

TERM ONE
BASIC FIVE
WEEK 1

LESSON PLAN

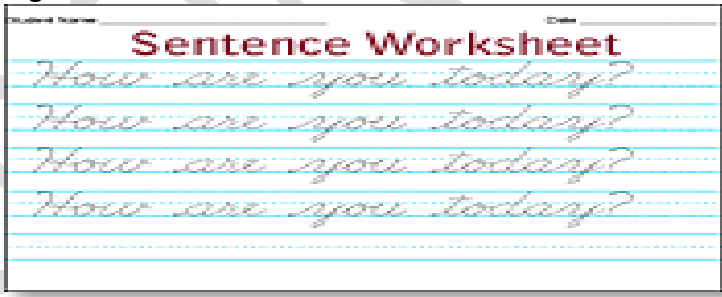
WEEKLY LESSON PLAN- WEEK ONE

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.2.2.1.1. B5.3.1.1.1. B5.4.2.1.1 B5.6.1.1.1. B5.5.1.1.1.	
Performance Indicator		A. Learners can apply common phonic generalisations (e.g. hard and soft “c” and “g”) when reading continuous texts B. Learners can Identify and use nouns or noun phrases to refer to quantities or units. C. Learners can copy sentences clearly in joint script maintaining legible handwriting D. Learners can follow appropriate mechanical convention E. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING e.g. “c” as in country and cell “g” as in gain and age • Review the hard form of the sound, e.g. “c” as in cut; “g” as in get. • Introduce the soft form using lots of examples, e.g. “c” as in centre, cent, circle; “g” as in gent, gin, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

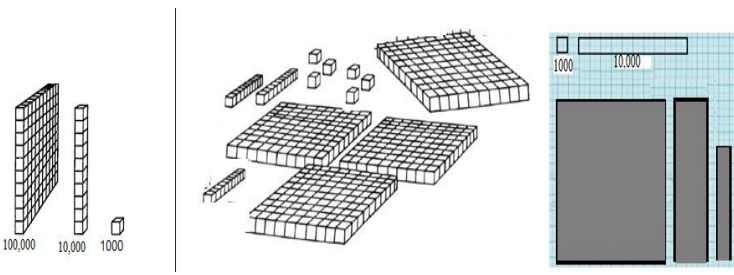
WHATSAPP 0245350591 / 0205352031 FOR THE GRANDFATHER NEW PLAN TERM 1, GRANDFATHER NEW PLAN TERM 2 AND GRANDFATHER NEW PLAN TERM 3.

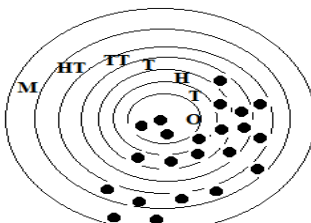

		<ul style="list-style-type: none"> • In groups, encourage learners to come out with words in which the sounds occur. • Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read. <p>Assessment: let learners mention words in which the sounds occur.</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise nouns briefly. • Introduce quantities and units in context. <p>e.g.:</p> <ul style="list-style-type: none"> – Please, give me a piece of paper. – I have a pair of trousers. <ul style="list-style-type: none"> • Have learners identify more examples of these in text and use them in sentences. • Learners make up their own noun phrases and use them in sentences. <p>Assessment: let learners use nouns or noun phrases to refer to quantities or units.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> • Select sentences from texts learners have read and write them on the board, using joint script. <p>e.g.</p>  <ul style="list-style-type: none"> • Have learners read out the sentence. (in pairs, small groups, large groups) • Have learners copy the sentences into their exercise books. • Go round to support struggling learners. <p>Assessment: let learners copy sentences clearly in joint script maintaining legible handwriting</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Ask individual learners to write a formal letter each on a given topic paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation mark, apostrophe, hyphen etc.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main</p>

