENT	SELF-RESPONSIBILITY
10	MANIPULATIVE SKILLS	STRATEGIES	SOCIAL INTERACTION
11	MANIPULATIVE SKILLS	AEROBIC	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	STRENGTH	CRITICAL THINKING

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B5 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	ALGEBRA	Algebraic Expressions	B5.2.3.1.	B5.2.3.1.1	Counters, bundle and
			B5.2.3.1.	B5.2.3.1.2	loose straws, Paper
					strips, Cut out cards
2	GEOMETRY AND	Lines and Shapes.	B5.3.1.1.	B5.3.1.1.1	
	MEASUREMENT	Measurement -perimeter,	B5.3.1.1.	B5.3.1.1.2	
		Area, Capacity/Volume and Angle	B5.3.1.1.	B5.3.1.1.3	
3	GEOMETRY AND	Measurement	B5.3.2.1.	B5.3.2.1.1	Counters, bundle and
	MEASUREMENT		B5.3.2.1.	B5.3.2.1.2	loose straws, Paper
			B5.3.2.1.	B5.3.2.1.3	strips, Cut out cards
					•
4	GEOMETRY AND	Measurement	B5.3.2.2.	B5.3.2.2.1	Counters, bundle and
	MEASUREMENT		B5.3.3.2.	B5.3.3.2.2	loose straws, Paper
			B5.3.2.2.	B5.3.2.2.3	strips, Cut out cards
5	GEOMETRY AND	Measurement – Angles	B5.3.3.2.	B5.3.3.2.4	Counters, bundle and
	MEASUREMENT		B5.3.3.3.	B5.3.3.3.1	loose straws, Paper
			B5.3.3.3.	B5.3.3.3.2	strips, Cut out cards
6	GEOMETRY AND	Geometric Reasoning	B5.3.4.1.	B5.3.4.1.1	Counters, bundle and
	MEASUREMENT		B5.3.4.2.	B5.3.4.2.2	loose straws, Paper
					strips, Cut out cards
7	Data	Interpretation and Analysis	B5.4.1.1.	B5.4.1.1.1	Counters, bundle and
		Data Collection,	B5.4.1.1.	B5.4.1.1.2	loose straws, Paper
		Organisation, Presentation,			strips, Cut out cards
8	Data	Interpretation and Analysis	B5.4.1.2.	B5.4.1.2.1	Counters, bundle and
		Data Collection,	B5.4.1.2.	B5.4.1.2.2	loose straws, Paper
		Organisation, Presentation,			strips, Cut out cards
9	Data	Chance (Probability)	B5.4.2.1.	B5.4.2.1.1	Counters, bundle and
			B5.4.2.1.	B5.4.2.1.2	loose straws, Paper
					strips, Cut out cards
10	Data	Chance (Probability)	B5.4.2.1.	B5.4.2.1.2	Counters, bundle and
			B5.4.2.1.	B5.4.2.1.3	loose straws, Paper
					strips, Cut out cards
	data	Chance (Probability)	B5.4.2.1.	B5.4.2.1.3	Counters, bundle and
11					loose straws, Paper
					strips, Cut out cards
12	data	Chance (Probability)	B5.4.2.1.	B5.4.2.1.3	Counters, bundleS

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B5 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.3	A map of Ghana, Posters, documentary
2	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.3	A map of Ghana, Posters, documentary
3	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.4	A map of Ghana, Posters, documentary
4	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.4	A map of Ghana, Posters, documentary
5	Journey to Independence	The 1948 Riots And After	B5.5.3.1.	B5.5.3.1.1	A map of Ghana, Posters, documentary
6	Journey to Independence	The 1948 Riots And After	B5.5.3.1.	B5.5.3.1.1	A map of Ghana, Posters, documentary
7	Journey to Independence	The 1948 Riots And After	B5.5.3.1.	B5.5.3.1.1	A map of Ghana, Posters, documentary
8	Journey to Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary
9	Journey To Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary
10	Journey To Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary

11	Journey To Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary
12	Journey To Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary

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B5 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	MATERIALS		B5.1.2.3.1	Plants and animals in the
2	CYCLES	EARTH SCIENCE		B5.2.1.5.1	environment, plastics, stones, pictures videos paper,
3	CYCLES	EARTH SCIENCE		B5.2.1.5.2	Plants and animals in the environment,
4	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY		B1.4.1.2.2	plastics, stones, pictures videos paper
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION		B5.5.1.2.1	рире
6	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION)-	B5.5.1.2.2	Plants and animals in the environment, plastics, stones,
7	HUMANS AND THE ENVIRONMENT	DISEASES		B5.5.2.1.1	pictures videos paper
8	HUMANS AND THE ENVIRONMENT	DISEASES		B5.5.2.1.2	
9	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY		B5.5.3.1.1	
10	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE		B5.5.4.1.1	
11	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE		B5.5.4.1.1	Plants and animals in the environment,
12	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE		B5.5.4.1.1	plastics, stones, batteries, pictures videos paper

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B5 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	The Family and Commitment	The Family and Commitment	B5.4.1.1.	B5.4.1.1.1	wall charts, wall words, posters, video clip, etc
2	The Family and Commitment	The Family and Commitment	B5. 4.1.1.	B5. 4.1.1.1	wall charts, wall words, posters, video clip, etc
3	The Family and Commitment	The Family and Commitment	B5. 4.1.1.	B5. 4.1.1.2	wall charts, wall words, posters, video clip, etc
4	The Family and Commitment	The Family and Commitment	B5. 4.1.1.	B5. 4.1.1.2	wall charts, wall words, posters, video clip, etc
5	The Family, Authority and Obedience	Authority and Obedience	B5.5.1.1.	B5.5.1.1.1:	wall charts, wall words, posters, video clip, etc
6	The Family, Authority and Obedience	Authority and Obedience	B5.5.1.1.	B5.5.1.1.1:	wall charts, wall words, posters, video clip, etc
7	The Family, Authority and Obedience	Authority and Obedience	B5. 5.1.1.	B5. 5.1.1.2:	wall charts, wall words, posters, video clip, etc
8	The Family, Authority and Obedience	Authority and Obedience	B5. 5.1.1.	B5. 5.1.1.2:	wall charts, wall words, posters, video clip, etc
9	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B5.5.2.1.	B5.5.2.1.1	wall charts, wall words, posters, video clip, etc
10	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B5.5.2.1.	B5.5.2.1.1	wall charts, wall words, posters, video clip, etc
11	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B5.5.2.1.	B5.5.2.1.1	wall charts, wall words, posters, video clip, etc
12	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B5.5.2.1.	B5.5.2.1.1	wall charts, wall words, posters, video clip, etc

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B5 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	My Family and the Community		B5.1.3.3.1	Pictures, Charts, Video Clip
2	ALL ABOUT US	My Family and the Community		B5.1.3.3.1	Pictures, Charts, Video Clip
3	ALL AROUND US	The Environment and the Weather		B5.2.1.3.1.	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Being a Citizen		B5.4.1.2.1.	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Being a Citizen		B5.4.1.3. 1.	Pictures, Charts, Video Clip
6	OUR NATION GHANA	Authority and Power		B5.4.2.2 .1.	Pictures, Charts, Video Clip
7	OUR NATION GHANA	Farming in Ghana		B5.4.4.1.1	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.2.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.2.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.2.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.2.1.	Pictures, Charts, Video Clip

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B5 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Reading	Vocabulary		B5.2.6.4.2.	Word cards
	Grammar	Nouns		B5.3.1.1.4.	sentence cards,
	Usage At Word				class library
	Writing	Paragraph Development		B5.4.3.1.4.	
	Using Writing	Naming Words/Nouns		B5.5.3.1.4	
	Conventions				
	Extensive	Building the Love and Culture		B5.6.1.1.1	
	Reading	of Reading			
2	Oral Language	Poems		B5.1.3.1.3.	Word cards
	Reading	Vocabulary		B5.2.6.4.3	sentence cards,
	Grammar	Nouns		B5.3.1.1.4.	class library
	Usage At Word				
	Writing	Paragraph Development		B5.4.3.1.4.	
	Using Writing	Naming Words/Nouns		B5.5.3.1.4	
	Conventions				
	Extensive	Building the Love and Culture	9	B5.6.1.1.1	
	Reading	of Reading			
3	Oral Language	Dramatization and Role Play		B5.1.5.2.3.	Word cards
	Reading	Comprehension		B5.2.7.2.3.	sentence cards,
	Grammar	Determiners		B5.3.2.1.5	class library
	Usage At Word				
	Writing	Writing as a Process		B5.4.9.3.3	
	Using Writing	Using action Words		B5.5.4.1.4.	
	Conventions				
	Extensive	Building the Love and Culture		B5.6.1.1.1	
	Reading	of Reading			
4	Oral Language	Conversation		B5.1.6.3.2.	Word cards
					sentence cards,
	Reading	Comprehension		B5.2.7.3.1.	class library
	Grammar	Determiners		B5.3.2.1.5	
	Usage At Word				
	Writing	Writing as a Process		B5.4.9.3.3	
	Using Writing	Using action Words		B5.5.4.1.4.	
	Conventions			_	
	Extensive	Building the Love and Culture		B5.6.1.1.1	
	Reading	of Reading			
5	Oral Language	Conversation		B5.1.6.3.3	Word cards
	Reading	Silent Reading		B5.2.8.1.3.	

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	Grammar Usage At Word	Verbs	B5.3.5.1.6	sentence cards, class library
	Writing	Persuasive/Argumentative Writing	B5.4.13.2.3.	
	Using Writing Conventions	Using Conjunctions	B5.5.8.1.1	-
	Extensive	Building the Love and Culture	B5.6.1.1.1	
	Reading	of Reading		
6	Oral Language	Listening Comprehension	B5.1.7.1.5. B5.1.7.1.6	Word cards sentence cards,
	Reading	Fluency	B5.2.9.1.1.	class library
	Grammar	Verbs	B5.3.5.1.7	,
	Usage At Word			
	Writing	Persuasive/Argumentative Writing	B5.4.13.2.4	
	Using Writing Conventions	Using Conjunctions	B5.5.8.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.1	
7	Oral Language	Presentation	B5.1.10.3.1.	Word cards
	Reading	Fluency	B5.2.9.1.2	sentence cards,
	Grammar Usage At Word	Conjunctions	B5.3.8.1.1	class library
	Writing	Informative/Expository Writing	B5.4.14.1.1	<u>-</u>
	Using Writing	Using Simple, Compound and	B5.5.9.1.1.	-
	Conventions	Complex Sentences		
	Extensive	Building the Love and Culture	B5.6.1.1.1	
	Reading	of Reading		
8	Oral Language	Presentation	B5.1.10.3.2	Word cards
	Reading	Summarising	B5.2.10.1.1.	sentence cards,
	Grammar	Conjunctions	B5.3.8.1.1	class library
	Usage At Word	Informative/Evpository Writing	B5.4.14.2.1	-
	Writing	Informative/Expository Writing		_
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B5.5.9.1.1.	
		·	B5.6.1.1.1	1
	Extensive Reading	Building the Love and Culture of Reading	D3.0.1.1.1	
9		Presentation	B5.1.10.3.3	Word cards
3	Oral Language	rieschiation	B5.1.10.3.3 B5.1.10.3.4	sentence cards,
	Reading	Summarising	B5.1.10.3.4 B5.2.10.1.1.	class library
	Grammar	Modals	B5.2.10.1.1.	
	Usage At Word	ivioudis	05.5.3.1.1	
	Writing	Letter Writing	B5.4.15.1.1	
	Using Writing	Using Simple, Compound and	B5.5.9.1.2	
	Conventions	Complex Sentences		

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	Extensive	Building the Love and Culture	B5.6.1.1.1	
	Reading	of Reading		
10	Oral Language	Presentation	B5.1.10.3.5	Word cards
	Reading	Summarising	B5.2.10.1.2	sentence cards,
	Grammar	Modals	B5.3.9.1.1	class library
	Usage At Word			
	Writing	Letter Writing	B5.4.15.1.1	
	Using Writing	Using Simple, Compound and	B5.5.9.1.2	
	Conventions	Complex Sentences		
	Extensive	Building the Love and Culture	B5.6.1.1.1	
	Reading	of Reading		
11	Oral Language	Presentation	B5.1.10.3.6	Word cards
	Reading	Summarising	B5.2.10.1.2	sentence cards,
	Grammar	Prepositions	B5.3.10.1.1.	class library
	Usage At Word			
	Writing	Letter Writing	B5.4.15.1.1	
	Using Writing	Spelling	B5.5.10.1.1.	
	Conventions			
	Extensive	Building the Love and Culture	B5.6.1.1.1	
	Reading	of Reading		
12	Oral Language	Presentation	B5.1.10.3.7	Word cards
	Reading	Summarising	B5.2.10.1.2	sentence cards,
	Grammar	Prepositions	B5.3.10.1.1.	class library
	Usage At Word			
	Writing	Letter Writing	B5.4.15.1.1	
	Using Writing	Spelling	 B5.5.10.1.1.	
	Conventions		 	
	Extensive	Building the Love and Culture	 B5.6.1.1.1	
	Reading	of Reading		

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Termly B5 Term 3 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Introduction to	Generation of computers		B5.1.1.1.5	Laptops,
	computing	and parts of a computer and		B5.1.1.1.6	Images of
		other gadgets			clipboard, styles,
					fonts, paragraph
2	Introduction to	Introduction to MS-Windows		B5.1.2.1.6	Laptops,
	computing	Interface (Desktop		B5.1.2.1.7	
		Background and locations of			
		the computer.)			
3	Introduction to	Data, sources and usage		B5.1.3.1.8	Laptops,
	computing			B5.1.3.1.9	
				B5.1.3.1.10	
4	Introduction to	Technology in the		B5.1.4.1.4	Laptops,
	computing	community (communication)			
5	Programming and	Introduction to databases,		B5.5.1.3.5	Laptops,
	databases	algorithm and programming.		B5.5.1.3.6	
6	Programming and	Introduction to Electronic		B5.5.1.2.3	Laptops,
	databases.	Spreadsheet.			
	Internet and	Network Overview		B5.6.1.1.3.	
	social media				
7	INTERNET AND	Web browsers and Web		B5.6.2.1.7	Laptops, smart
	SOCIAL MEDIA	Pages		B5.6.2.1.8	phones
				B5.6.2.1.9	
8	INTERNET AND	Surfing the world wide web		B5.6.3.1.4.	Laptops, smart
	SOCIAL MEDIA				phones
		Favourite places and Search		B5.6.4.1.3.	
		engine.			
_		Using Online Forms		B5.6.5.1.3	
9	INTERNET AND	Customising your browser		B5.6.6.1.5	Laptops, smart
(SOCIAL MEDIA			B5.6.6.1.6	phones
10	INTERNET AND	Electronic Email		B5.6.7.1.4	Laptops, smart
	SOCIAL MEDIA				phones
		INTERNET OF THINGS (IOT)		B5.6.8.1.3	
				B5.6.8.1.4	
11	INTERNET AND	DIGITAL LITERACY		B5.6.4.9.1.2	Laptops, smart
	SOCIAL MEDIA			B5.6.10.1.2.	phones
12	HEALTH AND	HEALTH AND SAFETY IN		B5.7.1.1.1.	Laptops, smart
	SAFETY IN USING	USING ICT TOOLS		B5.7.1.1.2	phones
	ICT TOOLS				

team. May Allah/God bless you

B5 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNES	ENDURANCE	B5.3.3.3.	B5.3.3.1:	Balls, Videos and Picture,
2	PHYSICAL FITNES	FLEXIBILITY	B5.3.4.3.	B5.3.4.3.1	Drums, Speakers
3	PHYSICAL FITNES	BODY COMPOSITION	B5.3.5.3.	B5.3.5.3.1	Balls, Videos and Picture,
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B5.4.1.4.	B5.4.1.4.1	Drums, Speakers
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B5.4.1.4.	B5.4.1.4.2	Balls, Videos and Picture,
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	HEALTHY DIET	B5.4.2.4.	B5.4.2.4.1	Drums, Speakers
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B5.4.3.4.	B5.4.3.4.1:	Balls, Videos and Picture,
8	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	, SAFETY AND INJURIES,	B5.4.3.4.	B5.4.3.4.2:	Drums, Speakers
9	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF- RESPONSIBILITY	B5.5.1.5.	B5.5.1.5.1	Balls, Videos and Picture, Drums, Speakers
10	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SOCIAL INTERACTION	B5.5.2.5.	B5.5.2.5.1:	Balls, Videos and Picture, Drums, Speakers
11	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	GROUP DYNAMICS	B5.5.3.5.	B5.5.3.5.1:	Videos and Picture, Drums
12	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	CRITICAL THINKING	B5.5.4.5.	B5.5.4.5.1:	

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B5 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B5.1.1.1	B5.1.1.1.5	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B5.2.1.1	B5.2.1.1.5	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B5.1.2.2	B5.1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B5.2.2.2	B5.2.2.3	-do-
5	Visual arts	Displaying and sharing (Visual Arts)	B5.1.3.4	B5.1.3.4.3	-do-
6	Performing arts	Display and Sharing (Performing Arts)	B5.2.3.4	B5.2.3.4.3	-do-
7	Visual arts	Appreciating and Appraising (Visual Arts)	B5.1.4.6.	B5.1.4.6.3	-do-
8	Performing arts	Appreciating and Appraising (Performing Arts)	B5.2.4.6	B5.2.4.6.3	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B5.1.1.1 B5.2.1.1	B5.1.1.1.6 B5.2.1.1.6	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B5.1.2.3 B5.2.2.3	B5.1.2.3.3 B5.2.2.3.3	-do-
11	Visual and Performing Arts	Display and Sharing School-Based Project (Visual and Performing Arts)	B5.1.3.5 B5.2.3.5	B5.1.3.5.3 B5.2.3.5.3	-do-

12	Visual and	Appreciating and	B5.1.4.7	B5.1.4.7.3	-do-
	Performing	Appraising	B5.2.4.7	B5.2.4.7.3	
	Arts	(Visual and			
		Performing Arts)			

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KEY

T&E: Thinking and Exploring PM&C: Planning, Making and Composing

D&S: Displaying and Sharing A&A: Appreciating and Appraising

B5 Term 3 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/Instructions	B5.1.9.1. B5.1.10.1. B5.1.10.1.	B5.1.9.1.2 B5.1.10.1.1 B5.1.10.1.2	Drums, drum sticks, recorded audios,
2.	Oral Language	Giving and Following Commands/ Instructions	B5.1.11.1 B5.1.11.1. B5.1.11.1.	B5.1.11.1.1 B5.1.11.1.2 B5.1.11.1.3	Manila cards, recorded audio visuals
3.	Reading	Fluency	B5.2.8.1. B5.2.8 .1.	B5.2.8.1.1 B5.2.8.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Summarising	B5.2.9.1. B5.2.9.1.	B5.2.9.1.1 B5.2.9.1.2	Manila cards, markers, recorded audio- visual
5.	Writing	Penmanship/ Handwriting	B5.3.1.1.	B5.3.1.1.5	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Literary Writing	B5.4.6.1. B5.4.7.1. B5.4.7.1.	B5.4.6.1.2 B5.4.7.1.1 B5.4.7.1.2	Manila Cards, Class reader
7.	Composition Writing	Letter Writing	B5.4.7.1. B5.4.8.1. B5.4.8.1.	B5.4.7.1.3 B5.4.8.1.1 B5.4.8.1.2	Manila Cards, Markers
8.	Composition Writing	Letter Writing	B5.4.8.1.	B5.4.8.1.3	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of simple and compound sentences)	B5.5.6.1. B5.5.6.1. B5.5.7.1.	B5.5.6.1.2 B5.5.6.1.3 B5.5.7.1.1	Word cards, Manila card Markers Word Cards, Manila card,

10.	Writing	Integrating Grammar in	B5.5.7.1.	B5.5.7.1.2	Word cards, Manila
	Conventions /	Written Language	B5.5.7.1.	B5.5.7.1.3	card
	Usage	(Spelling)	B5.5.8.1.	B5.5.8.1.1.	Markers Word
		(Conjunctions)			Cards, Manila card,
11.	Extensive	Reading Texts, Poems,	B5.6.3.1.	B5.6.3.1.4	Reading materials
	Reading/	Narrative, and Short Stories	B5.6.3.1.	B5.6.3.1.5	
	Children	and Respond to them			
	Literature/				
	Library				
12.	Extensive	Reading Texts, Poems,	B5.6.3.1.	B5.6.3.1.6	Manila Cards,
	Reading/	Narrative, and Short Stories		_ (Markers
	Children	and Respond to them			
	Literature/				
	Library				

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TERM THREE BASIC FIVE WEEK 1

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class size:		
Day:		Da	ate :		
Period :			sson :		
Strand:		Sub-strand:			
A. Reading		A. Vocak	bulary		
B. Grammar Usage A	t Word	B. Noun	IS		
C. Writing		C. Parag	graph Develo	pment	
D. Using Writing Conv	ventions	D. Nami	ng Words/N	ouns	
E. Extensive Reading		E. Buildi	ing the Love	and Culture of	Reading
Indicator (code)	B5.2.6.4.2. B5	.3.1.1.4. B	5.4.3.1.4.	B5.5.3.1.4	B5.6.1.1.1
Content standard (code)	B5.2.6.4 B5.	.3.1.1. B	5.4.3.1.	B5.5.3.1.	B5.6.1.1.
Performance Indicator	A. Learners	can recognise	the playful	use of words	in spoken and written
	language	(jokes, riddles,	, puns etc.).		
	B. Learners o	an identify an	d use abstra	ct nouns to refe	er to concepts and ideas.
	C. Learners	can use cohesi	ive devices -	- pronouns, rep	etition of vocabulary or
1 1 1 1 1	grammati	cal structures	to link ideas	in a paragraph	, e.g. use connectors to
	link simila	r ideas, give re	easons and a	ndd information	ı .
	D. Learners of	can identify an	nd use abstra	ct nouns to ref	er to concepts and
	ideas.				
	E. Learners of	can read a varie	ety of age- a	nd level approp	oriate books and present
	at least a-	three-paragra	ph summary	of each book r	ead
Core Competencies: Creat	•		ation and Co	llaboration Per	sonal Development and
Leadership Critical Thinkin	ng and Problem So	lving.			
Keywords					

T. L .R. (s)		Word cards sentence cards letter cards handwriting or	n a manila card and a class		
1. L (3)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Lang				
DAY	Phase 1: Phase 2: Main Starter (new learning including assessment) (preparing the brain for learning)		Starter (new learning including assessment) (preparing the brain for		Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B. READING Demonstrate the playful use of words (jokes, riddles etc.) e.g. Riddle, riddle. I am something. I have four legs and a top. People write or eat on me. What am I? Have learners use appropriate language in jokes, riddles etc. Make them understand that these are ways in which language could also be used. Assessment: let learners use appropriate language in interpretable and interpretable in the condition.	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	 <u>C. GRAMMAR</u> Revise concrete nouns. Introduce abstract nouns as nouns that cannot be touched, seen or felt. They include ghost, beauty, holiness, air, etc. Provide a passage with concrete and abstract nouns and let learners identify each category. Have learners use given concrete and abstract nouns in sentences. Assessment: let learners use given concrete and	What have we learnt today? Ask learners to summarize the main points in the lesson		
Thursday	Engage learners to sing songs and recite familiar rhymes	 abstract nouns in sentences. <u>D. WRITING</u> Display a sample paragraph. Underline the cohesive devices/transitional words. Have learners read the paragraph and discuss with their peers what the underlined words are doing in the paragraph. Lead them in a general discussion on what the underlined words are and their role in the paragraph. 	What have we learnt today? Ask learners to summarize the main points in the lesson		

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		Provide a paragraph and leave out the cohesive devices.	
		Have learners complete the paragraph with appropriate transitional words.	
Friday	Engage learners to sing songs and recite familiar rhymes	Assessment: Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words E. WRITING CONVENTION AND GRAMMAR USAGE Revise concrete nouns. Introduce abstract nouns as nouns or names of things that cannot be touched, seen or felt. They include ghost, beauty, holiness, mercy, etc. Provide a passage with concrete and abstract nouns and let learners identify each category. Have learners use given concrete and abstract nouns in sentences.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use given concrete and abstract nouns in sentences.	
Friday	Guide	E. EXTENSIVE READING	
	learners to choose and read books during the	 Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary 	Have learners to tell what they read to the whole class
	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 at least a-three- paragraph summary of each book read	

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

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son :	
Strand : DIV	ERSITY OF MA	ATTER Sub-stran	nd : 1	MATERIALS	
Indicator (co	ode)	B5.1.2.3.1			
Content sta	ndard (code)	B5.1.2.3.			
Performanc	e Indicator	Learners can demonstrate	form	ation and separation of	mixtures (solid-liquid and
		liquid-liquid mixtures)			
_		tivity and Innovation Commung and Problem Solving.	ınica	tion and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including ass	essn	nent)	Plenary / Reflections
Thursday	Engage	Display some solid and liq	nid s	uhstances for learners	What have we learnt
mursday	learners to	to observe, e.g. water, com			today?
	sing songs	sand, cooking oil and soft d			Ask learners to
	and recite	Put learners in groups and			summarize the
	familiar	the substances to a separat			important points of the
	rhymes	stirring and observe what h	-	•	lesson
	, ==	Learners describe the mat			
		have produced, i.e. as solid-		•	
		mixture or a solution.	•	, 1 1 1 2	

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	• Learners find out the difference between a mixture of	
	sand and water, and a mixture of salt and water.	
	 Learners also differentiate between the mixture of 	
	water and soft drink, and the mixture of water and	
	cooking oil.	
	Put learners into groups to demonstrate how to	
	recover the salt from the salt solution.	
	Assist learners to separate different solid-liquid	
	mixtures and liquid-liquid mixtures using separation	
	methods such as filtration, evaporation, sieving and use	
	of separating funnel.	
	Project: Separation of solid- liquid mixture	
	Learners separate a mixture of sand and water using)
	appropriate materials.	

NB: An improvised separation equipment can be used

Assessment: let learners describe the formation and separation of mixtures (solid-liquid and liquid-liquid

to effectively separate various mixtures

mixtures)

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	$\wedge \wedge \wedge \vee$
Strand : ALL	ABOUT US		Sub-stran	d : My Family and the Comm	nunity
Indicator /or	nd	B5.1.3.3.1			
Indicator (co					
	ndard (code)				
Performanc	e Indicator	Learners can expl	ain how ge	nder equity can be promote	d.
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration P	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Sol	lving.		
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Dur People curricu	ulum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	In groups learners	s work to e	licit gender stereotypes in	What have we learnt
	learners to	their community.			today?
	sing songs				
	and recite	Learners, in group	os identify i	oles that are to be	Ask learners to
	familiar	performed by the	sexes. Lea	rners discuss and cross out	summarize the main
	rhymes	responses the cla	ss consider	s as stereotypes.	points in the lesson
		Assessment: Let	learners ex	plain how gender equity	
		can be promoted		Francisco October Educia	

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Thursday	Engage	Learners discuss some gender issues in the community	What have we learnt
	learners to	and how they affect the:	today?
	sing songs	i. Individual	
	and recite	ii. Community	Ask learners to
	familiar	iii. Nation building e.g. widowhood rites, trokosi, witch	summarize the main
	rhymes	camps etc.	points in the lesson
		Assessment: Let learners mention gender issues in the	Learners find out from
		community and how they affect the nation building	parents and other
			people in the
			community some of the
			customs they consider
			discriminatory.

