THE GODFATHER TERM ONE BASIC FOUR WEEK THIRTEEN

WHATSAPP 0245350591

TERM ONE BASIC FOUR WEEK THIRTEEN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending: 16 th Jun	e, 2021		Class size	:		
Day:		D	ate:			
Monday, 60 minutes	1	2th June, 2	2021			
Tuesday, 60 minutes		1	3 th June, 20)21		
Wednesday, 60 minutes		1	4 th June, 20)21		
Thursday, 60 minutes		1	5 th June, 20	21		
Friday, 60 minutes		1	6 th June, 2	021		
Period :		L	esson :			
2		1	of 1			
2		1	of 1			
2		1	of 1			
2		1	of 1			
2		1	of 1			
Strand :		Sub-strand	:			
A. Oral Language		A. Drar	ramatisation and Role Play			
B. Reading		B. Voca	ocabulary/			
C. Grammar Usage A	t Word	C. Verk	/erbs			
D. Writing		D. Writ	ing as a Proc	ess		
E. Using Writing Con	ventions	E. Usin	g Qualifying	Words – Adje	ectives	
F. Extensive Reading		F. Build	ding the Love	and Culture	of Reading	
Indicator (code)	B4.1.5.2.1. B4	4.2.6.3.2.	B4.3.5.1.3.	B4.4.9.3.1.	B4.5.5.1.2	B4.6.1.1.1.
Content standard (code)	B4.1.5.2. B4	4.2.6.3.	B4.3.5.1.	B4.4.9.3.	B4.5.5.1	B4.6.1.1.
Performance Indicator	A. Learners	can identify r	moral values	in sketches a	nd relate the	m to real life
	situations	5				
	B. Learners	can deduce	meaning of	words from	how they r	elate to one
	another (synonyms, antonyms)					
	C. Learners can use the simple present form of verbs in sen				os in sentence	es:
	– For habitual actions					
	- For timeless and universal statements					
	For facts which may change or hold true indefinitelyFor instantaneous present					
	– For instantaneous present – For scheduled future actions					
	D. Learners can review and revise the one-paragraph draft taking out					
	irrelevant			. 0	<u>.</u>	-
	E. Learners	can different	iate betweer	n how the co	mparative an	d superlative
	adjective	forms are use	ed in sentend	ces		

			aniata baalka and avacant
		F. Learners can read a variety of age- and level appro	opriate books and present
Coro Compo	toncios: Cros	a-two-paragraph summary of each book read	arcanal Davalanment and
		itivity and Innovation Communication and Collaboration Peng and Problem Solving.	ersonal Development and
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a class
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, 60 minutes	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGUAGE Have learners discuss the characters and events/key issues in the play. Put learners into groups or pairs depending on the number of characters in the play/drama. Each group should have a leader. 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. Have groups take turns to perform their sketch in front of the class. 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. Assessment: let learners identify moral values in sketches and relate them to real life situations 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	B. READING • Reverse the meaning of the terms using examples. • Have learners play games (e.g. Synonym Tree Game) to reinforce their knowledge of antonyms and synonyms. • Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary. • Learners may match words with their synonyms/antonyms.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners find synonyms and antonyms of words	
Wednesday , 60 minutes	Engage learners to sing songs and recite familiar rhymes	 C. GRAMMAR Using several examples demonstrate the use of the simple present form of verbs in the sentences (for habitual actions/ for timeless and universal statements): Habitual actions. E.g. Esi reads every day. Joe sweeps every morning. Create situations for learners to use verbs to express habitual actions. e.g. Tell the class what you do every morning. Timeless and universal statements. E.g. The sun rises in the east and sets in the west. Ghana is in Africa. Provide ample practice using language drills. Assessment: let learners use the simple present form of verbs in sentences 	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	 D. WRITING 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. Have learners use these questions as a revision guide: Is my topic interesting? Does the beginning catch the reader's attention? Are the ideas easy to understand? Do all the sentences say something about the topic? Encourage learners to make as many changes as necessary to improve their work. Assessment: let learners review and revise the one-paragraph draft taking out irrelevant details 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	 E. WRITING CONVENTION AND GRAMMAR USAGE Guide learners with examples to talk about their siblings using adjectives. In pairs, learners write two to three sentences to describe their classmates using the three forms of adjectives. 	What have we learnt today? Ask learners to summarize the main points in the lesson

