

**SAMPLE LESSON NOTES- WEEK ONE (I)**  
BASIC FIVE

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## SAMPLE SCHEME OF LEARNING- WEEK ONE (I)

### BASIC FIVE

Name of School.....

<b>Week Ending</b>	10 <sup>th</sup> January, 2020
<b>Class</b>	Five
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>
<b>Reference</b>	English Language curriculum
<b>Learning Indicator(s)</b>	B5.1.5.1.1. B5.2.5.1.1. B5.3.5.1.1. B5.4.10.1.1. B5.5.5.1.1. B5.6.1.1.1
<b>Performance Indicator</b>	A. Learners can use costume to dramatize or role-play parts/whole of stories B. Learners can orally produce two-syllable words by blending sounds (phonemes), including consonant blends C. Learners can use different types of verbs in sentences D. Learners can create settings, characters and at least one plot in a narrative text, E. Learners can use comparative forms of regular and irregular adjectives to make comparisons F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership Communication and Collaboration	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Learners to sing songs and recite familiar rhymes  <u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right	<b>A. ORAL LANGUAGE</b> <i>(Dramatization &amp; Role Play)</i>  Lead learners to select a familiar story for dramatization.  Ask questions to review the story.  Assign groups to prepare (share roles, select costume and rehearse) and dramatize the story using improvised lines.  Assessment: Invite groups to perform for the class to critique their performances.	Interview and ask learners to share their feelings about the roles of their favorite characters  Learners to talk about the roles they played and why they will keep or changed it in the next drama.
Tuesday	Engage learners to play the Hangman game  Think of a word and write the number of letters on the board using dashes to show many letters there are. Example: SCHOOL	<b>B. READING</b> <i>(Blends and Consonant Clusters)</i>  Introduce two-syllable words with consonant blends. Model the pronunciation and have learners say them after you.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

	<p>— — — — —</p> <p>Then, ask learners to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man. Continue this until learners guess the word correctly.</p>	<p>Teacher and learners select a reading text to guide the class to identify words containing consonant blends.</p> <p>List words on the board and drill learners in their pronunciation.</p> <p>Assessment: Learners read sentences and pick out the two-syllable words with consonant blends. e.g. <b>dr</b>-hundred, <b>dr</b>-drumstick, <b>bl</b>-problem, <b>nd</b>-handcuff</p>	<p>Write the blends on a series of small cards, one on each card. Call learners in turns to pick and make the sounds and form word with it.</p>
Wednesday	<p>Engage learners to play the "Board Race" game</p> <p>Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted. The team with the highest score wins!</p>	<p><b>C. GRAMMAR</b> (Verbs)</p> <p>Let learners identify main verbs in sentences. E.g. The boy has <u>bought</u> a new football.</p> <p>Model and role play the action words with learners.</p> <p>Call learners in turns to mention an action word, model it and use it in a sentence.</p> <p>Assessment: Write sentences on the board for learners to identify the main verbs in it</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p> <p>Give learners class/ home task to underline verbs in given sentences in their workbooks</p>
Thursday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>PUSSY CAT, PUSSY CAT.</u> Pussy cat, pussy cat, where have you been? I've been down to London to visit the Queen Pussy cat, pussy cat, what did you do there? I frightened a little mouse, under her chair.</p>	<p><b>D. WRITING</b> (Narrative Writing)</p> <p>Revise the stages of the writing process with learners.</p> <p>That is prewriting, writing, revising, editing and publishing</p> <p>Guide learners to choose topics and develop them by asking them questions about the topics.</p> <p>Assessment: Guide learners to organize their details into writing. (beginning, middle and ending).</p> <p>Learners read their narratives for corrections and feedback.</p>	<p>Teacher moves round the class to monitor the progress of learners in their write up.</p> <p>Orally help learners to complete the writers reflection worksheet.</p> <p>My piece of writing is about?</p> <p>My favorite part of my writing is.....</p> <p>Something I found difficult was.....</p>
Friday	<p>Learners stand in a big circle. Learners think of an adjective to describe themselves. The adjective must suit the student and must also start</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Qualifying Words – Adjectives)</p> <p>Show a picture of a family and guide learners to talk about the</p>	<p>Ask learners to tell you what they have learnt</p>