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	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:				Class size:	
Day:			Da	ate	e:	
Period:				ess	on :	$\langle \langle \langle \rangle \rangle \rangle$
Strand: Intro	oduction to c	omputing S	ub-strand :	:	Generation of compute	rs and parts of a
		C	omputer ar	nd	other gadgets	
Indicator (co	ode)	B5.1.1.1.5	B5.1.1.1.	.6		
Content star	ndard (code)	B5.1.1.1.	B5.1.1.1.	i e		
Performance	e Indicator	Learners car	n identify ho	om	e row keys, top row, bo	ttom row keys, numerical
		pad and type	e (short sen	nte	nces).	
		 Learners car 	n summaris	e t	he generation of compu	iters.
Core Compe	tencies: Crea	tivity and Innovation	Communic	cati	ion and Collaboration Po	ersonal Development and
Leadership C	Critical Thinkii	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 assess	sme	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					144
	Engage	•		•	row keys (Q, W, E, R,	What have we learnt
Wadnasday	learners to	_			/, U, I, O, and P keys	today?
Wednesday	sing songs				keys (Z, X, C, V, and B	
	and recite	keys for the left-har			• •	Ask learners to
	familiar	<u> </u>	•		and), numerical pad	summarize the main
	rhymes	(1, 2, 3,9. etc.) an Word Processor or				points in the lesson
		Guide learners to re	ecall what h	nas	been learnt in	
		previous classes and	d ask leadin	ng (questions, use	

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		scenarios to help learner	rs identify the difference	
		between the types of cor	mputers, their advantages and	
		disadvantages.		
		Assessment: Let learners	s identify the difference	
		between the types of cor	mputers, their advantages and	
		disadvantages		
Vetted by :			Signature:	Date :

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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Endin	g:				Class size:		
Day:				Da	te:		
Period :					son:	5	
Strand :			Su	ib-strand :			
Indicator (co	ode)	B5.2.3.1.1		B5.2.3.1.2	B5.2.3	3.1.3	
Content star	ndard (code)	B5.2.3.1.		B5.2.3.1.2	B5.2.3	3.1.3	
Performance	e Indicator	is represe • Learners with an symbolica	nted can equ	d by a lette identify thuation; and	r to variable. ne unknown in a p	roblen lem (ation where the unknown n; represent the problem concretely, pictorially or
Core Compe	tencies: Crea	tivity and Innovati	on C	Communica	tion and Collabora	tion P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem So	lving	g.			
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Pag	e				
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning inc	ludi	ing assessr	nent)		Phase 3: Plenary / Reflections

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	for					
	learning)					
Tuesday	Sing songs	E.g.1. Ask learne	ers solve word p	roblems;	e.g	Review the lesson with
	like:	i. The cost	of two pens is t	wenty ¢15	5. If one costs	Learners
		£5.50, what is th	•	•		
	l'm	•	uct of two num	•	0. If one of the	
	counting	numbers is 24, w				
	one, what	,				
	is one	E.g.2. Ask learne	ers to read Ama	's problen	n below,	
	1 - One is	complete the tal		-		
	one alone,	·		•		
	alone it					
	shall be.	Days (d)	Days	1	2	
		Height (<i>h</i>)	Height	5cm	7cm	
		Ama is tracking t	he progress of	her plant's	s growth.	
		Today the plant			=	
		1 ' '	nathematical se		•	
		the height of the			What will	
		the height of the	y days will the		e to reach	
		75cm?	ry days will the	incignic tak	ic to reach	
		Assessment: hav	e learners to pi	ractice wit	h more	
		examples				
	Sing songs					Review the lesson with
Wednesday	like:	E.g.1. Ask learne	-		_	Learners
			of two pens is t	•	5. If one costs	
	l'm	ø5.50, what is th		-	0 16 611	
	counting	ĭ ·	uct of two num			
	one, what	numbers is 24, w	mat is the othe	i ilullibel!		
	is one	E.g.2. Ask learne	ers to read Ama	's problen	n below.	
	1 - One is	complete the tal		•	•	
	one alone,			1		
	alone it	Days (d)	Days	1	2	
	shall be.	Height (h)	Height	5cm	7cm	
		Ama is tracking t		•	•	
		Today the plant	is 5cm tall. The	plant grov	vs 2cm a day	

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		(i) Write a mathematical sentence that represents the height of the plant after <i>d</i> days; (ii) What will the height of the plant be after 20 days? (iii) How many days will the height take to reach 75cm?	
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	E.g.1 Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. If necessary, model the use of guess and test as one strategy. By observing patterns in their results, students become more systematic in the guesses they make 1. $3 + p = 11$ 5. $p + 5 = 17$ 2. $14 - p = 8$ $24 = p + 9$ 3. $p - 9 = 16$ $25 = 35 - p$ Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Ask students to describe two different stories that the equation 5 + k = 9 could represent E.g.2. Ask learners to solve puzzle in the figure, by solving the equations in each line Assessment: have learners to practice with more examples	Review the lesson with Learners

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	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : Visu	ial Arts	Su	ıb-stran	d : Thinking and Exploring Ide	eas
Indicator (co	ode)	B5.2.1.1.5			
Content star	ndard (code)	B5.2.1.1.			
Performance	e Indicator	Learners can study t	he artw	orks of Ghanaian and other	African visual artists that
		reflect topical issues	in Afric	a	
		tivity and Innovation (ng and Problem Solvin		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	(new learning includi	ing asse	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Wednesday	Engage	Learners are to:			What have we learnt
	learners to	select works of Gh	anaian	and other African visual	today?
	sing songs	artists that reflect cu	irrent to	ppical issues of concern in	
	and recite	Africa (e.g. climate cl	hange, v	water and air pollution,	Ask learners to
	familiar	slums, inclusion, dive	ersity, ir	nternational relations, green	summarize the main
	rhymes	cross and highway co	odes);		points in the lesson
		② appreciate: through	h show	er thoughts sessions discuss	
		the works of the sele	ected Af	rican artists with focus on	

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	the type of artwork, theme/purpose, materials, tools,
	method and style, etc.
	Assessment: let learners describe the artworks of
	Ghanaian and other African visual artists that reflect
	topical issues in Africa
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	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:			Class size:					
Day:			Dat	Date:				
Period :				son :				
Strand : Jou	rney to Indep	endence Sub-stra	ndence Sub-strand : Early Protest Movements					
Indicator (co	ode)	B5.5.1.1.3						
Content star	ndard (code)	B5.5.1.1.		. \ \ \				
Performanc	e Indicator	Learners can examine sour	ces of	evidence about the role	of Joseph Ephraim Casely-			
		Hayford in the National Co	ngres	s of British West Africa (I	NCBWA).			
=		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and			
Keywords								
T. L .R. (s)		Pictures						
Ref:	History curr	iculum Page	iculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections			
	(preparing the brain							
	for							
	learning)							
Tuesday	Engage	1. Identify Joseph Ephraim	Case	ly-Hayford from	What have we learnt			
	learners to	photographs.			today?			
	sing songs	2. Show and discuss a docu	men	tary the bust of Joseph				
	and recite	Ephraim Casely-Hayford at	Casf	ord Hall, UCC (where	Ask learners to			
	familiar	possible).			summarize the main			
	rhymes				points in the lesson			
		Assessment: let learners na	arrate	the bust of Joseph				
	Who was	Ephraim Casely-Hayford at	Casf	ord Hall, UCC				
	Joseph							

	Ephraim		
	Casely-		
	Hayford?		
Thursday	Engage	Present a narrative of the leadership role of Joseph	What have we learnt
	learners to	Ephraim Casely-Hayford in the NCBWA	today?
	sing songs		
	and recite	Assessment: let learners mention the sources of	Ask learners to
	familiar	evidence about the role of Joseph Ephraim Casely-	summarize the main
	rhymes	Hayford in the National Congress of British West Africa	points in the lesson
		(NCBWA)	
	Who was		
	Joseph		
	Ephraim		
	Casely-		
	Hayford?		
	Where was		
	he born?		

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				Class size:		
Day :			Dat	te:		
Period :			Les	son :		
Strand : PHY	SICAL FITNES	S Sub	Sub-strand : ENDURANCE			
Indicator (co	ode)	B5.3.3.3.1				
Content star	ndard (code)	B5.3.3.3.				
Performance	e Indicator	Learners can perform	two set of	continuous push ups		
=		tivity and Innovation Cong and Problem Solving.		tion and Collaboration 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 includin	ıg assessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Learners after genera	I and spec	ific warm ups, learners	End the lesson with cool	
	jog round a	lie on the ground face	down. Le	arners with their palms	down activities and use	
	demarcate	flat on the ground by t	their side,	extend their arms to	questions to summarise	
	d area in	move their trunk up ar	nd flex the	e arms again to move	the lesson	
	files while	the body back to lying	position.	Learners continue the		
	singing and	process for a number of	of time ba	se on their ability in a		
	clapping to	set. Learners repeat th	ne second	set after rest and		
	warm-up	progress at their own	pace			
	the body					
	for					
	maximal					

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	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:			
Day:			Dat	e :			
Period :			Les	son :			
Strand : The	Family and C	ommitment Sub-stra	nd : ⊺	The Family and the Comm	nunity		
Indicator (co	ode)	B5.4.1.1.1					
Content star	ndard (code)	B5.4.1.1.					
Performance	e Indicator	Learners can explain the ne	ed to	be a committed member	er of the family		
Core Compe	tencies: Crea	tivity and Innovation Commu	ınica	tion and Collaboration Pe	ersonal Development and		
Leadership (Critical Thinkir	ng and Problem Solving.					
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ulum Page	lum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections		
	(preparing the brain						
	for	/ / / / ·					
	learning)						
Friday	Engage	Have learners mention beh	aviou	irs and attitudes	What have we learnt		
	learners to	needed in order to be a cor		•	today?		
	sing songs	Initiates activities for family		= =			
	and recite	together - Supports commo			Ask learners to		
	familiar	care of a needy person in the		, ,	summarize the main		
	rhymes	time off to visit elders, pare	•	,	points in the lesson		
		responsibility (support fami	-	_			
		in performing their assigned					
		discipline among younger fa	amily	members, etc.			

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	Learners discuss the need for being a committed
	family member: - to promote unity, - to gain respect, -
	to bring unity and peace in the family, - to strengthen
	the family support system, - to be considered a
	trustworthy person, etc
	Assessment: let learners explain the need to be a committed member of the family
Vetted by :	Date :

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:				Class size:		
Day :				Date :		
Period :				Lesson :	()	
Strand : Ora	l Language		Sub-strand	d : Giving and Fol	lowing Com	nmands/ Instructions
Indicator (co	ode)	B5.1.9.1.2	B5.1.10	0.1.1	B5.1.10.1.	.2
Content star	ndard (code)	B5.1.9.1.	B5.1.1	0.1.	B5.1.10.1.	
Performance	e Indicator	The learner	er should re	d explain and use polar question markers d recognise landmarks in your area and other areas d use landmarks to give directions.		
Leadership (tivity and Innovations and Problem So		nication and Colla	boration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	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 asse	essment)		Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Write some pol Ask learners to Lead learners to correctly in their Ask learners to Write some of 	recognise to o use polar o speech or in give more	he polar question question markers n their conversati	identified ons.	What have we learnt today?

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		 Help learners to recognise the polar question 	Review the lesson with
		markers and tell where they occur in the structure.	learners
		• Ask learners to tell how to use polar question markers	
		correctly.	
		Allow learners to give examples on the board	
		Assessment: let learners use polar question markers in sentences	
	Engage	Discuss with learners what landmarks are.	What have we learnt
	leaners to	Display a sketch of an area on the board.	today?
	sing songs	Show them some of the landmarks on the sketch.	
	and recite	• Lead learners to recognise landmarks in their area and	
	familiar	other areas.	
	rhymes	Allow a learner to give directions to their home	
		making reference to any landmark in their area. E.g.	
		post office, palace, church, mosque, school etc	Review the lesson with learners
		Assessment: let learners identify and landmarks in your	icarriers
		area and other areas	
	Engage	Display a sketch of an area on the board.	What have we learnt
	leaners to	Ask the learners to mention some of the landmarks	today?
	sing songs	seen on the sketch displayed.	
	and recite	 Point to two locations on the sketch and ask learners 	
	familiar	to give directions from one location to another point on	
	rhymes	the sketch.	
		Assist learners to use more landmarks on the sketch	Review the lesson with
		to give directions correctly. E.g. Take the route on your	learners
•		right. Turn to the left of the mosque and descend the	

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• Expose learners to Global Positioning System (GPS),

especially the Ghana Post digital address system.

Assessment: let learners use landmarks to give

hill near the post office.

directions.

• Show learners how to use it.

TERM THREE BASIC FIVE WEEK 2

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:		
Day:		Date:		
Period :		Lesson:		
Strand :		strand :		
A. Oral Language	A	A. Poems		
B. Reading		3. Vocabulary		
C. Grammar Usage A		C. Nouns		
D. Writing		D. Paragraph Development		
E. Using Writing Con		E. Naming Words/Nouns		
F. Extensive Reading	F.	Building the Love and Culture of Reading		
Indicator (code)	B5.1.3.1.3. B5.2.6.4.3	3 B5.3.1.1.4. B5.4.3.1.4. B5.5.3.1.4 B5.6.1.1.1		
Content standard (code)	B5.1.3.1 . B5.2.6.4.	B5.3.1.1. B5.4.3.1. B5.5.3.1. B5.6.1.1.		
Performance Indicator	A. Learners can cor	ompose six-line poems		
	B. Learners can use	se words suitable for purpose, audience, context and culture		
	in relation to: ty	type of texts (expository/explanatory, persuasive language,		
. 1/1/1/	argumentative),	, medium (spoken/written), register (formal/informal) etc.		
	C. Learners can ide	entify and use abstract nouns to refer to concepts and ideas.		
	D. Learners can use	se cohesive devices – pronouns, repetition of vocabulary or		
	grammatical structures to link ideas in a paragraph, e.g. use connectors			
		as, give reasons and add information		
		lentify and use abstract nouns to refer to concepts and		
	ideas.			
		ad a variety of age- and level appropriate books and present		
	at least a-three-	-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 learners to Have learners recite a poem of their choice today? sing songs individually and in groups. and recite • Put learners into groups and ask them to write out Ask learners to familiar some lines of the recited poems. summarize the main rhymes Assign learners to create or write some meaningful points in the lesson lines similar to those in the poem of their choice. • Guide learners to arrange their formulated lines together to compose a poem of six lines. • Have each group recite their poem while others listen. • Ask the class to identify the values in the poems as they listen to recitations. Assessment: let learners compose six-line poems Tuesday **B. READING** What have we learnt Engage Demonstrate the use of the key elements in writing. today? learners to sing songs E.g. purpose, audience, setting, characters etc. and recite • Have learners to role-play a simple story to bring out Ask learners to familiar the importance of these elements and their usage. summarize the main rhymes points in the lesson Assessment: let learners use words suitable for purpose, audience, context and culture in relation to a type of text Wednesday What have we learnt C. GRAMMAR Engage today? learners to Revise concrete nouns. sing songs and recite

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	familiar rhymes	 Introduce abstract nouns as nouns that cannot be touched, seen or felt. They include ghost, beauty, holiness, air, etc. Provide a passage with concrete and abstract nouns and let learners identify each category. Have learners use given concrete and abstract nouns in sentences. 	Ask learners to summarize the main points in the lesson
		Assessment: let learners use given concrete and abstract nouns in sentences.	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING Display a sample paragraph. Underline the cohesive devices/transitional words. Have learners read the paragraph and discuss with their peers what the underlined words are doing in the paragraph. Lead them in a general discussion on what the underlined words are and their role in the paragraph. Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words. Assessment: let learners use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 E. WRITING CONVENTION AND GRAMMAR USAGE Revise concrete nouns. Introduce abstract nouns as nouns or names of things that cannot be touched, seen or felt. They include ghost, beauty, holiness, mercy, etc. Provide a passage with concrete and abstract nouns and let learners identify each category. Have learners use given concrete and abstract nouns in sentences. Assessment: let learners use given concrete and abstract nouns in sentences.	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the	E. EXTENSIVE READING • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read.	Have learners to tell what they read to the whole class

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

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :		Les	son :			
Strand : CYC	LES		Sub-stran	ıd : E	ARTH SCIENCE	
Indicator (co	ode)	B5.2.1.5.1				
Content star	ndard (code)	B5.2.1.5.				
Performance	e Indicator	Learners can iden	tify humar	n act	ivities that make water u	nsuitable for human use.
=		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1: Starter (preparing	Phase 2: Main (new learning incl	uding ass	essm	nent)	Phase 3: Plenary / Reflections
	the brain for learning)					
Monday	Engage learners to sing songs and recite familiar rhymes	 and dangers of us Learners, in groumake water unsuidisposal, sewage 	ing unsafe ups, identi itable for u disposal, d es, herbicic	wat fy hu use, e lefor	uman activities that e.g. toxic waste	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners identify human activities that make water unsuitable for human use.	
Thursday	Engage learners to sing songs and recite	Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution.	What have we learnt today? Ask learners to
	familiar rhymes	Project: Task learners to work in groups to create concept maps on the causes, control and prevention of water pollution	important points of the lesson
		Assessment: let learners identify ways of preventing, minimizing and controlling water pollution.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Da	te:	
Period :			Les	son :	
Strand : ALL	ABOUT US	Sub-str	and:	My Family and the Comm	unity
Indicator (co	ode)	B5.1.3.3.1			
Content star	ndard (code)	B5.1.3.3.			
Performance	e Indicator	Learners can explain how	gende	er equity can be promoted	d.
Core Competencies: Creativity and Innovation Communic Leadership Critical Thinking and Problem Solving.				tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Dur People curriculum Pa	ge		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	sessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners find out from pa			What have we learnt
	learners to	community some of the c	ıstom	s they consider	today?
	sing songs	discriminatory.			
	and recite				Ask learners to
	familiar	In groups, learners discus	and _l	present	summarize the main
	rhymes	their findings in class.			points in the lesson

		Assessment: Let learners explain how gender equity can be promoted	
Thursday	Engage learners to	Learners in groups discuss how they will promote gender equity in their community. e.g. women	What have we learnt today?
	sing songs and recite familiar	empowerment	Ask learners to summarize the main
	rhymes	Assessment: Let learners mention gender issues in the community and how they affect the nation building	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period:				Les	son :	
Strand: Intr	oduction to c	omputing	Sub-stran	d: Ir	troduction to MS-Windo	ows Interface (Desktop
			Backgrour	nd a	nd locations of the comp	outer.)
Indicator (co	ode)	B5.1.2.1.6	B5.1.	2.1.7	7	
Content star	ndard (code)	B5.1.2.1.	B5.1.2	.1.		
Performance	e Indicator	the deskto	p.			nto and from a folder on
					e understanding of the F r through the file explor	ile Explorer window and
Core Compe	tencies: Crea			-		ersonal Development and
		ng and Problem Solv				·
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
	Engage	Guide learners to o	conv and r	naste	e a file or icon into and	What have we learnt
	learners to	from a folder on th			a me or reon into and	today?
Wednesday	sing songs		ie desireo,			l coddy.
	and recite	Guide learners to (use the file	e exi	olorer to locate files.	Ask learners to
	familiar	NB: This is to help the learner with the fundamental summarize the main			summarize the main	
	rhymes	skills of creativity i	n comput	ing a	and Computer Science.	points in the lesson
		Assessment: Let le	arners de	scrib	e how to use the file	
		explorer to locate	files.			

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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:				Class s	ize:	
Day:				Date Less			
Strand : GEC	METRY AND	MEASUREMENT	Sub-strand	d : Lii	nes an	d Shapes	
Indicator (co	ode)	B5.3.1.1.1	B5.3.1.1.2	.2		B5.3.1.1.3	
Content star	ndard (code)	B5.3.1.1.	B5.3.1.1. B5.3.1.1.				
Performance Indicator		angles, anLearnersinvestigatLearners	d diagonals) can use pap e sides, angl	per les, a	square folding and dia a polyg	s and rectangles g with cut-out so gonals properties gon is regular by	he properties (e.g. sides, juares and rectangles to s measuring the sides and
=		tivity and Innovations and Problem So		nicati	ion and	d Collaboration Pe	ersonal Development and
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Pag	е				
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning inc	luding asses	ssme	ent)		Phase 3: Plenary / Reflections

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	for				
	learning)				
	-				
monday	Sing songs	E.g. 1 Give learners	photocopied works	sheets with	Review the lesson with
	like:	shapes to identify so	quares and rectang	les and give	Learners
		reasons. (Or Draw o	n the chalk board)		
	ľm				
	counting			_	
	one, what)	
	is one				
	1 - One is				
			$-\omega$ Σ	$\langle \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	
	one alone,			\rightarrow	
	alone it				
	shall be.				
	2	Assessment: have le	earners to practice	with more	
		examples			
Tuesday	Sing songs	Give learners photo	copied worksheet	s with shapes t	o Review the lesson with
	like:	identify squares and	rectangles and giv	ve reasons. (Or	Learners
		Draw on the chalk b	oard)		
	l'm				
	counting				
	one, what			_	
	is one				
	1 - One is				
	one alone,		\sim	>	
	alone it				
	shall be.	Assessment: have le	earners to practice	with more	
		examples			
Wednesday	Sing songs	Give learners foldab	le cut-out 2D squa	res and	Review the lesson with
	like:	rectangles to invest	•		Learners
		sides, angles, and di			
	ľm	2.5.55, 5.15.55, and an			
	counting				
	_				
	one, what	Properties	Rectangle	Square	
	is one	Sides			
	1 - One is	All sides are	No	Yes	
	one alone,	congruent		- 55	
		CONSTRUCTION			

		—			
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	alone it shall be. 2 - Two pair, two pair come pair let us pair	Diagonals bisect each other Diagonals are congruent Diagonals meet at right angles Assessment: have I examples	learners to prac	tice with more		
Thursday	Sing songs like: I'm counting one, what is one	Give learners foldarectangles, squares rhombuses - to inv sides, angles, and contact Assessment: have learners	s, trapezoids, pa estigate the pro diagonals and co	rallelograms, a perties in termomplete the tal	and ns of ole	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Give learners folda rectangles, squares rhombuses - to inv sides, angles, and o	s, trapezoids, pa estigate the pro diagonals and co	rallelograms, a perties in term omplete the tal	and ns of	Review the lesson with Learners
	1 - One is one alone,	Properties Sides	Rectangle	Square		
1	alone it shall be. 2 - Two	All sides are congruent Opposite sides	No	Yes		
	pair, two pair come pair let us pair	are congruent Opposite sides are parallel				
		Assessment: have lexamples	learners to prac	tice with more		

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	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Performing Arts			Sub-stran	d : Thinking and Exploring Id	eas	
Indicator (code)		B5. 2.1.1.5				
Content standard (code)		B5. 2.1.1.				
Performance Indicator		Learners can study the compositions and performances of Ghanaian and other				
		African performing artists that reflect topical issues in Africa				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
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 incl	uding asse	essment)	Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② select compositions and perform current topical issues of much climate change, water and air inclusion, diversity, international appreciate: through showed the compositions and performance.		rming artists that reflect ch concern in Africa (e.g. ir pollution, slums, ional relations); er thoughts session discuss	What have we learnt today? Ask learners to summarize the main points in the lesson	

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		African artists with focus on the type of art-forms,	
		theme/purpose, elements,	
		Assessment: let learners describe the compositions and	
		performances of Ghanaian and other African	
		performing artists that reflect topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② select compositions and performances of other	today?
	sing songs	Ghanaian and African performing artists that reflect	
	and recite	current topical issues of much concern in Africa (e.g.	Ask learners to
	familiar	climate change, water and air pollution, slums,	summarize the main
	rhymes	inclusion, diversity, international relations);	points in the lesson
		② appreciate: through shower thoughts session discuss	
		the compositions and performances of the selected	
		African artists with focus on the type of dynamics,	
		tempo, instruments, style, etc.	
		Assessment: let learners describe the compositions and	
		performances of Ghanaian and other African	
		performing artists that reflect topical issues in Africa	

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	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:			Class size:			
Day:			Da	te :			
Period :			Les	son :			
Strand : Jou	rney to Indep	endence Sub-stra	and :	Early Protest Movements			
Indicator (co	ode)	B5.5.1.1.3					
Content sta	ndard (code)	B5.5.1.1.3					
Performanc	e Indicator	Learners can examine sour	ces o	fevidence about the role	of Joseph Ephraim Casely-		
		Hayford in the National Co	ngres	s of British West Africa (NCBWA).		
_		tivity and Innovation Comm	iunica	tion and Collaboration P	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page	culum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning including as	ssessr	nent)	Plenary / Reflections		
Tuesday	Engage	Present a narrative of the	leade	rship role of Joseph	What have we learnt		
	learners to	Ephraim Casely-Hayford in	the I	ICBWA	today?		
	sing songs						
	and recite	Assessment: let learners			Ask learners to		
	familiar	mention the sources of ev	idenc	e about the role of	summarize the main		
	rhymes	Joseph Ephraim Casely-Ha	yford	in the National	points in the lesson		
		Congress of British West A	frica	(NCBWA)			
	What was						
	his role in						

	the NCBWA?		
Thursday	Engage	Learners retell the story of Joseph Ephraim Casely-	What have we learnt
	learners to	Hayford	today?
	sing songs		
	and recite	Assessment: let learners	Ask learners to
	familiar	narrate the story of Joseph Ephraim Casely-Hayford	summarize the main
	rhymes		points in the lesson
	What was		
	his role in		
	the		
	NCBWA?		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:			Clas	s size:	
Day :			Da	ate:		
Period :			Le	esson :		
Strand : PHY	SICAL FITNES	S S	ub-strand :	FLEXIE	BILITY	
Indicator (co	ode)	B5.3.4.3.1:				
Content star	ndard (code)	B5.3.4.3.1:				
Performance	e Indicator	Learners can perfor	m standing	bend a	and reach the knee	with the forehead
Leadership C		tivity and Innovation ng and Problem Solvii		cation a	and Collaboration	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 include	ding assess	ment)		Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Learners go through	h warm up.	. Learn	ers stand straight	End the lesson with cool
	jog round a	shoulder with apart	. Arms by th	heir sic	les tilt to one side	down activities and use
	demarcate	of their body till the	hand reach	hes the	knees. Same	questions to summarise
	d area in	should be done to t	he other sid	de. Let	them perform in	the lesson
	files while	pairs so that as one	performs tl	he oth	er gives support.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					

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	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:		
Day:			Da	te:		
Period :			Les	son :		
Strand : The	Family and C	ommitment Sub-st	rand:	The Family and the Comm	nunity	
Indicator (co	ode)	B5.4.1.1.1				
Content star	ndard (code)	B5.4.1.1.				
Performance	e Indicator	Learners can explain the	need to	be a committed member	er of the family	
=	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Friday	learning) Engage	In groups, lot learners re	o play	a family skotch controd	What have we learnt	
Tituay	learners to	In groups, let learners role play a family sketch centred on commitment. The sketch should have commitment			today?	
	sing songs	as its theme	icii siic	did have commitment	today:	
	and recite	as its theme			Ask learners to	
	familiar	Assessment: let learners	explai	n the need to be a	summarize the main	
	rhymes	committed member of th	-		points in the lesson	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	:e :	
Period :				Les	son:	
Strand : Ora	l Language		Sub-stran	d : (Giving and Following Com	nmands/
Instructi				ns		
Indicator (co	ode)	B5.1.11.1.1	B5.1.11	.1.2	B5.1.11.1.3	
Content star	ndard (code)	B5.1.11.1.	B5.1.11	.1.	B5.1.11.1.	
Performance	e Indicator	• Th	ne learner s	shou	ld discuss things that ma	ke the home unclean
		• Th	e learner s	houl	ld discuss the items used	in cleaning the home
		• Th	e learner s	houl	ld give reasons for cleani	ng the home
-		•		nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	lving.			
Keywords						
Reywords						
T. L .R. (s)		Manila cards, ma	rkers reco	rded	l audios visual	
Ref:	Ghanaian La	anguage curriculu		ruco	Taddios visual	
itei.	Gilaliaiaii Lo	anguage cumculu	"			
DAY	Phase 1:	Phase 2: Main		-		Phase 3:
DAT	Starter	(new learning inc	luding ass	occm	nent)	Plenary / Reflections
	(preparing	(new learning ine	idding door	C3311	icity	Trendry / Refrections
	the brain					
	for					
	learning)					
	Engage	Display a picture	e of a rubb	ish c	dump and another	What have we learnt
	leaners to	picture of a neat	house.			today?
	sing songs	• Let learners tal	k about the	e pic	tures in groups.	
	and recite	• Lead learners to				
	familiar	make the home unclean.				
	rhymes	• Let learners dra	aw some o	f the	things that make the	
		home unclean. E.	g. Rubbish	, sta	gnant water, unclean	Review the lesson with
		bowls etc			•	learners
		Assessment: let le	earners me	ntio	n things that make the	
		home unclean				

Engag	ge		What have we learnt
	ers to	Display a picture of somebody sweeping.	today?
	songs ecite iar	 Let learners talk about the picture. Lead a discussion on cleanliness. Allow learners to recognise and mention items used in cleaning the home. Show some items for cleaning to the learners. Let learners demonstrate or improvise the use of these items in a cleaning exercise. E.g. Broom, mop, dusters, etc. Assessment: let learners mention the items used in	Review the lesson with learners
		cleaning the home	
	ers to songs ecite iar	 Discuss with learners the consequences of an unclean home. Lead learners to discuss how to make the home clean. Help learners to recognise and mention the reasons for cleaning the home. E.g. To make the home healthy for living. To prevent sickness etc 	What have we learnt today?
			Review the lesson with
		Assessment: let learners give reasons for cleaning the home	learners

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TERM THREE BASIC FIVE WEEK 3

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class size	e:		
Day:		Date				
Period :		Lesso	on:	13		
Strand :	Su	ub-strand:				
A. Oral Language				and Role Pla	У	
B. Reading			comprehension			
C. Grammar Usage A	t Word	C. Determ				
D. Writing			as a Pro			
E. Using Writing Con			ction Wo			
F. Extensive Reading		F. Building	g the Lov	e and Cultu	re of Reading	g
Indicator (code)	B5.1.5.2.3. B5.2.7.	.2.3. B5.3.	2.1.5 E	B5.4.9.3.3	B5.5.4.1.4	B5.6.1.1.1
Content standard (code)	B5.1.5.2. B5.2.7.	2. B5.3.	.2.1.5 I	B5.4.9.3.	B5.5.4.1.	B5.6.1.1.
Performance Indicator	A. Learners can	analyse the a	actions o	of character	s in sketches	
	B. Learners car	n demonstra	ite awai	reness of	the structur	e of texts (e.g.
	introduction,	, body, conclu	usion).			
	C. Learners can	identify and	use inte	errogative d	eterminers e	.g. which, whose
	– to find out	which persor	n someth	ning belongs	to	
	D. Learners can	display writing	ng piece	for peers to	read and pu	ıblish it in the
	class magazir					
		n use singular	and plui	ral subjects	and the verb	forms that go
	with them.					
			-			ooks and present
		ee-paragraph				
Core Competencies: Crea	tivity and Innovation	Communicati	ion and (Collaboratio	n Personal D	evelopment and

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

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 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	A. ORAL LANGUAGE • Sing songs that accompany story telling with learners. • Choose familiar stories from learners' background. • Put learners into groups. Revise the previous activity on writing short sketches. Learners sketch a story told. • Through questions guide learners to identify and analyse characters and their actions in their sketches. Assessment: let learners analyse the actions of characters in sketches	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 with questions to identify the main parts of a story, e.g. introduction, body and conclusion. • Have learners use connectives to summarise each part of the text and use these to make a full summary. Assessment: let learners identify the main structure of 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 • Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage. • Create a scenario for them to use the demonstratives appropriately in sentences.	What have we learnt today? Ask learners to summarize the main points in the lesson				

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		Assessment: let learners use interrogative determiners appropriately in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING Have learners share their writing with their peers classmates and families. Encourage learners to copy neatly their writing and submit them for publication in the class magazine, school magazine or notice board, The Junior Graphic Assessment: let learners display writing piece for peers to read 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E. WRITING CONVENTION AND GRAMMAR USAGE Note: Let learners use the various tenses(simple, present perfect and past perfect). Revise work done on subject-verb agreement and give additional practice. Review the listed tenses. Demonstrate that more than one of these may be used in an essay, e.g. the simple present and the simple past as well as simple past and the past perfect. Show samples of texts from their reader and elsewhere. Provide topics for learners to practise with their groups. Assessment: let learners use singular and plural subjects and the verb forms that go with them in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • 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 at least a-three-paragraph summary of each book read	Have learners to tell what they read to the whole class

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verted by	Signature	Date

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Less	son :	
Strand : CYC	LES	S	ub-strand	d : E	ARTH SCIENCE	
Indicator (co	ode)	B5.2.1.5.2				
Content star	ndard (code)	B5.2.1.5.				
Performance	e Indicator	Learners can know l	how to m	nake	and keep air clean in ou	r environment
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen 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 include	ding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Find out from lear	rners wha	at th	ey understand by clean	What have we learnt
	learners to	air and review thing	gs that po	llute	e air (make air unclean)	today?
	sing songs	such as smoke from factories, car exhausts, bush				
	and recite	burning and dust from construction sites and untarred				Ask learners to
	familiar	roads.				summarize the
	rhymes	• Lead discussions t	o come o	out v	vith the do's and don'ts	important points of the
		that will make or ke	ep air cle	ean i	n our homes and	lesson
		surrounding enviror	nment (pl	lanti	ng of trees and grass	
		and avoiding freque	ent and u	ncor	ntrolled burning).	

