

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

WHATSAPP 0245350591

TERM ONE
BASIC SIX
WEEK THIRTEEN

WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending: 16 th June, 2021		Class size:				
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 12 th June, 2021 13 th June, 2021 14 th June, 2021 15 th June, 2021 16 th June, 2021				
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : 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				
Indicator (code)	B6.1.5.2.2	B6.2.6.3.1	B6.3.5.1.4	B6.4.9.3.1.	B6.5.5.1	B6.6.1.1.1.
Content standard (code)	B6.1.5.2.	B6.2.6.3.	B6.3.5.1.	B6.4.9.3. .	B6.5.5.1	B6.6.1.1.
Performance Indicator	<p>A. Learners can write plays out of a story and perform them</p> <p>B. Learners can deduce meaning of words from how they relate to one another e.g. Hyponyms – fruits – apple Meronyms – hand – finger</p> <p>C. Learners can use the simple present form of verbs in sentences: – For scheduled future actions. – for future possibilities or plans</p> <p>D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for</p> <p>E. Learners can use superlative forms of regular and irregular adjectives to make comparison</p>					

	F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: 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"> • Learners read out a story from textbooks or readers. • Through discussion, guide learners to tell the plot of the story. • Show a sample, and guide learners to write a play with the story told. • Have learners produce the written play around the identified themes and values <p>Assessment: let learners write plays out of a story and perform them</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> <p>Meaning from context</p> <ul style="list-style-type: none"> • Explain and demonstrate that the meaning of a word can be deduced from other words in its environment. E.g. Philip is glad. He is really happy. Aku is tall but her brother is short. • Put learners in groups. Let them read a text and I give the contextual meaning of selected words from the text. • Engage learners in activities such as: <ul style="list-style-type: none"> – Matching words with their meanings/synonyms/antonyms. – Reading a text and finding replacements for certain words in the text. 	<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"> Using other strategies such as the synonym or antonym tree or synonym or antonym 'bingo', have learners build a portfolio of antonyms and synonyms. <p>Meaning from word relationships hyponyms: fruit – apple meronyms: hand – finger</p> <ul style="list-style-type: none"> Have learners use the vocabulary tree and mother to child to build words using hyponyms and meronyms. <p>Assessment: let learners deduce meaning of words from how they relate to one another</p>	
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"> Revise the simple present in context. Present an on-going situation to learners for them to report on it. E.g. A football game/match. Present similar situations for learners to describe using the simple present, in groups. Groups may write and present their work to the class. Use texts/sentences to introduce the use of the simple present for: <ul style="list-style-type: none"> scheduled future actions E.g. The bus leaves early tomorrow. future possibilities or plans e.g. If he doesn't come early, we shall go without him <p>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"> Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled. Guide learners with the questions below: <ol style="list-style-type: none"> Are your ideas in order and easy to understand? Are all the sentences talking about the main idea of the paragraph? Are all the paragraphs talking about the topic? Have learners read their partners' draft and offer suggestions. Encourage learners to make as many changes as are necessary to improve their drafts. Have learners make a clean draft for publishing. <p>Assessment: let learners review, and revise a draft to produce a coherent piece</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 align="center"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <ul style="list-style-type: none"> • Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives. • Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives. <p>E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.</p> <p>Put learners into groups to write short paragraphs containing the three forms of adjectives.</p> <p>Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in 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 align="center"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	<p>Have learners to tell what they read to the whole class</p>

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending: 16 th June, 2021	Class size:
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Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 12th June, 2021 13 th June, 2021 14 th June, 2021 15 th June, 2021 16 th June, 2021	
Period : 2 2 2 2 2		Lesson : 1 of 1 2 of 2 1 of 3 2 of 3 3 of 3	
Strand : Number		Sub-strand : Fractions	
Indicator (code)	B6.1.3.1.2	B6.1.3.1.3	
Content standard (code)	B6.1.3.1.	B6.1.3.1.	
Performance Indicator	<p>A. Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)</p> <p>B. Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction</p>		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics 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	Sing songs like: I'm counting one, what is one	To add or subtract improper fractions with different denominators, (2 $\frac{1}{3}$ and $\frac{32}{5}$) we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are 2 $\frac{5}{15}$ and 3 $\frac{6}{15}$; their sum is $2 \frac{1}{3} + \frac{32}{5} = 2 \frac{5}{15} + 3 \frac{6}{15} = 5 \frac{(5+6)}{15}$ which is	Review the lesson with Learners