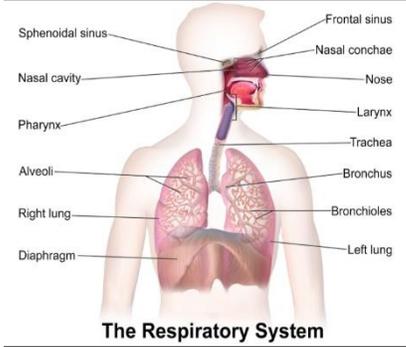
	<p>with the first letter of their name. For example: Precious Princess, Tiny Timothy etc.</p> <p>Guide learners to choose and read books during the library period</p>	<p>people using the positive comparative and superlative forms of adjectives.</p> <p>Comparative adjectives are used to compare only two nouns e.g. the blue bird is angrier than the robin. Positive comparative are formed by adding “er”</p> <p>superlative adjectives are used to compare three or more nouns e.g. she is the prettiest princess in all the land. They are formed by adding “est”</p> <p><b><u>F.EXTENSIVE READING</u></b></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a-three-paragraph summary of the book read.</p>	<p>Let learners read and spell the keywords written on the board</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>
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<b>Week Ending</b>	10 <sup>th</sup> January, 2020
<b>Class</b>	Five
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B5.1.1.1.5-6
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens</li> <li>Learners can skip count forwards and backwards in 500s 1000s etc. up to and from 100,000</li> </ul>
<b>Strand</b>	Number
<b>Sub strand</b>	Counting, Representation And Cardinality
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>																
Monday	<p>Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1).</p> <p>Divide the class into groups. One person from each group countdown the range without breaking.</p> <p>The group with the highest score wins!</p>	<p>Learners round off numbers to the nearest 10,000 For instance; 12,950 is approximately 13,000.</p> <p>Learners round up and round down to estimate sums and differences up to 10000.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>214765</td> <td>Round up</td> <td>Round down</td> <td>Round off</td> </tr> <tr> <td>to the nearest ten</td> <td>214770</td> <td>214760</td> <td>214770</td> </tr> <tr> <td>to the nearest hundred</td> <td>214800</td> <td>214700</td> <td>214800</td> </tr> <tr> <td>to the nearest thousand</td> <td>215000</td> <td>214000</td> <td>215000</td> </tr> </table>	214765	Round up	Round down	Round off	to the nearest ten	214770	214760	214770	to the nearest hundred	214800	214700	214800	to the nearest thousand	215000	214000	215000	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 10,000</p>
214765	Round up	Round down	Round off																
to the nearest ten	214770	214760	214770																
to the nearest hundred	214800	214700	214800																
to the nearest thousand	215000	214000	215000																
Tuesday	<p>Engage learners to solve this brain teaser</p> <p>A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?</p> <p>Answer: 7</p>	<p>Learners round off numbers to the nearest 1000.</p> <p>For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Learners round up and round down to estimate sums and differences 1000.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 1000</p>																
Wednesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5</p>	<p>Learners round off numbers to the nearest 100 and 10.</p> <p>For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 100 and 10</p>																

	We count 6,7,8,9,10 We class five can count very well.	Learners round up and round down to estimate sums and differences 100.	
Thursday	Engage learners to solve this number pattern  If: $2+2=44$ $3+3=96$ $4+4=168$ $5+5=2510$  Then: $6+6=?$  Answer: 3612	Put learners into convenient groups.  A learner mention a number and another makes skip count in 500s to include the fifth count. For instance. -Learner 1: Shout out "15290" skip counting up in 500s -Learner 2: 15790, 16290, 17290, 17790, 18290, etc. -Learner 3; Shout out "31285" skip counting up in 1000s -Learner 4; 32285, 33285, 34285, 35285, 36285...etc.	Ask learners to talk about what they have learnt.  Learners to solve more examples on skip counting by 500s
Friday	Tell learners a few jokes to get their attention.  Call two learners to share their jokes as well	Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error	Ask learners to talk about what they have learnt.  Learners to solve more examples on Skip count forwards and backwards by 50s