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	, regorni	• Learners are assigned to design a concept map on the causes, prevention and control of air pollution.	
		Assessment: let learners design a concept map on the causes, prevention and control of air pollution	
Thursday	Engage	Learners draw and use a Future's Wheel to trace the	What have we learnt
	learners to	effects of water pollution on the environment	today?
	sing songs		Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners use a Future's Wheel to trace	important points of the
	rhymes	the effects of water pollution on the environment	lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Dat	ce:	
Period :			Les	son :	
Strand : ALL	AROUND US	Sub-stra	n d : ∃	The Environment and the	Weather
Indicator (co	ode)	B5.2.1.3.1.			
Content star	ndard (code)	B5.2.1.3.			
Performance	e Indicator	Learners can describe the	shape	e of the earth	
Leadership (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	е		
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 use the globe to s	tudy	the shape of the earth	What have we learnt
	learners to				today?
	sing songs	Learners watch pictures/vio		•	
	and recite	the earth-picture and video	of a	in approaching ship	Ask learners to
	familiar				summarize the main
	rhymes				points in the lesson
		Assessment: Let learners dearth	escri	be the shape of the	

INAINA I III	1710007111		
Thursday	Engage	Learners sketch the globe to illustrate the shape and	What have we learnt
	learners to	angle of the earth on its axis	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners sketch the globe to illustrate	summarize the main
	rhymes	the shape and angle of the earth on its axis	points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

newspaper, talking to people etc.). Learners can make simple tables and diagrams from the collected data. Learners can analyse tables, maps, diagrams, photographs and charts, and	Week Endin	g:			Cla	ss size:		
Strand : Introduction to computing Sub-strand : Data, sources and usage	Day:				Date:			
Indicator (code) B5.1.3.1.8 B5.1.3.1.9 B5.1.3.1. B5.1.3.1. B5.1.3.1. B5.1.3.1. B5.1.3.1. B5.1.3.1. B5.1.3.1. Performance Indicator • Learners can select the samples and collect data (e.g. listening to radio, newspaper, talking to people etc.). • Learners can make simple tables and diagrams from the collected data. • Learners can analyse tables, maps, diagrams, photographs and charts, and generalize the results and make suggestions (e.g. Finding sum or grand total). Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Keywords T.L.R. (s) Laptop Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to totachers using simple questionnaire, and record the data in books. Wednesday Sing songs and recite familiar rhymes Bring tools or pictures of the tools in a box or container rhymes Bring tools or pictures of the tools in a box or container and ask learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring	Period :				Lesson			
Content standard (code) B5.1.3.1. B5.1.3.1 B5.1	Strand : Intr	oduction to c	omputing	Sub-strar	n d : Data,	sources and usage		
Performance Indicator • Learners can select the samples and collect data (e.g. listening to radio, newspaper, talking to people etc.). • Learners can make simple tables and diagrams from the collected data. • Learners can analyse tables, maps, diagrams, photographs and charts, and generalize the results and make suggestions (e.g. Finding sum or grand total). Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Laptop Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Put learners into groups, task them to interview teachers using simple questionnaire, and record the data in books. Ask learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson	Indicator (co	ode)	B5.1.3.1.8	B5.1.3.1	.9	B5.1.3.1.10		
newspaper, talking to people etc.). • Learners can make simple tables and diagrams from the collected data. • Learners can analyse tables, maps, diagrams, photographs and charts, and generalize the results and make suggestions (e.g. Finding sum or grand total). Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Laptop Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Bring tools or pictures of the tools in a box or container and ask learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring	Content star	ndard (code)	B5.1.3.1.	B5.1.3.1	•	B5.1.3.1.		
Leadership Critical Thinking and Problem Solving.	Performance	e Indicator	 newspaper, talking to people etc.). Learners can make simple tables and diagrams from the collected data. Learners can analyse tables, maps, diagrams, photographs and charts, and generalize the results and make suggestions (e.g. Finding sum or grand 					
T. L.R. (s) Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Bring tools or pictures of the tools in a box or container rhymes Laptop Phase 1: Starter (new learning including assessment) (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections What have we learnt today? Ask learners to summarize the main points in the lesson	=		=		inication	and Collaboration P	ersonal Development and	
Ref: Computing curriculum Page Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Ref: Computing curriculum Page Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections What have we learnt today? Ask learners to summarize the main points in the lesson	Keywords							
DAY Phase 1: Starter (new learning including assessment) (preparing the brain for learning) Engage learners to teachers using simple questionnaire, and record the familiar rhymes Bring tools or pictures of the tools in a box or container rhymes and ask learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring Phase 3: Plenary / Reflections What have we learnt today? Ask learners to summarize the main points in the lesson	T. L .R. (s)		Laptop					
Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Starter (preparing the brain for learning) Put learners into groups, task them to interview teachers using simple questionnaire, and record the data in books. Ask learners to summarize the main points in the lesson the box or container. Alternatively, ask learners to bring	Ref:	Computing	curriculum Page	urriculum Page				
(preparing the brain for learning) Engage learners to select tools for collecting data out of the box or container and ask learners to bring learners to bring learners to learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring	DAY	Phase 1:	Phase 2: Main				Phase 3:	
Learners to teachers using simple questionnaire, and record the data in books. Ask learners to summarize the main points in the lesson the box or container. Alternatively, ask learners to bring today?		(preparing the brain for	(new learning incl	uding ass	essment _,		Plenary / Reflections	
Wednesday sing songs and recite familiar rhymes and ask learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring		Engage	Put learners into g	groups, ta	sk them t	o interview	What have we learnt	
and recite familiar rhymes Bring tools or pictures of the tools in a box or container and ask learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring Ask learners to summarize the main points in the lesson		learners to	teachers using sin	nple quest	ionnaire,	and record the	today?	
familiar rhymes Bring tools or pictures of the tools in a box or container and ask learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring summarize the main points in the lesson	Wednesday		data in books.					
rhymes and ask learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring								
			and ask learners t	o select to ner. Altern	ools for co	ollecting data out of sk learners to bring		

NANA FIIFI ACQUAH		
	Task learners to calculate the average, mean, sum and	
	difference between data collected in an earlier class.	
	NB: This is to help the learner with fundamental	
	principle of problem-solving skills and creativity in	
	computing and computer science.	
	Assessment: Let learners make simple tables and diagrams from the collected data.	
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:				Class size:		
Day:				Dat		
Period :				Less	son:	
Strand : GEC	OMETRY AND	MEASUREMENT	Sub-stran	d : N	Measurement	
Indicator (co	ode)	B5.3.2.1.1	B5.3.2.1.2	2 B5.3.2.1.3		
Content star	ndard (code)	B5.3.2.1.	B5.3.2.1.	B5.3.2.1.		
and calculate the acLearners can calcumetres.			late the act	ual p ate	perimeter and compare perimeter of given sha	or centimetre and metre, apes in centimetres and apes in centimetres and
-		tivity and Innovati ng and Problem So		nica	tion and Collaboration Pe	ersonal Development and
T. L.R. (s) Counters						
Ref:	Mathematic	cs curriculum Pag	е			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning inc	cluding asse	essm	nent)	Phase 3: Plenary / Reflections

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	for		
	learning)		
	, , , , , , , , , , , , , , , , , , ,		
Monday	Sing songs	Using pupils' referents for centimetre (hand span and	Review the lesson with
	like:	thumb width) or metre (two strides or pace steps)	Learners
		estimate and calculate perimeter of any object in the	
	1/	classroom (e.g. exercise book, floor tiles, math set,	
	l'm	teacher's table, classroom floor, etc.) then measure	
	counting	with a ruler of tape and calculate the actual perimeter	
	one, what	and compare the answers.	
	is one		
	1 - One is		$\lambda \cup$
	one alone,	O Tiph : Carrier Carri	
	alone it		
		5.76	
	shall be.	12 C	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners 2D shapes with given dimensions to find	Review the lesson with
_	like:	the perimeter by adding the distance around the	Learners
		shapes	
	l'm	Зпарез	
		2cm	
	counting	23.11	
	one, what	2cm	
	is one	3cm	
	1 - One is	5cm	
	one alone,	3cm	
	alone it	5cm	
		3611	
	shall be.	Assessment have been and to see the see	
		Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs	Give learners 2D shapes with given dimensions to find	Review the lesson with
	like:	the perimeter by adding the distance around the	Learners
		shapes	
	l'm		
	counting		

one, what is one 1 - One is one alone, alone it shall be. 2 Thursday Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: Sing songs like: Sing songs like: Sing songs one, what is one 1 - One is one alone, alone it shall be. Assessment: have learners to practice with more examples Friday Sing songs like: Sing	NANA FIIF	IACQUAH	
1 - One is one alone, alone it shall be. 2		one, what	2çm
1 - One is one alone, alone it shall be. 2		is one	
one alone, alone it shall be. 2 Assessment: have learners to practice with more examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one alone, alone it shall be. Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be.		1 - One is	5cm
Assessment: have learners to practice with more examples Thursday Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: Sing songs like: Assessment: have learners to practice with more examples Sing songs like: Assessment: have learners to find the surface area by adding areas of the various rectangles Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: As		one alone,	
Assessment: have learners to practice with more examples Thursday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: Sing songs like: Assessment: have learners to practice with more examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. I counting one, what is one 1 - One is one alone, alone it shall be. Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be.		alone it	5cm
Assessment: have learners to practice with more examples Thursday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: Sing songs like: Assessment: have learners to practice with more examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. I counting one, what is one 1 - One is one alone, alone it shall be. Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be.		shall be.	18cm 26cm
Assessment: have learners to practice with more examples Thursday Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Friday Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Assessment: have learners to practice with more examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. I one is one alone, alone it shall be. Assessment: have learners to practice with more examples Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be.			
Thursday Sing songs like: Sing songs one, what is one alone, alone it shall be. Friday Sing songs like: Sin		_	19cm 22cm
Thursday Sing songs like: Sone 1 - One is one alone, alone it shall be. Friday Sing songs like: Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Sing so			
Thursday Sing songs like: Sone 1 - One is one alone, alone it shall be. Friday Sing songs like: Sing songs like: Assessment: have learners to practice with more examples Friday Sing songs like: Sing so			Assessment: have learners to practice with more
Thursday Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles Assessment: have learners to practice with more examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles Friday Sing songs like: Beview the lesson with Learners Review the lesson with Learners Review the lesson with Learners Thursday Sing songs alone it shall be. Sing songs like: Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles Thursday Sing songs alone it shall be. Sing songs like: Sing songs			
like: many rectangles with given dimensions to find the surface area by adding areas of the various rectangles l'm counting one, what is one 1 - One is one alone, alone it shall be. Friday Sing songs like: Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles Review the lesson with Learners I'm counting one, what is one 1 - One is one alone, alone it shall be. Make the various rectangles area by adding areas of the various rectangles Sing songs like:	- 1 1	6.	·
surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Assessment: have learners to practice with more examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Isem 136m 266m 36m 36m 36m 36m 36m 36m	Thursday		
l'm counting one, what is one 1 - One is one alone, alone it shall be. Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be.		like:	
counting one, what is one 1 - One is one alone, alone it shall be. Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Isem 13cm 13cm 13cm 13cm			surface area by adding areas of the various rectangles
one, what is one 1 - One is one alone, alone it shall be. Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Sam Assessment: have learners to practice with more examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles Friday Sing songs like: 1'm counting one, what is one 1 - One is one alone, alone it shall be. Som Som Som Som Som Som Som So			2çm
one, what is one 1 - One is one alone, alone it shall be. Assessment: have learners to practice with more examples Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be.		counting	
1 - One is one alone, alone it shall be. Assessment: have learners to practice with more examples Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. 1 - One is one alone, alone it shall be.		one, what	
one alone, alone it shall be. Assessment: have learners to practice with more examples Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs live learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles Som James		is one	3cm
one alone, alone it shall be. Assessment: have learners to practice with more examples Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles Som		1 - One is	5cm
Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Assessment: have learners to practice with more examples Review the lesson with Learners Som Jacm Jacm Jacm Jacm Jacm Jacm Jacm Jac		one alone,	
Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. 1		alone it	
Friday Sing songs like: Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the Learners Review the lesson with Learners		shall be.	Assessment: have learners to practice with more
like: many rectangles with given dimensions to find the surface area by adding areas of the various rectangles l'm counting one, what is one 1 - One is one alone, alone it shall be. Learners Learners			examples
like: many rectangles with given dimensions to find the surface area by adding areas of the various rectangles l'm counting one, what is one 1 - One is one alone, alone it shall be. Learners Learners	Friday	Sing songs	Give learners compound 2D shapes that can be spilt to Review the lesson with
surface area by adding areas of the various rectangles I'm counting one, what is one 1 - One is one alone, alone it shall be. Isom 1som •			
counting one, what is one 1 - One is one alone, alone it shall be. 1 - One is 18cm 26cm 15cm 13cm 13cm			
counting one, what is one 1 - One is one alone, alone it shall be. 1 - One is 18cm 26cm 15cm 13cm 13cm		l'm	
one, what is one 1 - One is one alone, alone it shall be.			
is one 1 - One is one alone, alone it shall be. 3cm 3cm 3cm 3cm 3cm 1scm 1scm 1scm 1scm 1scm 1scm 1scm 1s			2¢m
1 - One is one alone, alone it shall be.			
one alone, alone it shall be. 18cm 26cm 15cm 13cm 13cm			and the second s
alone it shall be. 18cm 26cm 15cm 13cm			3cm
shall be.			5cm
14cm 17cm 15cm 13cm			18cm 26cm
		shall be.	14cm 17cm 15cm 13cm
Assessment: have learners to practice with more			· ·
Vetted by : Signature: Date :	Vetted by :		·

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:			Class size:			
Day:			Dat	e :		
Period :			Les	son :		
Strand : Visu	ial Arts	Sub-stran	id : F	lanning, Making And Cor	mposing	
Indicator (co	ode)	B5 1.2.2.3				
Content star	ndard (code)	B5 1.2.2.				
Performance	e Indicator	Learners can experiment wi	th av	vailable relevant visual ar	ts media and methods to	
		create own visual artworks	that	reflect topical issues in A	frica	
Core Compe	tencies: Crea	tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solving.		<i>O</i> ,		
Keywords						
T. L .R. (s)		PICTURES				
Ref:	Creative Art	s curriculum				
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 to:			What have we learnt	
	learners to	explore the local environr	ment	to select available	today?	
	sing songs	materials and tools that are	goo	d for making artworks;		
	and recite	🛚 study and experiment with	h ava	nilable materials and	Ask learners to	
_	familiar	tools to create simple artwo	rks t	hat reflect the	summarize the main	
	rhymes	emerging topical issues in A	frica	using appropriate	points in the lesson	
		methods and skills e.g.				

		topical issues in Africa	
	rhymes	experiment with available relevant visual arts media and methods to create own visual artworks that reflect	points in the lesson
	familiar	Assessment: let learners	summarize the main
	and recite		Ask learners to
	sing songs	studied	
•	learners to	discuss and compare their artworks to the artworks	today?
Wednesday	Engage	Learners are to:	What have we learnt
		topical issues in Africa	
		and methods to create own visual artworks that reflect	
		experiment with available relevant visual arts media	
		Assessment: let learners	
		artworks similar to the works studied	
		② use available materials in the environment to make	
		peer review;	
		discuss and share their experiences through jury and	
		- needle for sewing, etc.	
		- spatula and scooping tools for modelling;	
		folding and shaping paper to make origami and quilling;	
		- craft tools for perforating, shaping and punching;	
		- brushes and paint for painting;	
		weaving; - odds and ends for constructing and assembling;	
		modelling and casting; - straw, yarn, paper, etc. for	
		- clay, plasticine, papier mâché (paper pulp), etc. for	

Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:			Class size:				
Day:			Dat	e :			
Period :				son :			
Strand : Jou	rney to Indep	endence Sub-stran	id : E	arly Protest Movements			
Indicator (co	ode)	B5.5.1.1.4					
Content sta	ndard (code)	B5.5.1.1.					
Performanc	e Indicator	Learners can examine sour	ces	of evidence about the r	ole of Dr Joseph Boakye		
		Danquah in the Gold Coast \	Yout	h Conference			
		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for	(new learning including asso	essm	nent)	Plenary / Reflections		
	learning)						
Tuesday	Engage	Present a narrative of the ro	ole o	f L.B. Danguah in the	What have we learnt		
. acsau,	learners to	Gold Coast Youth Conference		. J. Danquan III and	today?		
	sing songs						
	and recite	Assessment: let learners nar	rate	of the role of J.B.	Ask learners to		
	familiar rhymes	Danquah in the Gold Coast \	Yout	h Conference.	summarize the main points in the lesson		
	Who was						

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	he born?		
	Where was		
	Danquah?		
	Boakye		
	Joseph		
	Who was		
	rhymes		points in the lesson
	familiar	Circle in Accra	summarize the main
	and recite	Assessment: let learners identify pictures of Danquah	Ask learners to
	sing songs		
	learners to	possible or show pictures of Danquah Circle in Accra	today?
Thursday	Engage	Field trip to Danquah Circle in Accra or his home where	What have we learnt
	he born?		
	Where was		
	Danquah?		
	Boakye		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:			Class size:		
Day :			Dat	e :		
Period:			Les	son :		
Strand : PHY	SICAL FITNES	S Sub	o-strand : E	BODY COMPOSITION		
Indicator (co	ode)	B5.3.5.3.1				
Content star	ndard (code)	B5.3.5.3.				
Performance	e Indicator	Learners can identify t	the capabi	lities of the various body	types.	
Leadership C		tivity and Innovation Cong and Problem Solving		tion and Collaboration Pe	ersonal Development and	
Keywords				9/		
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page	J			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includin	ng assessm	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners	There are three main	body type	s: Ectomorph,	End the lesson with cool	
	jog round a	Endomorph and Meso	morph. E	ctomorph: Lean and	down activities and use	
	demarcate	long with difficulty to	build mus	cles Endomorph : Big,	questions to summarise	
	d area in	high body fats, round	in shape a	nd high tendency to	the lesson	
	files while	store body fats and so	ftbody M	esomorph: Muscular		
	singing and	and well built, high me	etabolism	and responsive muscle		
	clapping to	cell.				
	warm-up					
	the body					
	for					
	maximal					

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	prevent			
	injuries			
		Ciana atom		Data
Vetted by :		Signatur	e:	Date :

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g:			Class size:	
Day:		Da	Date:		
Period :			Les	son :	
Strand : The	Family and C	ommitment Sub-s	trand :	The Family and the Comm	nunity
Indicator (co	ode)	B5.4.1.1.2			
Content star	ndard (code)	B5.4.1.1.			
Performance	e Indicator	Learners can demonstr family	ate thir	gs to do to show commit	tment as members of the
-		tivity and Innovation Comng and Problem Solving.	nmunica	tion and Collaboration Pe	ersonal Development and
Keywords				9,	
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessr	nent)	Plenary / Reflections
	(preparing the brain				
	for				
Friday	learning)	Guide learners to sketch	a dom	anstration on the	What have we learnt
Tiluay	Engage learners to	following:	i a ueiiii	onstration on the	today?
	sing songs	- taking part in family p	ngrami	nes and activities	today:
	and recite	- contributing to and att	•		Ask learners to
	familiar	naming ceremonies, etc			summarize the main
	rhymes	<u> </u>			points in the lesson
	,	Assessment: let learners	5		
		mention things to do to	show co	ommitment as members	
		of the family			

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

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:		Class size:			
Day:			Date:		
Period : Strand : Rea	ding		Sub-stran	Lesson: d: Fluency	
Indicator (co	nde)	B5.2.8.1.1	B5.2.8	1 2	
<u> </u>		B5.2.8.1.	B5.2.8		
Content standard (code) B5.2.8.1. Performance Indicator Core Competencies: Creativity and Inni-Leadership Critical Thinking and Proble		The The tivity and Innovation	e learner s e learner s on Commu	should read longer texts wit hould read naturally	
Keywords					
T. L .R. (s)		Manila cards, mar	kers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculur	n		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	Help learners re mistakes.Let learners rec with learners.	ad longer	ges to read aloud. passages with minimal familiar words and discuss learners in groups and in	What have we learnt today?

	Assessment: let learners read longer texts with minimal mistakes	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Give learners longer passages to read aloud. Help learners read longer passages silently with minimal mistakes. Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading. 	What have we learnt today? Review the lesson with learners
	Assessment: let learners read naturally	
Engage leaners to sing songs and recite familiar rhymes	 Give learners longer passages to read aloud. Help learners read longer passages silently with minimal mistakes. Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading. Assessment: let learners read naturally 	What have we learnt today? Review the lesson with learners

Vetted by :	Signature:	Date :
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TERM THREE BASIC FIVE WEEK 4

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Period :	Class size:
Period :	Date:
	Lesson:
Strand :	Sub-strand:
A. Oral Language	A. Conversation
B. Reading	B. Comprehension
C. Grammar Usage At Word	C. Determiners
D. Writing	D. Writing as a Process
E. Using Writing Conventions	E. Using action Words
F. Extensive Reading	F. Building the Love and Culture of Reading
Indicator (code) B5.1.6.3.2.	B5.2.7.3.1. B5.3.2.1.5 B5.4.9.3.3 B5.5.4.1.4 B5.6.1.1.1
Content standard (code) B5.1.6.3.	B5.2.7.3. B5.3.2.1. B5.4.9.3. B5.5.4.1. B5.6.1.1.
Performance Indicator A. Learne	ners can demonstrate turn taking in conversation in different topics
and fo	follow agreed-upon rules for conversation, e.g. listening to others,
speaki	king one at a time.
B. Learne	ners can use knowledge of prefixes and suffixes to read and interpret
unfam	miliar words e.g. mis – misunderstanding
C. Learne	ners can identify and use interrogative determiners e.g. which, whose
– to fi	ind out which person something belongs to
	ners can display writing piece for peers to read and publish it in the
	magazine ners can use singular and plural subjects and the verb forms that go
	ast a-three-paragraph summary of each book read
with the F. Learne	them. ners can read a variety of age- and level appropriate books and present

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 • Through discussion, guide learners to identify some learners to today? events that happened in the day or recently. sing songs and recite • Invite some individual learners to discuss with the Ask learners to familiar class some experiences. summarize the main rhymes e.g. The learner was late and had to help somebody on points in the lesson the way to school. • Have a pair of learners converse on a given topic (e.g. a football match) as others watch. • Learners in pairs then converse, talking about different topics after the example presented. • Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word. Encourage learners to take turns in the activity. e.g. What did you just say? Say that again. Can you repeat what you said, sorry, excuse me. Learners demonstrate the use of this in pairs in front of the class. Assessment: let learners take turns in conversation in different topics What have we learnt Tuesday B. READING Engage • Revise affixes briefly and have learners identify them learners to today? in words. sing songs Ask learners to and recite • Have learners use words in their own sentences familiar summarize the main rhymes Assessment: let learners use knowledge of prefixes and points in the lesson suffixes to read and interpret unfamiliar words

INAINA I III I	I ACQUAH		
Wednesday	•	 C. GRAMMAR Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage. Create a scenario for them to use the demonstratives appropriately in sentences. Assessment: let learners use interrogative determiners appropriately in sentences. D. WRITING Have learners share their writing with their peers classmates and families. Encourage learners to copy neatly their writing and 	What have we learnt today? Ask learners to summarize the main points in the lesson What have we learnt today? Ask learners to
	familiar rhymes	submit them for publication in the class magazine, school magazine or notice board, The Junior Graphic Assessment: let learners display writing piece for peers to read	summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E. WRITING CONVENTION AND GRAMMAR USAGE Note: Let learners use the various tenses(simple, present perfect and past perfect). Revise work done on subject-verb agreement and give additional practice. Review the listed tenses. Demonstrate that more than one of these may be used in an essay, e.g. the simple present and the simple past as well as simple past and the past perfect. Show samples of texts from their reader and elsewhere. Provide topics for learners to practise with their groups. Assessment: let learners use singular and plural subjects and the verb forms that go with them in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	 E. EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary of the book read. Invite individuals to present their work to the class for feedback. 	Have learners to tell what they read to the whole class

NANA FIIFI ACQL	Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
Vetted by :	Signature: Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:			
Day:		Date:					
Period :			Lesson:				
Strand : FORCES AND ENERGY Sub-strait		nd : SOURCES AND FORMS OF ENERGY					
Indicator (code) B1.4.1.2.2							
Content standard (code) B1.4.1.2.							
Performance Indicator Learners can measure and		sure and r	record temperature using thermometer.				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main	e 2: Main			Phase 3:	
	Starter	(new learning inclu	w learning including assessment)		Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	• Guide learners, in		-		What have we learnt	
	learners to	-	mometers using plastic bottles, plastic		plastic bottles, plastic	today?	
	sing songs	straws, dyes and w					
	and recite	•	ring clinical and laboratory		aboratory	Ask learners to	
	familiar	thermometers to o				summarize the	
	rhymes		their previous knowledge on the		nowledge on the	important points of the	
		• •	oncept, "temperature".		lesson		
			arners discuss the relationship between hotness				
		and coldness in ter	rms of hea	at tra	ansfer, (when an object		

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		loses heat, it cools and when it gains heat, it becomes	
		warm or hot).	
		Learners identify the instrument used for measuring	
		the amount of heat in a body and give examples of	
		places where the thermometer is used.	
		Assessment: let learners identify the instrument used	
		·	
		for measuring the amount of heat in a body and give	
		examples of places where the thermometer is used.	
Thursday	Engage	Learners identify the instrument used for measuring	What have we learnt
	learners to	the amount of heat in a body and give examples of	today?
	sing songs	places where the thermometer is used.	Ask learners to
	and recite	Learners are assisted to use the clinical thermometer	summarize the
	familiar	to measure and record their body temperatures, and	important points of the
	rhymes	the laboratory thermometer to measure the	lesson
		temperature of warm water	
		Assessment: let learners measure and record	
		temperature using thermometer	

Vetted by :	Signature:	Date :
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	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:				Class size:		
Day:				Dat	e:		
Period :				Les	son:		
Strand : OUF	R NATION GH	ANA	Sub-stran	id : E	Being a Citizen		
Indicator (co	ode)	B5.4.1.2.1.					
Content star	ndard (code)	B5.4.1.2.					
Performance	e Indicator	Learners can disc	uss the im	port	ance of being a responsi	ble citizen in the nation	
		tivity and Innovationg and Problem Sol		nica	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curricu	ılum Page	9			
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	that a person is re obedience to rule accepting respons taking initiatives, l Learners discuss t	esponsible s and regu sibility (per helping ne he importa mote unity	e.g. lation form edy ance	of being a responsible gain respect, to be	What have we learnt today? Ask learners to summarize the main points in the lesson	

		Assessment: Let learners write the importance of being a responsible citizen in the nation	
Thursday	Engage	Learners role-play activities of responsible citizens.	What have we learnt
	learners to		today?
	sing songs	Learners identify and talk about what they can do to	
	and recite	help the country to develop.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners identify and talk about what	points in the lesson
		they can do to help the country to develop	

Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:				Class size:	
Day:			Da	ate	:	
Period :			Le	ess	on :	
Strand : Intr	oduction to c	omputing S	ub-strand :	: Te	echnology in the commu	nity (communication)
In dianta da	اداد	DE 4.4.4			-	
Indicator (co		B5.1.4.1.4 B5.1.4.1.				
	ndard (code)		- 11 CC1		Charles The	
Performance	e indicator	Learners can discus	s the effect	ts c	of technology on the con	nmunity.
Core Compe	tencies: Crea	tivity and Innovation	Communic	cat	ion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solvi	ng.			
Keywords						
T. L .R. (s)	T	Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
DAT	Starter	(new learning include	ding accord	cm	ont)	Plenary / Reflections
	(preparing	(Hew learning includ	uilig assess	51110	ent)	rienary / Nenections
	the brain					
	for					
	learning)					
	Engage	Guide learners to bi	rainstorm t	the	effects of technology	What have we learnt
	learners to	on the community.	Show learn	ner	s videos or pictures of	today?
Wednesday	sing songs	effects of technology on the community. Let them				
	and recite	discuss in groups, the effects of technology on their				Ask learners to
	familiar	own community.				summarize the main
	rhymes	Positive effects – he	ealth care, e	edı	ucation,	points in the lesson
		manufacturing, agri	iculture etc	: .		
		Negative effects – r	esource de	ple	etion, pollution, privacy	
		and security etc.				