	1 - One is one alone, alone it shall be.	$5 \frac{11}{15}$; and difference $3\frac{2}{5} - 2\frac{1}{3} = 1\frac{(65)}{15} = 1\frac{1}{15}$ Assessment: have learners to practice with more examples	
Tuesday, 60 minutes	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	To add or subtract improper fractions with different denominators, ($2\frac{1}{3}$ and $3\frac{2}{5}$) we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are $2\frac{5}{15}$ and $3\frac{6}{15}$; their sum is $2\frac{1}{3} + 3\frac{2}{5} = 2\frac{5}{15} + 3\frac{6}{15} = 5\frac{(5+6)}{15}$ which is $5\frac{11}{15}$; and difference $3\frac{2}{5} - 2\frac{1}{3} = 1\frac{(65)}{15} = 1\frac{1}{15}$ 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 1 - One is one alone, alone it shall be.	To multiply a whole number by a mixed fraction (e.g. $3 \times 2\frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply; i.e. $3 \times 2\frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{66}{3} = 8$ or $3 \times 2\frac{2}{3} = 2\frac{2}{3} + 2\frac{2}{3} + 2\frac{2}{3} = \frac{(2+2+2)}{3} = \frac{66}{3} = 8$ Assessment: have learners to practice with more examples	
Thursday, 60 minutes	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	To multiply a whole number by a mixed fraction (e.g. $3 \times 2\frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply; i.e. $3 \times 2\frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{66}{3} = 8$ or $3 \times 2\frac{2}{3} = 2\frac{2}{3} + 2\frac{2}{3} + 2\frac{2}{3} = \frac{(2+2+2)}{3} = \frac{66}{3} = 8$ Assessment: have learners to practice with more examples	Review the lesson with Learners

Friday, 60 minutes	Sing songs like: I'm counting one, what is one	To multiply a fraction by a whole number the multiplication is interpreted as "of"; e.g. $\frac{2}{3} \times 5$ means shade $\frac{2}{3}$ of 5 ; i.e. finding two-thirds of each of five objects; i.e. $\frac{2}{3} \times 5$ is $\frac{2}{3}$ of 5 quantities, which leads 10 thirds, i.e. $\frac{2}{3} \times 5 = 10(\frac{1}{3}) = \frac{10}{3} = 3\frac{1}{3}$ Assessment: have learners to practice with more examples	Review the lesson with Learners
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Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending: 16 th June, 2021		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 12 th June, 2021 15 th June, 2021	
Period : 2 2		Lesson : 1 of 1 2 Of 2	
Strand : CYCLES		Sub-strand : LIFE CYCLES OF ORGANISMS	
Indicator (code)	B6.2.2.1.2		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can know the materials needed for the survival of plants in the environment (water, carbon dioxide, oxygen, sunlight)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Science 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	<ul style="list-style-type: none"> • Guide learners to plant viable maize and okra seeds and care for them until they bear fruits. • Learners observe the growing plants weekly and record the changes that take place until other viable seeds are produced. Assessment: let learners identify materials needed for the survival of plants in the environment	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> •let Learners observe the growing plants weekly and record the changes that take place until other viable seeds are produced. • Learners write a report based on their observations. <p>Assessment: Learners write a report based on their observations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending: 16th June, 2021		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 13th June, 2021 15th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Basic Human Rights	
Indicator (code)	B6.3.2.1.1		
Content standard (code)	B6.3.2.1.		
Performance Indicator	Learners can identify two ways of making festivals beneficial to the communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Our World Our People curriculum Page		
DAY	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 ways of making celebrations of festivals beneficial to the communities e.g. use festival occasions to plan for development, encourage youth participation, gender and inclusivity, settle disputes, honour hardworking people, showcasing the culture of the people Assessment: Let learners identify two ways of making festivals beneficial to the communities	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday, 60 minutes	Engage learners to sing songs	Learners draw a durbar of chiefs during festival celebrations	What have we learnt today?

	and recite familiar rhymes	Assessment: Let learners identify two ways of making festivals beneficial to the communities	Ask learners to summarize the main points in the lesson
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Vetted by :..... Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: SIX