		 Two pairs put their work together and do a comparison. Let them share their work with other groups. Assessment: let learners write two to three sentences to describe their classmates using the three forms of adjectives. 	
Friday,	Guide	E. EXTENSIVE READING	
60 minutes	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

Vetted by :	Signature:	Date :
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SUBJECT: MATHEMATICS CLASS: FOUR

Day : Monday, 60 minutes 12th June, 2021 13th June, 2021 13th June, 2021 14th June, 2021 14th June, 2021 15th June, 2021 15th June, 2021 16th June, 2021	Week Endin	g: 16 th Jun	e, 2021			Class size:	
Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Triday, 60 minutes Friday, 60 minutes Friday, 60 minutes Friday, 60 minutes Period: Lesson: 2	Day:				Dat	e:	
Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes Friday, 60 minutes Period: Lesson: 2	Monday, 60 minutes			12 th	າ June, 2021		
Thursday, 60 minutes Friday, 60 minutes Period: Lesson: 1 of 1 2 of 2 2 1 of 3 2 2 of 3 2 2 of 3 2 2 of 3 Content standard (code) B4.1.3.2.1 B4.1.3.2.3. Content standard (code) B4.1.3.2 B4.1.3.2. Performance Indicator Learners can compare and order fractions with like denominators by us pictorial representations and finding equivalent fractions using the Low Common Denominator (LCD). Learners can provide examples of where fractions are used. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing the brain Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections	Tuesday, 60) minutes			13 th	າ June, 2021	
Period: Lesson: 1 of 1 2 c f 2 1 of 3 2 c f 3 2 d f 3 2 of 3 2 Strand: Number Sub-strand: Fractions Indicator (code) B4.1.3.2.1 B4.1.3.2.3. Content standard (code) B4.1.3.2 B4.1.3.2. Performance Indicator Learners can compare and order fractions with like denominators by us pictorial representations and finding equivalent fractions using the Low Common Denominator (LCD). Learners can provide examples of where fractions are used. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing the brain Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections	Wednesday,	60 minutes			14 th	^າ June, 2021	
Period: 2	Thursday, 6	60 minutes			15 th	¹ June, 2021	
2 2 1 of 1 2 2 2 1 of 3 2 2 2 6 3 3 of 3 Strand : Number Sub-strand : Fractions Indicator (code) B4.1.3.2.1 B4.1.3.2.3. Content standard (code) B4.1.3.2 B4.1.3.2. Performance Indicator • Learners can compare and order fractions with like denominators by us pictorial representations and finding equivalent fractions using the Low Common Denominator (LCD). • Learners can provide examples of where fractions are used. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections	Friday, 6	0 minutes			16 th	າ June, 2021	
2 2 2 6 7 2 2 1 of 3 2 2 6 7 3 3 of 3 Strand : Number Sub-strand : Fractions Indicator (code) B4.1.3.2.1 B4.1.3.2.3. Content standard (code) B4.1.3.2 B4.1.3.2. Performance Indicator • Learners can compare and order fractions with like denominators by us pictorial representations and finding equivalent fractions using the Low Common Denominator (LCD). • Learners can provide examples of where fractions are used. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections							
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2 2 of 3 3 of 3 Strand : Number	2				2 of	f 2	
Strand: Number Sub-strand: Fractions	2				1 of	f 3	
Strand : Number Sub-strand : Fractions	2				2 of	f 3	
Indicator (code) B4.1.3.2.1 B4.1.3.2.3. Content standard (code) B4.1.3.2 B4.1.3.2.3. Learners can compare and order fractions with like denominators by us pictorial representations and finding equivalent fractions using the Low Common Denominator (LCD). Learners can provide examples of where fractions are used. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing the brain Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections	2				3 of	f 3	
Indicator (code) B4.1.3.2.1 B4.1.3.2.3. Content standard (code) B4.1.3.2 B4.1.3.2.3. Learners can compare and order fractions with like denominators by us pictorial representations and finding equivalent fractions using the Low Common Denominator (LCD). Learners can provide examples of where fractions are used. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing the brain Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections							
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Content standard (code) B4.1.3.2 B4.1.3.2. Performance Indicator • Learners can compare and order fractions with like denominators by use pictorial representations and finding equivalent fractions using the Low Common Denominator (LCD). • Learners can provide examples of where fractions are used. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Personal Development at Leadership Critical Thinking and Problem Solving.							
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Common Denominator (LCD). Learners can provide examples of where fractions are used. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections	Performance	e Indicator	 Learners of 	can compa	re ar	nd order fractions with lil	ke denominators by using
■ Learners can provide examples of where fractions are used. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections (preparing the brain Phase 3: Plenary / Reflections)			pictorial r	epresentat	ions	and finding equivalent f	ractions using the Lowest
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections			Common	Denomina	tor (I	LCD).	
Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Ref: Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections (preparing the brain)			• Learners of	can provide	e exa	mples of where fractions	s are used.
Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main Starter (new learning including assessment) Phase 3: Plenary / Reflections	_		•		nica	tion and Collaboration Pe	ersonal Development and
T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Starter (preparing the brain Phase 3: Plenary / Reflections	Leadership (Critical Thinkir	ng and Problem So	lving.			
T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Starter (preparing the brain Phase 3: Plenary / Reflections	Koywords						
Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Plenary / Reflections (preparing the brain)	Neyworus						
Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Plenary / Reflections (preparing the brain)	T. L .R. (s)		Counters				
DAY Phase 1: Phase 2: Main Starter (new learning including assessment) Phase 3: Plenary / Reflections the brain		Mathematic		<u> </u>			
Starter (new learning including assessment) Plenary / Reflections the brain		.viaciiciiiati	es carriculum 1 age				
Starter (new learning including assessment) Plenary / Reflections the brain	DAY	Phase 1:	Phase 2: Main Phase 3:		Phase 3:		
(preparing the brain			(new learning inc	luding ass	essm	nent)	
the brain		(preparing	, 5	U 1 2 3		,	
for		for					
learning)		learning)					