NANA FIIFI ACQ	NB: This is to help the learners to have fundamental
	knowledge of hardware such as robots and sensors).
	Assessment: Let learners identify theveffects of
	technology on the community
Vetted by :	Date : Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:				Class size:	
Day : Period :				Les	e: son:	
Strand : GEC	METRY AND	MEASUREMENT	Sub-stran	d : N	Measurement	
Indicator (co	ode)	B5.3.2.2.1	35.3.3.2.2		B5.3.2.2.3	
Content star	ndard (code)	B5.3.2.2.	35.3.3.2.		B5.3.2.2.	
Performance	e Indicator	Learners ca	an select a	nd j	ustify referents for cm3 o	or m3 units
		 Learners ca 	an determi	ine t	he volume of boxes by fi	nding how many cubes of
		sizes 1cm3	sizes 1cm3 each contains			
		• Learners ca	an Determ	ine (different sizes of boxes th	at have the same volume
				nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.			
Vountordo						
Keywords	\mathbb{N}					
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
5711	Starter	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
	(preparing	,			1	,, 22
	the brain					
	for					
	learning)					_

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Monday	Sing songs	1 Show learners an object which is a cubic centimetre	Review the lesson with
	like:	(or 1 cm ³) and another object which is a cubic metre	Learners
		(or 1 m ³)	
	l'm	1 cm	
	counting	1 cm	
	one, what	↓ <u> </u>	
	is one	Volume = 1 cm^3	
	1 - One is		
	one alone,	2 Let learners explore the classroom and compound	
	alone it	to find that can be used as	
	shall be.	referents for the cubic centimetre (1cm) and cubic	
	2 - Two	metre (1m³). Example of 1m³is polytank; and 1cm³is	
	pair, two	cube sugar.	
	. ,	555 558	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask learners identify containers in the classroom and	Review the lesson with
racsaay	like:	compound that can be measured using cubic	Learners
	inc.	centimetre (cm³) and cubic metre (m³)	Learners
	l'm	centimetre (em) and caste metre (m)	
	counting		
	one, what		
	is one	1 meter	
	1 - One is	1 meter	
	one alone,	1 meter 1 meter	
	alone it	10cm x 10cm x 10cm 1000 cm ³ = 11	
	shall be.		
	2 - Two		
	pair, two		
	pair come	Ask learners to explore and state the relationship	
	pair let us	between 1cm³ and 1m³; that is, a cubic is the	
	pair	volume of a cube with measurements	
	3 - Turn	1cm×1cm, and is equal to1/1,000,000of a cubic	
	around	meter,1/1,000	
	4 - Follow	of a litre (i.e. 1m ³ =100cm×100cm×10cm =1,000,000cm	
	me). cubes is 1m	
	5 - Fire	,	
		Assessment: have learners to practice with more	
		examples	
		CAUTIFICS	

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Wednesday	Sing songs	E.g. 1 Ask learners to determine the volume of	Review the lesson with
	like:	different sizes of boxes by investigating how many	Learners
		cubes of sizes 1cm ³ can fill the containers. i.e. for box A,	
	l'm	the base can take 2 by 7 1cm ³ , and to fill it this	
	counting	arrangement will done 3 times, hence Volume of A is	
	one, what	base area × height = 2×7×3=42cm ³	
	is one	E.g. 2 Ask learners to determine the volume of the	
	1 - One is	boxes B, C, D and E	
	one alone,		
	alone it	A	
	shall be.	B	
	2 - Two		
	pair, two	B	
	pair		
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	3 Guide learners to deduce the rule for volume of a	Review the lesson with
,	like:	box, and use is to calculate volumes of given boxes – F,	Learners
		G and H. That is, if the base area is $ll \times ww$ and the	
	l'm		
	counting	height is h , then the. Volume of box is given by $ll \times ww$	
	one, what	× h	
	is one	200	
	IS ONE	Scm	
		Assessment: have learners to practice with more	
		examples	
		Champies	
Friday	Sing songs	Given 12 centimetre cubes, ask learners to find the diffe	r Ret iew the lesson with
, , ,	like:	dimensions of boxes that can take the cubes. For 12 cub	
		boxes can be of dimension 1cm×1cm× 12cm or 2cm×2ci	
	l'm	Can we find any more drawings.	
	counting		
i	50 5		

E.g. 2 Ask learners to investigate with 20, 24, 30 and 48 one, what centimetre cubes and draw all possible boxes is one 1 - One is one alone, alone it shall be. 2 - Two 2cm pair, two pair come pair let us 1cm 12cm pair Assessment: have learners to practice with more examples

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:				C	Class size:	
Day:				Date :			
Period :				Les	SC	on:	
Strand : Jour	ney to Indep	endence S	ub-stran	d : E	Ea	rly Protest Movement	S
Indicator (co	ode)	B5.5.1.1.4					
Content star	ndard (code)	B5.5.1.1.					
Performance	e Indicator	Learners can exam	ine sour	ces	of	evidence about the	role of Dr Joseph Boakye
		Danquah in the Gol	d Coast Y	out!	th	Conference	
-		tivity and Innovation ng and Problem Solvi		nica	atio	on and Collaboration I	Personal Development and
Keywords							
T. L .R. (s)		PICTURES					
Ref:	History curr	riculum Page			-		
DAY	Phase 1: Starter	Phase 2: Main (new learning include	ding asse	essm	ne	nt)	Phase 3: Plenary / Reflections
	(preparing the brain				,	,,	
	for						
	learning)						
Tuesday	Engage	Present a narrative	of the ro	le o	of J	.B. Danquah in the	What have we learnt
	learners to	Gold Coast Youth Co	onferenc	e			today?
	sing songs						
	and recite	Learners retell the s	story of J	.B. D	Dа	nquah and the Gold	Ask learners to
	familiar	Coast Youth Confer	ence				summarize the main
	rhymes						points in the lesson
		Assessment: let learners narra			e c	of the role of J.B.	
	What was	Danquah in the Gol	d Coast Y	out!	th	Conference	
	Joseph						
	Boakye						
	Danquah						
	role in the						
	Gold Coast						

	IACQUAII		,
	Youth		
	Conferenc		
	e?		
Thursday	Engage	Present a narrative of the role of J.B. Danquah in the	What have we learnt
	learners to	Gold Coast Youth Conference	today?
	sing songs		
	and recite	Learners retell the story of J.B. Danquah and the Gold	Ask learners to
	familiar	Coast Youth Conference	summarize the main
	rhymes		points in the lesson
		Assessment: let learners narrate the story of J.B.	
	What was	Danquah and the Gold Coast Youth Conference	
	Joseph		
	Boakye		
	Danquah		
	role in the		
	Gold Coast		
	Youth		
	Conferenc		
	e?		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son:	
Strand : Perf	orming Arts		Sub-stran	d : P	Planning, Making and Cor	nposing
Indicator (co	ode)	B5 2.2.2.3				
Content star	ndard (code)	B5 2.2.2.				
Performance	e Indicator	Learners can exp	eriment v	with	available relevant per	forming arts media and
		techniques to crea	ate own pe	erfor	ming artworks that refle	ct topical issues in Africa
=				nica [.]	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solv	ving.			
Keywords						
T. L .R. (s)	1	Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
	(preparing	,			,	, ,
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to	② explore the loca	l environm	nent	to select available	today?
	sing songs	instruments, equip	pment, so	unds	s, melody, rhythms,	
	and recite	movement patteri	ns that are	god	od for	Ask learners to
	familiar	composing/arrang	ging and pe	erfor	ming music, dance,	summarize the main
	rhymes	drama, poems, ap	pellations	, etc	.;	points in the lesson
		② experiment with	h the avail	able	instruments,	
		equipment, sound	ls, movem	ent	patterns, melody etc. to	
		perform some of t	the compo	sitio	ns of the Ghanaian	
		artists studied tha	t reflect to	pica	al issues of much	
		concern in Africa;				

		Assessment: let learners experiment with available	
		relevant performing arts media and techniques to	
		create own performing artworks that reflect topical	
		issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	discuss and share their experiences through peer	today?
	sing songs	review.	
	and recite		Ask learners to
	familiar	Assessment: let learners experiment with available	summarize the main
	rhymes	relevant performing arts media and techniques to	points in the lesson
		create own performing artworks that reflect topical	
		issues in Africa	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Date :		
Period :				Les	son :	
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-stran	d : F	ITNESS PROGRAMME	
PRINCIPLES A	AND STRATEG	GIES				
Indicator (co	ode)	B5.4.1.4.1				
Content star	ndard (code)	B5.4.1.4.				
Performance	e Indicator	Learners can monit	tor the in	tensi	ity of one's heart rate du	ring physical activity.
-		•		nica	tion and Collaboration Pe	ersonal Development and
	Critical Thinkir	ng and Problem Solv	ing.			
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculu	ım Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asso	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Fuida.	learning)	d assessment at a varia	a baaut u		sing their age I sown our	
Friday	Learners				ising their age. Learners by palpating at the	End the lesson with cool down activities and use
	jog round a demarcate				uring exercise, learners	questions to summarise
	d area in	should be encourage		•	•	the lesson
	files while		_		ain beat per minutes.	110 1033011
	singing and				plar wrist watches, polar	
	clapping to			• •	that determine exercise	
	warm-up	intensity and heart	•	•		
	the body	•		_	t determine calories	
	for	burnt, distance cov				
	maximal	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
	performan					
	ce and to					
	prevent					
	injuries					

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:		
Day:			1	Date :		
Period :				Lesson :		
	Family and C	ommitment S		I: The Family and the Comn	nunity	
Indicator (co	ode)	B5.4.1.1.2				
Content star	ndard (code)	B5.4.1.1.				
Performance	e Indicator	Learners can demonstrate things to do to show commitment as members of the family				
· ·		tivity and Innovatior ng and Problem Solvi		ication and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	ding asses	ssment)	Phase 3: Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	show commitment	to their fa	ntion things to do to show	What have we learnt today? Ask learners to summarize the main points in the lesson	

NANA FIIFI ACQUAH	
	 LESSON PLAN

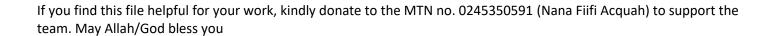
SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Endin	g:			Class size:		
Day :				Date :		
Period :			Lesson:			
Strand : Rea	ding		Sub-stran	nd : Summarising		
Indicator (co	ode)	B5.2.9.1.1	B5. 2.9	9.1. 2		
Content star	ndard (code)	B5.2.9.1.	B5. 2.	9.1.		
Performance	e Indicator	• Th	ne learner ${\mathfrak g}$	gives the summary of longer	texts.	
		 The learner write main ideas in a given text 				
				r write main ideas in a given text		
		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and	
Keywords						
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	• Let learners rea	d a passag	e.	What have we learnt	
	leaners to	• Let learners rec	ognise the	main ideas in each	today?	
	sing songs	paragraph read.				
	and recite	• Let learners wri	te down ea	ach idea found in each		
	familiar	paragraph and di	scuss in the	eir groups.		
	rhymes	Assist learners t	to recognis	e the main ideas in a text.		

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		Lead learners to give summaries of the texts orally	Review the lesson with
		before writing in their books.	learners
		Assessment: let learners give the summary of longer texts.	
	Engage	Read a text aloud in class.	What have we learnt
	leaners to	Let learners select the main ideas from each	today?
	sing songs	paragraph.	
	and recite	Let learners write the main ideas in their own words	
	familiar	and read aloud for discussion.	
	rhymes	Assist learners to write the main ideas in the given	
		text in simple sentences correctly.	
			Review the lesson with
		Assessment: let learners write main ideas in a given text	learners
	Engage	Read a text aloud in class.	What have we learnt
	leaners to	Let learners select the main ideas from each	today?
	sing songs	paragraph.	today.
	and recite	Let learners write the main ideas in their own words	
	familiar	and read aloud for discussion.	
	rhymes	Assist learners to write the main ideas in the given	
		text in simple sentences correctly.	Review the lesson with
			learners
		Assessment: let learners write main ideas in a given	
		text	
		· —	•

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	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:		
Day:		Date:		
Period :		Lesson:		
Strand:	Sub-stran	nd:		
A. Oral Language	A. Co	onversation		
B. Reading		ilent Reading		
C. Grammar Usage At Wo		erbs		
D. Writing		ersuasive/Argumentative Writing		
E. Using Writing Convent		sing Conjunctions		
F. Extensive Reading	F. Bu	uilding the Love and Culture of Reading		
Indicator (code) B5.	.1.6.3.3 B5.2.8.1.3. B	35.3.5.1.6 B5.4.13.2.3 B5.5.8.1.1 B5.6.1.1.1		
Content standard (code) B5.	.1.6.3. B5.2.8.1. B	B5.3.5.1. B5.4.13.2. B5.5.8.1. B5.6.1.1.		
Performance Indicator	A. Learners can respond	nd to questions to give further clarification of an opinion.		
	B. Learners can answer	r questions based on the passage read.		
	C. Learners can use	the past continuous form of verbs to talk about		
	actions/events that v	were going on when a second action/event took place.		
	D. Learners can establis	ish and maintain a formal style.		
		fy and use conjunctions – because, since, so, although		
	=	- link contrasting ideas – show results.		
		variety of age- and level appropriate books and present		
	<u> </u>	agraph summary of each book read		
-	•	unication and Collaboration Personal Development and		
Leadership Critical Thinking ar	na Problem Solving.			
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	 A. ORAL LANGUAGE Revise the activity on the talk show. Learners give examples of some vocabulary learnt. Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions. Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions. Have the group respond to the questions to give further clarifications Assessment: let learners respond to questions to give further clarification of an opinion.	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 Learners pose and answer questions that clarify meaning and promote deeper understanding of a text. Questions can be generated by the learner, a peer or an adult. E.g. i. Why did the character do nothing? ii. How did it make them feel? 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 familiar rhymes	C. GRAMMAR Introduce the concept by reviewing the present continuous form of verbs. Use the concept in context and have learners identify the time of the actions. Have learners construct similar sentences.	What have we learnt today? Ask learners to summarize the main points in the lesson	

NANA FIIF	I ACQUAH		
		 Explain that the past continuous form of verbs is used to talk about actions/events that were going on when a second action/event took place. In pairs let learners write sentences using the past continuous form of verbs. 	
		Assessment: let learners write sentences using the past continuous form of verbs.	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING Using models, discuss the basic structure of an argumentative piece: Introduction. Reasons for the stand taken. Conclusion. Have groups present full compositions using this structure for class discussions and feedback. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners write an argumentative piece	
Friday	Engage learners to sing songs and recite familiar rhymes	E. WRITING CONVENTION AND GRAMMAR USAGE Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but. Introduce because, since, so, although, in context. e.g. I'm late because I missed the bus. Although Afi is has eye problems, she doesn't wear glasses. He eats well, so he is healthy. Guide learners to discover the functions of these conjunctions. Have them practise using these conjunctions in their own sentences. Provide a passage and have learners identify the conjunctions in the passage. Let learners form sentences and join them with the conjunctions identified.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners form sentences and join them with the conjunctions	
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	, , , , , , , , , , , , , , , , , , ,	

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library	Ask each learner to write a-two-paragraph summary	
period	of the book read.	
	• 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 at least a-three-	
	paragraph summary of each book read	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:				Class size:	
Day:		Date :				
Period :			Les	son :		
Strand: HUI	MANS AND TH	1E	Sub-stran	d : P	ERSONAL HYGIENE AND	SANITATION
ENVIRONME	NT					
Indicator (co	ode)	B5.5.1.2.1				
Content star	ndard (code)	B5.5.1.2.				
Performance	e Indicator	Learners can know	v how to k	еер	washrooms clean.	
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration Po	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solv	ving.		NKI	
Keywords						
T D (a)		Dieture	-	$\overline{}$		
T. L .R. (s)	Calamaa	Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
Ditti	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections
	(preparing	(metricum, gimer	adiii B ass			, , , , , , , , , , , , , , , , , , , ,
	the brain					
	for					
	learning)					
Monday	Engage	• Learners watch	pictures a	nd vi	deos on how to keep	What have we learnt
	learners to	washrooms clean.				today?
	sing songs	Engage them in	a discussio	on or	n how to keep the	
	and recite	lavatory clean.				Ask learners to
	familiar	Emphasise such	key points	s as:	flushing immediately	summarize the
	rhymes	after use, urinatin	g directly	in th	e toilet bowl, keeping	important points of the
		used tissues in wa	ste contai	ners	rather than throwing	lesson
		them on the floor,	, regularly	rem	oving used tissues and	
		burning them.				
		Assessment: let le	arners des	scrib	e how to keep the	
		washrooms clean.				

Thursday	Engage	Learners investigate the risks associated with the use	What have we learnt
	learners to	of dirty washrooms.	today?
	sing songs	• Evaluate learners by asking them to design a poster to	Ask learners to
	and recite	be pasted in their school's washroom	summarize the
	familiar		important points of the
	rhymes	Assessment: let learners imention the risks associated	lesson
		with the use of dirty washrooms.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Da	te :	
Period :			Les	son :	
Strand : OUF	R NATION GH	ANA Sub	-strand :	Being a Citizen	
Indicator (co	ode)	B5.4.1.3. 1			
Content star	ndard (code)	B5.4.1.3.			
Performance	e Indicator	Learners can demonst	trate how	diversity can promote na	ational development
Core Competencies: Creativity and Inno Leadership Critical Thinking and Probler				tion and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum	Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includin	g assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners describe how	ethnic di	versity can	What have we learnt
	learners to	promote national deve	•		today?
	sing songs	tourism, sale of artefa	cts, inter-	ethnic marriage	
	and recite				Ask learners to
	familiar				summarize the main
	rhymes	Assessment: Let learn can promote national		be how ethnic diversity	points in the lesson

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Thursday	Engage	Learners role play a scenario depicting cultural diversity	What have we learnt
	learners to	e.g. display of various cultural activities at national	today?
	sing songs	gatherings	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners describe how ethnic diversity	points in the lesson
		can promote national development	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending:		Class size:		
Day:		Date :		
Period :		Lesson :		
Strand: Programming and	d databases	Sub-strand : Introduction	n to Electronic	: Spreadsheet
Indicator (code)	B5.5.1.3.5	B5.5.1.3.6		
Content standard (code)	B5.5.1.3.5	B5.5.1.3.		
Performance Indicator	 Learners of 	an explain fundamental d	atabase conc	epts.
	 Learners of 	can discuss programming I	anguages and	their use
		ch, vb.net etc.).		
Core Competencies: Crea Leadership Critical Thinkin	•		ollaboration Po	ersonal Development and
Keywords				
T. L .R. (s)	Laptop			
Ref: Computing	curriculum Page			
DAY Phase 1:	Phase 2: Main			Phase 3:
Starter	(new learning inc	luding assessment)		Plenary / Reflections
(preparing				
the brain				
for				
learning)	6 14 1 2 2 2 2 2 2		-l-1-l	Male at the control of the control
Engage		explore the fundamental		What have we learnt
learners to Wednesday sing songs		les and data types, data se		today?
Wednesday sing songs and recite	manipulation, sec	curity, and backup and res	tore.	Ask learners to
familiar	Guido loarnors to	investigate in groups on t	·ho	summarize the main
rhymes		guages and their use (e.g.		points in the lesson
Illyllies	hingianining lan	eunees and inch use (C.S.	sciattii,	ן אטווונט ווו נווכ וכטטטוו
	vh net etc \ NR· T		to the	
		his is to give a foundation ting and Computer Science		

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	programming together with fundamental principles of problem-solving and creativity.	
	Assessment: Let learners write and the use of programming languages	
Vetted by :		

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Date Less	e: son:	
Strand : GEC	METRY AND	MEASUREMENT	Sub-strand	d : N	1easurement - Angles	
Indicator (co	ode)	B5.3.3.2.4	35.3.3.3.1		B5.3.3.3.2	
Content star	ndard (code)	B5.3.3.2.	35.3.3.3.		B5.3.3.3.	
relationship betwee Learners can identif to, less than or large Learners can meas			ip between can identify of an or larger can measur	cap exai tha e g	acity and volume as wel mples of angles in the er n, a right angle	nvironment that are equal ractor and classify them
		tivity and Innovations and Problem So		icat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L.R. (s) Counters						
Ref:	Mathematic	cs curriculum Page	е			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning inc	luding asses	ssm	ent)	Phase 3: Plenary / Reflections

NANA FIIF	IACQUAH		
	for		
	learning)		
Monday	Sing conce	Give learners a litre container and a 10cm×10cm×10cm	Review the lesson with
Monday	Sing songs		
	like:	container (i.e. a 1000cm³container. Ask them to fill one	Learners
		with water and empty it into the other; and ask them to	
	l'm	explore and state the relationship between 1cm ³ and	
	counting	1m ³ i.e.	
	one, what	10cm×10cm×10cm =1000cm ³ = 1 <i>litre</i> .	
	is one	[see B5.3.2.2.1 i.e. 1000litres is 1m ³]	
	5 - Fire	Note: the volume is the actual amount of something	
		which covers a definite space. Capacity is the potential	
		amount of a substance which an object is able to hold	
		(units are litres and millilitres , gallons, etc).	
		10cm	
		10cm×10cm×10cm container	
		= 1000cm ³ container	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners a litre container and a 10cm×10cm×10cm	Review the lesson with
	like:	container (i.e. a 1000cm ³ container. Ask them to fill one	Learners
		with water and empty it into the other; and ask them to	
	l'm	explore and state the relationship between 1cm ³ and	
	counting	1m ³ i.e.	
	one, what	10cm×10cm×10cm =1000cm ³ = 1/itre.	
	is one	[see B5.3.2.2.1 i.e. 1000litres is 1m³]	
	1 - One is	Note: the volume is the actual amount of something	
	one alone,	which covers a definite space. Capacity is the potential	
	alone it	amount of a substance which an object is able to hold	
	shall be.	(units are litres and millilitres , gallons, etc).	
	2 - Two	, , ,	
	pair, two		
	pair come	10cm	
	pair let us		
	pair		
	· •	10cm×10cm×10cm container	
	3 - Turn	= 1000cm ³ container	

NANA FIIF	ACQUAH		
		Assessment: have learners to practice with more examples	
Wednesday		Review the definition of angles: angles as the region	Review the lesson with
	like:	formed in a plane when two lines meet or cross, they	Learners
	U	form an Angle. And ask learners to identified angles in	
	l'm 	the classroom and compound. E.g. opening laptop,	
	counting	door, window, pair of scissors, pavement floor, etc.	
	one, what is one	angle	
	1 - One is		
	one alone,		
	alone it		
	shall be.		
	2 - Two		
	pair, two		
	pair come		
	pair let us		
	pair	E.g. 2 Guide learners to see right angles and fold	
		right angles from	
		paper. Ask learners to identify examples of angles in	
		the classroom and compound that are equal to, less	
		than or larger than, a right angle	
		right-angle	
		Tight digit	
		11 \$\frac{1}{2} \\ \frac{1}{8} \\ \frac{3}{6} \\ \frac{5}{4} \\ \frac{1}{10} \\ \frac{1}{2} \\ \frac{3}{8} \\ \frac{3}{6} \\ \frac{5}{6} \\ \frac{5}{6} \\ \frac{1}{10} \\ \fr	
		acute obtuse	

IVAIVA FIIF	ACQUAH		
		Assessment: have learners to practice with more examples	
Thursday	Sing songs	E.g. 1 Review with learners how to use the protractor	Review the lesson with
	like:	to measure angles	Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	E.g. 2 Give learners photocopied worksheets with protractor in position measuring angles; ask them to read the angles or place their protractors on it and read it E.g. 4 Give learners photocopied worksheets with several angles to measure and sort into those which are – right, acute obtuse angles. Assessment: have learners to practice with more examples	
Friday	Sing songs	E.g. 5 Ask learners to draw various angles such as	Review the lesson with
	like:	30o, 45o,60o, 75o, 90o, 120o, 150o,270o, etc.	Learners
	ľm	Assessment: have learners to practice with more	
	counting	examples	
	one, what	·	
	is		
			<u> </u>

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:			Class size:		
Day:		Dat	ce :		
Period :		Les	son :		
Strand : Visual Arts	Sub-str	and : [Displaying and Sharing		
Indicator (code)	B5 1.3.4.3				
Content standard (code)	B5 1.3.4.		. \ \ \		
Performance Indicator	Learners can plan an exhi	bition	of own portfolio of visua	l artworks to educate and	
	share creative experience	s of ar	tworks that reflect the to	ppical issues in Africa	
Core Competencies: Crea Leadership Critical Thinki	ntivity and Innovation Comr ng and Problem Solving.	nunica	tion and Collaboration P	ersonal Development and	
Keywords					
T. L .R. (s)	PICTURES				
Ref: Creative Ar	ts curriculum				
DAY Phase 1:	Phase 2: Main			Phase 3:	
Starter	(new learning including a	ssessn	nent)	Plenary / Reflections	
(preparing the brain					
for learning)					
Monday Engage	Learners are to:			What have we learnt	
learners to	watch a short video on	an exh	ibition or visit an	today?	
sing songs	· ·				
and recite	or regional cultural festive	•	•	Ask learners to	
familiar	unit of the Ghana Educati			summarize the main	
rhymes	discuss the need for dis artworks;		•	points in the lesson	
	develop a roadmap for	tha avl	nihition hv: - fiving a		
		ILIGEXI			

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		② brainstorm to agree on a theme for the exhibition (e.g. the Future of Africa); ② 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); Assessment: lot learners, can plan an exhibition of own	
		Assessment: let learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa	
Wednesday	Engage learners to	Learners are to: decide on mode of display (e.g. by hanging, draping,	What have we learnt today?
	sing songs	spreading);	today:
	and recite	2 plan the layout of the exhibition hall, prepare labels	Ask learners to
	familiar	for the works (e.g. title, name of artist, date);	summarize the main
	rhymes	② clean and prepare the hall and its environment and make it ready for the exhibition.	points in the lesson
		② plan for post exhibition activities such as cleaning, Approximation evaluation reporting at a second	
		appreciation, evaluation, reporting, etc.	
		Assessment: let learners can plan an exhibition of own	
	$V \setminus V$	portfolio of visual artworks to educate and share	
		creative experiences of artworks that reflect the topical	
		issues in Africa	
)		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:			Class size:			
Day:			Date :			
Period :				son :		
Strand : Jou	rney to Indep	endence Sub-strar	nd : ⊺	he 1948 Riots And After		
Indicator (co	ode)	B5.5.3.1.1				
Content sta	ndard (code)	B5.5.3.1.				
Performanc	e Indicator	Learners can explain why p	еор	e were unhappy in the	country after the Second	
		World War				
		tivity and Innovation Commung and Problem Solving.	inica	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 ass	essn	nent)	Plenary / Reflections	
Tuesday	Engage	Show and discuss a docume	ntar	y on the general state	What have we learnt	
	learners to	of affairs after the Second V		•	today?	
	sing songs	honour the promises to the	ex-s	ervicemen, lack of		
	and recite familiar rhymes	adequate housing and high	cost	of imported goods etc	Ask learners to summarize the main points in the lesson	
		Assessment: let learners de	scrib	e the general state of		
	When was the Second	affairs after the Second Wo	rld V	/ar in the country		

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	World War		
	fought?		
	What		
	promises		
	were made		
	to the Gold		
	Coast		
	soldiers		
	who		
	fought in		
	the war?		
Thursday	Engage	Discuss how government handled their grievances at	What have we learnt
	learners to	the time	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners mention how government	summarize the main
	rhymes	handled their grievances	points in the lesson
		in the country after the Second World War	
	When was		
	the Second		
	World War		
	fought?		
	What		
	promises		
	were made		
	to the Gold		
	Coast		
	soldiers		

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who

fought in the war?

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
	SICAL FITNES AND STRATEG	ŕ	Sub-strar	nd : FITNESS PROGRAMME	
Indicator (co	ode)	B5.4.1.4.2			
Content star	ndard (code)	B5.4.1.4.			
Performance	e Indicator	Learners can desc skill performance		muscle strength and muscle e	ndurance enhance motor
=		tivity and Innovations and Problem So		inication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1: Starter (preparing the brain for learning)			Phase 3: Plenary / Reflections	
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up	etc. Strong arm, o	hest, and	cles aid in movement, lifting, back muscles will therefore se parts of the body.	End the lesson with cool down activities and use questions to summarise the lesson

NANA	the body		
	for		
	maximal		
	performan		
	ce and to		
	prevent		
	injuries		

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand: The	Family, Auth	ority and	Sub-stran	d : Authority and Obedience	
Obedience					
Indicator (co	ode)	B5.5.1.1.1			
Content star	ndard (code)	B5.5.1.1.			
Performance	e Indicator	Learners can reco	gnise pare	ents as sources of discipline a	and character formation
=		tivity and Innovation ng and Problem Solv		nication 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 inclu	uding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
e.d.	learning)	The same to a series			NATIONAL INC. AND ADDRESS OF THE COLUMN
Friday	Engage	,			What have we learnt
	learners to sing songs				today?
	and recite	elders at home:			Ack learners to
	familiar	- scolding, - reprimanding, - deprivation of gifts and other - summarize the main			summarize the main
	rhymes		ieprivatioi	TOT girts and other	
	illyllies	interests, - prayer and wors	hin at hom	10	points in the lesson
			=	to the children/learners,	
		etc.	ic illouels	to the children/learners,	
		C.C.			

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	Guide learners to talk about the benefits they get from their parents because of their obedience to them. Assessment: let learners mention the benefits they get
	from their parents because of their obedience to them
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	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			•	Class size:	
Day:			Di	ate	:	
Period :			Le	esso	on:	
Strand : Writ	ting		Sub-strand :	: P€	enmanship/ Handwriting	3
Indicator (co	ode)	B5.3.1.1.5				
Content star	ndard (code)	B5.3.1.1.				
Performance	e Indicator	• The learn	er should wri	ite :	simple sentences	
		tivity and Innovations and Problem Sol		cati	on and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, mar	rkers, recorde	ed a	audios visual	
Ref:	Ghanaian La	anguage curricului	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding assess	sme	ent)	Plenary / Reflections
	(preparing the brain for learning)					
	Engage leaners to sing songs and recite familiar rhymes	those words. • Call learners in the words. • Write sentence	turns to form es on sentence ce cards to he	n sir ce ca	xplain the meaning of mple sentences with ards.	What have we learnt today? Review the lesson with learners

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		Assessment: let learners write simple sentences	
	Engage leaners to sing songs and recite familiar rhymes	 Write words on the boards and explain the meaning of those words. Call learners in turns to form simple sentences with the words. Write sentences on sentence cards. Use the sentence cards to help learners write simple and meaningful sentences 	What have we learnt today?
		Assessment: let learners write simple sentences	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	Write words on the boards and explain the meaning of those words. • Call learners in turns to form simple sentences with the words. • Write sentences on sentence cards. • Use the sentence cards to help learners write simple and meaningful sentences	What have we learnt today?
		Assessment: let learners write simple sentences	Review the lesson with learners

TERM THREE BASIC FIVE WEEK 6

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:	Class size:
Day:	Date:
Period :	Lesson:
Strand:	Sub-strand :
A. Oral Language	A. Listening Comprehension
B. Reading	B. Fluency
C. Grammar Usage A	
D. Writing	D. Persuasive/Argumentative Writing
E. Using Writing Con	ventions E. Using Conjunctions
F. Extensive Reading	F. Building the Love and Culture of Reading
Indicator (code)	(B5.1.7.1.5 B5.1.7.1.6) B5.2.9.1.1 B5.3.5.1.7 B5.4.13.2.4 B5.5.8.1.1 B5.6.1.1.1
Content standard (code)	(B5.1.7.1. B5.1.7.1.) B5.2.9.1. B5.3.5.1. B5.4.13.2. B5.5.8.1. B5.6.1.1.
Performance Indicator	A. Learners can ask relevant questions to expand comprehension of details of
. 1 1 1 1 1	texts. Distinguish between causes and effects of events in a story
	B. Learners can read grade-level texts with good speed and accuracy
	C. Learners can use the imperative forms of verbs to give instructions and
	directions
	 D. Learners can provide a concluding statement that follows from the arguments presented
	E. Learners can identify and use conjunctions – because, since, so, although
	– to – give reasons – link contrasting ideas – show results
	F. Learners can read a variety of age- and level appropriate books and present
	at least a-three-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 • Through discussion, learners identify some interesting learners to today? stories or texts they have heard or read. sing songs and recite • Assist learners to talk about the content of the Ask learners to familiar stories/texts after re-telling the story. summarize the main rhymes Encourage learners to ask relevant questions to expand points in the lesson their comprehension of the details of the text. • Select an appropriate story to be read in class. Have learners read the story and re-tell it to the class. • Work together with learners to identify the events in the story and link them sequentially by identifying cause and effect. • Learners in their groups choose stories and identify the causes and effects of events. Let learners present their work as the rest listen to them Assessment: let learners choose stories and identify the causes and effects of events. B. READING What have we learnt Tuesday **Engage** learners to • Use the three-stage approach to a comprehension today? lesson and have learners prepare and read the text with sing songs and recite purpose and understanding. Ask learners to familiar • Use different strategies to assist learners to come up summarize the main rhymes with meaning of a text ,e.g. The Herringbone, KWL etc. points in the lesson Assessment: let learners read grade-level texts with good speed and accuracy

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Wednesday		<u>C. GRAMMAR</u>	What have we learnt
	learners to	e.g. Switch on the light.	today?
	sing songs	Turn right.	
	and recite	Revise commands and requests.	Ask learners to
	familiar	Invite pairs of learners to demonstrate giving	summarize the main
	rhymes	instructions and directions.	points in the lesson
		Create situations for learners to have practice.	
		Assessment: let learners use the imperative forms of	
		verbs to give instructions and directions in sentences	
Thursday	Engage	D. WRITING	What have we learnt
,	learners to	Revise persuasive writing.	today?
	sing songs	Have them go through the writing process to	
	and recite	present/state an opinion, explain and justify it so as to	Ask learners to
	familiar	persuade the reader to accept their opinion or point of	summarize the main
	rhymes	view.	points in the lesson
	,	Teach the features of a debate.	points in the lesson
		Guide learners to select a controversial or debatable	
		topic.	
		Divide the class into two to prepare using the writing	
		process as a guide, and debate on the topic.	
		process as a galac, and acpate on the topic.	
		Assessment: let learners provide a concluding	
		statement that follows from the arguments presented	
Friday	- France		M/hat have we learnt
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Revise simple conjunctions. Provide simple sentences	today?
	sing songs	and let learners join them using and, or/nor, but.	A al. la a a 4 a
	and recite	• Introduce because, since, so, although, in context.	Ask learners to
	familiar	e.g.	summarize the main
	rhymes	I'm late because I missed the bus.	points in the lesson
		Although Afi is has eye problems, she doesn't wear	
		glasses.	
	$\mathbb{N} \setminus \mathbb{N}$	He eats well, so he is healthy.	
		Guide learners to discover the functions of these	
		conjunctions.	
		Have them practise using these conjunctions in their	
		own sentences.	
		Provide a passage and have learners identify the	
		conjunctions in the passage.	
		Let learners form sentences and join them with the	
		conjunctions identified.	
		Assessment: let learners form sentences and join them	
		with the conjunctions identified	

Frida	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 at least a-three-	
		paragraph summary of each book read	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:		Class size:			
Day:			Date:		
Period :			esson :		
Strand: HUN	MANS AND TH	ΗE	Sub-strand	: PERSONAL HYGIENE AND	SANITATION
ENVIRONME	ENT			172	
Indicator (co	ode)	B5.5.1.2.2			
Content star	ndard (code)	B5.5.1.2.			
Performance	e Indicator	Learners can dem	onstrate ho	w to clean the environment	t regularly
Core Competencies: Creat Leadership Critical Thinking				ication 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	uding asses	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage			cleaning the environment.	What have we learnt
	learners to	Begin the lessor		_	today?
	sing songs		-	to observe tidy and untidy	
	and recite	•	•	ty or show different	Ask learners to
	familiar	'		unclean environments.	summarize the
	rhymes			now to make the unclean	important points of the
		environments as o	clean as tho	se that are clean.	lesson

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		Learners discuss some materials that are used for	
		cleaning the home, the school and the community.	
		Assessment: let learners describe how to clean the	
		environment regularly	
Thursday	Engage	Demonstrate to learners the correct way of using the	What have we learnt
	learners to	cleaning tools, e.g. brooms, rags, ceiling brush,	today?
	sing songs	dustpans and dustbins.	Ask learners to
	and recite	Learners are assisted to know the need to keep the	summarize the
	familiar	environment clean.	important points of the
	rhymes	Engage learners to use local cleaning tools to clean	lesson
		the classroom and the school environment.	
) `
		Project:	
		Learners design posters to create awareness on the	
		need to keep the school, home and	
		Community clean and exhibit their work in the school.	
		NB: Teachers are encouraged to form an environmental	
		awareness club in the class after this lesson	
		Assessment: let learners explain the need to keep the	
		school, home and Community clean	
	I		I

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	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Date :		
Period :				Lesson:	
Strand: OUR NATION GH.		ANA	Sub-stran	d: Authority and Power	
Indicator (co	ode)	B5.4.2.2 .1.			
Content star	ndard (code)	B5.4.2.2 .			
Performance	e Indicator	Learners can exp	lain and ap	preciate the importance of c	lemocratic governance
=		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords				J -	
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	uding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	-		rsons and bodies who are	What have we learnt
	learners to	-	_	eir school e.g. headteacher,	today?
	sing songs	teachers, school p	refects.		
	and recite				Ask learners to
	familiar		he importa	ance of good governance in	summarize the main
	rhymes	their school.			points in the lesson
		Learners in group	s suggest v	ways in which	
		school governanc	e could be	improved.	

