

**THE GODFATHER**  
**TERM ONE**  
**BASIC FOUR**  
**WEEK THIRTEEN**

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**TERM ONE  
BASIC FOUR  
WEEK THIRTEEN**

WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

<b>Week Ending:</b> 16 <sup>th</sup> June, 2021		<b>Class size:</b>				
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 12 <sup>th</sup> June, 2021 13 <sup>th</sup> June, 2021 14 <sup>th</sup> June, 2021 15 <sup>th</sup> June, 2021 16 <sup>th</sup> June, 2021				
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Dramatisation and Role Play B. Vocabulary C. Verbs D. Writing as a Process E. Using Qualifying Words – Adjectives F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B4.1.5.2.1.	B4.2.6.3.2.	B4.3.5.1.3.	B4.4.9.3.1.	B4.5.5.1.2	B4.6.1.1.1.
<b>Content standard (code)</b>	B4.1.5.2.	B4.2.6.3.	B4.3.5.1.	B4.4.9.3.	B4.5.5.1	B4.6.1.1.
<b>Performance Indicator</b>	<p>A. Learners can identify moral values in sketches and relate them to real life situations</p> <p>B. Learners can deduce meaning of words from how they relate to one another (synonyms, antonyms)</p> <p>C. Learners can use the simple present form of verbs in sentences: – For habitual actions – For timeless and universal statements – For facts which may change or hold true indefinitely – For instantaneous present – For scheduled future actions</p> <p>D. Learners can review and revise the one-paragraph draft taking out irrelevant details</p> <p>E. Learners can differentiate between how the comparative and superlative adjective forms are used in sentences</p>					

	F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> <li>• Have learners discuss the characters and events/key issues in the play.</li> <li>• Put learners into groups or pairs depending on the number of characters in the play/drama. Each group should have a leader.</li> <li>• Give scenarios (from the story/play) to groups and have members take up roles of the characters. Create dialogues for the sketch and have learners prepare to perform the sketch. Go round and provide support to groups.</li> <li>• Have groups take turns to perform their sketch in front of the class.</li> <li>• Lead the class with questions to talk about each sketch. They talk about what went well, what needs to be improved, suggest alternative ways of doing it better, the moral values and how they relate to life.</li> </ul> <p>Assessment: let learners identify moral values in sketches and relate them to real life situations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> <li>• Reverse the meaning of the terms using examples.</li> <li>• Have learners play games (e.g. Synonym Tree Game) to reinforce their knowledge of antonyms and synonyms.</li> <li>• Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary.</li> <li>• Learners may match words with their synonyms/antonyms.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners find synonyms and antonyms of words	
Wednesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> <li>• Using several examples demonstrate the use of the simple present form of verbs in the sentences (for habitual actions/ for timeless and universal statements): <ul style="list-style-type: none"> <li>– Habitual actions. e.g. i. Esi reads every day. ii. Joe sweeps every morning.</li> </ul> </li> <li>• Create situations for learners to use verbs to express habitual actions. e.g. Tell the class what you do every morning. <ul style="list-style-type: none"> <li>– Timeless and universal statements. e.g. i. The sun rises in the east and sets in the west. ii. Ghana is in Africa.</li> </ul> </li> <li>• Provide ample practice using language drills.</li> </ul> <p style="text-align: center;">Assessment: let learners use the simple present form of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> <li>• Have pupils revise their first draft. Ask them to set aside their first draft for a while and return to it to read over slowly and critically, and reread it several times.</li> <li>• Have learners use these questions as a revision guide: <ul style="list-style-type: none"> <li>i. Is my topic interesting?</li> <li>ii. Does the beginning catch the reader’s attention?</li> <li>iii. Are the ideas easy to understand?</li> <li>iv. Do all the sentences say something about the topic?</li> </ul> </li> <li>• Encourage learners to make as many changes as necessary to improve their work.</li> </ul> <p style="text-align: center;">Assessment: let learners review and revise the one-paragraph draft taking out irrelevant details</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> <li>• Guide learners with examples to talk about their siblings using adjectives.</li> <li>• In pairs, learners write two to three sentences to describe their classmates using the three forms of adjectives.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Two pairs put their work together and do a comparison. Let them share their work with other groups.</li> </ul> <p>Assessment: let learners write two to three sentences to describe their classmates using the three forms of adjectives.</p>	
Friday, 60 minutes	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <li>• Guide learners to choose and read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