Monday, 60 minutes	Sing songs like: I'm counting one, what is one	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 changed to eighths. Also thirds can changed to sixths. Assessment: have learners to practice with more	Review the lesson with Learners
Tuesday	Sing congc	examples Use number line or fraction shorts to compare and	Pavious the lesson with
Tuesday, 60 minutes	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	Use number line or fraction charts to compare and order unit fractions. Which is larger, 5/8 and 3/4 or 3/6 and 4/8? Arrange from smallest to largest, 3/4, 2/3 and 5/6 $0 \frac{1}{8} \frac{2}{8} \frac{3}{8} \frac{4}{8} \frac{5}{8} \frac{6}{8} \frac{7}{8} 1$ $0 \frac{1}{6} \frac{2}{6} \frac{3}{6} \frac{4}{6} \frac{5}{6} 1$ $0 \frac{1}{3} \frac{2}{3} 1$ Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y, 60 minutes	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	To arrange the fractions, $3/4$, $2/3$ and $5/6$, from largest to smallest, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions $ \begin{array}{cccccccccccccccccccccccccccccccccc$	Review the lesson with Learners

-			
		Assessment: have learners to practice with more	
		examples	
Thursday,	Sing songs	Discuss the contexts below in which fractions are used	Review the lesson with
60 minutes	like:	in real life and provide materials for pupils to act them	Learners
		out	
	ľm	☑ Selling liquids – oil, kerosene, drinks, etc.	
	counting	Sharing pizza or birthday cake - half, quarter, eighths,	
	one, what	etc.	
	is one	Buying objects in packets – egg, drinks, (half crate),	
		Buying cloth for sewing dresses – half, one-fourths or	
		quarter, etc.	
		quarter, etc.	
		Assessment: have learners to practice with more examples	
Friday,	Sing songs	Tell the time by half/quarter past, and half/quarter to.	Review the lesson with
60 minutes		Draw clock-faces with times (i.e. half/quarter past or to)	
	-	for pupils to read the time	
	ľm	The papers of total and and	
	counting		
	•	Accordment: have learners to practice with more	
	one, what	Assessment: have learners to practice with more	
	is one	examples	

Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g: 16 th Jun	ie, 2021		С	lass size:	
Day:				Date	1	
Monday, 60	minutes			12th	June, 2021	
Thursday, 6	0 minutes			15 th J	une, 2021	
Period :				Lesso	n :	
2				1 of 1		
2				2 Of 2		
Strand: FOR	CES AND ENE	RGY	Sub-stran	nd : SO	URCES AND FORMS (OF ENERGY
Indicator /cc	, do)	B4.4.1.1.1				
Indicator (co	ndard (code)					
Performance	` '		ntify the eff	fect of	heat on the change of	of state of substances
- Ellollianc		Learners can idei				
Core Compe	tencies: Crea	tivity and Innovati	ion Commu	unicatio	n and Collaboration	Personal Development and
Leadership (Critical Thinkir	ng and Problem So	olving.			
Keywords						
Reywords						
T. L .R. (s)						
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
DAY	Starter		duding acc	occmo	a+\	
	(preparing	(new learning inc	luding asse	essmei	11.)	Plenary / Reflections
	the brain					
	for					
	learning)					
Monday,	Engage	Guide learners	through sin	mple a	ctivities to identify	What have we learnt
60 minutes	learners to	•		•	•	today?
	sing songs	e.g. water, shea butter, candles, etc.).		•		
	and recite	_			on by boiling water	Ask learners to
	familiar	and discuss their	experience	es.		summarize the
	rhymes					important points of the
		Note: Let learner	rs measure t	the qu	antity of the water	lesson
		before and after	boiling to sl	show th	ne effect of heat on	
		water.				

		Assessment: let learners identify the effect of heat on	
		the change of state of substances	
Thursday,	Engage	Learners demonstrate evaporation by boiling water	What have we learnt
60 minutes	learners to	and discuss their experiences.	today?
	sing songs		Ask learners to
	and recite	Note: Let learners measure the quantity of the water	summarize the
	familiar	before and after boiling to show the effect of heat on	important points of the
	rhymes	water.	lesson
		Elaborate on learners' ideas to explain how the	
		escaping vapour can be changed into water (through	
		the loss of heat).	
		Assessment: let learners identify the effect of heat on	
		the change of state of substances	

Vetted by	<i>!</i> :	Signature:	Date :
VCIICA D	/	31811ata1 C	Date

CLASS: FOUR

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g: 16th Jur	ne, 2021		Class size:		
Day:				Date :		
Tuesday, 60) minutes			13th June, 2021		
Thursday, 6	0 minutes			15th June, 2021		
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : OUR	R BELIEFS ANI	O VALUES	Sub-stran	d: Worship		
Indicator (co	ode)	B4.3.1.1.1.				
Content star	ndard (code)	B4.3.1.1.				
Performance	e Indicator	Learners can show	w obediend	ce and respect to a supreme	being. through prayer and	
		worship				
_		•		nication and Collaboration P	ersonal Development and	
Leadership (Critical Thinkii	ng and Problem Sol	lving.			
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curricu	ulum Page	<u> </u>		
		•	J			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday,	Engage		•	worship God: to draw	What have we learnt	
60 minutes	learners to	-		ate with God, to show	today?	
	sing songs	obedience to God	l, etc.			
	and recite			6 11 1 11 11	Ask learners to	
	familiar			ns of worship in the three	summarize the main	
	rhymes		=	ana: Christianity, Islam and	points in the lesson	
Traditional: praying, singing			ng, singing	, pouring libation, reading		
		scriptures, etc.				
		Learners engage :	n activities	errole play play games		
				s: role play, play games, es, watch videos, or look at		
		recite prayers, rea	au scriptur	es, waten videos, of look at		

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

Vetted by :	Signature:	Date :