Week Ending: 16th June, 2021		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 13th June, 2021 15th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Journey to Independence		Sub-strand : Ghana Gains Independence	
Indicator (code)	B6.5.4.1.2		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	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 Which political parties took part	Discuss the first general elections held in 1951. Assessment: let learners narrate the first general elections held in 1951	What have we learnt today? Ask learners to summarize the main points in the lesson

	in the 1951 general elections? What was the outcome of that election?		
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Discuss the first general elections held in 1951. Assessment: let learners narrate the first general elections held in 1951	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: 16 th June, 2021		Class size:	
Day : Wednesday, 60 minutes		Date : 14 th June, 2021	
Period : 2		Lesson : 1 of 1	
Strand : PROGRAMMING AND DATABASES		Sub-strand: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	
Indicator (code)	B6.5.1.1.5	B6.5.1.1.6	B6.5.1.1.7.
Content standard (code)	B6.5.1.1.5	B6.5.1.1.	B6.5.1.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can describe the basics of Relational Data model. • Learners can identify the basics of logical Database Design. • Learners can illustrate basics of relational algebra 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday , 60 minutes	Engage learners to sing songs and recite familiar rhymes	Lead learners to describe the basics of Relational Data model. ie. rows and columns Guide learners to list the basics of logical database design and develop sample database design Guide learners to apply the basics of relational algebra in a sample database Assessment: Let learners describe the basics of Relational Data model.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 12th June, 2021 14th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : Visual Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B6 1.3.4.2		
Content standard (code)	B6 1.3.4.		
Performance Indicator	Learners can plan an exhibition of own functional and decorative visual artworks that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
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	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); Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

<p>Wednesday, 60 minutes</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: discuss the need for displaying portfolio of own visual artworks Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
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Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending: 16th June, 2021		Class size:	
Day : Friday, 60 minutes		Date : 16th June, 2021	
Period : 2		Lesson : 1 of 1	
Strand : Movement Concepts, Principles and Strategies		Sub-strand : Space Awareness	
Indicator (code)	B6.2.1.2.1		
Content standard (code)	B6.2.1.2.		
Performance Indicator	Learners can Explain the importance of open space in playing team games.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Learners explain the importance of open space in playing team games as; it allows room for the beauty of the game, learners are able to operate in a conducive atmosphere. Self-space and general space are very important when working in groups. Selfspace is the amount of space one occupies when not travelling	What have we learnt today? Use answers to summarise the lesson.

	prevent injuries		
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Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: 16th June, 2021		Class size:	
Day : Friday, 60 minutes		Date : 16th June, 2021	
Period : 2		Lesson : 1 of 1	
Strand : Religious Leaders		Sub-strand : The Latter Lives of Leaders of the Three Major Religions in Ghana	
Indicator (code)	B6. 3.1.1.1.		
Content standard (code)	B6. 3.1.1.		
Performance Indicator	Learners can narrate the story of the latter lives of the leaders of the major religions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	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	<ul style="list-style-type: none"> • Guide learners to talk about the latter lives of the religious leaders: <ul style="list-style-type: none"> - Jesus Christ-triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection. - The Holy Prophet Muhammad (S.A.W.) - triumphant entry into Makkah, farewell message, sickness and death. - Traditional leader (e.g. OkomfoAnokye)-priesthood, miracles and other activities and death. <p>Assessment: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending: 16th June, 2021		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B6.3.1.1.2		
Content standard (code)	B6.3.1.1.		
Performance Indicator	The learner should write sentences using joint scripts		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	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"> • Give learners longer sentences on flashcards to read. • Discuss joint scripts with learners. • Use some joint scripts to write some sentences on the board. • Show the flashcards to the learners. • Help learners write sentences using joint scripts from the sentences on the flashcard 	What have we learnt today?

		Assessment: let learners write sentences using joint scripts	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Use some joint scripts to write some sentences on the board. • Show the flashcards to the learners. • Help learners write sentences using joint scripts from the sentences on the flashcard. <p>Assessment: let learners write sentences using joint scripts</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"> • Use some joint scripts to write some sentences on the board. • Show the flashcards to the learners. • Help learners write sentences using joint scripts from the sentences on the flashcard. <p>Assessment: let learners write sentences using joint scripts</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :