

TERM TWO
BASIC FIVE
WEEK ELEVEN

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WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.7 B5.2.7.2.3 B5.3.5.1.1 B5.4.11.1.2 B5.5.5.1.1	
Performance Indicator		A. Learners can draw conclusions from main ideas, key details and specific examples from texts B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion) C. Learners can use different types of verbs in sentences: – Main verb – Helping verb (primary auxiliary and modal auxiliary) D. Learners can write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts 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	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)

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Monday	Engage learners to sing songs and recite familiar rhymes	<p>Revise the lessons on identification of cause and effect using Think-Pair-Share.</p> <ul style="list-style-type: none"> • Select an interesting story to guide the learners do this exercise. • Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions. <p>Assessment: let learners draw conclusions from main ideas, key details and specific examples from texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion. • Have learners use connectives to summarise each part of the text and use these to make a full summary.</p> <p>Assessment: let learners demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise verbs using context. 	<p>What have we learnt today?</p>


		<ul style="list-style-type: none"> • Let learners identify main verbs in sentences. E.g. The boy has <u>bought</u> a new football. • Provide a text and guide learners to identify auxiliary (Primary and Modal) verbs. E.g. is, was, have, has, had, etc. <p>Assessment: let learners use different types of verbs in sentences: – Main verb – Helping verb (primary auxiliary and modal auxiliary)</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners revise, edit first draft, and publish their writing.</p> <ul style="list-style-type: none"> • Refer to Strand 4, Sub-strand for the details of the stages of the writing process. <p>Poems and Plays:</p> <ul style="list-style-type: none"> • Discuss sentences of poems and plays. Guide learners through the writing process to write poems and plays. <p>Assessment: let learners write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts</p>	

Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Show a picture of a family and guide the learners to talk about the people using the positive comparative and superlative forms of adjectives.</p> <ul style="list-style-type: none"> • In groups, learners write a description of the members in each group. Let them edit their work focusing on the use of forms of adjectives appropriately. • Learners can add the group picture to their presentation and publish in their class magazine <p>Assessment: let learners use comparative forms of regular and irregular adjectives to make comparisons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and</p>	Have learners to tell what they read to the whole class

		level appropriate books and present at least a- three-paragraph summary of each book read	
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Week Ending							
Class		Five					
Subject		MATHEMATICS					
Reference		Mathematics curriculum Page					
Learning Indicator(s)		B5.2.1.1.8 B5.2.2.1.1					
Performance Indicator		Learners can describe the relationship in a given table or chart, using a mathematical expression Learners can demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide).					
Strand		2. ALGEBRA					
Sub strand		2: Algebraic Expressions					
Teaching/ Learning Resources		Counters					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)				PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
Monday	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 3 - Turn around 4 - Follow me 5 - Fire	This table shows the pattern of cost of boxed lunches for students on a field trip. Ask learners to: (i) explain the pattern of how the cost of lunches changes as more students go on the trip; (ii) use the pattern to determine how many students went on the trip if the cost of lunches is GHC90.				Review the lesson with Learners Assessment: have learners to practice with more examples	
		Number of students	1	2	3	4	
		Cost of lunch in cedis	3	6	9	12	

		Ask learners to write questions based on the pattern for their friends to find answers	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>1. Write algebraic expressions for word problems:</p> <p>1) Sum of 8 and s</p> <p>2) 8 times the sum of c and 7</p> <p>3) Take away 4 from m</p> <p>4) Subtract 4 from 7 times</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Write algebraic expressions for the perimeter of the following shapes</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Simplify basic algebraic expressions by grouping like terms. E.g.</p> <p>1) $m + 5m$</p> <p>2) $b + (-3b) + b$</p> <p>3) $-7n + 6n$</p> <p>4) $9w - 4 - 10w$</p> <p>5) $8w + 5w$</p> <p>6) $-m + 9 - 5m$</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Substitute a value for an unknown into an expression and correctly calculate the answer. E.g. Find the values of these algebraic expressions using the values given in the following:</p> <p>1) $z + 7d$ use $z = 7$ and $d = 4$</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

		<p>2) $4 - 5s + 3b$ use $s = 6$ and $b = 2$</p> <p>3) $8k + d$ use $k = 2$ and $d = 3$</p> <p>4) $-7 - 2b + 6 - 3r$ use $b = 3$ and $r = 4$</p> <p>5) $7(5f - 3n) - 8$ use $n = 3$ and $f = 7$</p> <p>6) $-5d - k$ use $k = 14$ and $d = 5$</p>	
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Week Ending			
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B1.4.1.2.2	
Performance Indicator		Learners can measure and record temperature using thermometer	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	2.2 Measure and record temperature using thermometer • Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water. • If available, bring clinical and laboratory thermometers to class. • Learners recall their previous knowledge on the concept, “temperature”. • Learners discuss the relationship between hotness and coldness in terms of heat transfer, (when an object loses heat, it cools and when it gains heat, it becomes warm or hot). • Learners identify the instrument used for measuring the amount of heat in a body and give	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>examples of places where the thermometer is used.</p> <p>Assessment: let learners give examples of places where the thermometer is used</p>	
Thursday		<ul style="list-style-type: none"> • Learners identify the instrument used for measuring the amount of heat in a body and give examples of places where the thermometer is used. <p>Learners are assisted to use the clinical thermometer to measure and record their body temperatures, and the laboratory thermometer to measure the temperature of warm water.</p> <p>Assessment: let learners measure and record temperature using thermometer</p>	<p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		Five	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B5.5.1.1.2	
Performance Indicator		Learners can examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897	
Strand		5: Journey to Independence	
Sub strand		1: Early Protest Movements	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Who was Joseph Mensah-Sarbah? Where was he born? What was his role in the ARPS?	Identify the key leaders of the ARPS by pictures/documentary. Find out from the internet how the ARPS got the land bill withdrawn. Assessment: let learners describe evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Find out from the internet how the ARPS got the land bill withdrawn. Present report as a poster.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society- ARPS- 1897	
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Week Ending	
Class	Five
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B5 1.3.5.2 B5 2.3.5.2
Performance Indicator	Learners can exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect the physical and social environments of some communities in Africa. Learners can stage a display of own portfolio of performing artworks to share own creative experiences of compositions that reflect the topical issues in Africa
Strand	1: Visual Arts 2: Performing Arts
Sub strand	3: Displaying and Sharing 3: Displaying and Sharing
Teaching/ Learning Resources	Pictures

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition <input type="checkbox"/> display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; <input type="checkbox"/> label the works using manual penmanship (calligraphy) or ICT (computer) prints: name	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>of artist, title of work, size of work, date of production; ❷ assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully.</p> <p>❸ check/monitor visitors from improper practices;</p> <p>❹ organise opening and closing ceremonies for the exhibition;</p> <p>❺ prepare template for appreciating, appraising, evaluating and reporting, etc.;</p> <p>❻ clean the hall after the exhibition</p> <p>Assessment: let learners exhibit portfolio of own and others' art artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: ❶ decide on the types and number of compositions to be performed during the event to reflect current topical issues of much concern in Africa based on the selected theme, time available and the expected audience;</p> <p>❷ assign individual and group tasks and responsibilities and ensure they are carried out successfully theme for the event, recording of comments and suggestions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>☞ arrange the sequence of performances to best tell the story of the event from the beginning to the end; ☞ follow the programme of the day: opening, performances and closing.</p> <p>NOTE ☞ prepare template for appreciating, appraising, evaluating and reporting, etc.; ☞ clean the hall after the performance</p> <p>Assessment: let learners stage a display of own portfolio of performing artworks</p>	
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Week Ending			
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.3.1.3.1	
Performance Indicator		Learners can perform 10 minutes jogging with music	
Strand		PHYSICAL FITNESS	
Sub strand		AEROBIC CAPACITY	
Teaching/ Learning Resources		drums	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Choose music that can aid learners to jog. Learners jog at their own pace for 10 minutes. Learners communicate with their teachers and peers signs and symptoms as they progress in the activity.	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending			
Class		Five	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B5.6.3.1.1 B5.6.3.1.2	
Performance Indicator		Learners can guide learners to create a favourite link Learners can demonstrate deleting favourite links	
Strand		Internet and social media	
Sub strand		3: SURFING THE WORLD WIDE WEB	
Teaching/ Learning Resources		Laptop	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to create a favourite link. Guide learners to delete favourite links they have created in the previous lesson. Assessment: let learners describe how to delete a favourite link	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B5 3.1.1.2:	
Performance Indicator		Learners can outline the moral lessons from the ministry of the various leaders	
Strand		3: Religious Leaders	
Sub strand		1: Ministry of the Leaders of the Three Major Religions in Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc. Assessment: let learners outline the moral lessons from the ministry of the various leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page	
Learning Indicator(s)		B5.4.1.2.1.	
Performance Indicator		Learners can discuss the importance of being a responsible citizen in the nation	
Strand		4: OUR NATION GHANA	
Sub strand		1: Being a Citizen	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe attitudes and behaviours that show that a person is responsible e.g. obedience to rules and regulations, respect others, accepting responsibility (performing assigned duties), taking initiatives, helping needy people. Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc. Assessment: let learners explain the importance of being a responsible citizen in the nation	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.</p> <p>Learners role-play activities of responsible citizens. Learners identify and talk about what they can do to help the country to develop.</p> <p>Assessment: let learners explain the importance of being a responsible citizen in the nation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		B5.6.3.1.1 Read short texts, narratives or stories from other materials with correct intonation/tone. B5.6.3.1.2 Answer questions on the narratives/passage read.	
Performance Indicators		<ul style="list-style-type: none">• The learner should read short texts, narratives or stories from other materials with correct intonation/tone.• The learner should answer questions on the narratives/passage read.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAI LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Read a text aloud to the hearing of learners.• Guide learners to read short texts, narratives or stories from other materials with correct intonation.• Let learners read paragraph each of the text to the class Assessment: let learners read short texts, narratives or stories from other materials with correct intonation/tone.	What have we learnt today?

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners read a passage to the hearing of others learners. • Lead learners to answer questions on the passage read orally then write them into their books. <p>Assessment: let learners answer questions on the narratives/passage read</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"> • Learners read a passage to the hearing of others learners. • Lead learners to answer questions on the passage read orally then write them into their books. <p>Assessment: let learners answer questions on the narratives/passage read</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