		Assessment: let learners write a formal letter each on a given topic	points in the lesson
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Have learners 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-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B5.1.1.1.1 B5.1.1.1.2
Performance Indicator	Learners can model number quantities up to 1,000,000 using graph sheets and multi-base block Learners can read and write numbers in figures and in words up to 1000,000
Strand	Number
Sub strand	Counting, Representation & Cardinality
Teaching/ Learning Resources	Counters

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one	Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 1000 unit; a rod = 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Ask pupils to model the number 137,000 shading graph sheet square as shown below, where 1cm×1cm square represents 1000 units . 	Review the lesson with Learners

		Assessment: have learners to practice with more examples															
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners teacher-make token currency notes [¢10, ¢100& ¢500 notes] on different coloured-paper and ask them to work out how many will be required to model given amounts up to ¢10,000; e.g. ¢23,480</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners														
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Play the place value number wheel game: Use the million number wheel to generate 7-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousands' ring making the number twenty-thousand or 20,000)</p> <div><p>Place value number wheel</p><table><caption>Place value chart</caption><tr><th>Million</th><th>Hundred-thousands</th><th>Ten-thousands</th><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td>2</td><td>5</td><td>2</td><td>4</td><td>5</td><td>1</td><td>3</td></tr></table></div>	Million	Hundred-thousands	Ten-thousands	Thousands	Hundreds	Tens	Ones	2	5	2	4	5	1	3	Review the lesson with Learners
Million	Hundred-thousands	Ten-thousands	Thousands	Hundreds	Tens	Ones											
2	5	2	4	5	1	3											
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask pupils to write given numbers on the expanded form of the number : 2,524,513=1000,000× 2 +100,000× 5 + 10,000 × 2+1000 × 4+ 100× 5 + 10× 1+ 1× 3 = 2,000,000 + 500,000 + 20,000 + 4,000 + 500 + 10 + 3</p> <div></div> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners														

Week Ending			
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B5.1.1.1.1	
Performance Indicator		Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)	
Strand		DIVERSITY OF MATTER	
Sub strand		LIVING AND NON-LIVING THINGS	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners go outside the classroom to observe and identify various living and non-living things and discuss their observation. • Learners go on a nature walk to observe sensitivity in the mimosa plant when touched. Assessment: let learners describe the sensitivity in the mimosa plant when touched.	What have we learnt today? Ask learners to summarize the important points of the lesson

