

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

WHATSAPP 0245350591

**TERM ONE**  
**BASIC FIVE**  
**WEEK THIRTEEN**

WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b> 16th 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. Dramatization and Role Play B. Blends and Consonant Clusters C. Verbs D. Writing as a Process E. Using action Words F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B5.1.5.2.2.	B5.2.5.1.1	B5.3.5.1.3.	B5.4.9.3.1	B5.5.4.1.3	B5.6.1.1.1
<b>Content standard (code)</b>	B5.1.5.2. .	B5.2.5.1.	B5.3.5.1..	B5.4.9.3.	B5.5.4.1.	B5.6.1.1.
<b>Performance Indicator</b>	<p>A. Learners can develop sketches from stories read or heard</p> <p>B. Learners can orally produce two-syllable words by blending sounds (phonemes), including consonant blends</p> <p>C. Learners can use the simple present form of verbs to express: – Needs/preferences – Thoughts and ideas</p> <p>D. Learners can review, and revise the draft by proposing grammar for improvement</p> <p>E. Learners can use past perfect in speech and in writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>					
<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>	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	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> <li>• Through discussion, guide learners to identify the parts in stories read.</li> <li>• Invite some learners to retell parts of a story read or heard.</li> <li>• Discuss the story with learners.</li> <li>• Use the activity to guide learners in groups to develop a sketch from the story.</li> <li>• Have learners read out their sketches to the class for comments.</li> </ul> <p>Assessment: let learners develop sketches from stories read or heard</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>• Learners individually make meaningful sentences with words containing diphthongs. Every correct sentence is recorded for the group the individual belongs to.</li> <li>• Introduce two-syllable words with consonant blends.</li> <li>• Model the pronunciation and have learners say them after you.</li> <li>• Teacher and learners select a reading text to guide the class to identify words containing consonant blends.</li> <li>• List words on the board and drill learners in their pronunciation.</li> </ul> <p>Assessment: let learners read sentences and pick out the two-syllable words with consonant blends. e.g. dr-hundred, dr-drumstick, bl-problem, nd-handcuff</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday , 60 minutes	Engage learners to sing songs and recite	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> <li>• Revise the simple present form of verbs: <ul style="list-style-type: none"> <li>– For habitual actions;</li> <li>– For timeless and universal statements;</li> <li>– For facts which may change or hold true indefinitely;</li> </ul> </li> </ul>	<p>What have we learnt today?</p>

	familiar rhymes	<ul style="list-style-type: none"> <li>– For instantaneous present;</li> <li>– For scheduled future actions.</li> <li>• Introduce the simple present form of verbs in sentences to express needs/preferences, and thoughts/ideas.</li> </ul> <p>express needs/preferences</p> <ul style="list-style-type: none"> <li>– I need new clothes.</li> <li>– I like playing football more than volleyball.</li> </ul> <p>thoughts/ideas</p> <ul style="list-style-type: none"> <li>– I think you are right.</li> <li>– Introduce these appropriately, one at a time and give practice.</li> </ul> <p>Assessment: let learners use simple present form of verbs in sentences to express needs/preferences, and thoughts/ideas.</p>	Ask learners to summarize the main points in the lesson
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 learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</li> <li>• Guide learners with the questions below: <ul style="list-style-type: none"> <li>i. Are your ideas in order and easy to understand?</li> <li>ii. Are all the sentences talking about the main idea of the paragraph?</li> <li>iii. Are all the paragraphs talking about the topic?</li> </ul> </li> <li>• Have learners read their partners' draft and offer suggestions.</li> <li>• Encourage learners to feel free to make as many changes as possible to improve their drafts.</li> <li>• Have learners make a clean draft for publishing.</li> </ul> <p>Assessment: let learners review, and revise a draft</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>• Narrate an event in the past.</li> <li>• Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect.</li> <li>• Put learners in groups to write their own narratives on a given topic making use of both simple past and past perfect sentences.</li> <li>• Have groups share their work with the class.</li> </ul> <p>Assessment: let learners write their own narratives on a given topic making use of past perfect sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</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>• Have learners 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-three 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 at least a-three-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: FIVE

<b>Week Ending:</b> 16th 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> 12th 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> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.3.5	B5.1.2.1.1	
<b>Content standard (code)</b>	B5.1.1.3.	B5.1.2.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can recognize relationship between factors and multiples.</li> <li>Learners can apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9sfacts, using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division facts</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