<b>Week Ending</b>	10 <sup>th</sup> January, 2020
<b>Class</b>	Five
<b>Subject</b>	<b>SCIENCE</b>
<b>Reference</b>	Science curriculum Page
<b>Learning Indicator(s)</b>	B5.3.1.1.1
<b>Performance Indicator</b>	Learners can know the parts of the respiratory system in humans
<b>Strand</b>	Systems
<b>Sub strand</b>	The Human Body System
<b>Teaching/ Learning Resources</b>	Learners, pictures, videos, paper, pencils, crayons
<b>Core Competencies:</b> Digital Literacy Creativity and innovation Personal development and leadership Communication and Collaboration. Critical Thinking and Problem-Solving	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Introduce the lesson with songs on the parts of the body, e.g. head, shoulders, knees and toes.</p> <p>Show videos, pictures and models of the digestive system.</p> <p>Learners to observe and talk about the pictures</p> <p>Have learners to relate to the pictures</p>	<p>Ask learners to breathe in and out for some time.</p> <p>Relate the act of breathing to the respiratory system and guide learners to identify the organs of the system using charts or models.</p>  <p style="text-align: center;"><b>The Respiratory System</b></p>	<p>Ask learners series of questions to review their understanding of the lesson Example: what is the importance of the respiratory system?</p> <p>Ask learners to tell how they are apply what they have learnt in real life situation.</p>
	<p>Start the lesson with a debate. Teachers chooses a topic or allow learners to choose their own topic. e.g. "Should students have permission to use cell phones during school hours?"</p>	<p>Use role-play to guide learners to identify the functions of each part (different learners assume and role-play the functions of parts of the respiratory system, e.g. Ama is the lungs and Amina is the diaphragm).</p> <p>Functions: Lungs takes oxygen from the environment and transfer it into the blood stream etc.</p>	<p>Ask learners to talk about what they have learnt.</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners to draw, label and color the parts of the human respiratory system</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>

<b>Week Ending</b>	10 <sup>th</sup> January, 2020		
<b>Class</b>	Five		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 32		
<b>Learning Indicator(s)</b>	B5.2.3.1.1.		
<b>Performance Indicator</b>	Learners can locate major land marks on a sketch map of the community		
<b>Strand</b>	All Around Us		
<b>Sub strand</b>	Map Making And Land Marks		
<b>Teaching/ Learning Resources</b>	Map of Ghana, atlas, Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	Give learners a few brain teasers for them to solve <b>Example:</b> Riddle, Riddle! Billy's mother had five children. The first was named Lala, the second was named Lele, the third was named Lili, the fourth was named Lolo. What was the fifth child named? Answer: Billy	Learners identify major land marks in the community e.g. the school, post office, police station church, mosque  Assessment: Using landmarks, learners take turns in showing directions to places in the community	Ask learners to tell you what they have learnt  Let learners read and spell the keywords written on the board
	Use questions and answers to review what they learnt in the previous lesson	Using landmarks, learners take turns in showing directions to the chiefs palace, post office, community library, police station etc.  Assessment: Learners sketch a map of the community indicating major landmarks	Ask learners to tell you what they have learnt  Let learners read and spell the keywords written on the board

<b>Week Ending</b>	10 <sup>th</sup> January, 2020
<b>Class</b>	Five
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>
<b>Reference</b>	RME curriculum Page
<b>Learning Indicator(s)</b>	B5.2.2.1.1
<b>Performance Indicator</b>	Learners can Identify the moral significance of sacred passages and oral traditions in the three main religions
<b>Strand</b>	Religious Practices And Their Moral Implications
<b>Sub strand</b>	Festivals In The Three Major Religions
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.
<b>Core Competencies:</b> Respect, Commitment, Humility, Unity, Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation.	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Group learners according to the religion they belong</p> <p>Have each group sing songs and perform any act of worship of that religion</p>	<p>Give selected passages and or oral traditions for learners to study e.g. the Ten Commandments - (Exodus 20,)</p>  <p>AIFātihah,</p>  <p>Assessment: Learners to tell how the passages can apply to them in their daily lives.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Example: why do Christians read their Bible?</p> <p>Ask learners to tell the class, what is so special about their religion</p> <p>Have learners to read and spell the key words written on the board</p>

<b>Week Ending</b>	10 <sup>th</sup> January, 2020
<b>Class</b>	Four
<b>Subject</b>	<b>HISTORY</b>
<b>Reference</b>	History curriculum Page 33
<b>Learning Indicator(s)</b>	B5.4.2.1.1
<b>Performance Indicator</b>	Learners can Identify the developments in education during the colonial era (1874-1957).
<b>Strand</b>	Colonization and Developments under Colonial Rule in Ghana
<b>Sub strand</b>	Social Developments Under Colonial Rule
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.
<b>Core Competencies:</b> As learners use evidence to analyze and reconstruct the developments during the colonial period, they develop critical thinking skills	

<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>																		
	<p>Paste a chart on the board showing schools that existed by 1930. Its past and present pictures</p> <p>Let learners observe and talk about the pictures</p>	<p>Identify schools that existed by 1930, where they are located and state some facts about these schools</p> <table border="1"> <thead> <tr> <th>SCHOOLS</th> <th>LOCATION</th> <th>YR EST.</th> </tr> </thead> <tbody> <tr> <td>Adisadel college</td> <td>Cape Coast</td> <td>1910</td> </tr> <tr> <td>Wesley girls school</td> <td>Cape Coast</td> <td>1836</td> </tr> <tr> <td>St. Augustine college</td> <td>Cape Coast</td> <td>1930</td> </tr> <tr> <td>Mfantshipem School</td> <td>Cape Coast</td> <td>1876</td> </tr> <tr> <td>Achimota school</td> <td>Accra</td> <td>1924</td> </tr> </tbody> </table> <p>Assessment: learners to search the internet for facts about the schools above</p>	SCHOOLS	LOCATION	YR EST.	Adisadel college	Cape Coast	1910	Wesley girls school	Cape Coast	1836	St. Augustine college	Cape Coast	1930	Mfantshipem School	Cape Coast	1876	Achimota school	Accra	1924	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Let learners make choices of schools they will attend after junior high school.</p> <p>Encourage learners to take their studies serious to meet their objectives</p>
SCHOOLS	LOCATION	YR EST.																			
Adisadel college	Cape Coast	1910																			
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Achimota school	Accra	1924																			
	<p>Use questions and answers to review previous lesson with learners</p> <p>Example: name some schools that existed by 1930.</p> <p>Achimota School was formerly known as?</p>	<p>List some of the measures the British took to promote education in the Gold Coast.</p> <p>E.g. Ordinances to make sure all teachers were registered. -A 10 year development plan under Guggisberg etc.</p>	<p>Review the lesson with learners</p> <p>Let learners match pictures of individuals who have made significant contribution in education to their names</p>																		

<b>Week Ending</b>	10 <sup>th</sup> January, 2020
<b>Class</b>	Five
<b>Subject</b>	<b>CREATIVE ARTS</b>
<b>Reference</b>	Creative Arts curriculum Page 62
<b>Learning Indicator(s)</b>	B5. I.I.I.2
<b>Performance Indicator</b>	Learners can explore to generate ideas by studying visual artworks created by selected Ghanaian and other Africans
<b>Strand</b>	Visual Arts
<b>Sub strand</b>	Thinking and Exploring Ideas
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

**Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy.

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Learners sing songs and recite rhymes about work.</p> <p>Learners mention some visual artworks produced in Ghana.</p>	<p>Let learners generate ideas from the artworks of El-Anatsui.</p> <p>El-Anatsui, born in 1944, is a Ghanaian sculptor active for much of his career in Nigeria. He has drawn particular international attention for his “bottle top installations”. these installations consist of thousands of aluminum pieces sourced from alcohol recycling stations and sewn together with copper wire, which are then transformed into metallic cloth like wall sculptures</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of Benjamin El-Anatsui in groups</p>
	<p>Call learners to recall some history facts about El-Anatsui.</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Show pictures of his artworks to learners for them to generate their own ideas.</p>  <p>Assessment: learners to use ideas generated to create their own artworks</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Teacher moves round the classroom to monitor the progress of learners based on the task given them</p> <p>Learners display their artworks for appreciation</p>

<b>Week Ending</b>	10 <sup>th</sup> January, 2020		
<b>Class</b>	Five		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 36		
<b>Learning Indicator(s)</b>	B5.1.5.1.1-2		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can narrate a story of about six to seven characters and recognize the characters, setting and stage</li> <li>• Learners can perform a drama of about six to seven characters.</li> </ul>		
<b>Strand</b>	Oral Language		
<b>Sub strand</b>	Dramatization and Role Play		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Let learners find the rhyming pairs for these words. First unscramble the words</p> <ol style="list-style-type: none"> <li>1. RBAE &amp; HREAS</li> <li>2. WNRODED &amp; UTRHNDE</li> <li>3. TUGHAT &amp; HBTUGO</li> <li>4. ODULC &amp; ODOG</li> </ol> <p>Answers: Bare &amp; Share Wonder &amp; Thunder Taught &amp; Bought Could &amp; Good</p>	<p>Assist learners to read a story of about three paragraphs long.</p> <p>Discuss some unfamiliar words with learners.</p> <p>Let learners retell the story in groups.</p> <p>Discuss key considerations in issues in changing a story to a drama.</p>	<p>Assessment: Ask learners to share their feelings about the story heard</p> <p>Learners to think and come out with an alternative story line of the story they have heard.</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Put learners in groups to retell the story.</p> <p>Discuss with learners the features of a drama.</p> <p>Show learners the processes involved in changing a story into drama.</p>	<p>Assessment: Have learners to relate to the characters and setting of the story.</p> <p>Ask learners to talk about what they have learnt.</p>
	<p>Engage learners to play the “What letter am I writing” game.</p> <p>Put learners into groups of two. The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>Assist learners to recognize the characters, setting, costumes and the stage in a drama composed from the story.</p> <p>Direct learners to perform a drama piece with the story line</p>	<p>Assessment: Ask learners to share their feelings about the roles they played</p> <p>Learners to tell the roles they like to play most</p>

<b>Week Ending</b>	10 <sup>th</sup> January, 2020		
<b>Class</b>	Five		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 59		
<b>Learning Indicator(s)</b>	B5.1.7.1.7		
<b>Performance Indicator</b>	Learners can strike a dropped ball, with a racket or paddle		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Locomotive skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Through striking a dropping light ball upward and forward to partner using a racket or paddle, learners will develop personal leadership skills such as precision, coordination, strength, balance and patience as well as teamwork			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	Ask learners to change into their PE kits  Take learners through general and specific warm ups	After warm-ups as usual, learners are put in pairs with a ball racket/paddle.  Learners in turns, toss a ball and swing the bat/paddle from behind to strike the ball to a partner about 6m away using a racquet or paddle.  Assessment: Organize game for learners in pairs to serve and play a rally for fun and enjoyment	End the lesson with a cool down.

<b>Week Ending</b>	10 <sup>th</sup> January, 2020		
<b>Class</b>	Five		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 18		
<b>Learning Indicator(s)</b>	B5.3.1.1.1.		
<b>Performance Indicator</b>	Learners can demonstrate the use of Insert, Design, and Layout ribbons. (i.e. clipboard, slides, fonts and paragraph).		
<b>Strand</b>	Word Processing		
<b>Sub strand</b>	Introduction To Word Processing		
<b>Teaching/ Learning Resources</b>	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS –Word		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	Show learners pictures or short videos on current trends of technology in the world	Let learners create a document by writing a two-paragraphed sentences  Guide learners to use File menu, Insert, Design and Layout Ribbon in editing the document	Teacher goes round the class to monitor the progress of learners based on the task given them