Week Ending			
Class		Five	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B5.2.1.1.1	
Performance Indicator		Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.	
Strand		My Country Ghana	
Sub strand		The People Of Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Identify the kinds of food they ate, the clothes they wore and how they travelled Assessment: let learners Identify the kinds of food our ancestors ate, the clothes they wore and how they travelled	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 How did our ancestors live?	Identify the kinds of food they ate, the clothes they wore and how they travelled Assessment: let learners Identify the kinds of food our ancestors ate, the clothes they wore and how they travelled	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B5.1.1.1.1.	
Performance Indicator		Learners can explain that human beings are unique compared to other creatures	
Strand		ALL ABOUT US	
Sub strand		Nature of God	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing, powerful and creator of all things. Assessment: Let learners describe the nature of God as the Creator	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	Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion. Assessment: Let learners describe how they are different from animals	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.1.1.1.1	
Performance Indicator		Learners can walk on straight lines edges.	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR SKILLS	
Teaching/ Learning Resources		Cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
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	Draw a straight line on the floor for learners to walk on. Learners walk individually and in a group under the watch of the teacher. Organise competitions for learners. End the lesson with cool down activities and use questions to end the lesson	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B5.1.1.1.1:	
Performance Indicator		Learners can explain how special each individual is.	
Strand		His Creation and Attributes	
Sub strand		God the Creator	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Through various activities such as working in pairs or in groups, let learners discuss how each person is unique and different from one another: some are short, tall, intelligent, fair in complexion, dark in complexion, serious, etc.• Lead learners to demonstrate the uniqueness of each individual, using themselves. Assessment: let learners explain how special each individual is	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		FIVE	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B5.1.1.1.1. B5.1.1.1.2	
Performance Indicator		Learners can recognise and use output devices Learners can describe the types of output device and identify their use	
Strand		INTRODUCTION TO COMPUTING	
Sub strand		INTRODUCTION TO COMPUTING	
Teaching/ Learning Resources		Laptop	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to recall what they learnt in the previous classes and ask them to mention computer devices that produce output. Softcopy- computer monitor/projector, audio electrical signals etc. Hardcopy- printed images, pictures documents Guide learners to identify types of output devices and their uses. Assist them to list them on the board as well as their uses. Assessment: Let learners identify types of output devices and their uses	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Five	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B5 1.1.1.1	
Performance Indicator		Learners can study some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa	
Strand		Visual Arts	
Sub strand		Thinking and Exploring Ideas	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ Study the artworks e.g. sculpture, textiles, metal arts, paintings, cartoons, photography, ceramics created by Ghanaian and African visual artists e.g. El-Anatsui, Nnenna Okore, Cheri Samba, Goncalo Mabunda, Abdoulaye Konate, Peju Alatise, William J. Kentridge, Justine Mahoney living in Africa by: a) gathering information through library studies, surfing the internet, visiting art studios, galleries, museums, exhibitions etc. watching short videos/documentaries or observing photographs of sample works of the collections of other Ghanaian and African artists. For example, ‘Warrior’ an installation art by El-Anatsui (2015), and ‘Story Maps of no Location’, painting by Julie Mehretu; b) talking about the works of the artists in relation to the history and culture of the people of Africa; c) identifying and discussing various items (symbols) found in the works being studied that reflect the history and culture of the people of Africa;	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>d) writing a brief about their choice of artist using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of artworks - Title of some works - Medium of expression. <p>Assessment: let learners describe some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa</p>	
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Learning Indicator (s) (Ref. No.)		B5.1.1.1.1: Sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker. B5.1.3.1.1 Explore a poem of about six to seven lines correctly B5.1.3.1.2 Recognise the key words in the poem and discuss the theme of the poem.	
Performance Indicators		<ul style="list-style-type: none">Learners should sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.Learners should explore a poem of about six to seven lines correctlyLearners should recognise the key words in the poem and discuss the theme of the poem.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">Show a clip of a baby crying to learners.Ask learners to tell you what a mother does when a child is crying.Discuss the answers with the learners and talk about what a lullaby is.Play a recorded cradle song or lullaby to the hearing of learners.Lead learners to sing cradle songs/lullaby with correct rhythm.Allow individual learners to sing a lullaby.Let learners brainstorm the importance of lullaby.Lead them to discuss the importance of cradle songs to the baby.Write some of the benefits discussed on the board, and allow learners to copy them into books. E.g. It makes the baby sleep. It makes the baby happy.	What have we learnt today?

		<p>It enables the baby to play.</p> <ul style="list-style-type: none"> • Assist learners to discuss the importance of cradle songs to the mother and caretaker. <p>E.g. It allows the mother to do her work. It helps the mother to rest etc.</p> <ul style="list-style-type: none"> • Write the outcome from the discussion with the learners. • Let learners role play mother singing a lullaby and holding a child. <p>Assessment: let learners sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask a learner to explore a poem and listen to a poem accompanied by audio. • Let the learners perform the gestures that accompany the poems. • Explore a poem for learners to listen. • Lead learners to explore poems correctly <p>Assessment: let learners describe a poem of about six to seven lines correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners listen to a poem recital. • Read a poem and discuss key issues in the poem. • Let learners explore poems they know. • Lead learners to recognise the key words in the poem they explore. • Put learners into groups and let the groups discuss the key issues and present to the class. • Allow a learner to explore a poem for learners to listen. • Allow learners to write down what they think about the poem and let them discuss. • In groups, help learners to discuss the theme of the poem. <p>Assessment: let learners identify the key words in the poem and discuss the theme of the poem.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>