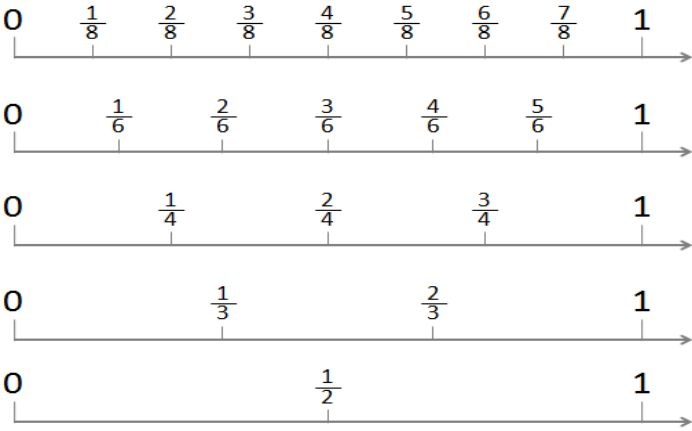
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WEEK THIRTEEN : LESSON PLAN


SUBJECT: MATHEMATICS

CLASS: FOUR

<b>Week Ending:</b> 16 <sup>th</sup> June, 2021		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 12 <sup>th</sup> June, 2021 13 <sup>th</sup> June, 2021 14 <sup>th</sup> June, 2021 15 <sup>th</sup> June, 2021 16 <sup>th</sup> June, 2021	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 2 of 2 1 of 3 2 of 3 3 of 3	
<b>Strand :</b> Number		<b>Sub-strand :</b> Fractions	
<b>Indicator (code)</b>	B4.1.3.2.1	B4.1.3.2.3.	
<b>Content standard (code)</b>	B4.1.3.2	B4.1.3.2.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can compare and order fractions with like denominators by using pictorial representations and finding equivalent fractions using the Lowest Common Denominator (LCD).</li> <li>Learners can provide examples of where fractions are used.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Counters		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday, 60 minutes</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Use number line or fraction chart to illustrate the concept of comparable fractional units or denominators; i.e. halves, fourths and eighths are comparable; i.e. half can be changed to equivalent fractions in fourths and eighths, and fourths can be changed to eighths. Also thirds can be changed to sixths.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday, 60 minutes</p>	<p>Sing songs like:  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</p>	<p>Use number line or fraction charts to compare and order unit fractions. Which is larger, <math>\frac{5}{8}</math> and <math>\frac{3}{4}</math> or <math>\frac{3}{6}</math> and <math>\frac{4}{8}</math>? Arrange from smallest to largest, <math>\frac{3}{4}</math>, <math>\frac{2}{3}</math> and <math>\frac{5}{6}</math></p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday, 60 minutes</p>	<p>Sing songs like:  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</p>	<p>To arrange the fractions, <math>\frac{3}{4}</math>, <math>\frac{2}{3}</math> and <math>\frac{5}{6}</math>, from largest to smallest, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions</p> <p>LCD for <math>\frac{3}{4}</math>, <math>\frac{2}{3}</math> and <math>\frac{5}{6}</math> is 12;</p> <p>hence <math>\frac{3}{4} = \frac{9}{12}</math>, <math>\frac{2}{3} = \frac{8}{12}</math>, <math>\frac{5}{6} = \frac{10}{12}</math> <math>\therefore</math> the order is <math>\frac{5}{6}</math>, <math>\frac{3}{4}</math>, <math>\frac{2}{3}</math></p>	<p>Review the lesson with Learners</p>



		Assessment: have learners to practice with more examples	
Thursday, 60 minutes	Sing songs like:  I'm counting one, what is one	<p>Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out</p> <ul style="list-style-type: none"> <li>☑ Selling liquids – oil, kerosene, drinks, etc.</li> <li>☑ Sharing pizza or birthday cake - half, quarter, eighths, etc.</li> <li>☑ Buying objects in packets – egg, drinks, (half crate),</li> <li>☑ Buying cloth for sewing dresses – half, one-fourths or quarter, etc.</li> </ul>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday, 60 minutes	Sing songs like:  I'm counting one, what is one	<p>Tell the time by half/quarter past, and half/quarter to. Draw clock-faces with times (i.e. half/quarter past or to) for pupils to read the time</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

<b>Week Ending:</b> 16 <sup>th</sup> June, 2021		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 12 <sup>th</sup> June, 2021 15 <sup>th</sup> June, 2021	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 1 2 Of 2	
<b>Strand :</b> FORCES AND ENERGY		<b>Sub-strand :</b> SOURCES AND FORMS OF ENERGY	
<b>Indicator (code)</b>	B4.4.1.1.1		
<b>Content standard (code)</b>	B4.4.1.1.		
<b>Performance Indicator</b>	Learners can identify the effect of heat on the change of state of substances		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners through simple activities to identify effects of heat on substances (use liquids and solids, e.g. water, shea butter, candles, etc.).</li> <li>• Learners demonstrate evaporation by boiling water and discuss their experiences.</li> </ul> <p>Note: Let learners measure the quantity of the water before and after boiling to show the effect of heat on water.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners identify the effect of heat on the change of state of substances	
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners demonstrate evaporation by boiling water and discuss their experiences.</li> </ul> <p>Note: Let learners measure the quantity of the water before and after boiling to show the effect of heat on water.</p> <ul style="list-style-type: none"> <li>• Elaborate on learners' ideas to explain how the escaping vapour can be changed into water (through the loss of heat).</li> </ul> <p>Assessment: let learners identify the effect of heat on the change of state of substances</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

<b>Week Ending:</b> 16th June, 2021		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 13th June, 2021 15th June, 2021	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> OUR BELIEFS AND VALUES		<b>Sub-strand :</b> Worship	
<b>Indicator (code)</b>	B4.3.1.1.1.		
<b>Content standard (code)</b>	B4.3.1.1.		
<b>Performance Indicator</b>	Learners can show obedience and respect to a supreme being. through prayer and worship		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Learners talk about why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc.  Learners talk about the forms of worship in the three main religious groups in Ghana: Christianity, Islam and Traditional: praying, singing, pouring libation, reading scriptures, etc.  Learners engage in activities: role play, play games, recite prayers, read scriptures, watch videos, or look at	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>pictures/videos – that teach ways of worship to show respect and obedience to God among the three major religious group</p> <p>Assessment: Let learners explain why we worship God</p>	
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p>Learners engage in activities: role play, play games, recite prayers, read scriptures, watch videos, or look at pictures/videos – that teach ways of worship to show respect and obedience to God among the three major religious groups.</p> <p>Learners draw and model a worship scene.</p> <p>Assessment: Let learners mention ways of worshipping to show respect and obedience to God</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

<b>Week Ending:</b> 16 <sup>th</sup> June, 2021		<b>Class size:</b>	
<b>Day :</b> Wednesday, 60 minutes		<b>Date :</b> 14 <sup>th</sup> June, 2021	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> Introduction to computing		<b>Sub-strand :</b> Data, sources and usage	
<b>Indicator (code)</b>	B4.1.3.1.4		
<b>Content standard (code)</b>	B4.1.3.1.		
<b>Performance Indicator</b>	Learners can demonstrate Sending and sharing information to and from other gadgets. e.g., radio, fax, telephones calls, SMS etc.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Laptop		
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday , 60 minutes	Engage learners to sing songs and recite familiar rhymes	Guide learners to mention or talk about where one can receive or share information in the community and the world as a whole. NB: recall content in B3 and add to this activity.  Assessment: Let learners describe Sending and sharing information to and from other gadgets.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