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		Groups present their report in class.	
		Assessment: Let learners explain the importance of democratic governance	
Thursday	Engage	Class mock election	What have we learnt
	learners to	Learners demonstrate how to elect a leader in a	today?
	sing songs	democratic way.	
	and recite		Ask learners to
	familiar	Learners discuss why good governance is	summarize the main
	rhymes	important for national development.	points in the lesson
		Assessment: Let learners explain why good governance	
		is important for national development	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Da	ite:	
Period :			Le	sson:	
Strand: Prog	gramming and	d databases	Sub-strand:	Introduction to Electronic	Spreadsheet
Internet and	social media		Network Ove	erview	
Indicator (co	ode)	B5.5.1.2.3	B5.6.1.1.3.		
Content star	ndard (code)	B5.5.1.2.	B5.6.1.1.		
Performance	e Indicator	Learners ca	an Learners g	et familiar with the interfa	ace of MS-Excel.
		• Learners c	an explain wh	nat the Internet is.	
		tivity and Innovationg and Problem Sol		ation 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 assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage			how to access MS-Excel	What have we learnt
Wodpocday	learners to	•	or gadget and	d display text in MS-	today?
Wednesday	sing songs	Excel.			A all la a se a se la
	and recite	ND This is to bolo	Ale e I e e un e u c	.:	Ask learners to
	familiar	•		vith an understanding of	summarize the main
	rhymes	application software application).	ares (Electron	ic Spreadsneet	points in the lesson
1	1	i e			İ

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	Guide learners to discuss the inter-connection of the	
	internet computers (learners should be made to realise	
	that the internet is a network of networks).	
	Also, guide learners to come out with examples of	
	Internet Communication	
	Assessment: Let learners explain what the Internet is	

/etted by :	Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:			Class size:		
Day : Period :				Date : Lesson :		
Strand : GEC	METRY AND	MEASUREMENT	Sub-stran	d: Geometric Reasoning		
Indicator (co	ode)	B5.3.4.1.1	B5.3	35.3.4.2.2		
Content star	ndard (code)	B5.3.4.1	B5.3	3.4.2		
Performance Indicator • Learn		• Learners	can tell th	e position and motion of ol	ojects in space using the	
		cardinal p	oints north	, south, east and west		
		• Learners	can identify	images of a single transform	nation (i.e. reflection) of a	
		2D shape:	s in a plane			
Core Compe	tencies: Crea	tivity and Innovati	on Commu	nication and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem So	lving.			
Varrounda						
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	e			
211						
DAY	Phase 1:	Phase 2: Main	.1 .1		Phase 3:	
	Starter	(new learning inc	cluding asso	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					

	COLOR	4 Budledon the description of self-	De la Harlanda Ma
Monday	Sing songs	. 1. Pupils describe the position and motion of objects	Review the lesson with
	like:	from one point to another using the 4 main cardinal	Learners
	_	points: e.g. The point P is to the west of point T but to	
	l'm	the north of the A	
	counting		
	one, what		
	is one	4	
	1 - One is	P T	
	one alone,	← −4 0 4 x	
		A + 1 + B	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	E.g. 2. Pupils describe the position of places in a grid	Review the lesson with
	like:	from a given location. E.g. from Kofi's house - the	Learners
		school is East of Kofi's house; the hospital is North of	
	ľm	Kofi's house E.g. 3. Ask learners to give directions from	
	counting	Kofi's house the various locations. E.g. Move 2 squares	
	one, what	to the east and 2 squares to the north to get to the	
	is one	church	
	1 - One is		
	one alone,	Hospital Church	
	alone it		
	shall be.		
	Shan be.	School	
		Bus stop	
		Airport	
		Post Office	
		Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs	Ask learners to identify images of reflections of given	Review the lesson with
	like:	2D shapes in a given plane. Ask learners to study the	Learners
		shapes and the mirror line and state which are objects	
	l'm	and their images in the given four mirror lines. Shape E	
	counting	is the image of Shape B in mirror line 2 or the line $xx=0$;	
	one, what	shape A is a reflection of shape E in the line $yy=xx$.	
	is one	supplied a remediation of shape 2 in the line yy -nn.	
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NANA FIIF	I ACQUAH		
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting	Ask learners to identify images of reflections of given 2D shapes in a given plane. Ask learners to study the shapes and the mirror line and state which are objects and their images in the given four mirror lines. Shape E is the image of Shape B in mirror line 2 or the line xx=0; shape A is a reflection of shape E in the line yy=xx. line 2	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is	Ask learners to identify images of reflections of given 2D shapes in a given plane. Ask learners to study the shapes and the mirror line and state which are objects and their images in the given four mirror lines. Shape E is the image of Shape B in mirror line 2 or the line $xx=0$; shape A is a reflection of shape E in the line $yy=xx$.	Review the lesson with Learners

NANA FIIFI ACQUAH | line 2 | line 3 | | G | F | | Assessment: have learners to practice with more

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examples

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Perf	forming Arts		Sub-strand: Displaying and Sharing			
Indicator (co	nde)	B5 2.3.4.3				
	ndard (code)	B5 2.3.4.				
Performance			a display o	f own portfolio of performing	g artworks to educate and	
		•		of artworks that reflect the to	-	
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nication and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem Solv	ving.	<i>(</i>),		
Keywords						
T. L .R. (s)	1	Pictures	X			
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding asse	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Monday	learning)	Learners are to:			What have we learnt	
Monday	Engage learners to		den or live	e performances (preferably	today?	
	sing songs			regional cultural festival of	today:	
	and recite			of the Ghana Education	Ask learners to	
	familiar	Service) that reflect			summarize the main	
	rhymes	environments of A			points in the lesson	
	,			rming compositions of own	•	
		music, dance, drar	•	• .		

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		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	
		(e.g. The Future of Africa);	
		🛽 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);	
		select compositions by considering (e.g. creativity	
		and originality, lyrics, movement patterns, dynamics	
		and relevance of the message to the theme, social and	
		cultural importance);	
		Assessment: let learners plan a display of own portfolio	
		of performing artworks to educate and share creative	
		experiences of artworks that reflect the topical issues in	
		Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	decide on mode and arrangement of performances	today?
	sing songs	(e.g. monologue/solo/group, costumes, props, etc.); ?	
	and recite	getting ready: plan the sequence of events, stage/site	Ask learners to
	familiar	plan identifying the positions of all facilities (e.g. PA	summarize the main
	rhymes	system, lightings, performance zone, entry, exit,	points in the lesson
		changing and makeup rooms/corners), characters,	
		directors, stage managers, audience, health and	
		security personnel); 🛽 clean and prepare the venue and	
	$N \setminus Y$	its environment and make it ready for the performance;	
	111	2 plan for post-performance activities such as cleaning,	
		appreciation, evaluation, reporting, etc.	
		Assessment: let learners plan a display of own portfolio	
		of performing artworks to educate and share creative	
		experiences of artworks that reflect the topical issues in	
		Africa	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:			Class size:		
Day:		Date:				
Period :			Les	son :		
Strand : Journey to Independence		endence Sub-strai	nd : ⊺	he 1948 Riots And After		
Indicator (co	ode)	B5.5.3.1.1				
Content star	ndard (code)	B5.5.3.1.				
Performance Indicator Learners can explain why		еор	e were unhappy in the	country after the Second		
World War						
		tivity and Innovation Commung and Problem Solving.	ınica	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 (preparing the brain for	(new learning including ass	essn	nent)	Plenary / Reflections	
	learning)					
Tuesday	Engage	Role play the scene for lear	ners	to offer the oninions on	What have we learnt	
. acoudy	learners to	the situation (whether the		•	today?	
	sing songs	(
	and recite				Ask learners to	
	familiar	Assessment: let learners ex	plain	why people were	summarize the main	
	rhymes	unhappy in the country afte	-		points in the lesson	
	Why were					
	people					

	unhappy after the war?		
Thursday	Engage	Guide learners to develop a poster that illustrates the	What have we learnt
	learners to	link between the boycott of European goods, the	today?
	sing songs	shootings of 28th February and the riots of 1948.	
	and recite		Ask learners to
	familiar	Assessment: let learners develop a poster that	summarize the main
	rhymes	illustrates the link between the boycott of European	points in the lesson
		goods, the shootings of 28th February and the riots of	
		1948.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:					Class size	e:	
Day:				Date :			
Period :			Lesson:				
Strand: PHYSICAL I STRATEGIES	FITNESS CONC	EPTS, PRINCIP	PLES AND Sub-stra	nd : HEAL	THY DIET		
Indicator (code)			B5.4.2.4.1:				
Content standard (code)		B5.4.2.4.				
Performance Indica	ator		Learners can exploregulation and phy	,		n impairs temperature erformance	
Core Competencies Leadership Critical				d Collabor	ation Pers	sonal Development and	
Keywords							
T. L .R. (s)			cones				
Ref: PE curricult			m Page				
DAY	Phase 1: Starter (preparing th for learning)	ne brain	Phase 2: Main (new learning inclu	uding asso	essment)	Phase 3: Plenary / Reflections	
Friday	Learners jog demarcated while singing clapping to w body for max performance prevent injur	area in files and varm-up the kimal and to	The body is made Water lubricates of keeps the body terms check by releasing through sweat. The composed mostly lack of it causes imfunctioning of the Personal	our joints a mperature unwante e brain ce of water a nbalance i	and e in d heat II is and the	End the lesson with cool down activities and use questions to summarise the lesson	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:			Class size:			
Day:				Date:		
Period :			Les	son:		
Strand: The	Family, Auth	ority and	Sub-stran	nd : A	authority and Obedience	
Obedience						
Indicator (co	ode)	B5.5.1.1.1				
Content star	ndard (code)	B5.5.1.1.				
Performance	e Indicator	Learners can reco	gnise pare	ents	as sources of discipline a	nd character formation
-	tivity and Innovatio ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		RME curriculum Page				
Ref:	RME curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Friday	learning)	In groups lot loars	aors domo	nctr	ato how their parents	What have we learnt
riluay	Engage learners to	In groups, let learners demonstrate how the discipline them at home		ate now their parents	today?	
	sing songs	discipilite them at	Home			touay:
	and recite					Ask learners to
	familiar	Assessment: let le	arners ide	entif	y parents as sources of	summarize the main
	rhymes	discipline and char			•	points in the lesson
	,	and offer				

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Endin	g:			Class size:	
Day :				Date:	
Period :				Lesson:	
Strand : Con	nposition Wri	ting	Sub-stran	d: Literary Writing	
Indicator (co	ode)	B5.4.6.1.2 B5.4	.7.1.1 B	5.4.7.1.2	
Content star	ndard (code)	B5.4.6.1. B5.4	1.7.1. B	5.4.7.1.	
Performance Indicator • The learner should to the learner should		er should w	· ·	icles in the journal	
-		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	topics on disabilit	let learner ty and equi	s write simple articles on ty, and let other learners on the article in the created	What have we learnt today?

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		•Put learners in groups and allow each group to read an article from the class journal and discuss the article, bringing out for instance, the moral and the theme	Review the lesson with learners
		Assessment: let learners publish and appreciate the articles in the journal	
	Engage leaners to sing songs and recite familiar rhymes	Discuss some reactives of a poem with real recis.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	readance of process	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC FIVE WEEK 7

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class siz	e:		
Day:			Date :			
Period :		L	esson :	13		
Strand :		Sub-strand	:			
A. Oral Language		A. Pres	resentation			
B. Reading		B. Flue	luency			
C. Grammar Usage A	t Word	C. Con	conjunctions			
D. Writing			-	ository Writin	_	
E. Using Writing Con	ventions			ompound and	-	ences
F. Extensive Reading		F. Buil	ding the Lov	e and Culture	of Reading	
Indicator (code)	B5.1.10.3.1. B5	5.2.9.1.2. E	35.3.8.1.1	B5.4.14.1.1	B5.5.9.1.1.	B5.6.1.1.1
Content standard (code)	B5.1.10.3 B5	5.2.9.1. E	35.3.8.1.	B5.4.14.1.	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners of	can present i	nformation	about persona	l experiences	
		can use contending of level		m or self-corre e texts	ection strategi	es to confirm
. 1/1/1/				simple conjun	ctions-becaus	e, since, so,
		-		k contrasting id		
	•	_		escribe a proce		
	E. Learners	can identify	subjects and	d predicates in	compound se	ntences
F. Learners o		can read a va	riety of age-	and level app	ropriate books	s and present
	at least a-	three-paragr	raph summa	ry of each boo	k read	
Core Competencies: Crea	tivity and Innovati	on Communi	ication and (Collaboration F	Personal Deve	lopment and
Leadership Critical Thinkin	ng and Problem So	lving.				
Keywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a cl			
, ,		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	 A. ORAL LANGUAGE Model presenting a speech on a topic or have them listen to a recording of someone's personal experience. Use the example to guide learners to identify the (purpose of and audience for the speech.) Discuss the importance of purpose and audience in speech. Put learners in groups to plan a parallel speech and present to the class. Each group should select a purpose for and an audience for their speech. Assessment: let learners present information about personal experiences	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 • Have learners read the grade appropriate texts paying attention to punctuation marks, words, sentences and paragraphs. • Provide questions that will guide learners in understanding the passage, e.g., What word connects paragraphs one and two? • Learners use correction strategy to help them make meaning from the text as they read. Assessment: let learners use correction strategy to make meaning from the text as they 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 • Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but. • Introduce because, since, so, although in context. e.g.:	What have we learnt today?			

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	familiar	I'm late because I missed the bus.	Ask learners to
	rhymes	Although Afi is has eye problems, she doesn't wear	summarize the main
		glasses.	points in the lesson
		He eats well, so he is healthy.	
		Guide learners to discover the functions of these	
		conjunctions.	
		Have them practise using these conjunctions in their	
		own sentences.	
		Provide a passage and have learners identify the	
		conjunctions in the passage.	\sim
		Let learners form pairs of simple sentences and join	
		them with the conjunctions identified.	
		Assessment: let learners form pairs of simple sentences	
		and join them with the conjunctions identified	
Thursday	Engage	D. WRITING	What have we learnt
	learners to	Use pictures showing the stages of how some dishes	today?
	sing songs	are prepared.	
	and recite	• Learners in groups observe the picture sequences and	Ask learners to
	familiar	write words that give information on the activity.	summarize the main
	rhymes	Each group presents its work for discussion.	points in the lesson
	,	• Let learners in groups choose a domestic activity they	p
		would want to give information on. (They should be	
		able to compose expository pieces of between 90 and	
		120 words).	
		220 (10) (35)	
		Assessment: let learners write sentences to describe	
		the stages of how some dishes are prepared.	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Give learners an extract from a comprehension	today?
	sing songs	passage.	
	and recite	Guide them to identify the simple and compound	Ask learners to
	familiar	sentences.	summarize the main
	rhymes	Let them identify the subjects and verbs in each	points in the lesson
		compound sentence.	p 3ts the 1600011
	111	Let learners write about an event they had	
		participated in, demonstrating their understanding of	
		subject and predicate sentences.	
		Learners edit to demonstrate their knowledge of	
		subject and predicate.	
		Assessment: let learners identify subjects and	
		predicates in compound sentences	
		1 - ·	

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 at least a-three-	
		paragraph summary of each book read	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:	
Day:			Da	Date :	
Period :			Les	sson :	
Strand: HUI	MANS AND TH	HE Sub-st	rand :	DISEASES	
ENVIRONME	ENT			101	
Indicator (co	ode)	B5.5.2.1.1			
Content star	ndard (code)	B5.5.2.1.			
Performance	e Indicator	Learners can explain the	causes	, symptoms and control c	of chicken pox
=		tivity and Innovation Comng and Problem Solving.	munica	tion and Collaboration Po	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 including a	ssessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	• Learners watch pictures, videos or charts on causes,		What have we learnt	
	learners to	symptoms and control of chicken pox or invite a health		today?	
	sing songs	personnel or School Heal		_	
	and recite	(SHEP) coordinator to giv	e a tall	c on chicken pox.	Ask learners to
	familiar				summarize the
	rhymes				important points of the
		Assessment: let learners symptoms of chicken po		n the causes and	lesson

Thursday	Engage	In pairs, learners answer the following questions	What have we learnt
	learners to	based on the pictures and video:	today?
	sing songs	(1) What causes chicken pox?	Ask learners to
	and recite	(2) What are the symptoms of chicken pox?	summarize the
	familiar	(3) What should be done if someone has chicken pox?	important points of the
	rhymes	(4) What are the ways of preventing the spread of	lesson
		chicken pox?	
		Project: Learners develop a concept map to trace the	
		causes, symptoms and prevention of chicken pox	
		Assessment: let learners mention the ways of	
		preventing the spread of chicken pox.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:			
Day:			Da	te :			
Period :			Les	Lesson:			
Strand : OUF	R NATION GH	ANA Sub	-strand :	Farming in Ghana			
Indicator (co							
Content star	ndard (code)	B5.4.4.1.		. \ \ \			
Performance	e Indicator	Learners can participate in transplanting seedlings					
		l ativity and Innovation Communication and Collaboration Personal Development and ng and Problem Solving.					
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curriculum	Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning includin	g assessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)	,					
Tuesday	Engage	Learners prepare plan			What have we learnt		
	learners to	boxes/pots/trays, conf	today?				
	sing songs	transplanting. Fill with		•			
	and recite	make holes at correct	spacing a	nd water ready for	Ask learners to		
	familiar	seedlings.			summarize the main		
	rhymes	Ensure that seedlings a	•	. •	points in the lesson		
		Water seedlings before	e transpla	inting.			

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		Use the right tools e.g. hand trowel to lift seedlings	
		from seedbed, use dibber to make holes at the right	
		depth.	
		Transplant seedlings in boxes/pots/trays, containers or	
		garden beds	
		Assessment: Let learners describe how to transplanting	
		seedlings	
Thursday	Engage	Visit transplanted seedlings daily to record number of	What have we learnt
	learners to	leaves and height (growth) of transplanted seedlings.	today?
	sing songs	Use record to write weekly report	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners write a report	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:			Class size:				
Day:			Da	te:				
Period :			Les	sson :				
Strand: INTERNET AND SOCIAL MEDIA Sub-strand: Web browsers and Web Pages								
Indicator (code) B5.6.2.1.7 B5.6.2.				B5.6.2.1.9				
Content star	ndard (code)	B5.6.2.1. B5.	.6.2.1.	B5.6.2.1.				
Performance	e Indicator	Learners can explain what a Web Page is.						
		Learners can explain what a home page is.						
		Learners can m	ove with	in and between web page	es using hyperlinks.			
_		tivity and Innovation Cong and Problem Solving.		ation and Collaboration Po	ersonal Development and			
Keywords								
T. L .R. (s)		Laptop						
Ref:	Computing	curriculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter	(new learning including	g assessr	ment)	Plenary / Reflections			
	(preparing							
	the brain							
	for							
	learning)							
	Engage	·		res of a Web Page (text,	What have we learnt			
Mada da	learners to		animatio	on etc. through practical	today?			
Wednesday	sing songs	lessons)						
	and recite	Cuida la anno a colla 11	.:£ l- :	an ann farm all a coll	Ask learners to			
	familiar		=	ne page from other web	summarize the main			
	rhymes	pages, through practic	ai iessons	5.	points in the lesson			

ACQUAH		
	Guide learners to practise clicking hyperlinks, through	
	practical lessons. NB: This is to help the learner with the	
	fundamental skills of creativity in computing and	
	Computer Science.	
	Assessment: Let learners describe movement within	
	and between web pages using hyperlinks.	
	ACQUAH	Guide learners to practise clicking hyperlinks, through practical lessons. NB: This is to help the learner with the fundamental skills of creativity in computing and Computer Science. Assessment: Let learners describe movement within

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:				Class size:	
Day : Period :				Dat	son :	
Strand : Data	a				Pata Collection, Organisa and Analysis	tion, Presentation,
Indicator (co	ode)	B5.4.1.1.1 B5	.4.1.1.2			
Content star	Content standard (code) B5.4.1.1. B5.4.1.1.					
Performance	e Indicator	 Learner 	s can explair	n the	e difference between fire	st-hand and second-hand
		data				
		Learner	rs can find e	xamı	oles of second-hand dat	a in print and electronic
					ers, magazines, and the i	
				ınica	tion and Collaboration Pe	ersonal Development and
Leadership C	ritical Thinkir	ng and Problem	Solving.			
Keywords						
,						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pa	age			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning i	ncluding ass	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					

IVAIVA FIIF	I ACQUAH										
Monday	Sing songs like:	Explain first-hand data as data that you collect on your own; and second-hand data is data that has been collected and organized by somebody else								Review the lesson with Learners	
	l'm	Mrc A	causyo's el:		tudio.	d tha	wor	thor	Tho	loarnors	
	counting		cquaye's cla								
	one, what is one		red the rair ss these res			-	•	•		• •	
	1 - One is		er class thes								
	one alone,	anothe	er class tries	e re:	suits d	3163	econ	u-11a	iiu ua	ıta	
	alone it	Accord	mont: havo	loar	norc t	onr	actic	o wit	h ma	ro	
	shall be.		ment: have	ieai	ners i	.o pr	actic	e wit	.11 1110	ie	
	Silali be.	examp	ies							C /	
Tuesday	Sing songs	Look fo	or examples	of s	econ	d-hai	nd da	ata ir	the		Review the lesson with
	like:	newsp	aper or wel	osite	; You	can f	find	data	on lea	ague	Learners
		table,	orice list, sa	les,	rainfa	ll, et	c.				
	l'm										
	counting	Assess	ment: have	lear	ners t	o pr	actic	e wit	h mo	re	
	one, what	examp	les								
	is										
Wednesday	Sing songs	Ask lea	irners to stu	udy t	he se	cond	-har	id da	ta on	the	Review the lesson with
	like:	_	table and v								Learners
			nd interpre			_					
	l'm	lost in	a match? W	Vhich	tean	n has	wor	n onl	y one	match	
	counting			X							
	one, what		Team	Р	W	D	L	F	Α	Pts	
	is one 1 - One is		Hearts	2	2	0	0	4	1	6	
	one alone,		Kotoko	2	1	0	1	3	3	3	
	alone it		Dwafts	2	0	1	1	0	1	1	
	shall be.				0			٥			
	2 - Two		Gold Feilds	2	0	1	1	U	2	1	
	pair, two										
	pair		ment: have	lear	ners t	to pr	actic	e wit	n mo	re	
		examp	162								
Thursday	Sing songs	Ask lea	rners to stu	udy t	he se	cond	l-har	ıd da	ta on		Review the lesson with
	like:	sugges	ted numbe	r of 3	30 mi	nute	s per	iods	that (Ghanaian	Learners
		primar	y school ch	ildre	n lear	n ce	rtain	subj	ects e	every	
	ľm	week.	Ask them to	o wri	te qu	estio	ns fo	or the	eir frie	ends to	
	counting		nd interpre		-						

IVAIVATII	FLACQUAH	1 96				
	one, what	Number of v	eekly period	ls in eac	hclass	
	is one	Upper primary				
	1 - One is	Subject	P4	P5	P6	
	one alone,	English	10	10	10	
	alone it	Mathematics	10	10	10	
		National language	6	6		
	shall be.	Environmental studies	5	5	6 5 5	
	2 - Two	Integrated sciences	5	5	5	
	pair, two					
	pair come	Assossment: have learners	to practice	with m	oro	
	pair let us	Assessment: have learners	to practice	WILII III	ore	
		examples				
	pair					
Friday	Sing songs	Ask learners to study the se	cond-hand	data o	n	Review the lesson with
	like:	suggested number of 30 mi	Learners			
		primary school children lea	rn certain s	ubiects	every	
	l'm	week. Ask them to write qu				
		·		ciicii ii	iciids to	
	counting	read and interpret the data				
	one, what					
	is one					
	1 - One is					
	one alone,	Number o				
	alone it	Upper primary				
	shall be.	Subject	P4			
		English	10	10	10	
		Mathematics	10	10		
		National language	6	6	б	
		Environmental studies	5	5	5	
		Integrated sciences	5	5	5	_
	KIV	Assessment, have leaves		حد ما∔انن		
		Assessment: have learners	to practice	with m	ore	
	1 1 11	examples				

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Visu	ial Arts		Sub-stran	d : Appreciating and Appraisi	ing
Indicator (co	ode)	B5 1.4.6.3			
Content star	ndard (code)	B5 1.4.6.			
Performance	e Indicator	Learners can deve	elop guide	lines for appreciating and ap	praising own and others'
		visual artworks th	at reflect t	the topical issues in Africa	
=		tivity and Innovationg and Problem Sol		nication 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 incl	luding asse	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to		ept a guide	for appreciating and	today?
	sing songs	appraising own ar	nd/or othe	rs' visual artworks based on	
	and recite	the guidelines sug	gested be	low;	Ask learners to
	familiar	lidentify the corr	rect vocabi	ulary to use for appreciating	summarize the main
	rhymes	and appraising art			points in the lesson
			o use the a	appraisal report for and how	
		to share it			

NANA FIIF	I ACQUAH		
		Assessment: let learners develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; fix a day/date for the appreciation/appraisal/jury. Suggested Guidelines Description of the work: The elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work. Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming. Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning). Experiences to share: The design process through thinking and composing, planning and making, displaying and sharing, etc. Assessment: let learners develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa	What have we learnt today? Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:				Class size:		
Day :			Da	te:		
Period :			Les	ison :		
Strand : Jou	rney to Indep	endence Sub-stra	and :	The 1948 Riots And After		
Indicator (co	ode)	B5.5.3.1.1				
Content sta	ndard (code)	B5.5.3.1.				
Performance Indicator		Learners can explain why World War	peop	le were unhappy in the	country after the Second	
_		tivity and Innovation Comm	iunica	ition 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 (preparing the brain for learning)	(new learning including as	ssessr	nent)	Plenary / Reflections	
Tuesday	Engage	Role play the scene for lea	rnarc	to offer the oninions on	What have we learnt	
Tuesday	learners to sing songs	the situation (whether the		·	today?	
	and recite familiar rhymes Why were people unhappy	Assessment: let learners e unhappy in the country af	•	, , ,	Ask learners to summarize the main points in the lesson	

after the war?		
Engage learners to sing songs and recite familiar rhymes	Guide learners to develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948. By Assessment: let learners develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948	What have we learnt today? Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:			Class size:		
Day:			Date :		
Period :			Lesson :		
Strand : PHYSICAL F	FITNESS CONCEPTS, PRINCIPLES A	AND Sub-s	trand: SAFETY AN	D INJURIES	
STRATEGIES					
Indicator (code)		B5.4.3.4.1			
Content standard (code)	B5.4.3.4.			
Performance Indica	ator		describe the role in the prevention c	of muscle strength and of back injuries	
	s: Creativity and Innovation Com Thinking and Problem Solving.	munication and	l Collaboration Per	sonal Development and	
Keywords	. ()	7			
T. L .R. (s)		cones			
Ref:	PE curriculum	Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning assessment)		Phase 3: Plenary / Reflections	
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	that muscles a lifting, etc. Str and back musc	ains to learners aid in movement, rong arm, chest, cles will therefore ements in these	End the lesson with cool down activities and use questions to summarise the lesson	

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:			Date :			
Period :				Les	son :	
Strand: The	Family, Auth	ority and	Sub-strar	nd : /	authority and Obedience	
Obedience						
Indicator (co	de)	B5. 5.1.1.2				
Content star	ndard (code)	B5. 5.1.1.				
Performance	e Indicator	Learners can expl	ain the ne	ed to	demonstrate responsib	le behaviour at home
-		tivity and Innovationg and Problem Sol		ınica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page	lum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Let learners ident	ity ways b	y wh	ich they can be	What have we learnt
	learners to	responsible:				today?
	sing songs	- be a good child	•			
	and recite	- emulate parents and other family members, etc.			Ask learners to	
	familiar		amatise re	spon	sible behaviours as	summarize the main
	rhymes	parents				points in the lesson
		Assessment: let le	earners ex	olain	the need to	
		demonstrate resp	onsible be	ehavi	our at home	

team. May Allah/God bless you

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Composition	Writing		Sub-strar	nd : Letter Writing	
Indicator (co	de)	B5.4.7.1.3 B5.	4.8.1.1	B5.4.8.1.2	
Content star	ndard (code)	B5.4.7.1. B5.	4.8.1.	B5.4.8.1.	
Performance Indicator • The learner should write a short • The learner should comprehend semi-formal letters • The learner should write semi-formal			comprehend and discuss the positive semi-formal letters using	g controlled composition.	
Leadership C		ng and Problem So		inication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded 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	features.	y with learı	simple play. ners and bring out its tures of a play on the board	What have we learnt today?

147 (147 (1 111	ACQUAR		
		• Ask learners to write a simple play of at least three characters, one of the plays may be dramatised in class	Review the lesson with
		and be discussed.	learners
		Assessment: let learners write a short and simple play	
	Engage leaners to sing songs and recite familiar rhymes	 Discuss letter writing and its structure with learners. Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters. Explain to learners the structure of semi-formal letters. Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter. Assist learners to understand the process in writing good semi-formal letters Assessment: let learners identify the process in writing good semi-formal letters	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 Write a semi-formal letter on the board. Assist learners to write semi-formal letters using controlled composition. Ask learners to point out the features and structure of the semi-formal letter written. 	What have we learnt today?
		Assessment: let learners write semi-formal letters using controlled composition	Review the lesson with learners

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TERM THREE BASIC FIVE WEEK 8

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class size):		
Day:			Date :			
Period :			Lesson :	7		
Strand :		Sub-strand				
A. Oral Language			sentation			
			nmarising 			
C. Grammar Usage A	it Word		ijunctions			
D. Writing			•	ository Writing		
E. Using Writing ConF. Extensive Reading				mpound and C	-	nces
F. Extensive Reading		r. buii	iding the Love	e and Culture o	i Reauling	
Indicator (code)	B5.1.10.3.2 B5	5.2.10.1.1.	B5.3.8.1.1	B5.4.14.2.1	B5.5.9.1.1.	B5.6.1.1.1
Content standard (code)	B5.1.10.3. B5	.2.10.1.	B5.3.8.1.	B5.4.14.2.	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners	can draw on	prior knowle	edge to identify	y organisation	al structure
	of speech					
				opriate texts/p		
			· ·	le conjunctions		
	_	_		contrasting ide		
				e or events of the and make radic		-
				predicates in c	•	
		•	-	and level appro	•	
				ry of each book	-	,
Core Competencies: Crea			<u> </u>			pment and
Leadership Critical Thinkii						•

Keywords	I ACQUAH		
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a cla
(0)		library.	
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)		
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
,	learners to	Have learners listen to a speech and give the written	today?
	sing songs	text to them to read taking note of the features.	,
	and recite	• Discuss the structure of a model speech with learners:	Ask learners to
	familiar	e.g.	summarize the main
	rhymes	i. Heading	points in the lesson
		ii. Vocative Address	
		iii. Introduction	
		iv. Body	
		In groups have pupils write and present a parallel	
		speech. Have the class critique each group's work based	
		on the discussed structures.	
		Assessment: let learners identify organisational	
		structure of speech.	
Tuesday	Engage	B. READING	What have we learnt
· acsaay	learners to	Learners identify the most important ideas in	today?
	sing songs	texts/passages read and restate them in their own	
	and recite	words.	Ask learners to
	familiar	E.g.	summarize the main
	rhymes	i. Can you retell the story?	points in the lesson
		ii. Who are the main characters?	
		iii. What is the setting?	
		iv. What are the main events? (use herringbone or story	
		map as strategies)	
		Assessment let le manuelle de la company de	
		Assessment: let learners summarise level-appropriate	
Modnosday	Engage	texts/passages orally	What have we learnt
Wednesday	Engage learners to	 <u>C. GRAMMAR</u> Revise simple conjunctions. Provide simple sentences 	today?
	sing songs	and let learners join them using and, or/nor, but.	today:
	and recite	• Introduce because, since, so, although in context.	
	41.4.66166	min dade because, since, so, annough in context.	i

NANA FIIF	ACQUAH		
	familiar	e.g.:	Ask learners to
	rhymes	I'm late because I missed the bus.	summarize the main
		Although Afi is has eye problems, she doesn't wear	points in the lesson
		glasses.	
		He eats well, so he is healthy.	
		Guide learners to discover the functions of these	
		conjunctions.	
		Have them practise using these conjunctions in their own sentences.	
		Provide a passage and have learners identify the	\sim
		conjunctions in the passage.	
		Let learners form pairs of simple sentences and join	
		them with the conjunctions identified.	
		Assessment: let learners form pairs of simple sentences	
		and join them with the conjunctions identified	
Thursday	Engago	3	What have we learnt
Thursday	Engage learners to	 D. WRITING Let learners watch TV news at home and write their 	
			today?
	sing songs and recite	own news from the pictures they see.	Ask learners to
	familiar	Put learners into groups. Let them brainstorm and write about quarte of the day. Fach group about a re-	
		write about events of the day. Each group chooses an	summarize the main
	rhymes	interesting event and writes the news to broadcast to	points in the lesson
		the class. Let each group choose one person to present the news.	
		Have learners publish their works on the internet.	
		Help learners to organise a radio or talk show	
		Assessment: let learners write about incidence or	
Edd.	F	events of the day	AA/balda a alaasal
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Give learners an extract from a comprehension	today?
	sing songs	passage.	
	and recite	Guide them to identify the simple and compound	Ask learners to
	familiar	sentences.	summarize the main
	rhymes	Let them identify the subjects and verbs in each	points in the lesson
		compound sentence.	
		Let learners write about an event they had	
		participated in, demonstrating their understanding of	
		subject and predicate sentences.	
		Learners edit to demonstrate their knowledge of	
		subject and predicate.	
		Assessment: let learners identify subjects and	
		predicates in compound sentences.	
	<u>l</u>	p. ca.cates in compound selections.	<u>l</u>

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 at least a-three-	
		paragraph summary of each book read	

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

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:			Class size:	
Day:			D	ate :	
Period :			L	esson :	
Strand: HUN	MANS AND TH	HE Sub-	strand	: DISEASES	
ENVIRONME	NT				
Indicator (co	ode)	B5.5.2.1.2			
Content star	ndard (code)	B5.5.2.1.			
Performance	e Indicator	Learners can identify ca	auses, s	ymptoms and prevention of	of cholera
		tivity and Innovation Cong and Problem Solving.	mmuni	cation 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 assessment)			Plenary / Reflections
Monday	Engage	• Learners watch pictu	Learners watch pictures and videos or images		What have we learnt
	learners to	showing the causes, symptoms and prevention of		today?	
	sing songs	cholera.			
	and recite	• Invite a local health o	fficer o	r SHEP coordinator to	Ask learners to
	familiar	give a presentation on	cholera	to the learners	summarize the
	rhymes	Engage learners, in gr	oups, to	o discuss the causes of	important points of the
		cholera, using everyday	y scena	rios, e.g. eating	lesson
		contaminated food and	living	in a dirty environment.	

		Assessment: let learners identify causes and symptoms of cholera	
Thursday	Engage	Learners are provided one large cardboard for all the	What have we learnt
	learners to	groups to write different ideas on the causes,	today?
	sing songs	prevention and symptoms of cholera.	Ask learners to
	and recite	Learners display the cardboard in the classroom.	summarize the
	familiar		important points of the
	rhymes		lesson
		Assessment: let learners identify the prevention of	
		cholera	

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Le	sson :	
Strand : MY	GLOBAL COM	IMUNITY Sub-	-strand :	Our Neighbouring Countr	ies
Indicator (co	ode)	B5.5.1.1.1.			
Content star	ndard (code)	B5.5.1.1.			
Performance	e Indicator	Learners can descri	ibe the	economic exchanges b	etween Ghana and her
		tivity and Innovation Co ng and Problem Solving.		ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum	Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
Tuesday	Engage	Learners watch picture	e/videos	of economic exchanges	What have we learnt
	learners to	between Ghana and her neighbours e.g. trade, work		ours e.g. trade, work	today?
	sing songs				
	and recite	Learners describe the t	types of a	goods exchanged	Ask learners to
	familiar	between Ghana and he	er neighb	oours e.g. tomatoes,	summarize the main
	rhymes	onions, clothes			points in the lesson

		Assessment: Let learners describe the economic exchanges between Ghana and her neighbours	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners write essays on the importance of the exchange of goods e.g. for food, clothes Assessment: Let learners write essays on the importance of the exchange of goods	What have we learnt today? Ask learners to summarize the main points in the lesson
	rhymes	importance of the exchange of goods	points in the lesson

Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:				Class siz	e:	
Day :				Date	e :		
Period :				Less	on :		
Strand:			Sub-stran	d:			
INTERNET AI	ND SOCIAL M	EDIA	Surfing th	e wo	rld wide	web	
			Favourite	place	es and S	earch engine	
			Using Onl	ine F	orms	$\lambda = \lambda$	
Indicator (co	ode)	B5.6.3.1.4.	B5.6.4.1	L.3.		B5.6.5.1.3	
Content star	ndard (code)	B5.6.3.1.	B5.6.4.1	1.		B5.6.5.1.	
Performance	e Indicator	 Learners c 	an Use the	links	s toolbar		
		 Learners c 	an demons	strate	e how to	handle search	results.
		• Learners of	an demon	nstrat	te down	loading of files	s (e.g. pictures, audio, pdf
		etc.).					
-		tivity and Innovationg and Problem Sol		nicat	ion and	Collaboration F	Personal Development and
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter (preparing the brain for	(new learning incl	uding asse	essm	ent)		Plenary / Reflections
	learning)						
	Engage	Guide learners to					What have we learnt
	learners to	NB: This is to help					today?
Wednesday	sing songs	skills of surfing an	d navigatir	ng th	e interne	et.	
	and recite						

familiar	Guide learners to explore the way to handle search	Ask learners to
rhymes	results from a search engine.	summarize the main
	NB: This is to help the learner with the fundamental	points in the lesson
	skills of surfing and navigating the internet.	
	Guide learners to download a file through practical session(s).	
	Assessment: Let learners describe how to download a	
	file	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Data	a			d: Data Collection, Organisation and Analysis	tion, Presentation,	
Indicator (co	ode)	B5.4.1.2.1	B5.4.	1.2.2		
Content star	ndard (code)	B5.4.1.2.	B5.4.	1.1.2.		
Performance	e Indicator	or legend, and use it • Learners o	to represe to solve pro an identify	uble bar graphs, complete with the data collected (up to 3 poblems rexamples of double bar gramedia, such as newspape	airs of categories of data	
-		tivity and Innovation ng and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page	2			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning incl	uding asse	essment)	Phase 3: Plenary / Reflections	

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	one, what	(i) test scores	of 2 studer	nts					1	
	is one	Caudana	Mark	Facilia		naian	C-!	Social		
	1 - One is	Student Fusena	Maths 75	English 60		guage 80	Science 60	Studies 65	-	
	one alone,	Alidu	55	70		15	70	55	1	
	alone it					5	70	33	J	
	shall be.	(ii) enrollmen							ı	
		School	P1	P2	P3	P4	P5	P6		
	2 - Two	Presby Roman	35 45	30 50	40 55	30 50	35 65	45 60		
	pair, two					30	03	00		
	pair come	(iii) Sales of br	ead in two	shops in a	week					
	pair let us	Shop	Monday	Tuesday	/ W	ednesda	Thurso	lay Frida	эу	
	pair	Abijak	25	22		20	24	24		
	3 - Turn	Senasco	25	18		16	22	26		
	around									
	4 - Follow	Basic sch	ool enr	ollmen	t in (Shana	from	2010 to	2013	
	me	400000	0							
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			-	Prescho	ol =	KG	≡ Prima	ту = Л	IS	
		Assessme	nt: have	e learne	rs to	pract	ice wit	h more		
		examples								
Thursday	Sing songs	Provide o	pportu	nities fo	r lea	rners	to acce	ess, rea	d and	Review the lesson with
	like:	interpret	example	es of do	uble	bar g	raphs ι	ised in	a	Learners
		variety of	print ar	nd elect	roni	c med	ia, such	n as		
	l'm	newspape	ers, mag	gazines	and t	the int	ternet			
	counting									
		Assessme	nt: have	e learne	rs to	pract	ice wit	h more		
	one, what	examples								
	is one									
Friday	Sing songs	Provide o								Review the lesson with
	like:	interpret	•			_	-		a	Learners
		variety of	-					ı as		
	ľm	newspape	ers, mag	gazines	and t	ne in	ternet			
	counting	Assessme	nt: have	e learne	rs to	pract	ice wit	h more		
		examples				•				
•										•

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NANA FIIFI ACQUAH		
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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand: Perf	forming Arts	S	ub-strand	d: Appreciating and Appraisi	ng
Indicator (co	ode)	B5 2.4.6.3			
Content star	ndard (code)	B5 2.4.6.		$ \lambda$ λ λ	
Performance	e Indicator		. •	ines for appreciating and ap	praising own and others'
		performing artwork	s that ref	lect topical issues in Africa	
=				nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solvii	ng.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning include	ding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning)	Loornors are to:			Mhat have we learnt
Monday	Engage learners to	Learners are to:	t a guida	for analysing and	What have we learnt
		discuss and accept	_	, <u> </u>	today?
	sing songs and recite	appreciating/apprai	_	ices on the guide guidelines	Ask learners to
	familiar	suggested below;	eriorilari	ices on the guide guidelines	summarize the main
	rhymes		ct vocabu	lary to use for appreciating	points in the lesson
	illyllies	•		and drama; 2 agree on	יייים ווי נוופ ופגגטוו
				oort for and how to share it	
		what to use the app	n aisai i Ch	ortion and now to snare it	

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		Assessment: let learners develop guidelines for	
		appreciating and appraising own and others'	
		performing artworks that reflect topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② agree on the approach/method (manual/digital) to	today?
	sing songs	use in recording/documenting the appraisal process;	
	and recite	② fix a day/date for the appreciation/appraisal/jury.	Ask learners to
	familiar		summarize the main
	rhymes	Suggested guidelines	points in the lesson
		Music: theme, voice production and diction,	
		harmony and blending of parts, interpretation, the	
		elements and knowledge of music.	
		② Dance: theme, entrance/exit, movement variation,	
		gestures, creativity, makeup, movement in relation to	
		singing and drumming, costume, props, energy, stage	
		use, stage setting and dynamics.	
		🛮 Drama: characterisation, makeup, gestures, voice	
		projection, diction, use of space, aesthetics, creativity.	
		Assessment: let learners develop guidelines for	
		appreciating and appraising own and others'	
		performing artworks that reflect topical issues in Africa	

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NANA FIIFI ACQUAH		
	······	LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:			Class size:		
Day:			Dat	e:		
Period :				son :		
Strand : Journey to Independence Sub			nd : ⊺	he 1948 Riots And After		
Indicator (co	ode)	B4.5.3.1.2				
Content star	ndard (code)	B4.5.3.1.				
Performanc	e Indicator	Learners can examine sour	ces o	f evidence about what h	appened during the 1948	
		riots				
		tivity and Innovation Commung and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures	Pictures			
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
•	Starter (preparing the brain for	(new learning including ass	essn	nent)	Plenary / Reflections	
	learning)					
Tuesday	Engage	Show a map of Accra indica	ting	the routes that were	What have we learnt	
	learners to	approved for the ex-service	men		today?	
	sing songs	Use a documentary to illus	trate	what happened during		
	and recite	the 1948 riots and discuss i	t afte	rwards	Ask learners to	
	familiar				summarize the main	
	rhymes	Assessment: let learners na	rrate	what happened during	points in the lesson	
		the 1948 riots and afterwar	ds			
	Who were					
	the ex-					

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	convicemen		
	servicemen		
	3		
Thursday	F	Dala alautha assa af tha 1040 siste as suidense for	What have well asset
Thursday	Engage	Role play the scene of the 1948 riots as evidence for	What have we learnt
	learners to	learners	today?
	sing songs		
	and recite	Assessment: let learners	Ask learners to
	familiar	identify sources of evidence about what happened	summarize the main
	rhymes	during the 1948 riots	points in the lesson
	Where did		
	the		
	shooting		
	occur?		

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:	Class s			Class size:	:		
Day:			Date :				
Period :				Lesson:			
Strand: PHYSICAL I	FITNESS CONC	EPTS, PRINCI	PLES AND	Sub-stran	d: SAFETY	AND INJUR	IES
STRATEGIES			<u>-</u> (
Indicator (code)			B5.4.3.4.2	·•			
Content standard (code)		B5.4.3.4.				
Performance Indica	ator		Learners can list factors that cause injuries when using PE equipment				
Core Competencies Leadership Critical				cation and	Collaborati	on Persona	l Development and
Keywords							
T. L .R. (s)			cones				
Ref:		PE curriculu	m Page				
DAY	Phase 1:		Phase 2: N	∕lain			Phase 3:
	Starter		(new leari	ning includi	ng assessn	nent)	Plenary /
	(preparing the for learning)	ne brain					Reflections
Friday	Learners jog	round a	Teacher e	explains tha	it injuries n	nay occur	End the lesson
	demarcated	area in files	when the	learner had	d not gone	through	with cool down
	while singing	gand	proper wa	arm-up and	stretching	. Warm up	activities and use
	clapping to v	varm-up the	-	njuries to t			questions to
	body for max		-	reases the	-		summarise the
	performance			o adapt to t	_	_	lesson
	prevent injui	ries		Teacher sh			
				ent and the	equipmen	t are safe	
			for use.				

NANA FIIFI ACQUAH		
	,	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:					Class size:		
Day:				Date:			
Day.				Dat	.		
Period :				Les	son :		
Strand: The	Family, Auth	ority and	Sub-strand : Authority and Obedience		authority and Obedience		
Obedience							
Indicator (co	ode)	B5. 5.1.1.2	B5. 5.1.1.2				
Content star	ndard (code)	B5. 5.1.1.	B5. 5.1.1.				
Performance	e Indicator	Learners can expla	in the ne	ed to	demonstrate responsib	le behaviour at home	
Cava Camaa	.	tivity and Imperation	- Communi		tion and Callabayation D	average Development and	
-		ng and Problem Solv		inica	tion and Collaboration P	ersonal Development and	
Leader Ship C	artical milikii	ig and i robicin son	/IIIg.				
Keywords							
T. L .R. (s)		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						
	for						
	learning)						
Friday	Engage			essa	ys on how to become	What have we learnt	
	learners to	responsible adults				today?	
	sing songs	• Let learners pres			s to the class for		
	and recite	appreciation and c	discussion			Ask learners to	
	familiar			_		summarize the main	
	rhymes	Assessment: let lea		ite e	ssays on how to	points in the lesson	
		become responsib	le adults				

team. May Allah/God bless you

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:				Class size:		
Day:			Dat	Date :		
Period :			Les	Lesson:		
Strand : Con	nposition Wri	ing Sub-strand : Letter Writing				
Indicator (co	ode)	B5.4.8.1.3				
Content star	ndard (code)	B5.4.8.1.				
Performance	e Indicator	The learner should write good semi-formal letters.				
Core Compe	tencies: Crea	tivity and Innovation Communication and Collaboration Personal Development and				
Leadership (Critical Thinkir	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Manila cards, markers,	, recorded	l audios visual		
Ref:	Ghanaian La	inguage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
	Engage leaners to sing songs and recite familiar rhymes	 Read a semi-formal I Guide learners to wr Assessment: let learne 	ite good s		What have we learnt today? Review the lesson with learners	

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	1		
E	Engage	Read a semi-formal letter to learners.	What have we learnt
16	leaners to	Guide learners to write good semi-formal letters	today?
a f	sing songs and recite familiar rhymes	Assessment: let learners write good semi-formal letters.	Review the lesson with learners
E	Engage	Read a semi-formal letter to learners.	What have we learnt
le	leaners to	Guide learners to write good semi-formal letters	today?
a f	sing songs and recite familiar rhymes	Assessment: let learners write good semi-formal letters.	Review the lesson with learners
			Tearriers

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TERM THREE BASIC FIVE WEEK 9

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending: Class size:	
Day: Date:	P
Period: Lesson:	
Strand : Sub-strand :	
A. Oral Language A. Presentation	
B. Reading B. Summarising	
C. Grammar Usage At Word C. Modals	
D. Writing D. Letter Writing	
E. Using Writing Conventions E. Using Simple, Compound and Complex Sentences	
F. Extensive Reading F. Building the Love and Culture of Reading	
Indicator (code) (B5.1.10.3.3 B5.1.10.3.4) B5.2.10.1.1 B5.3.9.1.1 B5.4.15.1.1 B5.5.9.1.	2
B5.6.1.1.1	
Content standard (code) (B5.1.10.3. B5.1.10.3.) B5.2.10.1. B5.3.9.1. B5.4.15.1. B5.5.9.1.	
B5.6.1.1.	
A. Learners can gather and select facts and ideas from one or multiple and non-print sources, appropriate to the purpose, audience, context culture. Support ideas and points of view by integrating selected and audio resources, verbal and non-verbal cues (e.g. gestures, expressions) B. Learners can summarise level-appropriate texts/passages orally C. Learners can use modals to express a variety of meanings: D. Learners can write to friends about events using appropriate letter	t and visual
formats E. Learners can construct compound sentences correctly	

NANA FIIF	TACQUAH		
		F. Learners can read a variety of age- and level appro	
		at least a-three-paragraph summary of each book	
=		tivity and Innovation Communication and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solving.	
Vormunanda			
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	
		gange carried and	
DAY	Phase 1:	Phase 2: Main	Phase 3:
5711	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing	(new rearring including assessment)	Theriary / Refrections
	the brain		
	for		
	learning)		
N.A. a. ala		A ODALIANCHACE	NA/lead leave voe leavet
Monday	Engage learners to	A. ORAL LANGUAGE	What have we learnt
		Review the organizational structure of the speech with pupils by giving a short speech and asking them to	today?
	sing songs and recite	with pupils by giving a short speech and asking them to identify the various structures.	Ask learners to
	familiar	Provide sample speeches for discussion to help	summarize the main
	rhymes	learners generate ideas for their speeches.	points in the lesson
	Tityllics	Use the internet to guide the learners to download	points in the lesson
		important speeches.	
		Together with learners, discuss the organisational	
		structure of the speeches.	
		Have learners choose and write speeches	
		Through discussion, guide learners to select facts and	
		ideas from one or more sources such as print sources	
		and non-print sources (e.g. resource person)	
		appropriate to the purpose, audience, context and	
		culture.	
		Encourage learners to ask questions for clarity	
		Assessment: let learners support ideas and points of	
Tuesday	Engage	view by integrating selected visual and audio resources	What have we learnt
Tuesday	Engage learners to	B. READING • Learners identify the most important ideas in	today?
	sing songs	texts/passages read and restate them in their own	touay:
	and recite	words.	
	and redite	words.	l

NANA FIIFI	ACQUAH		
	familiar rhymes	E.g. i. Can you retell the story? ii. Who are the main characters? iii. What is the setting?	Ask learners to summarize the main points in the lesson
		iv. What are the main events? (use herringbone or story map as strategies)Assessment: let learners summarise level-appropriate	
		texts/passages orally	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR - Can: conveys ability: I can drive - May: asks for permission, expresses politeness, possibility: May I go out? - Must: obligation or compulsion, necessity - Shall/will: prediction, intention, determination etc. - Could: tentativeness, politeness - Would: politeness	What have we learnt today? Ask learners to summarize the main points in the lesson
		 Might: possibility Should: obligation Used to: for past activity/event Have to/ought to/need to: for obligation Introduce these (one or two at a time) in context. Use situations and drills to give learners ample practice. Assessment: let learners use modals to express a variety of meanings	
Thursday	Engage learners to sing songs	 D. WRITING In groups learners are given samples of friendly letters. 	What have we learnt today?
	and recite familiar rhymes	 Let them brainstorm and write the important features of the letter and other special things they identify in the letters. Learners present their information to the whole class to guide the class to learn about such letters. Guide learners in their groups to choose an imaginary friend they want to write to. Learners brainstorm and write down ideas on what they would want to include in their letters. Guide them to write their letters and let them edit their work. Learners exchange their product with other groups to 	Ask learners to summarize the main points in the lesson
		edit. • Learners read their letters to others.	

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		Assessment: let learners write to friends about events	
		using appropriate letter formats	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Review the use of coordinators in sentences.	today?
	sing songs	Learners write examples of sentences containing	
	and recite	coordinates. Let them write sentences demonstrating	Ask learners to
	familiar	their knowledge in subject and predicate.	summarize the main
	rhymes	Learners in groups write a narrative exhibiting their	points in the lesson
		knowledge of subject and predicate in compound	
		sentences.	
		 Guide them to edit their work and encourage them to share the final products with the class. 	
		share the iliai products with the class.	
		Assessment: let learners construct compound	
		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 at least a-three-	
		paragraph summary of each book read	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending	g:				Class size:	
Day:			Dat	e :		
Period :				Less	son :	
Strand: HUN	MANS AND TH	lE .	Sub-stran	d : S	CIENCE AND INDUSTRY	
ENVIRONME	NT					
Indicator (co	ode)	B5.5.3.1.1				
Content star	ndard (code)	B5.5.3.1.				
Performance	e Indicator				materials used in some amic and pottery produc	local industries (kenkey tion).
-		tivity and Innovationg and Problem Sol		nica	tion 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 including assessment)		Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	 Take learners to a local gari, kenkey, shea butter, cooking oil, blacksmith, basketry, carpentry or pottery production site or show videos of such ventures. Learners observe critically and identify the raw materials used in the various industries. 		What have we learnt today? Ask learners to summarize the important points of the lesson		

		Assessment: let learners identify the raw materials used	
		in some local industries	
Thursday	Engage	Engage the learners in a matching activity to match	What have we learnt
	learners to	some local products with their raw materials.	today?
	sing songs		Ask learners to
	and recite	Project: Designing an Industry.	summarize the
	familiar	Learners plan and design a factory in their locality,	important points of the
	rhymes	showing the raw materials they use and the finished	lesson
		products.	
		Assessment: let learners identify the raw materials used	
		in some local industries	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	ıg:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : MY	GLOBAL COM	IMUNITY	Sub-stran	nd: Our Neighbouring Count	ries
Indicator (co	ode)	B5.5.1.2.1.			
Content sta	ndard (code)	B5.5.1.2.			
Performanc	e Indicator	Learners can des	cribe the r	otation and revolution of the	e Earth
		tivity and Innovations and Problem So		nication and Collaboration P	ersonal Development and
Keywords				3 -	
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricu	ulum Page	9	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners underta the earth on its at the sun. Learners demons i. Use learners to	ke activitie xis and rev trate the so represent	es describing the rotation of olution of the earth round olar and lunar eclipses. the sun, moon and earth.	What have we learnt today? Ask learners to summarize the main points in the lesson

INAINATIII	TACQUAH		
		iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.iv. When the moon (learner 1) passes between the sun	
		(learner 3) and the earth (learner 2) to create a shadow,	
		solar eclipse is formed.	
		Assessment: Let learners describe the rotation and revolution of the Earth	
Thursday	Engage	Learners demonstrate the solar and lunar eclipses.	What have we learnt
-	learners to	i. Use learners to represent the sun, moon and earth.	today?
	sing songs	ii. Have the moon (learner 1) walk in circles around the	
	and recite	earth (learner 2).	Ask learners to
	familiar	iii. Have the earth (learner 2) walk around the sun	summarize the main
	rhymes	(learner 3) while the moon (learner 1) maintains its orbit.	points in the lesson
		iv. When the moon (learner 1) passes between the sun	
		(learner 3) and the earth (learner 2) to create a shadow,	
		solar eclipse is formed.	
		Discuss their findings on the experiment in groups.	
		Present group findings to the class.	
		Assessment: Let learners describe the rotation and revolution of the Earth	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:			Class size:	
Day:			[Date :	
Period :			L	esson :	. (())
Strand: INT	ERNET AND S	OCIAL MEDIA Su	ıb-strand	: Customising your bro	owser
Indicator (co	ode)	B5.6.6.1.5	B5.6.6.	1.6	
Content star	ndard (code)	B5.6.6.1.	B5.6.6.	1.	
Performance	e Indicator	Learners can	identify o	cookies in web browse	rs.
		Learners can	illustrate	how to set disk space	or cache usage.
=		tivity and Innovation (ng and Problem Solvin		ication and Collaborati	on Personal Development and
Keywords				<i>///</i>	
T. L .R. (s)		Laptop			
Ref:	Computing	curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ing asses	ssment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
	Engage	Aid learners to recog	gnize coo	kies in web browsers.	What have we learnt
	learners to				today?
Wednesday	sing songs	Guide learners to set	t disk spa	ce or cache usage	
	and recite				Ask learners to
	familiar				summarize the main
	rhymes				points in the lesson
		Assessment: Let lear	ners illus	strate how to set disk	
		space or cache usage	e.		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:			Class size:	
Day :			Dat	se:	
Strand : Data	a	Si	ub-strand : (Chance (Probability)	
Indicator (co	ode)	B5.4.2.1.1 B5.4.2.1	2		
Content star	ndard (code)	B5.4.2.1. B5.4.2.1			
Performance	e Indicator	Learners car	n Classify th	e likelihood of a single	outcome occurring in a
		probability e	experiment a	s impossible, possible, or	certain
		 Learners can 	Design and	conduct an experiment	in which the likelihood of
		a single out	tcome occu	rring is impossible, pos	sible (likely or unlikely),
		certain.			
-		tivity and Innovation ng and Problem Solvir		tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)	L.R. (s) Counters				
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ding assessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				

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Monday	Sing songs like: I'm counting	E.g. In a Ludo competition with a die, the event of "obtaining the number 1" is possible; the event of "obtaining the number 7" is impossible; the event of "obtaining the number 1 or 2 or 3 or 4 or 5 or 6" is certain.	Review the lesson with Learners
	one, what is one 1 -		
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting	E.g. In a Ludo competition with a die, the event of "obtaining the number 1" is possible; the event of "obtaining the number 7" is impossible; the event of "obtaining the number 1 or 2 or 3 or 4 or 5 or 6" is certain.	Review the lesson with Learners
	one, what is one 1 -		
		Assessment: have learners to practice with more examples	
Wednesday	Sing songs like:	E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2.	Review the lesson with Learners
	l'm	Picking a red bottle top is possible (likely) 3. Picking a	
	counting one, what is one	pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes	
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one	E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes	Review the lesson with Learners
	1	Assessment: have learners to practice with more examples	

Friday	Sing songs	E.g. In a bag containing 10 red, 4 green and 1 pink	Review the lesson with
	like:	bottle tops, let a learner pick one bottle top from the	Learners
		bag. 1. Picking a black bottle top is impossible 2.	
	l'm	Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or	
	counting	green or pink bottle top is certain. Explain each of the	
	one, what	four outcomes	
	is one	Tour outcomes	
		Assessment: have learners to practice with more	
	2 - Two	Assessment: have learners to practice with more	
	pair,	examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:		
Day:				Date:		
Period :				Lesson:		
Strand:			Sub-stran	d :		
Visual Arts			Thinking a	and Exploring Ideas		
Performing	Arts			172		
Indicator (co	ode)	B5 1.1.1.6. B5 2	.1.1.6.			
Content star	ndard (code)	B5 1.1.1 B5 2	2.1.1.			
Performance	e Indicator	Learners of	can brainst	orm and come out with idea	as for creating own visual	
works that will ref			t will reflec	lect topical issues in Africa		
Learners can			can brainst	an brainstorm to generate ideas for creating own compositions		
and performances that reflect topical issue			at reflect topical issues in Af	rica		
-		tivity and Innovations and Problem So		nication and Collaboration Po	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	(new learning inc	luding asse	essment)	Plenary / Reflections	
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
,	learners to		rent topica	l issues of concern in Africa	today?	
	sing songs		-	raries, internet, audio	_	
	and recite	visuals, and other	r social med	dia);		

INAINATIII	I ACQUAH		
	familiar	② Create portfolios by using any of the following: a)	Ask learners to
	rhymes	downloading videos and other related documents from	summarize the main
		the internet b) jotting down simple notes and	points in the lesson
		statements c) taking still and moving pictures d) making	
		photocopies of relevant documents e) recording	
		sound/voice messages, etc.	
		,	
		make presentations for class discussions and peer	
		review for formative assessment (assessment as/of	
		learning); I reflect on feedback from class discussions,	
		peer reviews and formative assessment to generate	
		concepts for designing and making own artworks that	
		will reflect topical issues of concern in Africa.	
		Assessment: let learners brainstorm and come out with	
		ideas for creating own visual works that will reflect	
		topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② learn about current topical issues of much concern in	today?
	sing songs	Africa using available OERs, e.g. libraries, internet,	
	and recite	audio-visuals, and other social media;	Ask learners to
	familiar	② create portfolios by using any of the following: a)	summarize the main
	rhymes	downloading videos and other related documents from	points in the lesson
	,	the internet;	1
		b) jotting down simple notes and statements;	
		c) recording sound/voice messages, etc.;	
		make presentations for class discussions and peer	
		review for formative assessment (assessment as/of	
•		learning);	
	1111	reflect on feedback from class discussions, peer	
		reviews and formative assessment to generate	
		concepts for designing and making own artworks that	
		will reflect current topical issues of much concern in	
		Africa.	
		Assessment: let learners brainstorm to generate ideas	
		for creating own compositions and performances that	
		reflect topical issues in Africa	
Vetted by:	<u> </u>	Signature:	Date:

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Dat	e :	
Period :			Les	son :	
Strand : Jour	rney to Indep	endence Sub-strar	nd : ٦	he 1948 Riots And After	
Indicator (co	ode)	B4.5.3.1.2			
Content star	ndard (code)	B4.5.3.1.			
Performanc	e Indicator	Learners can examine source	ces o	f evidence about what h	appened during the 1948
		riots			
_		tivity and Innovation Commung and Problem Solving.	inica	tion 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	(new learning including ass	essn	nent)	Plenary / Reflections
	for learning)				
Tuesday	Engage	Role play the scene of the 1	948	riots as evidence for	What have we learnt
	learners to	learners			today?
	sing songs				
	and recite				Ask learners to
	familiar	Assessment: let learners ide	entify	sources of evidence	summarize the main
	rhymes	about what happened durin	ng th	e 1948 riots	points in the lesson
	Where did				
	the				

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	shooting occur?		
Thursday	Engage	Discuss the arrest of the 'Big Six' (leaders of the UGCC).	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: let learners narrate arrest of the 'Big Six'	Ask learners to
	familiar	(leaders of the UGCC).	summarize the main
	rhymes		points in the lesson
	Where did		
	the		
	shooting		
	occur?		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				Cla	ss size:
Day:				Date :	
Period :				Lesson:	
Strand: VALUES AND PRINCIPLES AND STRA	PSYCHO-SOCIAL CONCEPTS, TEGIES	S	ub-st	rand : SELF	-RESPONSIBILITY
Indicator (code)		B5.5.1.5	.1:		
Content standard (cod	de)	B5.5.1.5			
Performance Indicato	r				g independently in fitness and es outside school
-	reativity and Innovation Comm nking and Problem Solving.	unication	and (Collaboratio	on Personal Development and
Keywords)			
T. L .R. (s)		cones			
Ref:	PE curriculum	Page			
DAY	Phase 1:	Phase 2:	Mair	1	Phase 3:
	Starter (preparing the brain for learning)	(new lea assessm	_	including	Plenary / Reflections
Friday	Learners jog round a	Learner	s are	self-	End the lesson with cool
	demarcated area in files	motivate	ed to	participate	down activities and use
	while singing and clapping to	in physic	cal act	tivities at	questions to summarise
	warm-up the body for	least on	ce ou	tside the	the lesson
	maximal performance and to	school p	hysic	al educatio	ı
	prevent injuries	program	ıme		

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	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:		
Day:			D	ate:		
Period :			Le	esson :		
Strand: The	Family, Auth	ority and	Sub-strand :	Roles, Relationships in th	e Family and Character	
Obedience			Formation			
Indicator (co	ode)	B5.5.2.1.1:				
Content star	ndard (code)	B5.5.2.1.				
Performance	e Indicator			(// 2		
		tivity and Innovationg and Problem Sol		ation and Collaboration P	ersonal Development and	
Keywords				7		
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage)	explain a res	oonsible person in the	What have we learnt	
	learners to	family.			today?	
	sing songs			es and behaviours that		
	and recite	show that a perso	•		Ask learners to	
	familiar	Ask learners to	describe a re	sponsible family	summarize the main	
	rhymes	member:			points in the lesson	
		- show commitme	•	,		
		- obedience to ele		mily,		
		- respect for fami	ily members,			
		- accepting respon	nsibility (perf	orming assigned duties).		