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g: 16 th Jun	e, 2021		Class siz	e:	
Day: Wedi	nesday, 60 n	ninutes	Da	ite: 14th	June, 2021	
Period :			Le	sson :		
2			1	of 1		
Strand : Intro	oduction to c	omputing	Sub-strand :	Data, sour	ces and usage	
Indicator (co	de)	B4.1.3.1.4				
Content star	ndard (code)	B4.1.3.1.				
Performance	e Indicator	Learners can dem	nonstrate Se	nding and	sharing inform	ation to and from other
		gadgets. e.g., radio	o, fax, teleph	ones calls,	SMS etc.	
=				ation and (Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	/ing.			
Keywords						
,						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
	, ,	S				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding assess	ment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Guide learners to				What have we learnt
187 - do do	learners to	receive or share in	itormation in	the comm	iunity and the	today?
Wednesday	sing songs	world as a whole.				
, 60 minutes	and recite	NB: recall content	in B3 and ad	d to this ac	ctivity.	Ask learners to
minuces	familiar			6		summarize the main
	rhymes	Assessment: Let le			ng and sharing	points in the lesson
		information to and	d from other	gadgets.		

Vetted by :	Signature:	Date:

CLASS: FOUR

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending: 16th June, 2021				Class siz	e:	
Day: Friday,	60 minu	tes	Dat	t e : 16th	June, 2021	
Period :			Les	son :		
2			1 o	f 1		
Strand : Reli	gious Practice	es and their Moral Sub-stra	nd : F	estivals i	n the Three Maj	or Religions
Implications						
Indicator (co	ode)	B4.2.2.1.1				
Content star	ndard (code)	B4.2.2.1.				
Performance	e Indicator	Learners can discuss festiv	als in	their neig	ghbourhood.	
Core Compe	t encies: Crea	 tivity and Innovation Comm	unica	tion and	Collaboration Pe	ersonal Develonment and
•		ng and Problem Solving.	arrica	tion and	Conaboration	213011al Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including as	sessn	nent)		Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday,	Engage	Let learners mention festiv	als th	at are ce	lebrated in	What have we learnt
60 minutes	learners to	their communities: Christr	nas, E	aster, Eid	-Ul-Fitr, Eid-Ul-	today?
	sing songs	Adha, Odwira, Aboakyir, e	c.			
	and recite	• Use pictures, charts or vi	deo c	lips to de	monstrate	Ask learners to
	familiar	how the various religious f	estiva	ils are cel	ebrated.	summarize the main
	rhymes	• Let learners recite texts	and s	ing songs	that	points in the lesson
		accompany festivals celeb	rated	in their c	ommunities.	
		Assessment:				
		Put learners in groups to w	rite a	ctivities t	hat take place	
		during festivals.				

Vetted	by :	Signature:	Date :

SUBJECT: HISTORY CLASS: FOUR

Week Endin	g: 16th Jur	ne, 2021		Class size:		
Day:				Date :		
Tuesday, 60) minutes			13th June, 2021		
Thursday, 6	0 minutes			15th June, 2021		
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : My	Country Ghar	าล	Sub-strar	id : SOME SELECTED INDIVI	DUALS	
Indicator (co	ode)	B4.2.5.1.1				
Content star	ndard (code)	B4.2.5.1.				
Performance	e Indicator	Learners can ide development	ntify the r	ole played by some tradit	ional rulers in the national	
_		ng and Problem So		THEATION AND CONADOLATION	Personal Development and	
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 inc	luding ass	essment)	Plenary / Reflections	
Tuesday,	Engage	Show photograph	ns/ docume	entaries on the roles played	What have we learnt	
60 minutes	learners to	by these traditior	nal rulers ir	national development.	today?	
	sing songs and recite				Ask learners to	
	familiar			entify the role played by	summarize the main	
	rhymes	some traditional	rulers in th	e national development	points in the lesson	
Thursday, 60 minutes	Engage learners to sing songs	Retell the life sto	ry of any o	f these from a documentar	What have we learnt today?	

and	recite		Ask learners to
fami	iliar Assessme	nt: let learners identify the role played by	summarize the main
rhyn	nes some trac	ditional rulers in the national development	points in the lesson

Vetted by :	Signature:	Date :

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g: 16th Jur	ie, 2021		Class size:		
Day:				Date:		
Monday, 60	minutes			12th June, 2021		
Wednesday,	60 minutes			14th June, 2021		
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : Visu	ial Arts		Sub-strar	nd: Displaying and Sharing		
Indicator (co	ode)	B4 1.3.4.2				
Content star	ndard (code)	B4 1.3.4.				
Performance	e Indicator	Learners can pla	n an exhib	pition of own artworks to sh	nare creative experiences	
		based on own ide	eas, knowle	edge and understanding of v	isual artworks that reflect	
		the natural and m	nanmade e	nvironments of some Ghana	ian communities	
				inication and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem So	lving.			
Vountords						
Keywords						
T. L .R. (s)						
Ref:	<u> </u>					
nei.						
DAY	Phase 1:	Phase 2: Main			Phase 3:	
5711	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing	(coomency		
	the brain					
	for					
	learning)					
Monday,	Engage	Learners are to:			What have we learnt	
60 minutes	learners to	☐ watch a short v	video on ar	n exhibition or visit an	today?	
	sing songs	exhibition centre,	, preferabl	y during the circuit, district		
	and recite	or regional cultur	al festival	of the cultural education	Ask learners to	
	familiar	unit of the Ghana	Education	Service;	summarize the main	
	rhymes	☐ discuss the ne	ed for disp	laying portfolio of own	points in the lesson	
		visual artworks;				
		□ develop a road	map for th	ne exhibition		
		brainstorm to agr	ee on a th	eme for the exhibition;		

		☐ send manual and/or electronic invitations Assessment: let learners write plan for an exhibition of own artworks	
Wednesda y, 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; decide on mode of display clean and prepare the hall and its environment and make it ready for the exhibition; 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

Vetted by	/ :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending: 16th June, 2021		Class siz	e:				
Day : Friday, 60 minutes			Date: 16th	June,	2021		
Period :			Lesson:				
2				1 of 1			
Strand: MO	VEMENT CON	ICEPTS,	Sub-strar	nd : DYNAMIC	S		
PRINCIPLES A	AND STRATEG	SIES					
Indicator (co	ode)	B4.2.2.2.1					
Content standard (code)		B4.2.2.2.					
Performance	e Indicator	Learners can expl	lain the dif	ference betw	een thi	rowing to	a stationary partner and
		throwing to a mo	ving partn	er.			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inication and	Collabo	ration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	lving.				
Keywords							
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inc	luding ass	essment)			Plenary / Reflections
	(preparing the brain						
	for						
	learning)						
Friday,	Learners	Hold ball in the le	ft hand. Pl	ace the left fo	ot sligl	htly	What have we learnt
60 minutes	jog round a	forward in front o	of the body	y. Bend body s	slightly	over	today?
	demarcate	the ball, pick a tai	rget, and s	wing the free	right h	and	
	d area in	backward to cont	act the lov	ver middle pa	rt of th	e ball	Use answers to
	files while	(for right handed	learners).	When the par	rtner is		summarise the lesson.
	singing and	moving, the throw	wer would	have to inten	sify the	e throw.	
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						

ce and to	
prevent	
injuries	

Vetted by :	Signature:	Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g: 16th June	e, 2021		Class size:		
Day:				Date :		
Period :				Lesson:		
Strand: Writing			Sub-strand: Penmanship/ Handwriting			
Indicator (code)		B4.3.1.1.3				
Content star	ndard (code)	B4.3.1.1.				
Performance Indicator		The learner should recognise that a question mark is used at the end of a question				
=		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asso	essment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	 Write some que Lead learners to Use question m questions. Let students rea 	estions on a pread the o arks at the ad the ques		What have we learnt today? Review the lesson with learners	

	Assessment: let learners punctuate sentences them using the question mark	
Engage leaners to sing songs and recite	Write more questions on the board and call learners to come out to punctuate them using the question mark	What have we learnt today?
familiar rhymes	Assessment: let learners punctuate sentences them using the question mark	Review the lesson with learners
Engage leaners to sing songs and recite	Write more questions on the board and call learners to come out to punctuate them using the question mark	What have we learnt today?
familiar rhymes	Assessment: let learners punctuate sentences them using the question mark	Review the lesson with learners

Vetted by :	Signature:	Date :
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