Monday, 60 minutes	Sing songs like:  I'm counting one, what is one	Investigate even and odd numbers. How do you know a number is even or odd?  Investigate numbers that are multiples of 4 and 6. How do you know a number is a multiple of 4? a multiple of 6? (This is also known as the divisibility test).  Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday, 60 minutes	Sing songs like:  I'm counting one, what is one	Investigate perfect numbers, that is, numbers whose factors add up to the number; for instance 6 has factors 1, 2, 3 and 6. The sum of factors other than 6 is $1+2+3=6$ , and hence 6 is a perfect number. How many more perfect number can we find in the first 100 whole numbers?  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday, 60 minutes	Sing songs like:  I'm counting one, what is one	Describe the mental mathematics strategies used to determine a given basic fact, such as ☐ skip count up by one or two groups from a known fact (e.g., if $5 \times 7 = 35$ , then $6 \times 7$ is equal to $35 + 7$ and $7 \times 7$ is equal to $35 + 7 + 7$ ) ☐ skip count down by one or two groups from a known fact (e.g., if $8 \times 8 = 64$ , then $7 \times 8$ is equal to $64 - 8$ and $6 \times 8$ is equal to $64 - 8 - 8$ )  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday, 60 minutes	Sing songs like:  I'm counting one, what is one	Describe the mental mathematics strategies used to determine a given basic fact, such as ☐ doubling (e.g., for $8 \times 3$ think $4 \times 3 = 12$ , and $8 \times 3 = 12 + 12$ ) ☐ patterns when multiplying by 9 (e.g., for $9 \times 6$ , think $10 \times 6 = 60$ , and $60 - 6 = 54$ ; for $7 \times 9$ , think $7 \times 10 = 70$ , and $70 - 7 = 63$ )  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday, 60 minutes	Sing songs like:  I'm counting	Describe the mental mathematics strategies used to determine a given basic fact, such as ☐ repeated doubling (e.g., if $2 \times 6$ is equal to 12, then $4 \times 6$ is equal to 24 and $8 \times 6$ is equal to 48) ☐ repeated halving (e.g., for $60 \div 4$ , think $60 \div 2 = 30$ and $30 \div 2 = 15$ )	Review the lesson with Learners



	one, what is one	<p>☐ relating division to multiplication (e.g., for <math>64 \div 8</math>, think <math>8 \times \dots = 64</math>)</p> <p>Recall multiplication facts to 81 and related division facts</p> <p>Assessment: have learners to practice with more examples</p>	
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## WEEK THIRTEEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b> 16th June, 2021		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 12th 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> CYCLES		<b>Sub-strand :</b> EARTH SCIENCE	
<b>Indicator (code)</b>	B5.2.1.4.1		
<b>Content standard (code)</b>	B5.2.1.4.		
<b>Performance Indicator</b>	Learners can describe the uses of carbon dioxide and its effects on humans and life on earth		
<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>	Science curriculum Page		
<b>DAY</b>	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	<ul style="list-style-type: none"> <li>• Learners mention the components of air (this should include carbon dioxide).</li> <li>• Learners are assisted in groups to answer the following questions: What is carbon dioxide? What is carbon dioxide used for? How does carbon dioxide get into the environment? Does carbon dioxide have adverse health effects? Does carbon dioxide have adverse effects on the environment?</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners describe the uses of carbon dioxide	
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Learners are assisted to identify some common uses of carbon dioxide such as for making fire extinguishers, fizzy drinks and for the process of food preparation in plants.</li> </ul> <p>Assessment: let learners describe the uses of carbon dioxide and its effects on humans and life on earth</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: FIVE

<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> Basic Human Rights	
<b>Indicator (code)</b>	B5.3.3.1.1.		
<b>Content standard (code)</b>	B5.3.3.1.		
<b>Performance Indicator</b>	Learners can describe fundamental human rights in the family		
<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>	<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
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Learners describe fundamental human rights as a family member e.g. right to live with family, right to guardianship, right to education, right to health  Learners compose songs and rhymes on the right to belong to a family  Assessment: Let learners describe fundamental human rights in the family	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday, 60 minutes	Engage learners to sing songs	Learners develop posters describing the right to education using pictures or the internet	What have we learnt today?

	and recite familiar rhymes	Assessment: Let learners describe fundamental human rights in the family	Ask learners to summarize the main points in the lesson
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**WEEK THIRTEEN : LESSON PLAN**

SUBJECT: COMPUTING

CLASS: FIVE

<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> PROGRAMMING AND DATABASES		<b>Sub-strand :</b> INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING	
<b>Indicator (code)</b>	B5.5.1.3.3.	B5.5.1.3.4	
<b>Content standard (code)</b>	B5.5.1.3..	B5.5.1.3.4	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can describe the types of database.</li> <li>• Learners can identify types of databases and data</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> 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 describe the types of database  Guide learners to investigate on the types of databases and data. Let learners present their findings to the class.  Assessment: Let learners identify types of databases and data	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: FIVE