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NANA FIIFI ACQUAH	- taking initiatives, - hel	ping needy relatives, etc	
	Assessment: let learner behaviours that show t		
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	 LESSON PLAN

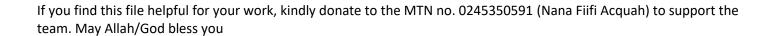
SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:		
Day :				Date:		
Period :				Lesson:		
Strand : Wri	ting Conventi	ons / Usage		d: Integrating Grammar in V decompound sentences)	Vritten Language (Use of	
Indicator (co	ode)	B5.5.6.1.2 B5	.5.6.1.3	B5.5.7.1.1		
Content star	ndard (code)	B5.5.6.1. B5	.5.6.1.	B5.5.7.1.		
sentences The learned conjunction The learned			s. er should fo ons er write eig on Commu	r write eight and nine-letter words correctly n Communication and Collaboration Personal Development and		
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc			Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite	learners to select	the conjunuse the cor	njunctions to form	What have we learnt today?	

10/110/111111/1000	•,		
fami	iliar	• Put learners in a group to write compound sentences	
rhyn	nes	and underline the conjunction.	Review the lesson with
			learners
		Assessment: let learners use single conjunctions in	
		forming compound sentences	
Enga	200	Give learners simple sentences and ask them to form	What have we learnt
_	ers to	compound sentences with them using the appropriate	today?
	songs		toddy.
_	recite	conjunction.	
fami		Use flashcards with conjunctions written on them to	
rhyn		assist learners to form compound sentences with	
		appropriate conjunctions.	
		Allow learners to write some conjunctions on the	
		board	Review the lesson with
			learners
		Assessment: let learners form compound sentences	
		with appropriate conjunctions	
Enga	age		What have we learnt
lean	ers to	Ask learners to mention words they know and write	today?
sing	songs	them on the board.	
and	recite	 Group the words according to the number of letters. 	
fami	iliar	Read the letters aloud and guide learners to spell out	
rhyn	nes	the words correctly.	
		 Use flashcards with eight and nine letter words 	Review the lesson with
		written on them to help learners to write eight and nine	learners
		letter words correctly.	rearriers
		ictici words correctly.	
		Assessment: let learners write eight and nine-letter	
		words correctly	

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TERM THREE BASIC FIVE WEEK 10



NANA FIIFI ACQUAH		LECCON DI ANI
	:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class si	ze:		
Day:			te :			
Period :			sson :	13	<i>></i>	
Strand :		Sub-strand:				
A. Oral Language		A. Prese				
B. Reading		B. Sumn				
C. Grammar Usage A	t Word	C. Moda				
D. Writing		D. Lette	_			_
E. Using Writing Con			=	Compound and	-	tences
F. Extensive Reading		F. Buildi	ing the Lo	ve and Culture	e of Reading	
Indicator (code)	B5.1.10.3.5. B5.	2.10.1.2 B5	.3.9.1.1	B5.4.15.1.1	B5.5.9.1.2	B5.6.1.1.1
Content standard (code)	B5.1.10.3. B5.	2.10.1. B5	.3.9.1.	B5.4.15.1.	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners	can use disco	urse mar	kers to signpo	st stages in a	presentation
	(e.g. "For	the next part"	, "For exa	ample", "In sun	nmary")	
16/1	B. Learners of read	can write a sl	nort sum	mary of a leve	el-appropriate	text/passage
		can use modal	s to expre	ess a variety of	meanings:	
			•	ut events using	_	letter
	formats				2	
	E. Learners	can construct	compoun	nd sentences co	orrectly	
	F. Learners o	can read a vari	ety of age	- and level app	ropriate bool	s and present
	at least a-	three-paragra	ph summ	ary of each bo	ok read	
Core Competencies: Crea	tivity and Innovation	on Communic	ation and	Collaboration	Personal Deve	elopment and
Leadership Critical Thinkir	ng and Problem Sol	lving.				

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NANA FIIF			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a clas
` ,		library.	
Ref:	English Lang	guage curriculum Page	
	Linguisti Larig	sauge carriculant. Tage	
DAY	Phase 1:	Phase 2: Main	Phase 3:
DAI	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing	(new learning including assessment)	Fieldly / Nellections
	the brain		
	for		
N 4 I -	learning)	A ODAL LANGUAGE	NAME OF BRIDE
Monday	Engage learners to	A. ORAL LANGUAGE	What have we learnt
		 Select a sample written speech and through discussion help learners to identify discourse markers 	today?
	sing songs and recite	to signpost stages in a presentation.	Ask learners to
	familiar	E.g. "Let us look at," also, "To sum up," "Finally".	summarize the main
	rhymes	• Learners write and use the appropriate words in both	points in the lesson
	mymes	formal and informal situations.	points in the lesson
		Assessment: let learners discourse markers to signpost	
		stages in a presentation	
Tuesday	Engage	<u>B. READING</u>	What have we learnt
	learners to	Have learners work in groups to write a summary of a	today?
	sing songs	text/passage read taking note of the main ideas.	
	and recite	Let learners present their write-up for discussion and	Ask learners to
	familiar	feedback from the class and teacher.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners write a short summary of a	
A/II-	F	level-appropriate text/passage read	NATIONAL INC. AND ADDRESS OF THE COLUMN
Wednesday	Engage	C. GRAMMAR	What have we learnt
	learners to sing songs	Can: conveys ability: I can driveMay: asks for permission, expresses politeness,	today?
	and recite	possibility: May I go out?	Ask learners to
	familiar	Must: obligation or compulsion, necessity	summarize the main
	rhymes	Shall/will: prediction, intention, determination etc.	points in the lesson
	mymes	- Could: tentativeness, politeness	points in the lesson
		- Would: politeness	
		– Might: possibility	
		- Should: obligation	
		 Used to: for past activity/event 	
		 Have to/ought to/need to: for obligation 	
		• Introduce these (one or two at a time) in context.	

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		Use situations and drills to give learners ample	
		practice.	
		Assessment: let learners use modals to express a	
		variety of meanings	
Thursday	Engage	<u>D. WRITING</u>	What have we learnt
	learners to	 In groups learners are given samples of friendly 	today?
	sing songs	letters.	
	and recite	• Let them brainstorm and write the important features	Ask learners to
	familiar	of the letter and other special things they identify in the	summarize the main
	rhymes	letters.	points in the lesson
		Learners present their information to the whole class	
		to guide the class to learn about such letters.	
		Guide learners in their groups to choose an imaginary	
		friend they want to write to.	
		Learners brainstorm and write down ideas on what	
		they would want to include in their letters.	
		Guide them to write their letters and let them edit	
		their work.	
		Learners exchange their product with other groups to	
		edit.	
		Learners read their letters to others.	
		Assessment: let learners write to friends about events	
		using appropriate letter formats	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Review the use of coordinators in sentences.	today?
	sing songs	Learners write examples of sentences containing	
	and recite	coordinates. Let them write sentences demonstrating	Ask learners to
	familiar	their knowledge in subject and predicate.	summarize the main
	rhymes	Learners in groups write a narrative exhibiting their	points in the lesson
		knowledge of subject and predicate in compound	
		sentences.	
		Guide them to edit their work and encourage them to	
		share the final products with the class.	
		Assessment: let learners write to friends about events	
		using appropriate letter formats	
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		

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	• Invite individuals to pr	esent their work to the class for	
	feedback.		
	Assessment: let learners	s read a variety of age- and	
	level appropriate books	and present at least a-three-	
	paragraph summary of e	each book read	
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:		
Day:			Da	te:		
Period :			Les	ison :		
Strand: HUI	MANS AND TH	HE Sub-st	rand :	CLIMATE CHANGE		
ENVIRONME	ENT					
Indicator (co	ode)	B5.5.4.1.1				
Content star	ndard (code)	B5.5.4.1.				
Performanc	e Indicator	Learners can identify the	impac	t of deforestation on clin	nate change.	
		tivity and Innovation Comng and Problem Solving.	munica	tion and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures	Pictures			
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Put learners into groups and let them discuss the			What have we learnt	
	learners to	importance of trees in the environment.			today?	
	sing songs	• Take learners on a trip	around	I the school environs		
	and recite	and help them to appred	iate the	e importance of trees	Ask learners to	
	familiar	such as provision of shac	le, food	l, fresh air, production	summarize the	
	rhymes	of rain, etc.			important points of the	
		• Learners brainstorm w	hat will	happen if people	lesson	
		continuously cut down to	ees.			

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		Engage each group to present their ideas to the whole	
		class and re-shape their ideas by writing all key points	
		about tree-felling and its impact to the environment as	
		well as its long-term effect on the climate.	
		Assessment: let learners identify the impact of	
		deforestation on climate change	
Thursday	Engage	Learners brainstorm what measures to take to stop	What have we learnt
	learners to	people from tree-cutting.	today?
	sing songs	Learners are assisted to plant trees in their school	Ask learners to
	and recite	environment and at strategic locations within the	summarize the
	familiar	community.	important points of the
	rhymes	Learners are supervised to take good care of the trees	lesson
		they plant	
		Assessment: let learners identify the measures to take	
		to stop people from tree-cutting.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:		
Day:				Date:		
Period :				Lesson:		
Strand : MY	GLOBAL COM	IMUNITY	MUNITY Sub-strand : Our Neighbouring Countries			
Indicator (co	ode)	B5.5.1.2.1.				
Content sta	ndard (code)	B5.5.1.2.				
Performanc	e Indicator	Learners can des	cribe the r	otation and revolution of the	Earth	
		tivity and Innovations and Problem Sol		nication and Collaboration Po	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 inc	luding ass	essment)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners undertal the earth on its at the sun. Learners demons i. Use learners to	ke activitie xis and rev trate the so represent	es describing the rotation of olution of the earth round olar and lunar eclipses. the sun, moon and earth.	What have we learnt today? Ask learners to summarize the main points in the lesson	

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		iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit. iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.	
		Assessment: Let learners describe the rotation and revolution of the Earth	
Thursday	Engage	Learners demonstrate the solar and lunar eclipses.	What have we learnt
	learners to	i. Use learners to represent the sun, moon and earth.	today?
	sing songs	ii. Have the moon (learner 1) walk in circles around the	
	and recite	earth (learner 2).	Ask learners to
	familiar	iii. Have the earth (learner 2) walk around the sun	summarize the main
	rhymes	(learner 3) while the moon (learner 1) maintains its orbit.	points in the lesson
		iv. When the moon (learner 1) passes between the sun	
		(learner 3) and the earth (learner 2) to create a shadow,	
		solar eclipse is formed.	
		Discuss their findings on the experiment in groups.	
		Present group findings to the class.	
		Assessment: Let learners describe the rotation and	
		revolution of the Earth	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:			Class size:		
Day:			Da	te :		
Period :			Le	sson :		
Strand :			Sub-strand:			
INTERNET AI	ND SOCIAL M	EDIA	Electronic En	nail		
			INTERNET OF	THINGS (IOT)		
Indicator (co	ode)	B5.6.7.1.4	B5.6.8.1.3	B5.6.	8.1.4	
Content star	ndard (code)	B5.6.7.1.	B5.6.8.1.	B5.6.8	3.1.	
Performance	e Indicator	messages. • Learners of	Learners can illustrate viewing received messages and Create or Compose messages. Learners can identify components of Internet of Things. Learners can identify the role of smart sensors in the Internet of Things.			
Core Compe	tencies: Crea	tivity and Innovation	on Communic	ation and Collabo	ration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem So	ving.)		
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding assess	ment)		Plenary / Reflections
	(preparing the brain					
	for learning)	þ				
	Engage	Guide learners to	write messag	es, format text, e	tc.	What have we learnt
	learners to					today?
Wednesday	sing songs	Guide learners to	explore the c	omponents of the	9	
	and recite	Internet of Things	s. e.g. Hardwa	re, Data, Softwar	e and	Ask learners to
	familiar	Connectivity.				summarize the main
	rhymes					points in the lesson
		Guide learners to	•			
		the Internet of Th	ings e.g. Sens	ing and data colle	ection	

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	capability such as climatic change (e.g. Electronic Doors,	
	RFID, CCTV camera, etc.), define at least five terms and	
	acronyms of IoT.	
	NB: This is to help the learner grasp the fundamental	
	knowledge of hardware such as robots and sensors.	
	Assessment: Let learners identify the role of smart	
	sensors in the Internet of Things.	
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:			Class size:		
Day : Period :				Date : Lesson :		
Periou :						
Strand : Data	a		Sub-stran	nd : Chance (Probability)		
Indicator (code) B5.4.2.1.2			B5	B5.4.2.1.3		
Content standard (code) B5.4.2.1.		B5	.4.2.1.			
Performance Indicator • Learners car		an design	and conduct an experiment ir	n which the likelihood of a		
		single out	come occu	irring is impossible, possible (likely or unlikely), certain.	
		• Learners	 Learners can conduct a given probability experiment a number of times, 			
		recording	the outcor	mes, and explaining the resul	t	
Core Competencies: Creativity and In		tivity and Innovation	on Commu	inication and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	lving.			
., .						
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	e			
DAV	DI 4	DI 2.14:			DI 2	
DAY	Phase 1:	Phase 2: Main	l -12		Phase 3:	
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
	. 3					

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Monday	Sing songs like: I'm counting one, what is one	E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is,	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head,	Review the lesson with Learners

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l'm	head, tail) Does the outcome match their expectation?	
countir	g Either way the teacher should explain. In pairs, learners	
one, w	should repeat the experiment several times, record the	
is one	outcomes and compare the number of heads turning up	
1 - One	Assessment: have learners to practice with more	
	examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Less	son:	
Strand:			Sub-stran	nd :		
Visual Arts			Planning,	Mak	ing and Composing	
Performing A	Arts				172	
Indicator (co	ode)	B5 1.2.3.3 B	5 2.2.3.3			
Content star	ndard (code)	B5 1.2.3. B	5 2.2.3.			
Learners can create own visual artworks based on own ideas, is and understanding of artworks that reflect topical issues in Africa Learners can create own performing artworks based on own knowledge and understanding of artworks that reflect topical Africa			al issues in Africa s based on own ideas,			
-		tivity and Innovations and Problem Sol		ınica	tion and Collaboration Pe	ersonal Development and
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	essm	ient)	Plenary / Reflections
Monday	Engage learners to sing songs and recite	skills in the use ar principles of art a	nd applicat nd design,	tion o	basic knowledge and of the elements and lia, methods and l expressive ways to	What have we learnt today?

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	familiar	produce own 2-dimensional and 3-dimensional	Ask learners to
	rhymes	artworks based on own ideas and experiences;	summarize the main
		1 make own comprehensive designs based on reflective	points in the lesson
		memory of current topical issues of much concern in	
		Africa;	
		If follow own design to produce personal artwork by	
		selecting and using available but suitable and	
		appropriate: a) materials available (e.g. clay for	
		modelling and casting; paper for drawing and painting;	
		colour for painting and spraying; wood and other solid	
		materials for carving; glue for bonding; yarn for	
		weaving);	
		b) tools and equipment: e.g brush for painting; -	
		scissors and cutting knives for cutting; - spray diffuser	
		for spraying - chisel for carving - spatulas for modelling	
		- craft tools for punching, perforating, etc.	
		c) manual/mechanical production methods/techniques	
		(e.g. painting, printing, weaving, knotting, trimming,	
		doodling, modelling, casting, carving, construction,	
		assemblage, folding, quilling);	
		d) select and use suitable and appropriate	
		manual/mechanical finishing and decorating techniques	
		(e.g. firing, painting, burnishing, spraying)	
		Assessment: let learners create own visual artworks	
		based on own ideas, knowledge and understanding of	
		artworks that reflect topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② demonstrate basic knowledge and skills in the use	today?
	sing songs	and application of the elements and principles of	
	and recite	performing arts, instruments, equipment and	Ask learners to
	familiar	techniques freely in creative and expressive ways to	summarize the main
	rhymes	produce own music, dance, drama, poetry etc. based on	points in the lesson
		own ideas and experiences;	
		make own compositions based on reflective memory	
		of current topical physical and social issues in Africa;	
		🛚 produce music, dance, drama etc. based on own	
		skills, talents and experience by selecting and using	
		available but suitable and appropriate:	

a) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props);
b) manual/mechanical/

electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements, dramatization);
c) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production.

Assessment: let learners create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa

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	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:		Class size:			
Day:			Da	te:	
Period :			Les	ison :	
Strand : Jour	rney to Indep	endence Sub-stra	and :	The 1948 Riots And After	
Indicator (co	ode)	B4.5.3.1.2			
Content star	ndard (code)	B4.5.3.1.			
, ,			rces o	of evidence about what I	nappened during the 1948
		tivity and Innovation Comm ng and Problem Solving.	nunica	ition and Collaboration F	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	culum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for	(new learning including as	ssessr	nent)	Plenary / Reflections
	learning)				
Tuesday	Engage learners to sing songs	Role play the scene of the learners	1948	riots as evidence for	What have we learnt today?
	and recite				Ask learners to
	familiar	Assessment: let learners id	dentif	y sources of evidence	summarize the main
	rhymes	about what happened dur		•	points in the lesson
	Where did				
	1 1110				

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	shooting occur?		
Thursday	Engage	Discuss the arrest of the 'Big Six' (leaders of the UGCC).	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: let learners narrate arrest of the 'Big Six'	Ask learners to
	familiar	(leaders of the UGCC).	summarize the main
	rhymes		points in the lesson
	Where did		
	the		
	shooting		
	occur?		

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				Class si	ze:
Day:			Date :		
Period :	_	Lesson :			
Strand: VALUES AND PRINCIPLES AND STRA	Sub-strand: SOCIAL INTERACTION				
Indicator (code)		B5.5.2.5.1	λ -		
Content standard (cod	de)	B5.5.2.5.			
Performance Indicato	r	Learners can acknowledge orally the contributions and strengths of others			
•	reativity and Innovation Comm nking and Problem Solving.	unication and C	Collaborati	on Pers	onal Development and
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculum	Page			
DAY Phase 1: Starter (preparing the brain		Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflection		Phase 3: Plenary / Reflections	
Friday	for learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Teacher approindividual's str weaknesses ar in group settin them such as ' work, etc.	rengths, nd contrib ngs by prai	utions sing	End the lesson with cool down activities and use questions to summarise the lesson

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

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 Date :

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	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g:			Class size:		
Day:			D	ate:		
Period :			L	esson :		
Strand · The	Family, Auth	ority and Sub.	-strand	Roles Relations	shins in the	e Family and Character
Obedience	railily, Auth	•	mation	. Noics, Neiation.	sinps in the	. Fairing and Character
Indicator (co	ode)	B5.5.2.1.1:			C^{X}	
	ndard (code)					
Performance			he impo	rtance of being	a responsik	ole member of the family
-				cation and Collab	ooration Pe	ersonal Development and
Leadership C	critical Thinkir	ng and Problem Solving.				
Keywords						
•						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including	g asses	sment)		Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Guide learners to discu	uss the i	mportance of be	ing a	What have we learnt
	learners to	responsible family men	mber:			today?
	sing songs	- to promote unity,				
	and recite	- to gain respect,			Ask learners to	
	familiar	- to be considered a reliable person, etc. summarize the main				
	rhymes	Let learners role-play activities of responsible family points in the lesson				
		members				
		Assessment: let learne		•	nce of	
		being a responsible me	ember c	f the family		

team. May Allah/God bless you

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand :			Sub-strand	l:	
Writing Conv	entions / Usa	age	Integrating	g Grammar in Written Langu	uage (Spelling)
			Integrating	g Grammar in Written Langu	age (Conjunctions)
Indicator (co	ode)	B5.5.7.1.2 E	35.5.7.1.3	B5.5.8.1.1.	
Content star	ndard (code)	B5.5.7.1. B	35.5.7.1.	B5.5.8.1.	
Performance	e Indicator	The learner	er should rea	arrange letters to form new	words.
				in missing words from pass	•
				entify conjunctions (becaus	
		etc.) appr show resu		sentences to give reasons, li	ink contrasting ideas and
Core Compe	tencies: Crea			ication and Collaboration Pe	ersonal Develonment and
-		ng and Problem So			ersonal Bevelopment 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)				
	Engage			and ask them to form	What have we learnt
	leaners to sing songs	words from those	e letters.		today?
	and recite				
	and recite				

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	familiar	• Say and write on the board eight, and nine letters and	Review the lesson with
	rhymes	help learners rearrange the letters to form new words.	learners
		Assessment: let learners rearrange letters to form new	
		words.	
	Engage	Write words with some missing sounds. Let learners	What have we learnt
	leaners to	recognise them and fill in the missing letters.	today?
	sing songs	Using flashcards with sentences that have missing	
	and recite	words written on them help learners fill in missing	
	familiar	words from passages	Review the lesson with
	rhymes		learners
		Assessment: let learners fill in missing words from	
		passages	
	Engage	Revise the lesson on simple conjunctions.	What have we learnt
	leaners to	 Provide simple sentences and let learners join them 	today?
	sing songs	using and, or/nor, but.	
	and recite	• Introduce because, since, so, although in context. e.g.:	
	familiar	I'm late because I missed the bus. Although Afi is has	
	rhymes	eye problems, she doesn't wear glasses. He eats well, so	
		he is healthy.	Review the lesson with
		Guide learners to discover the functions of these	learners
		conjunctions.	
		Have them practise using these conjunctions in their	
		own sentences.	
		 Provide a passage and have learners identify the 	
		conjunctions in the passage.	
		• Let learners form pairs of simple sentences and join	
		them with the conjunctions identified.	
	$V \setminus V$		
	1111	Assessment: let learners should identify conjunctions	
		(because, since, so, although etc.) appropriately in	
		sentences	

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TERM THREE BASIC FIVE WEEK 11

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

		1	-			
Week Ending:			Class size:			
Day:		Dat	e:			
Period :			son :			
Strand :	Sub-stran	d :				
A. Oral Language	A. Pre	eser	ntation			
B. Reading	B. Su	mm	arising			
C. Grammar Usage A	t Word C. Pro	epos	sitions			
D. Writing	D. Le	tter	Writing			
E. Using Writing Con	ventions E. Sp	ellin	ıg			
F. Extensive Reading	F. Bu	ıildir	ng the Love	and Culture of	Reading	
Indicator (code)	B5.1.10.3.6 B5.2.10.1.2.	B5	5.3.10.1.1	B5.4.15.1.1	B5.5.9.1.2	B5.6.1.1.1
Content standard (code)	B5.1.10.3. B5.2.10.1.	В5	5.3.10.1.	B5.4.15.1.	B5.5.9.1.	B5.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	A. Learners can elabora B. Learners can write a read C. Learners can use pre D. Learners can write to formats E. Learners can constru F. Learners can read a vat least a-three-paragetivity and Innovation Communing and Problem Solving.	posi posi o frie uct c varie grap	ort summa itions to corends about compound s ty of age-aph summary	ry of a level-anvey a variety of events using appearances correspond level appropriate of each book	ppropriate to of meanings: opropriate let ectly priate books a read	iter and present
Keywords						

T I D (c)		Word cards contance cards letter cards handwriting on	a manila card and a class
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	i a maniia card and a cias
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)		
Monday	Engage	A. ORAL LANGUAGE	What have we learnt
	learners to	Through model discussion help learners to elaborate	today?
	sing songs	on their points and substantiate them through the use	
	and recite	of details, concrete examples, experiences and feelings.	Ask learners to
	familiar	Have learners present their works to the hearing of	summarize the main
	rhymes	others.	points in the lesson
		Encourage the class to make inputs in one another's	
		work.	
		Accomment: lot learners elaborate on points using	
		Assessment: let learners elaborate on points using concrete examples	
Tuesday	Engage	B. READING	What have we learnt
ŕ	learners to	• Have learners work in groups to write a summary of a	today?
	sing songs	text/passage read taking note of the main ideas.	
	and recite	Let learners present their write-up for discussion and	Ask learners to
	familiar	feedback from the class and teacher.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners write a short summary of a	
		level-appropriate text/passage read	
Wednesday		<u>C. GRAMMAR</u>	What have we learnt
	learners to	– Position, e.g. by	today?
	sing songs	– Direction, e.g. towards	
	and recite	– Time, e.g. at	Ask learners to
	familiar	- Purpose, e.g. for	summarize the main
	rhymes	Possession, e.g. forComparison, e.g. taller than	points in the lesson
		- Comparison, e.g. taller than - Support or opposition, e.g. for you, against you	
		Provide a text and guide learners with examples to	
		identify prepositions used to show different meanings.	
		Let learners construct sentences to convey the	
		following meanings using appropriate prepositions.	
		i. Position – She is standing by the car.	
		ii. Direction – They went towards the East.	

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		 iii. Time – He left at dawn. iv. Purpose – I bought this hoe for weeding my garden. v. Possession – The shirt is for Kofi. vi. Comparison – She is taller than her brother. vii. Support or opposition – My views are against his plans.1` Assessment: let learners use prepositions to form	
		sentences	O(O)
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING In groups learners are given samples of friendly letters. Let them brainstorm and write the important features of the letter and other special things they identify in the letters. Learners present their information to the whole class to guide the class to learn about such letters. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		 Guide the class to learn about such letters. Guide learners in their groups to choose an imaginary friend they want to write to. Learners brainstorm and write down ideas on what they would want to include in their letters. Guide them to write their letters and let them edit their work. Learners exchange their product with other groups to edit. Learners read their letters to others. 	
		Assessment: let learners write to friends about events using appropriate letter formats	
Friday	Engage learners to sing songs	 E. WRITING CONVENTION AND GRAMMAR USAGE Review the use of coordinators in sentences. Learners write examples of sentences containing 	What have we learnt today?
	and recite familiar rhymes	coordinates. Let them write sentences demonstrating their knowledge in subject and predicate. • Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences. • Guide them to edit their work and encourage them to	Ask learners to summarize the main points in the lesson
		share the final products with the class. Assessment: let learners can construct compound 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 at least a-three-	
		paragraph summary of each book read	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:			Class size:	
Day :			Da	te:	
Period :			Les	ison :	
Strand: HUI	MANS AND TH	HE Sub-st	rand :	CLIMATE CHANGE	
ENVIRONME	ENT			101	
Indicator (co	ode)	B5.5.4.1.1			
Content star	ndard (code)	B5.5.4.1.			
Performanc	e Indicator	Learners can identify the	impac	t of deforestation on clin	nate change.
		tivity and Innovation Comng and Problem Solving.	munica	tion and Collaboration P	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 including	assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	 Put learners into group 	s and l	et them discuss the	What have we learnt
	learners to	importance of trees in th	e envir	onment.	today?
	sing songs	• Take learners on a trip	around	I the school environs	
	and recite	and help them to appred	iate the	e importance of trees	Ask learners to
	familiar	such as provision of shac	e, food	l, fresh air, production	summarize the
	rhymes	of rain, etc.			important points of the
		• Learners brainstorm w	nat will	happen if people	lesson
		continuously cut down to	ees.		

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		Engage each group to present their ideas to the whole	
		class and re-shape their ideas by writing all key points	
		about tree-felling and its impact to the environment as	
		well as its long-term effect on the climate.	
		Assessment: let learners identify the impact of	
		·	
		deforestation on climate change	
Thursday	Engage	Learners brainstorm what measures to take to stop	What have we learnt
	learners to	people from tree-cutting.	today?
	sing songs	Learners are assisted to plant trees in their school	Ask learners to
	and recite	environment and at strategic locations within the	summarize the
	familiar	community.	important points of the
	rhymes	• Learners are supervised to take good care of the trees	lesson
		they plant	
		Assessment: let learners identify the measures to take	
		to stop people from tree-cutting.	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
Strand : MY	GLOBAL COM	IMUNITY	Sub-stran	d: Our Neighbouring Counti	ries
Indicator (co	ode)	B5.5.1.2.1.			
Content sta	ndard (code)	B5.5.1.2.1.			
Performanc	e Indicator	Learners can des	cribe the ro	otation and revolution of the	e Earth
		tivity and Innovations and Problem So		nication and Collaboration P	ersonal Development and
Keywords		A) -	
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	Learners underta the earth on its a the sun. Learners demons i. Use learners to	ke activitie xis and revo trate the so represent t	d revolution of the Earth s describing the rotation of olution of the earth round olar and lunar eclipses. the sun, moon and earth.) walk in circles around the	What have we learnt today? Ask learners to summarize the main points in the lesson

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		iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.	
		iv. When the moon (learner 1) passes between the sun	
		(learner 3) and the earth (learner 2) to create a shadow,	
		solar eclipse is formed.	
		Assessment: Let learners describe the rotation and revolution of the Earth	
Thursday	Engage	Learners demonstrate the solar and lunar eclipses.	What have we learnt
	learners to	i. Use learners to represent the sun, moon and earth.	today?
	sing songs	ii. Have the moon (learner 1) walk in circles around the	
	and recite	earth (learner 2).	Ask learners to
	familiar	iii. Have the earth (learner 2) walk around the sun	summarize the main
	rhymes	(learner 3) while the moon (learner 1) maintains its orbit.	points in the lesson
		iv. When the moon (learner 1) passes between the sun	
		(learner 3) and the earth (learner 2) to create a shadow,	
		solar eclipse is formed.	
		Discuss their findings on the experiment in groups.	
		Present group findings to the class.	
		Assessment: Let learners describe the rotation and revolution of the Earth	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:			Class size:	
Day :				Date :	
Period :			l	esson :	
Strand: INT	ERNET AND S	OCIAL MEDIA	Sub-strand	: DIGITAL LITERACY	
Indicator (co	ode)	B5.6.4.9.1.2	B5.6.1	0.1.2	
Content star	ndard (code)	B5.6.4.9.1.	B5.6.10.	1.	
Performance	e Indicator	 Learners can discuss various techniques on online protection from o identity theft. Learners can illustrate how to keep some information from public vusing the internet. 			
		tivity and Innovation ng and Problem Solvi		ication 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 inclu	ding asses	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for	•			
	learning) Engage	Guida lazrnars to d	liceuse soci	urity measures online such	What have we learnt
	learners to	as logging out after		•	today?
Wednesday	sing songs	as logging out after	DIOWSIIIg,	Cic	today:
•	and recite	Guide learner to av	oid postin	g personal information.	Ask learners to
	familiar	23.30.0311101.00.00	2.5. pooting	D I	summarize the main
	rhymes	Assessment: Let lea	arners illus	strate how to keep some	points in the lesson
				using the internet	

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:				Class size:	
Day: Period:		Date: Lesson:				
Strand : Data	a		Sub-strar	nd : 0	Chance (Probability)	
Indicator (co	ode)	B5.4.2.1.3		7		
Content star	ndard (code)	B5.4.2.1.				
Performance	e Indicator	Learners can cond	duct a give	n pro	obability experiment a nu	umber of times, recording
		the outcomes, an	d explainir	ng th	e results	
=		tivity and Innovations and Problem So		ınica	tion and Collaboration Pe	ersonal Development and
Keywords		<i>K</i>				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessment) Plenary / Reflection		Plenary / Reflections		
	(preparing					
	the brain for					
	learning)					
Monday	Sing songs like:	about the outcon	ne of tossir	ng a	ctations/predictions coin three times. es and records the	Review the lesson with Learners

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	I'm counting one, what is one 1 - One is	outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up	Review the lesson with Learners
Wednesday	Sing songs	Assessment: have learners to practice with more examples E.g. Ask 5 learners of their expectations/predictions	Review the lesson with
	like: I'm counting one, what is one	about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more	Learners
Thursday	Sing songs like: I'm counting one, what	examples E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the	Review the lesson with Learners
Friday	is one Sing songs	number of heads turning up Assessment: have learners to practice with more examples E.g. Ask 5 learners of their expectations/predictions	Review the lesson with
-	like:	about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should	Learners

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ľm	explain. In pairs, learners should repeat the experiment	
counting	several times, record the outcomes and compare the	
one, what	number of heads turning up	
is one	Assessment: have learners to practice with more	
	examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Visu	ial Arts Perf	orming Arts	Sub-stran	d : Displaying and Sharing	
Indicator (co	ode)	B5 1.3.5.3 B5 2.	3.5.3		
Content star	ndard (code)	B5 1.3.5. B5 2.	3.5.		
Performance	e Indicator	 Learners can exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect topical issues in Africa Learners can Stage a display of own portfolio of performing artworks to share own creative experiences of compositions that reflect the topical issues in Africa 			
		tivity and Innovating and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asso	essment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	exhibit and mour suit the theme fo best explains curr	r them bas	umber of artworks to sed on the space available to ition (e.g. artworks that I issues of much concern in	What have we learnt today? Ask learners to summarize the main points in the lesson
				, -	

	-	2 display artworks by hanging, draping, placing,	
		spreading, leaning, using plinths to raise or add height	
		and depth to some exhibits;	
		2 label the works using manual penmanship	
		(calligraphy) or ICT (computer) prints: name of artist,	
		title of work, size of work, date of production;	
		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). Note 2	
		check/monitor visitors from improper practices (e.g.	
		touching, lifting, handling and/	
		or taking away some of the exhibits);	
		② organise opening and closing ceremonies for the	
		exhibition;	
		Prepare template for appreciating, appraising,	
		evaluating and reporting, etc.;	
		2 clean the hall after the exhibition.	
		Assessment: let learners exhibit portfolio of own and	
		others' art artworks to share creative experiences of	
		artworks that reflect topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	2 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 much concern in Africa based on the selected	Ask learners to
	familiar	theme, time available and the expected audience; 2	summarize the main
	rhymes	assign individual and group tasks and responsibilities	points in the lesson
		and ensure they are carried out successfully (e.g.	
		master of ceremony, ushering and introduction of	
		special guests and other dignitaries to the show by	
		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;	

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		? follow the programme	of the day: opening	g,	
		performances and closin	ıg.		
		NOTE 12 prepare templatevaluating and reporting performance	-		
		Assessment: let learners portfolio of performing a		own	
Vetted by :			Signature:		Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:				Class s	ize:	
Day:				Date :		
Period :		Lesson:				
Strand : Journey to In	dependence		Sub-str	and : Th	ne 1948	Riots And After
Indicator (code)		B4.5.3.	1.2			
Content standard (co	de)	B4.5.3.	1.			
Performance Indicate	or		rs can ex the 1948		sources	of evidence about what happened
	Creativity and Innovati inking and Problem Sc		municat	ion and	Collabo	ration Personal Development and
Keywords						
T. L .R. (s)		Picture	S			
Ref:	History cu	rriculum	Page			
DAY	Phase 1:	Phase 2	2: Main			Phase 3:
	Starter	•	arning i	ncluding	3	Plenary / Reflections
	(preparing the brain for learning)	assessr	nent)			
Tuesday	Engage learners to	Role play the scene of the		the	What have we learnt today?	
	sing songs and	1948 ri	ots as ev	vidence	for	
	recite familiar	learners			Ask learners to summarize the	
rhymes					main points in the lesson	
			ment: let			
Where did the		identify sources of evidence				
shooting occur?		about what happened during		during		
		the 194				
Thursday	Engage learners to		the arre		_	What have we learnt today?
	sing songs and	Six' (lea	aders of	the UG(CC).	

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recite familiar	Assessment: let learners	Ask learners to summarize the
rhymes	narrate arrest of the 'Big Six'	main points in the lesson
	(leaders of the UGCC).	
Where did the		
shooting occur?		

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				Class siz	e:
Day:			Date :		
Period :			Lesson :		
Strand : VALUES	AND PSYCHO-SOCIAL CONCEPTS,	,	Sub-strand: GRC	OUP DYNA	AMICS
PRINCIPLES AND	STRATEGIES				
Indicator (code)		B5.5.3.5	.1		
Content standar	d (code)	B5.5.3.5	.		
Performance Ind	licator		s can identify a		e the role of each
	cies: Creativity and Innovation Cor al Thinking and Problem Solving.	mmunicat	ion and Collaborat	tion Perso	onal Development and
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculur	m Page			
DAY	Phase 1:	Phase 2	: Main		Phase 3:
	Starter (preparing the brain	(new lea	arning including ent)		Plenary / Reflections
	for learning)				
Friday	Learners jog round a	Teache	r should study the	learners	End the lesson with
	demarcated area in files		oint those who ha		cool down activities
	while singing and clapping	· .	als as leaders. Ther		and use questions to
	to warm-up the body for	_	neral leader and gr	•	summarise the
	maximal performance and	leaders	in a class. When th	ney are	lesson
	to prevent injuries	made le respons	aders, they becom	ne more	
Vottod by		Signatu	ro		Date:
verted by		Signatu	۱ ۲ ۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰۰	•••••	Date :

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:				Class size:	
Day:				Date	2:	
Period :				Less	on :	$\langle \langle \langle \rangle \rangle_{\wedge} \rangle$
Strand: The	Family, Auth	ority and Su	ub-stranc	d : Ro	oles, Relationships in th	e Family and Character
Obedience		Fo	ormation	l		
Indicator (co	ode)	B5.5.2.1.1:				
Content star	ndard (code)	B5.5.2.1.				
Performance	e Indicator	Learners can discus	s the imp	orta	nce of being a responsi	ble member of the family
Core Compe	tencies: Crea	tivity and Innovation	Commun	nicat	ion and Collaboration P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solvir	ng.			
Keywords					7/	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page		J		
						T
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Guide learners to dis	scuss the	imp	ortance of being a	What have we learnt
	learners to	responsible family n	nember:			today?
	sing songs	- to promote unity,				
	and recite	- to gain respect,				Ask learners to
	familiar	- to be considered a	reliable p	pers	on, etc.	summarize the main
	rhymes	• Let learners role-p	play activ	ities	of responsible family	points in the lesson
		members				
		Assessment: let lear	rners me	ntio	n the importance of	
		being a responsible	member	of th	ne family	

team. May Allah/God bless you

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	 LESSON PLAN

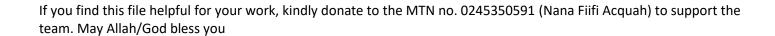
SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:			Class size:	
Day :		Dat	e:	
Period :		Les	son:	
Strand : Extensive Read	ing/	Sub-strand: F	Reading Texts, Poems, Na	arrative, and Short
Children Literature/Lib	ary	Stories and Re	espond to them	
Indicator (code)	B5.6.3.1.4	B5.6.3.1.5		
Content standard (cod	e) B5.6.3.1.	B5.6.3.1.		
Performance Indicator	The learn	ner should read	paragraphs, passages an	d stories of different texts
	The learn	er should answ	er factual questions base	d on the passage read
Core Competencies: Co Leadership Critical Thir	· ·		tion and Collaboration Pe	ersonal Development and
Keywords				
T. L .R. (s)	Manila cards, ma	rkers, recorded	l audios visual	
Ref: Ghanaiar	Language curriculu	ım		
DAY Phase 1:	Phase 2: Main			Phase 3:
Starter (preparin the brain for learning)	(new learning inc	cluding assessn	nent)	Plenary / Reflections
Engage	Read a paragra	ph to the heari	ng of learners.	What have we learnt
leaners	• Give learners th	ne opportunity	to read paragraphs,	today?
sing son and recite	passages and see	ries of differen	t texts to the class	
familiar	Assessment: let l	earners		
rhymes	read paragraphs,	passages and s	tories of different texts	

ACQUAR		Review the lesson with
		learners
Engage	Read a passage to the hearing of learners.	What have we learnt
leaners to	Help learners to read a text.	today?
sing songs	 Let them answer factual questions based on the 	
and recite	passage read.	
familiar		
rhymes	 Ask learners to narrate what they read 	
		Davian Harlanda a vitela
	Assessment: let learners answer factual questions	Review the lesson with
	based on the passage read	learners
Engage	Read a passage to the hearing of learners.	What have we learnt
leaners to	Help learners to read a text.	today?
sing songs	Let them answer factual questions based on the	
and recite	passage read.	
familiar		
rhymes	 Ask learners to narrate what they read 	
*		Be to the leave 191
	Assessment: let learners answer factual questions	Review the lesson with
	based on the passage read	learners

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TERM THREE BASIC FIVE WEEK 12



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:			
Day:		Date:			
Period :		Lesson:			
Strand :	Sub-stra				
A. Oral Language		Presentation			
B. Reading		ummarising			
C. Grammar Usage A		Prepositions			
D. Writing		etter Writing			
E. Using Writing Con		pelling			
F. Extensive Reading	F. B	Building the Love and Culture of Reading			
Indicator (code)	B5.1.10.3.7 B5.2.10.1.2.	B5.3.10.1.1 B5.4.15.1.1 B5.5.9.1.2 B5.6.1.1.1			
Content standard (code)	B5.1.10.3. B5.2.10.1.	B5.3.10.1. B5.4.15.1. B5.5.9.1. B5.6.1.1.			
Performance Indicator	A. Learners can spea	ak with confidence before different audiences and			
	maintain appropria	te posture.			
	B. Learners can write	a short summary of a level-appropriate text/passage			
	read.				
	C. Learners can use pr	repositions to convey a variety of meanings.			
	D. Learners can write t formats.	to friends about events using appropriate letter			
	E. Learners can const	ruct compound sentences correctly			
	F. Learners can read a	variety of age- and level appropriate books and present			
	at least a-three-par	agraph summary of each book read			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and					

Leadership Critical Thinking and Problem Solving.

NANA FIIF Keywords	IACQUAII			
Reywords				
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class		
D-f.	For all ala Lance	library.		
Ref:	English Lang	guage curriculum Page		
	 	Lai a sa s		
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	Through role play and frequent practice in	today?	
	sing songs	presentation, build confidence in learners to enable		
	and recite	them stand before different audiences.	Ask learners to	
	familiar	Let them demonstrate various postures, maintain eye	summarize the main	
	rhymes	contact and use verbal and non-verbal signs to convey	points in the lesson	
		meaning.		
		Let them practice these in pairs and groups		
		Accordments lot learners speak with confidence before		
		Assessment: let learners speak with confidence before different audiences and maintain appropriate posture		
Tuesday	Engage	B. READING	What have we learnt	
rucsuay	learners to	Have learners work in groups to write a summary of a	today?	
	sing songs	text/passage read taking note of the main ideas.	today.	
	and recite	• Let learners present their write-up for discussion and	Ask learners to	
	familiar	feedback from the class and teacher.	summarize the main	
	rhymes		points in the lesson	
		Assessment: let learners write a short summary of a		
		level-appropriate text/passage read.		
Wednesday	Engage	<u>C. GRAMMAR</u>	What have we learnt	
	learners to	– Position, e.g. by	today?	
	sing songs	– Direction, e.g. towards		
	and recite	– Time, e.g. at	Ask learners to	
	familiar	– Purpose, e.g. for	summarize the main	
	rhymes	- Possession, e.g. for	points in the lesson	
		- Comparison, e.g. taller than		
		- Support or opposition, e.g. for you, against you		
		Provide a text and guide learners with examples to identify propositions used to show different magnings.		
		identify prepositions used to show different meanings.Let learners construct sentences to convey the		
		following meanings using appropriate prepositions.		
		i. Position – She is standing by the car.		

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	 ii. Direction – They went towards the East. iii. Time – He left at dawn. iv. Purpose – I bought this hoe for weeding my garden. v. Possession – The shirt is for Kofi. vi. Comparison – She is taller than her brother. vii. Support or opposition – My views are against his plans. 	
	Assessment: let learners use prepositions to form	
_	sentences	
Engage learners to sing songs and recite familiar rhymes	 D. WRITING In groups learners are given samples of friendly letters. Let them brainstorm and write the important features of the letter and other special things they identify in the letters. Learners present their information to the whole class to guide the class to learn about such letters. Guide learners in their groups to choose an imaginary friend they want to write to. Learners brainstorm and write down ideas on what they would want to include in their letters. Guide them to write their letters and let them edit their work. Learners exchange their product with other groups to edit. Learners read their letters to others. Assessment: let learners write to friends about events using appropriate letter formats.	What have we learnt today? Ask learners to summarize the main points in the lesson
Engage learners to sing songs and recite familiar rhymes	E. WRITING CONVENTION AND GRAMMAR USAGE • Review the use of coordinators in sentences. • Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate. • Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences. • Guide them to edit their work and encourage them to share the final products with the class. Assessment: let learners construct compound sentences correctly	What have we learnt today? Ask learners to summarize the main points in the lesson
	Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar	ii. Direction – They went towards the East. iii. Time – He left at dawn. iv. Purpose – I bought this hoe for weeding my garden. v. Possession – The shirt is for Kofi. vi. Comparison – She is taller than her brother. vii. Support or opposition – My views are against his plans. Assessment: let learners use prepositions to form sentences Engage learners to sing songs and recite familiar rhymes Engage learners except their information to the whole class to guide the class to learn about such letters. • Learners present their information to the whole class to guide the class to learn about such letters. • Guide learners in their groups to choose an imaginary friend they want to write to. • Learners brainstorm and write down ideas on what they would want to include in their letters. • Guide them to write their letters and let them edit their work. • Learners exchange their product with other groups to edit. • Learners read their letters to others. Assessment: let learners write to friends about events using appropriate letter formats. Engage learners to sing songs and recite familiar rhymes Engage learners in groups write a narrative exhibiting their knowledge in subject and predicate. • Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences. • Guide them to edit their work and encourage them to share the final products with the class.

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 at least a-three-	
		paragraph summary of each book read	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:		
Day:				Dat	e :	
Period :				Les	son:	
Strand: HUN	MANS AND TH	1E	Sub-stran	d : C	CLIMATE CHANGE	
ENVIRONME	ENT					
Indicator (co	ode)	B5.5.4.1.1				
Content star	ndard (code)	B5.5.4.1.				
Performance	e Indicator	Learners can ider	itify the im	pact	of deforestation on clim	ate change
-		•		nica	tion and Collaboration Po	ersonal Development and
Leadership (Critical Thinkir	ng and Problem So	lving.		NKI	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asso	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage				t them discuss the	What have we learnt
	learners to	importance of tre				today?
	sing songs	• Take learners o	n a trip aro	und	the school environs	
	and recite	•			importance of trees	Ask learners to
	familiar	such as provision	of shade, f	food,	, fresh air, production	summarize the
	rhymes	of rain, etc.				important points of the
		• Learners brains	torm what	will	happen if people	lesson
		continuously cut	down trees	S.		
		Engage each gro	oup to pres	sent	their ideas to the whole	
		class and re-shap	e their idea	as by	writing all key points	
		about tree-felling	and its im	pact	to the environment as	
		well as its long-te	rm effect o	on th	e climate.	

		Assessment: let learners identify the impact of deforestation on climate change	
Thursday	Engage	Learners brainstorm what measures to take to stop	What have we learnt
	learners to	people from tree-cutting.	today?
	sing songs	Learners are assisted to plant trees in their school	Ask learners to
	and recite	environment and at strategic locations within the	summarize the
	familiar	community.	important points of the
	rhymes	Learners are supervised to take good care of the trees	lesson
		they plant	
		Assessment: let learners identify the measures to take	
		to stop people from tree-cutting.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : MY	GLOBAL COM	IMUNITY	Sub-stran	nd: Our Neighbouring Count	ries	
Indicator (co	ode)	B5.5.1.2.1.				
Content sta	ndard (code)	B5.5.1.2.				
Performanc	e Indicator	Learners can des	cribe the r	otation and revolution of the	e Earth	
		tivity and Innovationg and Problem So		nication and Collaboration P	ersonal Development and	
Keywords				3 -		
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	ulum Page	9		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners underta the earth on its at the sun. Learners demons i. Use learners to	ke activitie xis and rev trate the so represent	es describing the rotation of olution of the earth round olar and lunar eclipses. the sun, moon and earth.	What have we learnt today? Ask learners to summarize the main points in the lesson	

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		iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit. iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.	
		Assessment: Let learners describe the rotation and revolution of the Earth	
Thursday	Engage	Learners demonstrate the solar and lunar eclipses.	What have we learnt
	learners to	i. Use learners to represent the sun, moon and earth.	today?
	sing songs	ii. Have the moon (learner 1) walk in circles around the	
	and recite	earth (learner 2).	Ask learners to
	familiar	iii. Have the earth (learner 2) walk around the sun	summarize the main
	rhymes	(learner 3) while the moon (learner 1) maintains its orbit.	points in the lesson
		iv. When the moon (learner 1) passes between the sun	
		(learner 3) and the earth (learner 2) to create a shadow,	
		solar eclipse is formed.	
		Discuss their findings on the experiment in groups.	
		Present group findings to the class.	
		Assessment: Let learners describe the rotation and revolution of the Earth	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending:				Class size:	
Day:				Date :	
Period :			l	esson :	
Strand: HEALTH AND SAFETY IN USING			Sub-strand	: HEALTH AND SAFETY IN	USING ICT TOOLS
Indicator (co	ada)	B5.7.1.1.1.	B5.7.1	12	<u> </u>
<u> </u>	•				
	ndard (code)	B5.7.1.1.	B5.7.1		
Performance	e Indicator	ICT tools.			s associated with the use of
		 Learners can describe proper sitting posture. 			
=		tivity and Innovating and Problem So		ication and Collaboration	Personal Development and
Keywords					
T. L .R. (s)		Laptop			
Ref:	Computing	curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asses	ssment)	Plenary / Reflections
	(preparing the brain				
	for learning)				
	Engage	Guide the learner	rs to discuss	wrist pain and sitting	What have we learnt
Wednesday	learners to sing songs	posture (neck, back and waist pain).			today?
veanesady	and recite	Guido loarnoro in	groups to di	scuce identify and	Ask learners to
				scuss, identify and	
	familiar	'	• .	sture (i.e. siting at 90	summarize the main
	rhymes			oorted with a wrist pad,	points in the lesson
		take short breaks	etc.) when	using the computer.	

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	Assessment: Let learner	rs describe proper sitting	
	posture		
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Endin	g:				Class size:	
Day: Period:			Less	e : son :		
Strand : Data	a		Sub-stran	d : 0	Chance (Probability)	
Indicator (co	ode)	B5.4.2.1.3	35.4.2.1.3			
Content star	ndard (code)	B5.4.2.1.	B5.4.2.1.			
Performance	e Indicator	Learners can cond	duct a giver	n pro	obability experiment a nu	umber of times, recording
		the outcomes, an	d explainin	g th	e results	
		tivity and Innovations and Problem Sol		nica [.]	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematics curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Sing songs	F.g. Ask 5 learner	s of their ex	xner	tations/predictions	Review the lesson with
···onday	like:	about the outcom		•		Learners
		Teacher tosses a	coin three t	time	s and records the	

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	I'm counting one, what is one	outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one,	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome	Review the lesson with Learners

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l'm	match their expectation? Either way the teacher should	
counting	explain. In pairs, learners should repeat the experiment	
one, what	several times, record the outcomes and compare the	
is one	number of heads turning up	
13 0110		
1 - One is	Assessment: have learners to practice with more	
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one	examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:		Class size:			
Day:			Date :		
Period :				Lesson:	
Strand :			Sub-stran	nd: Appreciating and Apprais	ing
Visual Arts					
Performing A	Arts				
Indicator (co	ode)	B5 1.4.7.3		.	
Content star	ndard (code)	B5 1.4.7.			
Performance	e Indicator	Learners can anal	lyse and a	ppreciate own or others' vis	ual artworks and present
		reports as feedback on artworks that reflect topical issues of much concern in Africa			
		Learners can analyse and appreciate/appraise own or others' performing artworks			
		and present reports as feedback on compositions that reflect topical issues in Africa			
=		tivity and Innovations and Problem Sol		nication 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 incl	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:	_	,,, , , , , , , , ,	What have we learnt
	learners to			/video) selected works (own	today?
	sing songs	,		ct current topical issues of	
	and recite	much concern in A	Atrica;		

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	familiar	② talk about the works dispassionately using agreed	Ask learners to
	rhymes	guidelines;	summarize the main
		② use the outcome of the appreciation/appraisal to	points in the lesson
		modify the product or to produce similar or another	
		artwork;	
		accepted social media by the class/group (e.g.	
		Facebook, Twitter, Instagram, WhatsApp).	
		Assessment: let learners analyse and appreciate own or	
		others' visual artworks and present reports as feedback	
		on artworks that reflect topical issues of much concern	
		in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
,	learners to	☐ display (photographs/video) of selected performances	today?
	sing songs	(own or that of others) that reflect current topical	
	and recite	issues of much concern in Africa;	Ask learners to
	familiar	② talk about the performances dispassionately using	summarize the main
	rhymes	agreed guidelines; ② use the outcome of the	points in the lesson
	,	appreciation/appraisal to modify the product or to	
		produce similar or another composition and	
		performance;	
		☐ record/document the activity and share using an	
		accepted social media by the class/group (e.g.	
		Facebook, Twitter, Instagram, WhatsApp	
		racebook, rwitter, mstagram, whatsApp	
		Assessment: let learners analyse and	
		appreciate/appraise own or others' performing	
		artworks and present reports as feedback on	
	112	compositions that reflect topical issues in Africa	
		compositions that reflect topical issues in Africa	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:					Class s	ize:
Day:				Date :		
Period :				Lesson	:	
Strand : Journey to In		Sub-str	and : Th	ne 1948	Riots And After	
Indicator (code)		B4.5.3.	1.2			
Content standard (co	de)	B4.5.3.	1.			9
Performance Indicate	or		rs can ex the 1948		ources (of evidence about what happened
	Creativity and Innovat inking and Problem Sc		municat	ion and	Collabo	ration Personal Development and
Keywords						
T. L .R. (s)		Picture	S			
Ref:	History cu	rriculum	Page			
DAY	Phase 1:	Phase 2	2: Main			Phase 3:
	Starter (preparing the brain	(new le	arning ii nent)	ncluding	S	Plenary / Reflections
	for learning)		,			
Tuesday	Engage learners to sing songs and recite familiar	•	ay the so			What have we learnt today? Ask learners to summarize the
UN.	rhymes					main points in the lesson
	Where did the shooting occur?	identify	nent: let / sources what hap 18 riots	s of evid	lence	
Thursday	Engage learners to sing songs and		the arre		•	What have we learnt today?

NANA FIIFI ACQUAH			
	recite familiar		Ask learners to summarize the
	rhymes	Assessment: let learners	main points in the lesson
		narrate arrest of the 'Big Six'	
	Where did the	(leaders of the UGCC).	

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Where did the shooting occur?

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	:	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:						Class s	ize:
Day:					Date :		
Period :					Lesson	:	
Strand: VALUES AND I	PSYCHO-SOCIAL CON	ICEPTS,		Sub-sti	rand : CF	RITICAL	THINKING
PRINCIPLES AND STRA	TEGIES						
Indicator (code)			B5.5.4.	5.1:			
Content standard (cod	le)		B5.5.4.	5.			
Performance Indicator	•		Learne	rs can c	ontribut	e ideas	and listen to the ideas of
			others	in coop	erative p	problen	n-solving activities
•	•		ınicatior	n and Co	ollaborat	tion Pe	rsonal Development and
Leadership Critical Thi	nking and Problem S	olving.					
Keywords		(/	<u>}</u>				
T. L .R. (s)			cones				
Ref:	PE	curriculum	Page				
DAY	Phase 1:		Phase 2	2: Main			Phase 3:
	Starter		(new le	earning	includin	g	Plenary / Reflections
	(preparing the brain	n	assessr	ment)			
	for learning)						
Friday	Learners jog round			•	ains the		End the lesson with
	demarcated area in		to liste	n atten	tively to	peers	cool down activities
	while singing and cl	–	or peo	ple whe	n speaki	ing or	and use questions to
	warm-up the body	for		_	o an issu		summarise the lesson
	maximal performar	nce and to	whiles	waiting	for thei	r turn	
111,	prevent injuries						

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:				Class size:	
Day:				Dat	e:	
Period:				Less	son:	$\langle \langle \langle \rangle \rangle_{\wedge}$
Strand: The	Family, Auth	ority and	Sub-stran	d : R	oles, Relationships in th	e Family and Character
Obedience			Formation	1		
Indicator (co	ode)	B5.5.2.1.1:				
Content star	ndard (code)	B5.5.2.1.				
Performance	e Indicator	Learners can discu	ıss the im	port	ance of being a responsi	ble member of the family
Core Compe	tencies: Crea	tivity and Innovatior	n Commui	nicat	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkii	ng and Problem Solv	ing.			
Keywords					7/	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Guide learners to d	discuss the	e imi	portance of being a	What have we learnt
	learners to	responsible family	member:			today?
	sing songs	- to promote unity	<i>'</i> ,			
	and recite	- to gain respect,				Ask learners to
	familiar	- to be considered	a reliable	per	son, etc.	summarize the main
	rhymes					points in the lesson
		• Let learners role-	play activ	ities	of responsible family	
		members				
		Assessment: let lea	arners			

	mention the importance of being a responsible member of the family	
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: Exte	ensive Readin	g/Children	Sub-stran	nd: Reading Texts, Poems, N	arrative, and Short
Literature/Li	brary		Stories ar	nd Respond to them	
Indicator (co	ode)	B5.6.3.1.6			
Content star	ndard (code)	B5.6.3.1.			
Performance	e Indicator	The learner shoul	ld write a s	ummary of passage/text read	1.
=		tivity and Innovations and Problem So		nication and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) Phase 3: Plenary / Ref		Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	 Read a passage Lead learners to Guide them to s Assessment: let le passage/text read 	o read a tex summarize earners wri	xt. the passage read	What have we learnt today? Review the lesson with learners

	1		
E	Engage	 Read a passage to the hearing of learners. 	What have we learnt
1	leaners to	• Lead learners to read a text.	today?
S	sing songs	Guide them to summarize the passage read	
a	and recite		
f	familiar	Assessment: let learners write a summary of	
r	rhymes	passage/text read.	Review the lesson with
			learners
E	Engage	Read a passage to the hearing of learners.	What have we learnt
1	leaners to	• Lead learners to read a text.	today?
s	sing songs	Guide them to summarize the passage read	
a	and recite		
f	familiar	Assessment: let learners write a summary of	
r	rhymes	passage/text read.	
			Review the lesson with
			learners

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