<b>Week Ending:</b> 16th June, 2021		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 16th June, 2021	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> Religious Practices and their Moral Implications		<b>Sub-strand :</b> Festivals in the Three Major Religions	
<b>Indicator (code)</b>	B4.2.2.1.1		
<b>Content standard (code)</b>	B4.2.2.1.		
<b>Performance Indicator</b>	Learners can discuss festivals in their neighbourhood.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Let learners mention festivals that are celebrated in their communities: Christmas, Easter, Eid-UI-Fitr, Eid-UI-Adha, Odwira, Aboakyir, etc. <ul style="list-style-type: none"> <li>• Use pictures, charts or video clips to demonstrate how the various religious festivals are celebrated.</li> <li>• Let learners recite texts and sing songs that accompany festivals celebrated in their communities.</li> </ul> Assessment: Put learners in groups to write activities that take place during festivals.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

<b>Week Ending:</b> 16th June, 2021		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 13th June, 2021 15th June, 2021	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> SOME SELECTED INDIVIDUALS	
<b>Indicator (code)</b>	B4.2.5.1.1		
<b>Content standard (code)</b>	B4.2.5.1.		
<b>Performance Indicator</b>	Learners can identify the role played by some traditional rulers in the national development		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Show photographs/ documentaries on the roles played by these traditional rulers in national development.  Assessment: let learners identify the role played by some traditional rulers in the national development	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday, 60 minutes	Engage learners to sing songs	Retell the life story of any of these from a documentary shown	What have we learnt today?



	and recite familiar rhymes	Assessment: let learners identify the role played by some traditional rulers in the national development	Ask learners to summarize the main points in the lesson
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

<b>Week Ending:</b> 16th June, 2021		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 12th June, 2021 14th June, 2021	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> Visual Arts		<b>Sub-strand :</b> Displaying and Sharing	
<b>Indicator (code)</b>	B4 1.3.4.2		
<b>Content standard (code)</b>	B4 1.3.4.		
<b>Performance Indicator</b>	Learners can plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of visual artworks that reflect the natural and manmade environments of some Ghanaian communities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
<b>Ref:</b>			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service; <input type="checkbox"/> discuss the need for displaying portfolio of own visual artworks; <input type="checkbox"/> develop a roadmap for the exhibition brainstorm to agree on a theme for the exhibition;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<input type="checkbox"/> send manual and/or electronic invitations  Assessment: let learners write plan for an exhibition of own artworks	
Wednesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Learners are to: select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance; <input type="checkbox"/> decide on mode of display <input type="checkbox"/> clean and prepare the hall and its environment and make it ready for the exhibition; <input type="checkbox"/> plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.  Assessment: let learners write plan for an exhibition of own artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

<b>Week Ending:</b> 16th June, 2021		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 16th June, 2021	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> DYNAMICS	
<b>Indicator (code)</b>	B4.2.2.2.1		
<b>Content standard (code)</b>	B4.2.2.2.		
<b>Performance Indicator</b>	Learners can explain the difference between throwing to a stationary partner and throwing to a moving partner.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance	Hold ball in the left hand. Place the left foot slightly forward in front of the body. Bend body slightly over the ball, pick a target, and swing the free right hand backward to contact the lower middle part of the ball (for right handed learners). When the partner is moving, the thrower would have to intensify the throw.	What have we learnt today?  Use answers to summarise the lesson.

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FOUR

<b>Week Ending:</b> 16th June, 2021		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Penmanship/ Handwriting	
<b>Indicator (code)</b>	B4.3.1.1.3		
<b>Content standard (code)</b>	B4.3.1.1.		
<b>Performance Indicator</b>	The learner should recognise that a question mark is used at the end of a question		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Revise command and response with learners.</li> <li>• Write some questions on a cardboard.</li> <li>• Lead learners to read the questions.</li> <li>• Use question marks at the end of each of the questions.</li> <li>• Let students read the questions again in turns.</li> <li>• Let learners recognise that question marks are used at the end of a question</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners punctuate sentences them using the question mark	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write more questions on the board and call learners to come out to punctuate them using the question mark</li> </ul> Assessment: let learners punctuate sentences them using the question mark	What have we learnt today?  Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write more questions on the board and call learners to come out to punctuate them using the question mark</li> </ul> Assessment: let learners punctuate sentences them using the question mark	What have we learnt today?  Review the lesson with learners

Vetted by : ..... Signature: ..... Date : .....