<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>	B5.2.2.1.1		
<b>Content standard (code)</b>	B5.2.2.1.		
<b>Performance Indicator</b>	Learners can identify the moral significance of sacred passages and oral traditions in the three main religions		
<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	Give selected passages and or oral traditions for learners to study e.g. the Ten Commandments - (Exodus 20,), Al-Fātihah, folktales, etc. and show how they can apply them in their daily lives. • Guide learners to identify sacred passages and oral traditions in the three main religions in Ghana  Assessment: let learners identify sacred passages and oral traditions in the three main religions	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: FIVE

<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> Colonisation and Developments under Colonial Rule in Ghana		<b>Sub-strand :</b> Economic Developments Under Colonial Rule	
<b>Indicator (code)</b>	B5.4.3.2.1		
<b>Content standard (code)</b>	B5.4.3.2.		
<b>Performance Indicator</b>	Learners can describe the economic measures introduced during the colonial period including transport and communication projects.		
<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>	<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
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Enumerate contributions in the agricultural sector (e.g. setting up of agricultural station at Bunso, botanical garden at Aburi and Agricultural College at Kwadaso, promotion and marketing of cocoa farming), the construction of the Takoradi Harbour, construction of roads and railways and introduction of vehicles to link their main centres to evacuate and export items and facilitate movement.	What have we learnt today?  Ask learners to summarize the main points in the lesson



	What were these economic developments under colonial rule?	Assessment: let learners describe the economic measures introduced during the colonial period	
Thursday, 60 minutes	What were these economic developments under colonial rule How do sources of evidence help you to understand these developments under colonial rule?	Discuss the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become  Assessment: let learners narrate the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become	What have we learnt today?  Ask learners to summarize the main points in the lesson

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<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>	B5 1.3.4.2		
<b>Content standard (code)</b>	B5 1.3.4.		
<b>Performance Indicator</b>	Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the physical and social environments in some communities in Africa		
<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>	Creative Arts curriculum		
<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: ☑ 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); ☑ discuss the need for displaying portfolio of own visual artworks; ☑ develop a roadmap for the exhibition by: - fixing a date - selecting a venue - inviting an audience	What have we learnt today?  Ask learners to summarize the main points in the lesson What have we learnt today?

		<ul style="list-style-type: none"> <li>☑ brainstorm to agree on a theme for the exhibition (e.g. Our Environment);</li> <li>☑ 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);</li> <li>☑ select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance;</li> <li>☑ decide on mode of display, e.g. hanging, draping, spreading;</li> </ul> <p>Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks</p>	Ask learners to summarize the main points in the lesson
Wednesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to</p> <ul style="list-style-type: none"> <li>• plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</li> <li>• clean and prepare the hall and its environment and make it ready for the exhibition;</li> <li>• plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting,</li> </ul> <p>Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks</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: PHYSICAL EDUCATION

CLASS: FIVE

<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>	B5.2.2.2.1		
<b>Content standard (code)</b>	B5.2.2.2.		
<b>Performance Indicator</b>	Learners can explain the differences in applying and receiving force when jumping for height and distance		
<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	Teacher explains to learners that in jumping for height, the performer has to displace the force of gravity acting on the body from the sky by placing it outside the centre of the body. At the same time, the performer should take advantage of reaction force by pushing hard on the ground during take-off so as to gain height. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

	ce and to prevent injuries		
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## WEEK THIRTEEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: FIVE

<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>	B5.3.1.1.3	B5.3.1.1.4	
<b>Content standard (code)</b>	B5.3.1.1.	B5.3.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should recognise that a colon is used to list and explain a statement, or to mention a list of items.</li> <li>• The learner should recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.</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>		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>• Write a passage on the board with all the appropriate punctuations.</li> <li>• Discuss the use of the colon in the passage.</li> <li>• Assist learners to recognise that a colon is used to list and explain a statement, or to mention a list of items.</li> </ul> <p>Assessment: let learners use a colon to list and explain a statement, or to mention a list of items.</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"> <li>• Call learners to make some utterances by asking questions.</li> <li>• Write the utterance in quotation marks on the board and discuss with learners.</li> </ul> <p>Assessment: let learners write sentences with quotation marks</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"> <li>• Write a passage on the board with all punctuations.</li> <li>• Assist learners to recognise that, quotation marks are used when you want to write the same words a person said or wrote</li> </ul> <p>Assessment: let learners write sentences with quotation marks</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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