# THE GODFATHER TERM ONE SAMPLE BASIC FOUR ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

WHATSAPP 0245350591

# TERM ONE BASIC FOUR ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

#### **GENERAL INFORMATION**

Name of school
District
Management Unit
Name of Class Tanahan
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Average age of pupils

#### **ENGLISH LANGUAGE**

WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	Phonics	Phonics	Phonics
	Nouns	Nouns	Determiners
	Penmanship and	Penmanship and Handwriting	Writing as a Process
	Handwriting		
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
2	Songs	Songs	Poems
	Phonics	Word Families, Rhyming Endings and	Phonics
		Common Digraphs	
	Nouns	Nouns	Nouns
	Paragraph	Penmanship and Handwriting	Writing as a Process
	Development		
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
3	Poems	Poems	Conversation
	Word Families	Blends and Consonant Clusters	Vocabulary
	Nouns	Determiners	Verbs
	Paragraph	Paragraph Development	Argumentative/Persuasive
	Development		Writing
	Naming words/	Using Action Words	Using Action Words
	Nouns		

VAIVA I I	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Vocabulary	Vocabulary
	Determiners	Determiners	Verbs
	Writing as a Process	Paragraph Development	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	Dramatisation and Role Play	Listening Comprehension
	Blends and Consonant Clusters	Vocabulary	Comprehension
	Determiners	Verbs	Adverbs
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/	Using Qualifying Words – Adjectives	Using Simple, Compound and
	Nouns		Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of Reading		of Reading
6	Conversation	Conversation	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Determiners	Verbs	Conjunctions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Qualifying Words – Adjectives	Using Simple, Compound and Complex Sentences

	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
7	Listening	Conversation	Presentation
	Comprehension		
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Conjunctions
	Narrative Writing	Writing as a Process	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and
			Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
8	Asking and	Listening Comprehension	Presentation
	Answering Questions		
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Modals
	Narrative Writing	Creative/Free Writing	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and
			Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
9	Giving and Following	Asking and Answering Questions	Presentation
	Commands		
	Comprehension	Comprehension	Fluency
	Adjectives	Adverbs	Modals
	Creative/Free	Creative/Free Writing	Letter Writing
	Writing		
	Using Qualifying	Conjunctions	Spelling
	Words – Adjectives		

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	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
10	Presentation	Giving and Following Commands/	Presentation
		Instructions/Directions and Making and	
		Responding to Requests	
	Comprehension	Silent Reading	Summarising
	Verbs	Adverbs	Prepositions
	Creative/Free	Argumentative/Persuasive Writing	Letter Writing
	Writing		
	Using Qualifying	Conjunctions	Spelling
	Words – Adjectives		)
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Adverbs	Conjunctions	Spelling
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
12	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Adverbs	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

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#### SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
	THINGS		
2	LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
	THINGS		
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS
5	EARTH SCIENCE	SOURCES AND FORMS OF	PERSONAL HYGIENE AND
		ENERGY	SANITATION
6	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	DISEASES
7	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	DISEASES
8	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	CLIMATE CHANGE
9	THE SOLAR SYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
10	THE SOLAR SYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
11	ECOSYSTEM	PERSONAL HYGIENE AND	CLIMATE CHANGE
		SANITATION	
12	ECOSYSTEM	PERSONAL HYGIENE AND	CLIMATE CHANGE
		SANITATION	

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#### OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	Myself	The Environment and the
			Weather
2	Nature of God	Myself	The Environment and the
			Weather
3	Myself	My Family and the Community	Being a Citizen
4	My Family and the Community	The Environment and the	Being a Citizen
		Weather	
5	Home and School	Worship	Authority and Power
6	The Environment and the	Festivals	Responsible use of Resources
	Weather		
7	Plants and Animals	Basic Human Rights	Farming in Ghana
8	Map Making and Land Marks	Basic Human Rights	Our Neighbouring Countries
9	Population and Settlement	Being a Leader	Our Neighbouring Countries
10	Population and Settlement	Being a Leader	Our Neighbouring Countries
11	Population and Settlement	Being a Citizen	Our Neighbouring Countries
12	Population and Settlement	Being a Citizen	Our Neighbouring Countries

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#### COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Generation of computers and	Generation of computers and	Generation of computers and
	parts of a computer and other	parts of a computer and other	parts of a computer and other
	gadgets	gadgets	gadgets
2	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)
3	Generation of computers and	Introduction to MS-Windows	Introduction to MS-Windows
	parts of a computer and other	Interface (Desktop Background	Interface (Desktop Background
	gadgets.	and locations of the computer.)	and locations of the computer.)
4	Introduction to MS-Windows	Introduction to MS-Windows	Data, sources and usage
	Interface (Desktop Background	Interface (Desktop Background	
	and locations of the	and locations of the computer.)	
	computer.)	~(//),	
5	Introduction to MS-Windows	Data, sources and usage	Data, sources and usage
	Interface (Desktop Background		
	and locations of the		
	computer.)		
6	Data, sources and usage	Data, sources and usage	Technology in the community
			(communication)
7	Data, sources and usage	Data, sources and usage	INTRODUCTION TO MS-
			POWERPOINT (TABS AND
			RIBBONS OF MS-POWERPOINT)
8	Data, sources and usage	Technology in the community (communication)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
9	Data, sources and usage	Technology in the community	INTRODUCTION TO WORD
		(communication)	PROCESSING (TABS AND

			RIBBONS OF WORD
			PROCESSING)
10	Technology in the community	INTRODUCTION TO MS-	INTRODUCTION TO WORD
	(communication	POWERPOINT (TABS AND	PROCESSING (TABS AND
		RIBBONS OF MS-POWERPOINT)	RIBBONS OF WORD
			PROCESSING)
11	Technology in the community	INTRODUCTION TO MS-	INTRODUCTION TO WORD
	(communication	POWERPOINT (TABS AND	PROCESSING (TABS AND
		RIBBONS OF MS-POWERPOINT)	RIBBONS OF WORD
		C	PROCESSING)
12	Technology in the community	INTRODUCTION TO MS-	INTRODUCTION TO WORD
	(communication	POWERPOINT (TABS AND	PROCESSING (TABS AND
		RIBBONS OF MS-POWERPOINT)	RIBBONS OF WORD
			PROCESSING)

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#### MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation & Cardinality	Number Operations	Unknowns, Expressions and Equations
2	Counting, Representation & Cardinality	Fractions	2D and 3D Shapes
3	Counting, Representation & Cardinality	Fractions	Position / Transformation
4	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
5	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
6	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
7	Counting, Representation & Cardinality	Fractions	Measurement -Time
8	Number Operations	Fractions	Data Collection, Organization, Presentation, Interpretation and Analysis
9	Number Operations	Patterns and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
10	Number Operations	Pattern and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
11	Number Operations	Pattern and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
12	Number Operations	Unknowns, Expressions and Equations	Data Data Collection, Organization, Presentation, Interpretation and Analysis

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#### RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
2	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
3	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
4	God the Creator	Festivals in the Three Major	Roles and Relationships
		Religions	
5	God the Creator	Festivals in the Three Major	Authority and Obedience
		Religions	
6	The Environment	The Call of the Leaders of the	Authority and Obedience
		Three Major Religions	
7	The Environment	The Call of the Leaders of the	Roles, Relationships in the
		Three Major Religions	Family and Character Formation
8	Religious Worship, Prayer and	The Call of the Leaders of the	Roles, Relationships in the
	other Religious Practices	Three Major Religions	Family and Character Formation
9	Religious Worship, Prayer and	The Call of the Leaders of the	Roles, Relationships in the
	other Religious Practices	Three Major Religions	Family and Character Formation
10	Religious Worship, Prayer and	Roles and Relationships	Roles, Relationships in the
	other Religious Practices		Family and Character Formation
11	Religious Worship, Prayer and	Roles and Relationships	Roles, Relationships in the
	other Religious Practices		Family and Character Formation
12	Religious Worship, Prayer and	Roles and Relationships	Roles, Relationships in the
	other Religious Practices		Family and Character Formation

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#### HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study	Major Historical Locations	Establishing Colonial Rule in
	HISTORY		Ghana
2	Why and How We Study	Major Historical Locations	Establishing Colonial Rule in
	HISTORY		Ghana
3	Why and How We Study	Major Historical Locations	Establishing Colonial Rule in
	HISTORY		Ghana
4	Why and How We Study	SOME SELECTED INDIVIDUALS	The Republics
	HISTORY		)
5	Why and How We Study	SOME SELECTED INDIVIDUALS	The Republics
	HISTORY		
6	The People Of Ghana	SOME SELECTED INDIVIDUALS	The Republics
7	The People Of Ghana	Missionary Activities	The Republics
8	The People Of Ghana	Missionary Activities	The Republics
9	The People Of Ghana	Missionary Activities	The Republics
10	The People Of Ghana	Establishing British Rule in	The Republics
		Ghana	
11	The People Of Ghana	Establishing British Rule in	The Republics
		Ghana	
12	The People Of Ghana	Establishing British Rule in	The Republics
		Ghana	

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#### **CREATIVE ARTS**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	(Visual Arts)	(Visual Arts)	(Visual Arts)
2	Thinking and exploring	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	(Performing Arts)	(Performing Arts)	(Performing Arts)
3	Thinking and Exploring Ideas	Planning, Making and	Planning, Making and
	(Visual Arts)	Composing	Composing
		(Visual Arts)	(Visual Arts)
4	Planning, Making and	Planning, Making and	Planning, Making and
	Composing	Composing	Composing
	(Performing Arts)	(Performing Arts)	(Performing Arts)
5	Planning, Making and	Displaying and Sharing	Displaying and Sharing
	Composing	(Visual Arts)	(Visual Arts)
	(Visual Arts)		
6	Planning, Making and	Displaying and Sharing	Displaying and Sharing
	Composing	(Performing Arts)	(Performing Arts)
	(Performing Arts)		
7	Displaying and Sharing	Appreciating and Appraising	Appreciating and Appraising
	(Visual Arts)	(Visual Arts)	(Visual Arts)
8	Displaying and Sharing	Appreciating and Appraising	Appreciating and Appraising
	(Performing Arts)	(Performing Arts)	(Performing Arts)
9	Displaying and Sharing /	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	Appreciating and Appraising	(Visual Arts and Performing Arts)	(Visual Arts and Performing
	(Visual Arts)		Arts)
10	Displaying and Sharing /	Planning, Making and	Planning, Making and
	Appreciating and	Composing	Composing
	Appraising	(Visual Arts and Performing Arts)	(Visual Arts and Performing
	(Visual Arts and Performing Arts)		Arts)

11	Appreciating and	Displaying and Sharing	Displaying and Sharing
	Appraising	(Visual Arts and Performing Arts)	(Visual Arts and Performing
	(Visual Arts and Performing Arts)		Arts)
12	Appreciating and	Appreciating and Appraising	Appreciating and Appraising
	Appraising	(Performing Arts)	(Visual Arts and Performing
	(Visual Arts and Performing Arts)		Arts)

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#### **GHANAIAN LANGUAGE**

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS	Conversation	Giving and Following
			Commands/ Instructions
	Poems		
	Listening and Story Telling		
2	Dramatisation and Role Play	Talking about Oneself, Family,	Presentation
		People and Places/ Asking and	
		Answering Questions	
3	Phonics: Letter Sound Knowledge	Vocabulary / Comprehension	Fluency
4	Phonics: Letter Sound Knowledge	Silent Reading	Summarising
	vocabulary (Sight and content		
	vocabulary)		
5	Penmanship/Handwriting	Penmanship/ Handwriting	Penmanship /Handwriting
6	Narrative Writing	Persuasive Writing	Literary Writing
7	Creative/ Free Writing	Argumentative Writing	Letter Writing
	Descriptive Writing		
8	Descriptive Writing	Informative/ Academic Writing	Integrating Grammar in
		& Literary Writing	Written Language (Use of
			simple and compound
			sentences)
	Persuasive Writing		
9	Integrating Grammar in Written	Integrating Grammar in Written	Integrating Grammar in
	Language (Capitalization	Language (Use of qualifying	Written Language (spelling)

	Integrating Grammar in Written	words) & (Use of post	
	Language (Punctuation)	positions)	
	B4		
10	Integrating Grammar in Written	Integrating Grammar in	Integrating Grammar in
	Language (Punctuation)	Written Language (Use of	Written Language
		postpositions)	(Conjunctions)
	Integrating Grammar in Written		
	Language (Use of action words)		
11	Building the Love and Culture of	Reading Texts, Poems,	Reading Texts, Poems,
	Reading in Learners	Narratives and Short Stories	Narratives and Short Stories
12	Read Aloud with Children	Reading Texts, Poems,	Reading Texts, Poems,
		Narratives and Short Stories	Narratives and Short Stories

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#### PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative Skills	FITNESS PROGRAMME,
2	LOCOMOTOR SKILLS	Rhythmic Skills	FITNESS PROGRAMME,
3	MANIPULATIVE SKILLS	Manipulative Skills	HEALTHY DIET
4	MANIPULATIVE SKILLS	Space Awareness	SAFETY AND INJURIES
5	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
6	MANIPULATIVE SKILLS	Relations	SUBSTANCES/DRUGS
7	MANIPULATIVE SKILLS	Body Management	SELF-RESPONSIBILITY
8	MANIPULATIVE SKILLS	Strategies	SOCIAL INTERACTION
9	MANIPULATIVE SKILLS	Aerobic Capacity	GROUP DYNAMICS
10	MANIPULATIVE SKILLS	Strength	CRITICAL THINKING
11	MANIPULATIVE SKILLS	Endurance	CRITICAL THINKING
12	MANIPULATIVE SKILLS	Flexibility	FITNESS PROGRAMME,

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Termly Scheme of Learning (SOL) for B4 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
1	Pooding	Phonics	STANDARD B4.2.2.1.	B4.2.2.1.1.	Word cards
1	Reading Grammar Usage	Nouns	B4.2.2.1. B4.3.1.1	B4.2.2.1.1. B4.3.1.1.1.	sentence cards,
	At Word	INOUIIS	D4.5.1.1	D4.5.1.1.1.	class library
	Writing	Penmanship and	B4.4.2.1	B4.4.2.1.1.	Class library
	Wilting	Handwriting	D4.4.2.1	D4.4.2.1.1.	
	Using Writing Conventions	Using Punctuation	B4.5.2.1	B4.5.2.1.1.	
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
2	Oral Language	Songs	B4.1.1.1.	B4.1.1.1.1	Word cards
	Reading	Phonics	B4.2.2.1.	B4.2.2.1.2	sentence cards,
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.2	class library
	Writing	Paragraph Development	B4. 4.6.1.	B4. 4.6.1.1.	
	Using Writing Conventions	Using Punctuation	B4.5.2.1	B4.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
3	Oral Language	Poems	B4.1.3.1.	B4.1.3.1.1.	Word cards
	Reading	Word Families	B4.2.3.1.	B4.2.3.1.1	sentence cards,
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.2	class library
	Writing	Paragraph Development	B4. 4.6.1	B4. 4.6.1.1.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1	B4.5.3.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
4	Oral Language	Story Telling	B4.1.4.1.	B4.1.4.1.1	Word cards
	Reading	Diphthongs	B4.2.4.1	B4.2.4.1.1.	sentence cards,
	Grammar Usage At Word	Determiners	B4. 3.2.1.	B4. 3.2.1.1	class library
	Writing	Writing as a Process	B4. 4.9.1.	B4. 4.9.1.1	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
5	Oral Language	Dramatisation and Role Play	B4.1.5.1	B4.1.5.1.1.	Word cards sentence cards,
	Reading	Blends and Consonant Clusters	B4.2.5.1	B4.2.5.1.1.	class library

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	Grammar Usage At Word	Determiners	B4. 3.2.1	B4. 3.2.1.2	
	Writing	Writing as a Process	B4.4.9.2	B4.4.9.2.1.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
6	Oral Language	Conversation	B4.1.6.1 B4.1.6.2	B4.1.6.1.1. B4.1.6.2.1.	Word cards sentence cards,
	Reading	Vocabulary	B4.2.6.1.	B4.2.6.1.1	class library
	Grammar Usage At Word	Determiners	B4. 3.2.1	B4. 3.2.1.2	
	Writing	Writing as a Process	B4.4.9.2	B4.4.9.2.1.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
7	Oral Language	Listening Comprehension	B4.1.7.1. B4.1.7.1	B4.1.7.1. B4.1.7.1.2.	Word cards sentence cards,
	Reading	Vocabulary	B4.2.6.1.	B4.2.6.1.2	class library
	Grammar Usage At Word	Pronouns	B4.3.3.1.	B4.3.3.1.1	
	Writing	Narrative Writing	B4.4.10.1.	B4.4.10.1.1.	
	Using Writing Conventions	Using Action Words	B4.5.4.1	B4.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
8	Oral Language	Asking and Answering Questions	B4.1.8.1.	B4.1.8.1.1	Word cards sentence cards,
	Reading	Vocabulary	B4.2.6.2	B4.2.6.2.1.	class library
	Grammar Usage At Word	Pronouns	B4.3.3.1.	B4.3.3.1.1	
	Writing	Narrative Writing	B4.4.10.1	B4.4.10.1.1.	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
9	Oral Language	Giving and Following Commands	B4.1.9.1	B4.1.9.1.1.	Word cards sentence cards,
	Reading	Comprehension	B4.2.7.1	B4.2.7.1.1.	class library
	Grammar Usage At Word	Adjectives	B4.3.4.1.1.	B4.3.4.1.1. 1.	
	Writing	Creative/Free Writing	B4.4.11.1.	B4.4.11.1.1	]
	Using Writing Conventions	Using Qualifying Words – Adjectives	B4.5.5.1	B4.5.5.1.1.	
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	Extensive Building the Love and Culture of Reading		B4.6.1.1.	B4.6.1.1.1	
10	Reading		D4 4 4 0 4	D4 4 4 0 4 4	NAZ d d -
10	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.1	Word cards
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.2	sentence cards,
	Grammar Usage	Verbs	B4.3.5.1.1	B4.3.5.1.1.	class library
	At Word				
	Writing	Creative/Free Writing	B4.4.11.1.	B4.4.11.1.1	
	Using Writing	Using Qualifying Words –	B4.5.5.1	B4.5.5.1.1.	
	Conventions	Adjectives			
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
11	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.2	Word cards
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3	sentence cards,
	Grammar Usage	Verbs	B4.3.5.1.	B4.3.5.1.2	class library
	At Word				
	Writing	Descriptive Writing	B4.4.12.1	B4.4.12.1.1.	
	Using Writing	Using Adverbs	B4.5.6.1	B4.5.6.1.1.	
	Conventions				
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			
12	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.3	Word cards
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3	sentence cards,
	Grammar Usage	Verbs	B4.3.5.1.	B4.3.5.1.2	class library
	At Word				
	Writing	Descriptive Writing	B4.4.12.1	B4.4.12.1.1.	
	Using Writing	Using Adverbs	B4.5.6.1	B4.5.6.1.1.	
	Conventions				
	Extensive	Building the Love and	B4.6.1.1.	B4.6.1.1.1	
	Reading	Culture of Reading			

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Termly Scheme of Learning (SOL) for B4 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.1.	B4.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.1.	B4.1.1.1.2	pictures videos paper,
3	DIVERSITY OF MATTER	MATERIALS	B4.1.2.2.	B4.1.2.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	EARTH SCIENCE	B4.2.1.1.	B4.2.1.1.1	
5	CYCLES	EARTH SCIENCE	B4.2.1.2.	B4.2.1.2.1	
6	CYCLES	LIFE CYCLES OF ORGANISMS	B4.2. 2.1.	B4.2. 2.1.1.	Plants and animals in the environment, plastics, stones, pictures videos paper
7	CYCLES	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	pictures videos paper
8	SYSTEMS	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	
9	SYSTEMS	THE SOLAR SYSTEM	B4.3.2.1.	B4.3.2.1.1	
10	FORCES AND ENERGY	THE SOLAR SYSTEM	B4.3.2.1.	B4.3.2.1.1	
11	FORCES AND ENERGY	ECOSYSTEM	B4.3.3.1.	B4.3.3.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos
12	FORCES AND ENERGY	ECOSYSTEM	B4.3.3.1.	B4.3.3.1.1	paper

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Termly Scheme of Learning (SOL) for B4 Term 1 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.1	Laptops, Images of clipboard, styles, fonts, paragraph
2	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.2	Laptops,
3	Introduction to computing	Generation of computers and parts of a computer and other gadgets.	B4.1.1.1.	B4.1.1.1.2	Laptops,
4	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.1	Laptops,
5	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.2	Laptops,
6	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.1	Laptops,
7	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.2	Laptops, smart phones
8	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.3	Laptops, smart phones
9	Introduction Data, sources and usage to computing		B4.1.3.1.	B4.1.3.1.3	Laptops, smart phones
10	Introduction to computing	Technology in the community (communication	B4.1.4.1	B4.1.4.1.1.	Laptops, smart phones
11	Introduction to computing	Technology in the community (communication	B4.1.4.1.	B4.1.4.1.2	Laptops, smart phones
12	Introduction to computing	Technology in the community (communication	B4.1.4.1.	B4.1.4.1.2	Laptops, smart phones

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Termly Scheme of Learning (SOL) for B4 Term 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	NUMBER	Counting,	B4.1.1.1.	B4.1.1.1.1	Counters, bundle and
		Representation &	B4.1.1.1	B4.1.1.1.2	loose straws, Paper strips,
		Cardinality			Cut out cards
2	NUMBER	Counting,	B4.1.1.1.	B4.1.1.1.3	Counters, bundle and
		Representation &	B4.1.1.1.	B4.1.1.1.4	loose straws, Paper strips,
		Cardinality			Cut out cards
3	NUMBER	Counting,	B4. 1.1.1.	B4. 1.1.1.5	Counters, bundle and
		Representation &	B4.1.1.1.	B4.1.1.1.6	loose straws, Paper strips,
		Cardinality			Cut out cards
4	NUMBER	Counting,	B4.1.1.2.	B4.1.1.2.2	Counters, bundle and
		Representation &	B4.1.1.3.	B4.1.1.3.1	loose straws, Paper strips,
		Cardinality			Cut out cards
5	NUMBER	Counting,	B4.1.1.3.	B4.1.1.3.2	Counters, bundle and
		Representation &	B4. 1.1.3	B4. 1.1.3.3.	loose straws, Paper strips,
		Cardinality			Cut out cards
6	NUMBER	Counting,	B4.1.1.3.	B4.1.1.3.4	Counters, bundle and
		Representation &	B4.1.1.3.	B4.1.1.3.5	loose straws, Paper strips,
		Cardinality			Cut out cards
7	NUMBER	Counting,	B4.1.1.3.	B4.1.1.3.6	Counters, bundle and
		Representation &	B4.1.1.4.	B4.1.1.4.1	loose straws, Paper strips,
		Cardinality			Cut out cards
8	NUMBER	Number Operations	B4.1.1.4.	B4.1.1.4.2	Counters, bundle and
			B4.1.2.1.	B4.1.2.1.1	loose straws, Paper strips,
					Cut out cards
9	NUMBER	Number Operations	B4.1.2.2.	B4.1.2.2.1	Counters, bundle and
			B4.1.2.2.	B4.1.2.2.2	loose straws, Paper strips,
					Cut out cards
10	NUMBER	Number Operations	B4. 1.2.3	B4. 1.2.3.1	Counters, bundle and
			B4. 1.2.4.	B4. 1.2.4.1	loose straws, Paper strips,
					Cut out cards
11	NUMBER	Number Operations	B4.1.2.5.	B4.1.2.5.1	Counters, bundle and
					loose straws, Paper strips,
					Cut out cards
12	NUMBER	Number Operations	B4.1.2.6.	B4.1.2.6.1	Counters, bundle and
					loose straws, Paper strips,
					Cut out cards

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Termly Scheme of Learning (SOL) for B4 Term 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.1	Balls
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.2	Pictures and Videos
3	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.:	B4.1.2.1.1:	Drums, Clappers, Video and Pictures Video and Pictures
4	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B 4. 1.2.1.	B 4. 1.2.1.2	),
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.3	Pictures and Video
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.4	Pictures and Video
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.5	Pictures and Video
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.6	Pictures and Video
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.7	Pictures and Video
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.8	Drums, Laptop, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.9	Drums, Laptop, Speakers,
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.1	Drums, Laptop, Speakers

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Termly Scheme of Learning (SOL) for B4 Term 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation	God the Creator	B4.1.1.1.	B4.1.1.1.1:	wall charts, wall
_	and Attributes		5	5	words, posters,
	and receivates				video clip, etc
2	God, His Creation	God the Creator	B4.1.1.1.:	B4.1.1.1.1:	wall charts, wall
_	and Attributes		D 1.11.1.1.	D 11.1.1.1.1	words, posters,
					video clip, etc
3	God, His Creation	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall
	and Attributes				words, posters,
				* \ \	video clip, etc
4	God, His Creation	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall
-	and Attributes				words, posters,
					video clip, etc
5	God, His Creation	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
6	God, His Creation	The Environment	B4. 1.2.1.	B4. 1.2.1.1	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
7	God, His Creation	The Environment	B4. 1.2.1.	B4. 1.2.1.1	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
8	Religious Practices	Religious Worship,	B4.2.1.1.	B4.2.1.1.1	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc
9	Religious Practices	Religious Worship,	B4 2.1.1.	B4 2.1.1.2	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc
10	Religious Practices	Religious Worship,	B4 2.1.1.	B4 2.1.1.2	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc
11	Religious Practices	Religious Worship,	B4 2.1.1.	B4 2.1.1.2	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc
12	Religious Practices	Religious Worship,	B4 2.1.1.	B4 2.1.1.2	wall charts, wall
	and their Moral	Prayer and other			words, posters,
	Implications	Religious Practices			video clip, etc

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Termly Scheme of Learning (SOL) for B4 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B4.1.2.1	B4.1.2.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B4.1.3.1	B4.1.3.1.1.	Pictures, Charts, Video Clip
5	ALL ABOUT US	Home and School	B4.1.4.1	B4.1.4.1. 1.	Pictures, Charts, Video Clip
6	ALL AROUND US	The Environment and the Weather	B4.2.1.1	B4.2.1.1 .1.	Pictures, Charts, Video Clip
7	ALL AROUND US	Plants and Animals	B4.2.2.1	B4.2.2.1.1.	Pictures, Charts, Video Clip
8	ALL AROUND US	Map Making and Land Marks	B4.2.3.1.	B4.2.3.1.1.	Pictures, Charts, Video Clip
9	ALL AROUND US	Population and Settlement	B4.2.4.1	B4.2.4.1.1.	Pictures, Charts, Video Clip
10	ALL AROUND US	Population and Settlement	B4.2.4.1	B4.2.4.1.1.	Pictures, Charts, Video Clip
11	ALL AROUND US	Population and Settlement	B4.2.4.1	B4.2.4.1.1.	Pictures, Charts, Video Clip
12	ALL AROUND US	Population and Settlement	B4.2.4.1	B4.2.4.1.1.	Pictures, Charts, Video Clip

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Termly Scheme of Learning (SOL) for B4 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
2	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
3	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
4	History as a Subject	Why and How We Study HISTORY	B4.1.1.2.	B4.1.1.2.1	A map of Ghana,
5	History as a Subject	Why and How We Study HISTORY	B4.1.1.2.	B4.1.1.2.1	A map of Ghana, Posters, documentary
6	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.1	A map of Ghana, Posters, documentary
8	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.1	A map of Ghana, Posters, documentary
9	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters, documentary
10	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters,
11	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters, documentary
12	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters, documentary

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Termly Scheme of Learning (SOL) for B4 Term 1 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B4 1.1.1.	B4 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B4 2.1.1.	B4 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B4 1.2.2.	B4 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B4.2.2.2.	B4.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B4 1.2.3.	B4 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B4 2.2.3.	B4 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B4 1.3.5.	B4 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B4 2.3.5.	B4 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B4 1.4.6. B4 2.4.6.	B4 1.3.4.1 B4 2.4.6.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B4 1.4.7. B4 2.4.7.	B4 1.3.5.1 B4 2.4.7.2	-do-
11	Visual and Performing Arts	Appreciating and Appraising	B4 2.3.4.	B4 1.4.6.2 B4 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B4.1.4.7. B4.2.4.7.	B4 1.4.6.2 B4 2.4.6.2	-do-

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Scheme of Learning for B4 Term 1 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	SONGS Poems	B4.1.1.1. B4.1.2.1.	B4.1.1.1.1 B4.1.2.1.1	Drums, drum sticks, recorded audios,
2.	Oral	Listening and Story Telling  Dramatisation and Role Play	B4.1.4.1. B4.1.5.1.	B4.1.4.1.1 B4.1.5.1.1	Manila cards, recorded audio visuals
	Language	J'amatisation and noice hay	B4.1.5.1.	B4.1.5.1.2	
3.	Reading	Phonics: Letter Sound Knowledge	B4.2.4.1. B4.2.4.1. B4.2.4.1.	B4.2.4.1.1 B4.2.4.1.2 B4.2.4.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonics: Letter Sound Knowledge vocabulary (Sight and content vocabulary)	B4.2.4.1. B4.2.5.1.1. B4.2.5.1.1.	B4.2.4.1.4 B4.2.5.1.1.1 B4.2.5.1.1.2	Manila cards, markers, recorded audio- visual
5.	Writing	Penmanship/Handwriting	B4.3.1.1. B4.3.1.1.	B4.3.1.1.1 B4.3.1.1.2	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Narrative Writing	B4.4.1.1. B4.4.1.1. B4.4.1.1.	B4.4.1.1.1 B4.4.1.1.2 B4.4.1.1.3	Manila Cards, Class reader
7.	Composition Writing	Creative/ Free Writing	B4.4.2.1. B4.4.2.1.	B4.4.2.1.1 B4.4.2.1.2 B4.4.3.1.1	Manila Cards, Markers
8.	Composition Writing	Descriptive Writing Descriptive Writing	B4.4.3.1. B4.4.3.1. B4.4.3.1.	B4.4.3.1.1 B4.4.3.1.2 B4.4.3.1.3	Word cards, Manila card Markers Word cards Manila card
		Persuasive Writing			Markers

Writing Convention	Integrating Grammar in	B4.5.1.1.	B4.5.1.1.1	Word cards, Manila
Convention	Mritton Language			
	Written Language	B4.5.1.1.	B4.5.1.1.2	card
s/ Usage	(Capitalization	B4.5.1.1.	B4.5.1.1.3	Markers Word
, 3				Cards, Manila card,
		B4.5.2.1.	B4.5.2.1.1	
	Integrating Grammar in			
	Written Language			
	(Punctuation)			
	B4			
Writing	Integrating Grammar in	B4.5.2.1.	B4.5.2.1.2	Word cards, Manila
Convention s/	Written Language	B4.5.2.1.	B4.5.2.1.3	card
Usage	(Punctuation)			Markers Word
			-	Cards, Manila
				card,
	Integrating Grammar in	B4.5.3.1.	B4.5.3.1.1	,
	Written Language (Use of	B4.5.3.1.	B4.5.3.1.2	
	action words)			
Extensive	Building the Love and Culture	B4.6.1.1.	B4.6.1.1.1	Reading materials
Reading/	of Reading in Learners			_
Children				
Library				
Extensive	Read Aloud with Children	B.4.6.2.1.	B.4.6.2.1.1	Manila Cards,
Reading/				Markers
Children				
Library				
	Writing Convention s/ Usage  Extensive Reading/ Children Library  Extensive Reading/ Children	Integrating Grammar in Written Language (Punctuation) B4  Writing Convention s/ Usage  Integrating Grammar in Written Language (Punctuation)  Integrating Grammar in Written Language (Use of action words)  Extensive Reading/ Children Library  Read Aloud with Children  Reading/ Children  Reading/ Children  Read Aloud with Children	Integrating Grammar in Written Language (Punctuation) B4  Writing Convention s/ Usage  Integrating Grammar in Written Language (Punctuation)  Integrating Grammar in Written Language (Punctuation)  B4.5.2.1.  B4.5.2.1.  B4.5.3.1. B4.5.3.1. B4.5.3.1. B4.5.3.1. B4.6.1.1.  Extensive Reading/ Children Library  Read Aloud with Children Reading/ Children  Extensive Reading/ Children  Read Aloud with Children  B.4.6.2.1.	Writing Convention s/ Usage (Punctuation)  Integrating Grammar in Written Language (Punctuation)  B4  Writing Convention s/ Usage (Punctuation)  Integrating Grammar in Written Language (Punctuation)  Integrating Grammar in Written Language (Use of action words)  Extensive Reading/ Children Library  Extensive Reading/ Children  Extensive Reading/ Children

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# TERM ONE BASIC FOUR WEEK 1



SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size	<b>:</b> :
Day:		Dat	te :	
Period :		Les	son :	
Strand :	Sub-	strand :		
A. Reading	Д	A. Phonic	cs	
B. Grammar Usage A	t Word B	3. Nouns		
C. Writing	_		enmanship and Handwriting	
D. Using Writing Conv	ventions	). Using	Punctuatio	วท
E. Extensive Reading	E	. Buildir	ng the Love	e and Culture of Readin <b>g</b>
		5		
Indicator (code)	B4.2.2.1.1 B4.3.1.1	L.1. B4	.4.2.1.1	B4.5.2.1.1. B4.6.1.1.1
Content standard (code)	B4.2.2.1. B4.3.1	1. B4	.4.2.1.	B4.5.2.1. B4.6.1.1.
Performance Indicator	A. Learners can m	natch sou	ınds to the	eir corresponding letter/letter patterns
			=	f, s, etc., initial short vowels"— a, e, i, o,
	u", final "y" as v			•
		entify and	d use noun:	s to identify people, animals, events and
	objects			
	C. Learners can write clearly using joined letters of consistent size			
	D. Learners can use the comma:			
	– before and after "Yes" and "No" in sentences			
	<ul> <li>after addressing a person, e.g. Kofi, can you help me?</li> <li>Learners can read a variety of age- and level appropriate books and present</li> </ul>			
a-two-paragraph summary of each book read				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Leadership Childar Hillikii	is and Frobicin Joiving.			
Keywords				
-				

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class			
	library.				
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Introduce the sounds with alphabet songs or rhymes.</li> <li>Guide learners to identify and produce the sounds of given letter patterns.</li> <li>e. g. Teacher: Make the sound as I point to each letter. (Learners begin with the initial/final consonants, initial short vowels, final y as vowel and silent letters).</li> <li>In pairs/ groups, learners identify given letter patterns.</li> <li>Have learners apply their knowledge of consonant digraphs</li> <li>Assessment: let learners match sounds to their corresponding letter/letter patterns</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson		
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>Have learners read simple sentences having names of people, animals, events and objects from the board.</li> <li>Put learners in groups to identify the names of people, animals, events and objects as nouns.</li> <li>Have learners form sentences with names of people, animals, events and objects and underline these nouns in the sentences.</li> <li>Have them note that common nouns start with small letters.</li> <li>Have learners identify common nouns from paragraphs/passages</li> <li>Assessment: let learners use nouns to identify people, animals, events and objects</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson		
Thursday	Engage learners to sing songs and recite	D.WRITING  • Stage 1: Write letters with a flick e.g. a, t, m, n, w, d  • Stage 2: Join pairs of letters. e.g. at, am, et, de	What have we learnt today?		

NANA FIIFI ACC	familiar	• Stage 3: Join the letters of a word. e.g. and , kettle,	Ask learners to
	rhymes	can, catch	summarize the main
	mymes	kettle, can, catch, and	points in the lesson
		Stage 4: Copy sentences and passages	
		Procedure:	
		Demonstrate the exercise	
		Give practice	
		• Give exercise	
		Provide feedback	
		Assessment: let learners write clearly using joined	
		letters of consistent size	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Provide learners with sample texts for them to	today?
	sing songs	identify the target punctuation marks. e.g.	
	and recite	Yes, please.	Ask learners to
	familiar	No, thank you.	summarize the main
	rhymes	Kofi, can you help me?	points in the lesson
		Give them practice in using the punctuation marks.  They copy and punctuate unpunctuated septences and	
		They copy and punctuate unpunctuated sentences and short paragraphs.	
		Short paragraphs.	
		Assessment: let learners use the comma: before and	
		after "Yes" and "No" in sentences	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	Guide learners to choose and read	whole class
	read books	independently books of their choice during	
	during the	the library period.	
	library	<ul> <li>Learners think-pair-share their stories with</li> </ul>	
	period	peers.	
		<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
		summary of the book read.	
		<ul> <li>Invite individuals to present their work to</li> </ul>	
		the class for feedback.	
		Assessment let leave en und a side of account	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

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	LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e: son:	
					11/2/	
Strand: NUN	MBER		Sub-strand	<b>d</b> : C	Counting, Representation	& Cardinality
Indicator (co	ode)	B4.1.1.1.1	B4.1.	1.1.1.2		
Content star	ndard	B4.1.1.1.	B4.1.	.1.1		
(code)						
Performance Indicator • Learners can model					·	alue for multi-digit using
					se materials up to 100,00	
					rite numbers in figures ar	· · · · · · · · · · · · · · · · · · ·
				nica	tion and Collaboration Pe	ersonal Development
and Leadersi	iip Criticai III	inking and Problem	i Solvilig.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	s curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
	(preparing the brain					
	for					
_	learning)					

NANA FIIFI AC	1		
Monday	Sing songs		Review the lesson with
	like:	Ask learners to model number quantities up to 100,000	Learners
		using graph sheets or multi-base materials. For	
	l'm	instance, with multi-base block , a cube = 100 unit; a	
		rod = 1000; a flat = 10,000 and a block = 100,000;	
	counting	learners model 32,300 with the appropriate materials	
	one, what		
	is one	Ask learners to model the number 12,500 shading	
		graph sheet square as shown below, where 2cm×2cm	
		square represents 10 units.	
		1000 100 100	
		3,230	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs	Champies	Review the lesson with
· acsauy	like:	Ask learners to model number quantities up to 100,000	Learners
	iike.	using graph sheets or multi-base materials. For	LEGITIEIS
		instance, with multi-base block, a cube = 100 unit; a	
	l'm	rod = 1000; a flat = 10,000 and a block = 100,000;	
	counting	learners model 32,300 with the appropriate materials	
	one, what	rearrers moder 32,300 with the appropriate materials	
	is one	Ask learners to model the number 12,500 shading	
	1 - One is	graph sheet square as shown below, where 2cm×2cm	
		square represents 10 units.	
	one alone,	Guard represents to drints.	
	alone it	10 100	
	shall be.	1000 100 10	

INAINA FIIFI ACC	20/11		<del></del>
		3.230  Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Give learners teacher-made token currency notes [¢1, ¢10 & ¢100 notes] on different coloured-paper and ask them to model or pick given amounts up to ¢10,000; e.g. ¢2,480  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Play the place value number wheel game: Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000). The representations to use also include verbal, and numerals. Learners must match number word cards to the figures	Review the lesson with Learners

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Assessment: have learners to practice with more

one, what

examples

is one

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SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : DIVI	ERSITY OF MA	ATTER	Sub-stran	id : LIVING AND NON-LIVING	THINGS
Indicator (co		B4.1.1.1.1			
	ndard (code)				
Performance	e Indicator	Learners can class	sity animal	s into insects, birds, mammal	s and reptiles
Core Compe	tencies: Crea	tivity and Innovation	on Commû	nication and Collaboration Pe	ersonal Development and
=		ng and Problem Sol			·
Keywords			-   '		
T. L .R. (s)	ı	Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Thursday	-	Loarnors ombark	on a walk t	to observe and record	What have we learnt
Thursday	Engage			to observe and record animals in their community	What have we learnt
	learners to			•	today?
	sing songs		ia pictures	of different kinds of	Ask learners to summarize the
	and recite	animals.	a+ +ba di	fforant animals based on	
	familiar			fferent animals based on	important points of the
	rhymes	•	-	neight, shape, size, where	lesson
		they live, how the	•	•	
				y different animals to	
		learners in groups	ō.		

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	Assist learners to sort the pictures into insects, birds,	
	mammals and reptiles and produce animal classification	
	cards or tables.	
	Learners display and do presentations on their group	
	work.	
	Learners to give reasons for their classifications.	
	Ask learners to identify things which are common to	
	all the different kinds of animals.	
	Assist learners to mould different kinds of animals	
	using suitable materials (such as blu tack, clay,	
	cardboard, etc.).	
	Learners draw different kinds of animals (insects,	

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birds, mammals and reptiles).

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Lesson:		
Strand : Intro	oduction to c	' '			GENERATION OF COMPU ND OTHER GADGETS	TERS AND PARTS OF A
Indicator (co	ode)	B4.1.1.1.				
Content star	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can iden	ntify parts	of	a computer and techn	ology tools (the mouse,
		keyboard, monitor	r, system ເ	unit	and its components (me	mory, hard disk drive, CD-
		ROM etc.), speake	rs, and pe	riph	erals.	
-		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords				)-		
T. L .R. (s)		Laptop				
Ref:	Computing	uting curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)	Daine itama ayah a		/: a		M/hat have we leavet
	Engage learners to	Bring items such as	•	•	•	What have we learnt today?
Wednesday	sing songs					
,	and recite				s in their note books.	Ask learners to
	familiar		Joinputer	Part	o then have books.	summarize the main
	rhymes	Assessment: Let le	arners ide	entify	y parts of a computer	points in the lesson
	,	and technology to			, ,	

LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :			Lesson:		
Strand : ALL	ABOUT US		Sub-stran	d: Nature of God	
Indicator (co	ode)	B4.1.1.1.1			
Content star	ndard (code)	B4.1.1.1.			
Performance	e Indicator	Learners can expl	ain how s	pecial each individual is	
=		tivity and Innovationg and Problem Solv		nication and Collaboration Pe	ersonal Development and
Keywords				70.	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage			now each person is created	What have we learnt
	learners to	•		n one another: some are	today?
	sing songs		telligent, f	air in complexion, black in	
	and recite	complexion, etc.			Ask learners to
	familiar		rate the u	niqueness of each	summarize the main
	rhymes	individual e.g.			points in the lesson
		•		nd beautiful, there is no one	
		•		I am, how I look and where	
		I live. I am a Ghana	aian. I am	proud to be a Ghanaian.	

		Use pictures/video clips to demonstrate the effects of	
		destroying our bodies.	
		Assessment: Let learners explain how special each	
		individual is	
Thursday	Engage	Put learners into groups according to: height, colour,	What have we learnt
	learners to	mass, intelligence, etc.	today?
	sing songs	Learners write how different they are from one	
	and recite	another.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners write how different they are	points in the lesson
		from one another.	

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LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:			Class	Class size:			
Day:				Date :			
Period:				Lesson :			
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-stran	d : LOCON	OTOR, MANIPUL	ATIVE AND RHYTHMIC	
PATTERNS			SKILLS				
Indicator (co	ode)	B4.1.1.1.1					
Content star	ndard (code)	B4.1.1.1.					
Performance	e Indicator	Learners can Den	nonstrate t	he differe	nce between slow	and fast, heavy and light,	
		hard and soft whi	le moving				
=		tivity and Innovation Communication and Collaboration Personal Development and g and Problem Solving.					
Keywords							
T. L .R. (s) cones							
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	luding asse	essment)		Plenary / Reflections	
Friday	Learners	Learners demons	trate slow a	and fast m	novements.	What have we learnt	
	jog round a	Learners move in	a demarca	ited area ເ	ising varied	today?	
	demarcate	locomotor skills (	walk, jog ar	nd run). Le	earners walk or		
	d area in	run for peers to d	etermine s	slow or fas	t movement	Use answers to	
	files while					summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						
	for						

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	injuries		
	prevent		
	performan ce and to		
	maximal		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Endin				Class size:			
Day:				Date :			
Period :				Less	on:		
Strand : Goo	l, His Creatior	and Attributes S	Sub-stran	<b>d :</b> G	od the Creator		
Indicator (co	ode)	B4.1.1.1.1:					
Content star	ndard (code)	B4.1.1.1.					
Performance	e Indicator	Learners can expla	in the na	ture	of God as the Creator		
-		tivity and Innovation ng and Problem Solvi		nica	ion and Collaboration Po	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page	um Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections		
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Lead learners to discuss the nature of God as the Creator: originator of all things, He created all things such as human beings, trees, animals, water bodies, etc.</li> <li>Take learners on nature walk to observe and document things created by God: human beings, trees, animals, water bodies, etc.</li> <li>Assessment: let learners explain the nature of God as the Creator</li> </ul>			What have we learnt today?  Ask learners to summarize the main points in the lesson		

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SUBJECT: HISTORY CLASS: FOUR

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson :		
Strand : Hist	ory as a Subje	oct	Sub strans	I: Why and How We Study	HISTORY	
Strailu . Hist	ory as a subje		Sub-Straint	. Wily alld How We Study	HISTORY	
Indicator (co	ode)	B4.1.1.1.1			<del>)</del>	
Content star	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can expla	in the imp	ortance of studying the his	tory of Ghana	
Core Compe	tencies: Crea	<u>l</u> tivity and Innovatio	n Commun	ication and Collaboration	Personal Development and	
Leadership C	Critical Thinkir	ng and Problem Solv	ving.			
Keywords						
•						
T. L .R. (s) Pictures						
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding asse	ssment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	0 0		ow history defines our	What have we learnt	
	learners to	identity as Ghanai	ans.		today?	
	sing songs	Accoccmont: lot lo	arnore oval	ain haw history defines		
	and recite	our identity as Gh		ain how history defines	Ask learners to	
	familiar	our identity as dire	anaians.		summarize the main	
	rhymes				points in the lesson	
	How does					
	history					

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	promote our identity as Ghanaians ?		
Thursday	Engage learners to sing songs and recite familiar rhymes  How does history promote our identity as Ghanaians ?	Engage learners to discuss how history defines our identity as Ghanaians.  Assessment: let learners explain how history defines our identity as Ghanaians.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
<b>Strand</b> : Visu	ial Arts	S	ub-stran	<b>d :</b> T	hinking and Exploring Id	eas
Indicator (co	ode)	B4 1.1.1.1				)
Content star	ndard (code)	B4 1.1.1.				
Performance	e Indicator	•			out visual artworks crea	ted by selected Ghanaian eople of Ghana
Core Competencies: Crea Leadership Critical Thinkin				nica	tion and Collaboration P	ersonal Development and
Keywords		, (		)-		
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main	-			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections		
Wednesday	Engage	Learners are to:				What have we learnt
	learners to	Study the visual artworks (e.g. wood carvings,		today?		
	sing songs	printed fabrics, wall paintings, cartoons, posters,				
	and recite	photographs, clay pots) created by some Ghanaian		Ask learners to		
	familiar	,			tei, Theodosia Okoh,	summarize the main
	rhymes	•	•		ffei-Nyako, Kwame	points in the lesson
		Amoah, Betty Acqu			• •	
					ibrary books; surfing	
			ig art stu	dios	, galleries, museums	
		or exhibitions;				

b) watching videos, films or observing photographs
of artworks of some Ghanaian visual artists;
c) examining some artworks of the artists to find out
how those artworks reflect the history and culture
of the people of Ghana. For example, relate the
colours and star in the Ghana Flag to the history of
Ghana;
d) identifying and discussing symbols found in the
artworks being studied that reflect the history and
culture of the people of Ghana;
e) writing brief notes about one visual artist using
the following guidelines:
- Name
- Training
- Type of artworks
- Title of some works.

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created by selected Ghanaian visual artists that reflect

Assessment: let learners describe visual artworks

the history and culture of the people of Ghana

LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:				Class size:	
Day:		Dat	e:			
Period :		Lesson:				
Strand:			Sub-stran	d:		
Oral Languag	ge		Songs Poems		1/ 2	
			Listening	and	story telling	
Indicator (co	ode)	B4.1.1.1.1 B	4.1.2.1.1.		B4.1.4.1.1	
Content star	ndard (code)	B4.1.1.1. B	4.1.2.1.		B4.1.4.1.	
occupation  Learners s  discuss the  Learners s		ns and the should expl e moral les should rete and end a	ir im ore sons II a f nd d	the poems of about five I in the poem. olktale of about three sco iscuss the features of the	ines correctly and enes and recognise its folktale.	
				nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem So	lving.			
Keywords						
T. L .R. (s)						
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asso	essm	nent)	Phase 3: Plenary / Reflections

UAH		
Engage	Let learners sing a familiar traditional song.	What have we learnt today?
		touay:
and recite	•	
familiar	, -	
rhymes		
·	time).	Review the lesson with
	After watching a video on a performed traditional	learners
	occupation, allow Learners shoulds to discuss some	
	importance of traditional occupation songs.	
	Work songs: – reduce fatigue horedom provides	$\lambda \cup$
	workers to work harder etc.	
	Assessment: let learners mention songs connected to	
	traditional occupations and their importance.	
Engage	<ul> <li>Let learners sing a popular traditional song.</li> </ul>	What have we learnt
leaners to	• Explore a poem to learners.	today?
	• Let them listen and take note of keywords words in	
	the poem.	
	<ul> <li>Ask learners to mention the words they heard.</li> </ul>	
rnymes	• Write the words on the board.	
	<ul> <li>Lead learners to say the words aloud.</li> </ul>	Review the lesson with
	• Let learners say the words and use them to form their	learners
	own sentences.	
	• Let learners explore the poem correctly.	
	• Put learners in groups.	
	• Let them discuss the moral lessons in the poems in	
	groups and tell the class.	
	Assessment: let learners identify the moral lessons in the	
	poem.	
Engage	Let learners sing a popular song.	What have we learnt
leaners to	<ul> <li>Play a video of someone telling a folktale.</li> </ul>	today?
sing songs	• Encourage learners to take note of whatever they see	
and recite	and hear.	
_		
familiar	• Teach learners what a folktale is.	
familiar rhymes	<ul><li>Teach learners what a folktale is.</li><li>Call learners individually to retell what they saw and</li></ul>	
	Engage leaners to sing songs and recite familiar rhymes  Engage leaners to sing songs and recite familiar rhymes	Let learners sing a familiar traditional song.

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- Put learners into groups and ask them to compose a folktale on any topic of their choice.
- Let learners present their folktales to the class.
- After watching the video on someone telling a folktale, lead learners to discuss what they saw and heard.
- Tell learners a folktale.
- Discuss the beginning and end of the folktale with learners. E.g. Beginning or opening, middle or body and end or conclusion.
- Let learners discuss the features of the folktale. E.g. People, animals, spirits, tress, river, mountains, etc. It has a moral lesson and is very interesting. It is usually a comedy or tragedy.

Assessment: let learners retell a folktale

Review the lesson with learners

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# TERM ONE BASIC FOUR WEEK 2



LESSON PLAN
 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:		Class size:
Day:	Dat	e:
Period :	Les	son :
Strand :	Sub-strand :	
A. Oral Language	A. Songs	, Poems
B. Reading	B. Phonic	es .
C. Grammar Usage A	t Word C. Nouns	
D. Writing	D. Paragr	aph Development
E. Using Writing Con	ventions E. Using	Punctuation
F. Extensive Reading	<b>F.</b> Buildir	g the Love and Culture of Reading
Indicator (code)	(B4.1.1.1.1 B4.1.3.1.1) B4.2.2.	1.2 B4.3.1.1.2 B4. 4.6.1.1 B4.5.2.1.1. B4.6.1.1.1
Content standard (code)	(B4.1.1.1. B4.1.3.1.) B4.2.2.2	I. B4.3.1.1. B4. 4.6.1. B4.5.2.1. B4.6.1.1.
Performance Indicator	stress, rhythm and actionand interpret them in own B. Learners can read singleship, ch-rich, ck-lock) and C. Learners can identify and and)  D. Learners can choose appopurposes, audiences, and	syllable-words with taught consonant digraphs (showhen reading continuous texts discussed use: proper nouns — refer to cities and countries ropriate ways and modes of writing for a variety of discontexts, and organise facts, ideas and/or points attention to the mode of delivery, using appropriate text nama:

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		E. Learners can read a variety of age- and level appro	opriate books and present			
		a-two-paragraph summary of each book read				
		tivity and Innovation Communication and Collaboration Pe	ersonal Development and			
Leadership C	riticai ininkir	ng 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 Lang	guage curriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter	(new learning including assessment)	Plenary / Reflections			
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	A.ORAL LANGUAGE	What have we learnt			
-	learners to	<ul> <li>Identify a variety of familiar songs from learners'</li> </ul>	today?			
	sing songs	background.				
	and recite	Lead learners to sing the songs with appropriate	Ask learners to			
	familiar	stress, rhythm and intonation.	summarize the main			
	rhymes		points in the lesson			
		• Perform a short poem as learners listen and observe.				
		Teach the key words in the poem in context.				
		Have them read it in small groups, pairs and				
		individually.				
		Emphasise correct stress and rhythm.				
		Assessment: let learners recite poems with stress,				
		rhythm and actions and interpret them in own their				
		words				
Tuesday	Engage	B.READING	What have we learnt			
	learners to	Read single-syllable-words with taught consonant	today?			
	sing songs	digraphs (sh-ship, ch-rich, ck-lock) and when reading				
	and recite	continuous texts.	Ask learners to			
	familiar		summarize the main			
	rhymes	Assessment: let learners read single-syllable-words	points in the lesson			
		with taught consonant digraphs				
Wednesday	Engage	C.GRAMMAR	What have we learnt			
cancoudy	learners to	a. Proper Nouns	today?			
	sing songs	Have learners read simple sentences having names of				
	and recite	cities and countries from the board.				

	familiar rhymes	<ul> <li>Put learners into groups to identify the names of cities and countries on a globe or map.</li> <li>Learners form sentences with names of other cities and countries.</li> <li>Have learners identify proper nouns from paragraphs/passages.</li> </ul>	Ask learners to summarize the main points in the lesson
		Assessment: let learners identify and use: proper nouns	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING</li> <li>Select sample essay types/texts showing a variety of modes of writing from learners' readers and/teacher's resource.</li> <li>e.g.</li> <li>i. Expository Writing – how something works.</li> <li>ii. Narrative – how something happened.</li> <li>iii. Description – how something/someone appears.</li> <li>iv. Argument – how an opinion can be stated and supported</li> <li>Put learners into groups of five. For each mode of writing, give a sample text to each group to study and, through appropriate questions, guide them to identify the following:</li> <li>i. the main idea(s);</li> <li>ii. the mode of writing;</li> <li>iii. the purpose;</li> <li>iv. the audience.</li> <li>For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). use other controlled composition strategies such as matching, completion and blank filling</li> <li>Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to sing songs	Provide learners with sample texts for them to identify the target punctuation marks. e.g.	today?
	and recite familiar rhymes	Yes, please. No, thank you. Kofi, can you help me?	Ask learners to summarize the main points in the lesson

NANATIII TAC		<ul> <li>Give them practice in using the punctuation marks.</li> <li>They may copy and punctuate unpunctuated sentences and short paragraphs.</li> <li>Have them write sentences to demonstrate understanding of the use of the comma before and after "Yes" and "No" in sentences; - after addressing a person</li> </ul>	
		Assessment: let learners use the comma: before and after "Yes" and "No" in sentences	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING	Have learners to tell what they read to the whole class
		Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read	

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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:				Class size:		
Day:				Date:		
Period :				Lesson:		
Strand: NUN	MBER		Sub-strand	: Counting, Representation	& Cardinality	
Indicator (code)		B4.1.1.1.3 B4.	B4.1.1.1.3 B4.1.1.1.4			
Content standard (code)		B4.1.1.1. B4.1.1.1.				
Performance Indicator		<ul> <li>Learners can identify numbers in different positions around a given nur in a number chart</li> <li>Learners can compare and order whole numbers up to 10,000 represent comparisons using the symbols "&lt;", "=", "&gt;"</li> </ul>			bers up to 10,000 and	
Core Competencies: Crea and Leadership Critical Th				ication and Collaboration Pe	ersonal Development	
Keywords	MY					
T. L .R. (s) Counters						
Ref:	Mathematic	ics curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssment)	Phase 3: Plenary / Reflections	

Monday	1		Review the lesson with
Monday	Sing songs like:  I'm counting one, what is one	1 Display a number chart in multiples of 500 between 10,000 and 100,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.  10,000 10,500 11,000 11,500 12,000 12,500 20,000 20,500 21,000 21,500 22,000 22,500 30,000 30,500 31,000 31,500 32,000 32,500 40,000 40,500 41,000 41,500 42,000 42,500	Review the lesson with Learners
		50,000   50,500   51,000   51,500   52,000   52,500   60,000   60,500   61,000   61,500   62,000   62,500    Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	1 Display a number chart in multiples of 500 between 10,000 and 100,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.  10,000 10,500 11,000 11,500 12,000 12,500 20,000 20,500 21,000 21,500 22,000 22,500 30,000 30,500 31,000 31,500 32,000 32,500 40,000 40,500 41,000 41,500 42,000 42,500 50,000 50,500 51,000 51,500 52,000 52,500 60,000 60,500 61,000 61,500 62,000 62,500  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like:  I'm counting one, what is one	Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400. Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. 1200=1200; 27345>26355,	Review the lesson with Learners

	•		
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020,1025,2673,2873,	Review the lesson with Learners
	counting one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like:  I'm counting one, what	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance, 21345 and 21534; 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc.	Review the lesson with Learners
	is one	Assessment: have learners to practice with more examples	

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SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:				Class siz	ze:			
Day:			Dat	e:					
Period:				Les	son :				
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	i <b>d :</b> L	IVING AI	ND N	ON-LIVI	NG T	THINGS
Indicator (co	ode)	B4.1.1.1.2							
Content star	ndard (code)	B4.1.1.1.							
Performance	e Indicator	Learners can Kr reproduction)	now life	pro	cesses (	of a	nimals	(mo	vement, nutrition and
-		tivity and Innovationg and Problem Sol		nica	tion and	Colla	boratio	n Pe	rsonal Development and
Keywords					)				
T. L .R. (s)		Pictures							
Ref:	Science curi	riculum Page							
DAY	Phase 1:	Phase 2: Main	-						Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	new learning including assessment)				Plenary / Reflections		
Monday	Engage	• Learners observe	e videos a	nd p	ictures d	lepict	ing		What have we learnt
	learners to	movement, nutriti	ion and re	proc	luction ir	n anii	nals.		today?
	sing songs	• Learners describ	oe how va	rious	s animals	s (ins	ects, bir	ds,	
	and recite	reptiles and mami	mals) mov	e, fe	ed and r	epro	duce.		Ask learners to
	familiar								summarize the
	rhymes	Assessment: let le	arners des	scrib	e how va	ariou	s anima	ls	important points of the
		(insects, birds, repreproduce.	tiles and r	mam	ımals) m	ove,	feed an	d	lesson

147 (147 ( 1 111 1 7 ( )	-,		
Thursday	Engage	Learners role-play or pantomime movement and	What have we learnt
	learners to	nutrition of animals.	today?
	sing songs	In groups, learners discuss the importance of	Ask learners to
	and recite	movement, nutrition and reproduction to animals.	summarize the
	familiar		important points of the
	rhymes	Assessment: let learners write the importance of	lesson
		movement, nutrition and reproduction to animals.	

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	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:			Class size:		
Day:			Da	te :		
Period :			Le	sson :		
				GENERATION OF COL	MPUTERS AND PARTS OF A S	
Indicator (co	ode)	B4.1.1.1.2.				
Content star	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can desc joystick, light pen		•	a computer and their uses. E.g.	
-		tivity and Innovationg and Problem Sol		ation and Collaborati	ion Personal Development and	
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding assess	ment)	Phase 3: Plenary / Reflections	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the types of input devices and their uses.  Assessment: Let learners describe the types of input devices of a computer and their uses			today?	

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•	LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : ALL ABOUT US Sub-stran			d: Nature of God		
Indicator (co	ode)	B4.1.1.1.1			)
<u>-</u>	ndard (code)	B4.1.1.1.			
Performance			n how s	pecial each individual is	
		'	'		
=				nication and Collaboration Pe	ersonal Development and
Leadership (	ritical Thinkir	ng and Problem Solvii	ng.		
Keywords					
, , , , , , , , , , , , , , , , , , , ,					
T. L .R. (s)		Pictures			
Ref:	Our World (	Dur People curriculu	ım Page	2	
DAY	Phase 1:	Phase 2: Main	)		Phase 3:
	Starter	(new learning includ	ding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage			ow they can use their God-	What have we learnt
	learners to			e God and human beings,	today?
	sing songs	· ·		vironment, live together in	
	and recite	harmony, contribut	e to deve	elopment	Ask learners to
	familiar				summarize the main
	rhymes			ention how they can use	points in the lesson
<b>T</b>	_	their God-given unio			Lud . I
Thursday	Engage		tneir asp	piration and how they want	What have we learnt
	learners to	to achieve that.			today?
	sing songs				

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and recite	Assessment: Let learners mention their aspirations and	Ask learners to
familiar	how they want to achieve that.	summarize the main
rhymes		points in the lesson

		<b>.</b>	<b>—</b> . •
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 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date:	
Period:				Lesson :	
<b>Strand</b> : MOTOR SKILL AN PATTERNS		D MOVEMENT	Sub-stran	Sub-strand: LOCOMOTOR SKILLS	
Indicator (co	ode)	B4.1.1.1.2			
Content star	ndard (code)	B4.1.1.1.			
Performance	e Indicator	Learners can En	ter, jump,	and leave a long swinging	rope turned by others
		repeatedly.			
<del>-</del>		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords			-()		
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal	•	lls of their	mes at their own pace feet. Skip continuously over turns.	What have we learnt today?  Use answers to summarise the lesson.

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	ce and to		
	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : Goo	l, His Creatior	and Attributes	Sub-stran	id : 0	od the Creator	
Indicator (co	ode)	B4.1.1.1:				
Content star	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can expla	ain the na	ture	of God as the Creator	
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page		)-		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding ass	essm	ent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul><li>animals, water boo</li><li>In groups, learne</li><li>present them to the</li></ul>	reated by dies, etc. ers put the ne class fo	Goo eir fir or dis	l: human beings, trees,	What have we learnt today?  Ask learners to summarize the main points in the lesson

 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : History as a Subject Sub-st			Sub-strar	and: Why and How We Study HISTORY		
Straina : matory as a subje			Jub-strai	id . Willy and flow we study i	113101(1	
Indicator (code)		B4.1.1.1.1				
Content standard (code)		B4.1.1.1.				
Performance Indicator		Learners can explain the importance of studying the history of Ghana				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development						
Leadership Critical Thinking and Problem Solving.						
Keywords						
,						
T. L .R. (s)		Pictures				
Ref:	History curr	culum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
Starter		(new learning including assessment)			Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Role-play to show	v how hist	ory teaches us customs,	What have we learnt	
rucsuay	learners to			ch ensure the survival of our	today?	
	sing songs	nation.	,		today:	
	and recite				Ask learners to	
	familiar	Assessment: let learners mention show how history			summarize the main	
	rhymes teaches us customs, values		, traditions	points in the lesson		
	,				F 3	
	How does					
	history					
	promote					

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	the		
	survival of		
	the ethnic		
	groups?		
	How does		
	history		
	promote		
	national		
	integration		
	?		
Thursday	Engage	Role-play to show how history teaches us customs,	What have we learnt
	learners to	values, traditions, all of which ensure the survival of our	today?
	sing songs	nation.	
	and recite		Ask learners to
	familiar	Assessment: let learners mention show how history	summarize the main
	rhymes	teaches us customs, values, traditions	points in the lesson
	How does		
	history		
	promote		
	the		
	survival of		
	the ethnic		
	groups?		
	How does		

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history promote national integration

 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: Thir	nking and Exp	loring Ideas	Sub-stran	nd: Performing Arts	
Indicator (co	ode)	B4 1.2.2.3			
Content star	ndard (code)	B4 1.2.2.			
Performance	e Indicator	Learners can stud	y the perfo	orming artworks created by so	ome Ghanaian performing
		artists that reflect	t the histor	ry and the culture of the peop	ole in Ghana
=		=		nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem So	lving.		
Keywords					
, , , , , , , , , , , , , , , , , , , ,					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	-	_	vorks (music, dance,	today?
	sing songs			sed or performed by some	
	and recite	•	_	s such as Ephraim Amu,	Ask learners to
	familiar			Il Dance Ensemble, Agya Koo	summarize the main
	rhymes	Nimoh, Atukwei (	•		points in the lesson
		, ,		m library studies,	
				ernet, visiting performing art	
		studios/location of	of perform	ing arts groups, cultural	
		centres, watching	short vide	eos/films, live/recorded	

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	performances, etc. of some Ghanaian performing artists;	
	b) examining some performing artworks and sharing	
	ideas about the compositions and performances	
	studied on how those artworks reflect the history and	
	and culture of the people of Ghana;	
	Assessment: let learners describe performing artworks	
	Ghana	
Engage	Learners are to:	What have we learnt
learners to	writing notes about one performing artist using the	today?
sing songs	following guidelines:	
and recite	- Name	Ask learners to
familiar	- Training	summarize the main
rhymes	- Type of compositions and performances	points in the lesson
	- Title of some works	
	Assessment: let learners describe performing artworks	
	Ghana	
	Engage learners to sing songs and recite familiar	performances, etc. of some Ghanaian performing artists; b) examining some performing artworks and sharing ideas about the compositions and performances studied on how those artworks reflect the history and culture of the people of Ghana; c) identifying and discussing the themes/topics of the compositions and performances that reflect the history and culture of the people of Ghana;  Assessment: let learners describe performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana  Engage learners to sing songs and recite following guidelines: - Name - Training - Type of compositions and performances - Title of some works  Assessment: let learners describe performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:			Class size:		
Day:				Date:		
Period:				Lesson:		
Strand : Ora	l Language		Sub-strar	Sub-strand: Dramatisation and Role Play		
Indicator (co	ode)	B4.1.5.1.1 B4	.1.5.1.2			
Content star	ndard (code)	B4.1.5.1. B4.	.1.5.1.			
recog		recognise	should narrate a story line of a story of about five characters and and discuss the characters and setting of the story.  should perform the drama of about five characters			
Core Competencies: Crea Leadership Critical Thinkin				inication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	<ul><li>Invite a guest to five characters.</li><li>Discuss what a second control of the five characters.</li></ul>	eacher to t story line in	cussion to find out the story	What have we learnt today?	

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		• Let learners listen to the story again from the guest	Review the lesson with
		teacher.	learners
		<ul> <li>Discuss what a setting and a character is with</li> </ul>	
		learners.	
		• Allow learners to recognise the characters and setting	
		of the story.	
		Assessment: let learners describe the characters and	
		setting of the story.	
	Engage	Discuss the story that the guest teacher told the class	What have we learnt
	leaners to	again with learners.	today?
	sing songs	Assign roles to them and direct learners to perform	
	and recite	the drama.	
	familiar	Discuss the performance with learners.	
	rhymes	• The strengths and weaknesses must be emphasized in	
		order to improve on subsequent performances.	Review the lesson with
			learners
		Assessment: let learners perform a drama of about five	
		characters	
	Engage	Discuss the story that the guest teacher told the class	What have we learnt
	leaners to	again with learners.	today?
	sing songs	Assign roles to them and direct learners to perform	
	and recite	the drama.	
	familiar	• Discuss the performance with learners.	
	rhymes	• The strengths and weaknesses must be emphasized in	
		order to improve on subsequent performances.	Review the lesson with
			learners
		Assessment: let learners perform a drama of about five	
		characters	
		onaractors	

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# TERM ONE BASIC FOUR WEEK 3



LESSON PLAN
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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size:			
Day:			Date :			
Period :			esson :	3		
Strand :		Sub-strand				
A. Oral Language			ry Telling			
B. Reading			rd Families			
C. Grammar Usage A	t Word	C. Nou	uns			
D. Writing		D. Para	agraph Developi	ment		
E. Using Writing Con	ventions	E. Nan	ning words/ Noເ	ıns		
F. Extensive Reading		<b>F.</b> Buil	lding the Love ar	nd Culture of	Reading	
Indicator (code)	B4.1.4.1.1	B4.2.3.1.1	B4.3.1.1.2	B4. 4.6.1.1	B4.5.3.1.1	B4.6.1.1.1
Content standard (code)	B4.1.4.1.	B4.2.3.1.	4.3.1.1.	B4. 4.6.1.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	A. Learners	can retell sto	ries sequentially	, including k	ey details	
	B. Learners	can use comi	mon rhyming/er	nding words t	o decode wo	rds.
	e. g. at, pat, mat	t, fat, etc.				
	C. Learners	can identify	and use: proper	nouns – refe	er to cities an	d countries
	and), Co	mmon nouns				
	D. Learners	can choose a	ppropriate ways	and modes	of writing for	a variety of
purp		s, audiences, a	and contexts, ar	nd organise fa	icts, ideas an	d/or points
	of view i	n a way appro	priate to the mo	de of deliver	y, using appr	opriate text
	features					
	E. Learners	can identify	and use nour	ns in senten	ces to ident	ify people,
	animals,	events and ol	bjects			
	F. Learners	can read a va	riety of age- and	l level approp	oriate books a	and present
	a-two-pa	ıragraph sumı	mary of each bo	ok read		

Leadership	Critical Thinki	ing and Problem	i solvilig.			
Keywords						
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lang	guage curriculum Page			-()	
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Mair (new learning	Phase 3: Plenary / Reflections			
Monday	learning)  A.ORAL LANGUAGE  learners to sing songs and recite familiar rhymes  Tell/read a suitable story to the class e.g. "The Hawk and the Hen".  Learners retell the story in detail.  Have learners identify the parts of the story as beginning part, middle part and ending part.  Through questioning, have learners discuss the variou parts of the story i.e. beginning, middle and ending, a in the table below:  Title				ıs	
		What was the event?	Where in the story did this event happen?  Beginning  Middle	What are the key details of this event?		
		of the story.	Ending  nto groups to discuss to retell the story seque		ge	
		Assessment: including key	let learners retell stori details	es sequentially,		

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Tuesday	Engage	B.READING	Tuesday
	learners to	Revise the lesson on prefixes.	
	sing songs	Let learners know that just as we have family names	
	and recite	(surnames), there are words that have the same ending	
	familiar	that belong to the family of rhyming words.	
	rhymes	Through brainstorming have learners come up with	
	•	words that belong to a particular rhyming family. Have	
		children identify these rhyming words as they read.	
		Have learners hunt for these words and build a	
		portfolio on them.	_
		Guide learners to build on words.	
		e.gat = cat - bat - hat -all = call - fall - wall	
		- it = sit – pit – hit -ot = tot – pot – cot	
		Assessment: let learners use common rhyming/ending	
		words to decode words	
Wednesday	Engage	C.GRAMMAR	Wednesday
•	learners to	b. Common Nouns	•
	sing songs	Introduce common nouns in context.	
	and recite	Have learners read simple sentences containing	
	familiar	common nouns on the board.	
	rhymes	Put learners into groups to identify the common	
	illyllies		
		nouns.	
		Have learners form sentences using the common	
		nouns identified.	
		Have learners identify common nouns from	
		paragraphs/passa	
		Assessment: let learners identify and use: proper	
		nouns – refer to cities and countries	
Thursday	Engage	D.WRITING	Thursday
,	learners to	Select sample essay types/texts showing a variety of	,
	sing songs	modes of writing from learners' readers and/teacher's	
	and recite	resource.	
	familiar		
		e.g.	
	rhymes	i. Expository Writing – how something works.	
		ii. Narrative – how something happened.	
		iii. Description – how something/someone appears.	
		iv. Argument – how an opinion can be stated and	
		supported	
		Put learners into groups of five. For each mode of	
		writing, give a sample text to each group to study and,	
		through appropriate questions, guide them to identify	
		the following:	
		i. the main idea(s);	
		ii. the mode of writing;	
		iii. the purpose;	
		in. the purpose,	<u> </u>

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Friday	Engage learners to sing songs and recite familiar rhymes	iv. the audience. For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). use other controlled composition strategies such as matching, completion and blank filling  Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece  E.WRITING CONVENTION AND GRAMMAR USAGE  • Have learners read simple sentences with names of people, animals, events and objects on the board.  • Put learners in groups to identify the names of people, animals, events and objects as nouns.  • Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences.  • Have them note that common nouns start with small letters.  Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects	Friday
Friday	Guide	E.EXTENSIVE READING	Friday
	learners to choose and read books during the library period	<ul> <li>Guide learners to choose and read independently boo 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-paragraph summary of the book read.</li> <li>Invite individuals to present their work to the class for feedback.</li> </ul>	f
		Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read	

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	LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:				Class size:	
Period :			Les	son :		
				-		
Strand: NUN	MBER		Sub-stran	id : (	Counting, Representation	& Cardinality
Indicator (code) B4. 1.1.1.5 B4.1.1.1.6			.1.1.6			
Content star	ndard (code)	B4. 1.1.1. B4.1.	1.1.			
nearest, thousands,		nousands, h can skip co	hund	reds and tens	pers up to 10000 to the in 50s and 100s up to and	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration Pe	ersonal Development and
		ng and Problem Sol				
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	s curriculum Page	9			
DAY	Phase 1: Starter	Phase 2: Main (new learning incl	luding ass	essn	nent)	Phase 3: Plenary / Reflections
	(preparing the brain for					
	learning)					

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Monday	Sing songs like: I'm counting one, what is one	Put learners into convenient groups. A learner mentions a number and another makes skip count in 50s or 100s to include the fifth count. For instance.  Learner 1: Shout out "240" Learner 2: 290, 340, 390, 440, 490, etc.  Learner 3; Shout out "1285" skip counting down in 100s Learner 4; 1185, 1085, 985, 885, 785etc.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	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  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Display Roman numeral charts (1-30) arranged in sequential order and lead learners to identify the numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X,  Call out a numeral and have learners point at it from the chart  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15.  Mention some numerals randomly and have learners point at it on the chart  Assessment: have learners to practice with more examples	Review the lesson with Learners

Friday	Sing songs		Review the lesson with
	like: I'm counting	Have learners match the Roman numerals to the Hindu- Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15. Mention some numerals randomly and have learners point at it on the chart	Learners
	one, what is one 1 - One is one alone,	Assessment: have learners to practice with more examples	
	alone it shall be.		

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SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : DIVI	ERSITY OF MA	ATTER	Sub-strar	nd : MATERIALS		
Indicator (co	ode)	B4.1.2.2.1				
Content star	ndard (code)	B4.1.2.2.				
Performance	e Indicator	Learners can ide	ntify a liq	fy a liquid-liquid mixture and describe how to separate its		
		components				
		tivity and Innovationg and Problem Sol		nication and Collaboration F	Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main	<u> </u>		Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Monday	learning) Engage	Display different t	vnos of lie	juids for learners to	What have we learnt	
Wioriday	learners to	' '		ne, cooking oil, milk, soft	today?	
	sing songs	drinks, etc.	er, kerose	ne, cooking on, min, sore	today.	
	and recite	,	identify tl	ne liquids provided.	Ask learners to	
	familiar		•	uids of the same kind,	summarize the	
	rhymes	• • •	-	serve and record their	important points of the	
	•			ater, palm oil and water,	lesson	
		etc.	-	. ,		

		Assessment: let learners describe the different types of liquid-liquid mixtures.	
Thursday	Engage learners to sing songs and recite familiar rhymes	• Engage learners in discussion to describe the different types of liquid-liquid mixtures. [Those which are able to mix uniformly (miscible liquids) and those which are not able to mix uniformly (immiscible)].  Project: Separation of a mixture of immiscible liquids.  Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water	What have we learnt today?
		NB: This activity can be undertaken with the aid of a separating funnel or an improvised version of it. Do not bring liquids that are flammable or poisonous to class for this lesson  Assessment: let learners identify a liquid-liquid mixture and describe how to separate its components	

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SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size:	
Day:			Date	:		
Period :				Lesso	on:	
Strand : Intro	oduction to c	omputing			ENERATION OF COMPU D OTHER GADGETS	ITERS AND PARTS OF A
Indicator (co	ode)	B4.1.1.1.2.				<del>)</del> `
Content star	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can desc	ribe the ty	ypes o	f input devices of a co	nputer and their uses. E.g.
		joystick, light pen,	, mouse, po	ointin	g stick etc	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Developm Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essme	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning) Engage	Guide learners to	evalore th	ne tyne	es of input devices and	What have we learnt
	learners to	their uses.	cxplore th	те тур	es of imput devices and	today?
Wednesday	sing songs	tren ases.				today.
	and recite	Assessment: Let le	earners de	escribe	the types of input	Ask learners to
	familiar	devices of a comp				summarize the main
	rhymes	'				points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : ALL	ABOUT US		Sub-stran	nd : Myself	
Indicator (co	ode)	B4.1.2.1.1.			
Content star	ndard (code)	B4.1.2.1.			
Performance	e Indicator	Learners can ide	entify one	e's strengths and weakness	es and how to promote
		interpersonal rela	tions		
		tivity and Innovationg and Problem Solv		nication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricu	lum Page		
DAY	Phase 1:	Phase 2: Main	•		Phase 3:
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage			ilities and weaknesses, e.g.	What have we learnt
	learners to	_		ndness, confidence:	today?
	sing songs	_	s: selfishn	ess, shyness, timidity, lack	
	and recite	of confidence.			Ask learners to
	familiar				summarize the main
	rhymes	Learners talk abou	=		points in the lesson
		•	•	e.g. greetings, respect,	
		tolerance, caring,	snowing a	ippreciation, etc.	

		Assessment: Let learners mention ways of initiating good interpersonal relationships	
Thursday	Engage	Learners talk about ways of improving their abilities and	What have we learnt
	learners to	overcoming their weaknesses e.g. education, constant,	today?
	sing songs	practice, training, counseling.	
	and recite		Ask learners to
	familiar	Learners use their assertive skills to express their	summarize the main
	rhymes	feelings about what disturbs/hurts the e.g. being polite	points in the lesson
		to people, being respectful, being firm	
		Assessment: Let learners mention ways of improving	
		their abilities and overcoming their weaknesses	

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velled by	/	Signature	 Date

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-strar	nd : MANIPULATIVE SKILLS	
PATTERNS				( )	
Indicator (co	ode)	B4.1.2.1.1:			
Content star	ndard (code)	B4.1.2.1.			
Performance	e Indicator	Learners can Roll	ball with a	stick to a target	
-		tivity and Innovations		inication and Collaboration F	Personal Development and
Keywords	Ziticai iiiiiikii		iving.		
,					
T. L .R. (s)					
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners	Learners roll a ba	ll with thei	r sticks to a distance after	What have we learnt
	jog round a	general and speci	fic warm ເ	ıp. Learners practice ball	today?
	demarcate	rolling in varied p	atterns su	ch as straight rolling, curve	
	d area in	rolling, etc			Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

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	ce and to			
	prevent			
	injuries			
	injunes			
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	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson :	U(I)
<b>Strand</b> : God	l, His Creatior	and Attributes	Sub-stran	d: God the Creator	
Indicator (co	ode)	B4.1.1.2.1:			
Content star	ndard (code)	B4.1.1.2.			
Performance	e Indicator	Learners can ident	ify the un	iqueness of humankind from	other creatures.
Core Compe	tencies: Crea	tivity and Innovatio	n Commû	nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solv	ving.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Engage	Have learners in	groups id	entify how different	What have we learnt
	learners to	humankind is from	other cre	eatures of God:	today?
	sing songs	- human beings ve	rsus anim	als	
	and recite	- human beings ve	rsus plant	:S	Ask learners to
	familiar	• Let learners, in g	roups, wr	ite down the characteristics	summarize the main
	rhymes	of humankind: our	thinking	ability, ability to speak,	points in the lesson
		knowing what is go	ood and e	vil, etc	
		Let each group pre	esent its li	st for peer-review and class	
		discussion.			

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	Assessment: let learne humankind is from oth	rs identify how different er creatures of God:	
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SUBJECT: HISTORY CLASS: FOUR

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson	•	
			ı			
<b>Strand</b> : History as a	Subject		Sub-stra	and : Wi	hy and F	low We Study HISTORY
Indicator (code)		B4.1.1.	1.1			
Content standard (co	ode)	B4.1.1.	1.			
Performance Indicat	or	Learne Ghana	rs can ex	plain th	ne impoi	rtance of studying the history of
			municati	on and	Collabor	ation Personal Development and
Leadership Critical II	ninking and Problem Sc	olving.				
Keywords	-	-110				
T. L .R. (s)	Picture	es :				
Ref:	History cu	rriculum	Page			
DAY	Dhasa 1	Phase 2	D. Main			Phase 3:
DAY	Phase 1: Starter		arning in	ıclııding		Plenary / Reflections
	(preparing the brain	assessn	_	iciuuiiig		richary / Neneetions
	for learning)		•			
Tuesday	Engage learners to	Role pl	lay how h	nistory c	an	What have we learnt today?
	sing songs and recite	•		national pride,		
	familiar rhymes	patriotism and integr		ntegrati	ion.	Ask learners to summarize the
		Assessr	ment: let	learner	S	main points in the lesson
	How does nistory mention		n how hi			
	promote national		te nation	•		
	patriotism?	pride and patrioti		ntegrati	ion.	
Thursday	Engage learners to	Role pl	lay how h	nistory c	an	What have we learnt today?
	sing songs and recite	-	te nation			
	familiar rhymes	patrioti	ism and i	ntegrati	ion.	Ask learners to summarize the
						main points in the lesson

NANA FIIFI ACQUAH	How does history promote national	Assessment: let learners mention how history can promote national pride,	
	pride and patriotism?	patriotism and integration.	

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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
<b>Strand :</b> Visu	ıal Arts		Sub-stran	id: Planning, Making and Co	mnosing
Strailu. Visu	iai Ai ts		Sub-Strain	u . Flammig, Waking and Co	inposing
Indicator (co	nde)	B4 1.2.2.1.			
	ndard (code)				
Performance			eriment w	ith available visual arts med	ia and methods to create
		-		riews, knowledge and unders	
		that reflect the hi	story and	culture of the people in Ghar	าล
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration P	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem So	lving.		
Vormondo					
Keywords					
T. L .R. (s)		Pictures	$\rightarrow$		
Ref: Creative Arts curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning)	Loarnors are to			What have we learnt
ivioriday	Engage learners to	Learners are to:	sal anviron	ment to select available	today?
	sing songs	•		e suitable for making	today:
	and recite	visual artworks;	ois that are	e suitable for making	Ask learners to
	familiar	•	se of variou	ıs visual arts media (e.g.	summarize the main
	rhymes	•		erent methods of art	points in the lesson
	,	•	_	work and make artworks	·
			-	ve with straw and paper,	
		make prints with	n fingers ar	nd leaves);	

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		2 assemble their test results and share their	
		experiences through open discussion;	
		Assessment: let learners create artworks that express	
		·	
		own views, knowledge and understanding of visual	
		artworks that reflect the history and culture of the	
		people in Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② use available materials in the environment to make	today?
	sing songs	their own artworks based on ideas gathered from the	
	and recite	visual artworks studied;	Ask learners to
	familiar	② discuss and compare their artworks to the visual	summarize the main
	rhymes	artworks studied	points in the lesson
		Assessment: let learners create artworks that express	
		own views, knowledge and understanding of visual	
		artworks that reflect the history and culture of the	
		people in Ghana	

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	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day:			Date:		
Period :				Lesson:	
Strand : Rea	ding		Sub-strar	nd : Phonics: Letter Sound Kno	owledge
Indicator (co	ode)	B4.2.4.1.1 B4.2	2.4.1.2 B	4.2.4.1.3	
Content star	ndard (code)	B4.2.4.1. B4.2	2.4.1. B	34.2.4.1.	
Performance	e Indicator	• Le	earners sho	ould read and recognise sound	ds at word initial.
		• Le	earners sho	ould read and recognise diagra	aphs in sentences.
			-	ould blend two-syllables to for	
		tivity and Innovating and Problem So		inication and Collaboration Pe	ersonal Development and
Keywords					
T. L.R. (s) Manila cards, markers, recorded a			rded audios visual		
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)		.1 1		
	Engage leaners to	-		s of the alphabet as a group	What have we learnt today?
	sing songs		-	an tha haavd	today:
	and recite	Write a number			
	familiar		say the w	ords as a group and then	
	rhymes	individually.			

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	<ul> <li>Let learners use the knowledge they have on letters and sounds and sorting to group words with the same initial sounds together in a group.</li> <li>Let learners show their works to another group.</li> <li>Through this, help learners read and recognise sounds at word initial.</li> </ul>	Review the lesson with learners
	Assessment: let learners read and mention sounds at word initial	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners say the letters of the alphabet as a group and individually.</li> <li>Write a number of sentences on the board.</li> <li>Lead learners to read the sentences as a group and individually.</li> <li>Lead learners to recognise the diagraphs in the sentences.</li> <li>Let learners read the diagraphs in the words that are in sentences</li> </ul> Assessment: let learners read and mention diagraphs in sentences	What have we learnt today?  Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Revise the lesson on syllables with learners.</li> <li>Write two syllable words on the board and help learners to read them.</li> <li>Put learners into groups and ask them to form as many words as they can by blending two-syllable words and mention their words to the class.</li> </ul> Assessment: let learners blend two-syllables to form words.	What have we learnt today?  Review the lesson with learners

Vetted by :	Signature:	Date :

# TERM ONE BASIC FOUR WEEK 4



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	LESSON PLΔN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size:	•		
Day:		Dat				
Period :		Les	son :	9		
Strand :	Sub-str	and:				
A. Oral Language	A.	Drama	itisation an	nd Role Play		
B. Reading			nongs			
C. Grammar Usage A			miners			
D. Writing			g as a Proc			
E. Using Writing Con			ng words/ N			
F. Extensive Reading	F.	Buildir	າg the Love	and Culture	of Reading	
Indicator (code)	B4.1.5.1.1. B4.2.4.1.1.	B4	1. 3.2.1.1	B4. 4.9.1.1	B4.5.3.1.1	B4.6.1.1.1
Content standard (code)	B4.1.5.1. B4.2.4.1.	B4	1. 3.2.1.	B4. 4.9.1.	B4.5.3.1.	B4.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	A. Learners can role- B. Learners can use of sentences C. Learners can iden "an" to refer to a part of the control of the cont	losing tify an person ect anstormatify and object aumma	diphthongs  Id use the I, animal, even I topic of In and organ I and use not ects  Ety of age-a	definite and vent, time or or choice on inise ideas before the count in sente and level approposed took read	indefinite art objects in gen ssues in the ore writing ences to ider opriate books	icles "a" and leral e immediate ntify people, and present
Leadership Circled Hillikii	is and i robicini solving.					
Keywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Lang	guage curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Select a suitable story/play learners have heard or read</li> <li>e. g. Ananse and the Black Pot.</li> <li>Have learners identify and discuss the characters and events/key issues in the play/story.</li> <li>Guide learners to role-play the key characters in specific scenes</li> <li>Assessment: let learners role-play a story/play</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Teach one diphthong at a time.</li> <li>Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you.</li> <li>Learners come up with examples of words that have the diphthongs.</li> <li>Have learners identify these diphthongs as they read the words.</li> <li>E.g.</li> <li>ei - take</li> <li>oi - boy</li> <li>ai— why, try</li> <li>Learners form their own sentences using words having diphthongs</li> <li>Assessment: let learners form their own sentences using words having words having diphthongs</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson	
Wednesday	Engage learners to sing songs and recite	<ul> <li>C.GRAMMAR</li> <li>Have learners read sentences containing articles.</li> <li>Indefinite articles: e.g. I bought an orange.</li> <li>a car, a sheep, a tree, an apple, an orange, an egg, etc.</li> </ul>	What have we learnt today?	

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	familiar rhymes	<ul> <li>Definite article: I put the book on the table.</li> <li>Use several examples to explain the use of the definite and indefinite articles.</li> <li>Nouns such as music, soup, soap, do not require any determiners. Thus show further that it is possible to say:</li> </ul>	Ask learners to summarize the main points in the lesson
		<ul> <li>i. I love music.</li> <li>ii. I enjoy soup.</li> <li>Put learners into small groups to form sentences with a, an, the</li> </ul>	
		Assessment: let learners identify and use the definite and indefinite articles "a" and "an" to refer to a person, animal, event, time or objects in general	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING</li> <li>Take learners through the writing process: Prewriting stage</li> <li>Put learners in groups of four (4). Each member suggests a topic. Each group discusses it's topics and selects one. Each team presents their topic to the class and writes it on the board.</li> <li>Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece.</li> <li>Invite groups to present their work and have the whole class give feedback.</li> <li>Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic.</li> <li>Have learners use graphic organisers to organise the ideas generated.</li> <li>e. g.</li> <li>Brainstorming</li> <li>Brainstorming involves expressing one's own views and ideas to contribute to resolve a problem.</li> <li>The activity can be done as a whole class, in small groups or in pairs. The high-ability learners may take leading roles.</li> <li>Accept and record each idea on the board. Assure them that they are not required to justify or explain the ideas they generate.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing	

people, animals, events and objects on the board.  • Put learners in groups to identify the names of people, animals, events and objects as nouns.  • Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences.  • Have them note that common nouns start with small letters.  • Have learners identify common nouns from	What have we learnt today?  Ask learners to summarize the main points in the lesson
Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects	)`
E.EXTENSIVE READING	Have learners to tell
to	what they read to the
Guide learners to choose and read	whole class
oks independently books of their choice during	
ne the library period.	
<ul> <li>Learners think-pair-share their stories with</li> </ul>	
peers.	
<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
the class for feedback.	
Assessment: let learners read a variety of age- and	
level appropriate books and present a-two-paragraph	
	<ul> <li>Have learners read simple sentences with names of people, animals, events and objects on the board.</li> <li>Put learners in groups to identify the names of people, animals, events and objects as nouns.</li> <li>Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences.</li> <li>Have them note that common nouns start with small letters.</li> <li>Have learners identify common nouns from paragraphs/passages.</li> <li>Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects</li> <li>E.EXTENSIVE READING</li> <li>Guide learners to choose and 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-paragraph summary of the book read.</li> <li>Invite individuals to present their work to the class for feedback.</li> </ul> Assessment: let learners read a variety of age- and

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 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:			Class size:	
Day:				esson:	
Strand: NUN	MBER	Sul	b-strand :	: Counting, Representation	& Cardinality
Indicator (co	ode)	B4.1.1.2.2	B4.1.1.3.1	3.1	
Content star	ndard	B4.1.1.2.	B4.1.1.3.		
(code)					
Performance	e Indicator	Learners can count a	nd conve	rt Hindu Arabic numerals t	o Roman numerals up to
		30 and vice versa			
		Learners can determi	ne set of	factors of a given numbers	up to 50
				cation and Collaboration Pe	ersonal Development
and Leaders	hip Critical Th	inking and Problem So	lving.		
Vormondo					
Keywords					
T. L .R. (s)					
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ng assess	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				

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Monday	Sing songs like:  I'm counting one, what is one	Learners read the chart sequentially forwards and backwards, vertically (up and down), zig-zag, diagonally and randomly without pointing to the numbers.  Invite 2-3 learners to read to the class. Call a Roman numeral and ask learners to write	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24  I V X L C 1 5 10 50 100  1 = I 20 = X 2 = III 30 = X 3 = III 30 = X 4 = IV 40 = XL 5 = V 50 = L 6 = VI 60 = LX 7 = VII 70 = LXX 8 = VIII 80 = LXX 90 = X 10 = X 10 = X	Review the lesson with Learners
	shall be.	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners	Review the lesson with Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	make groupings such as: $= 4 \times 3$ $= 3 \times 4$ $= 6 \times 2$ Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Learners pair grouping and the number of equal objects for each formation as factors;	Review the lesson with Learners
	I'm counting one, what is one	4 groups of 3 straws (4, 3 groups of 4 straws (3) 4)	3,

	1 - One is one alone, alone it shall be.	6 groups of 2 straws (6, 2 groups of 6 straws 2) 6) 12 groups of 1 straw 1 group of 12 straws (1, (12, 1) 12)	
		Assessment: have learners to practice with more examples	
Friday	Sing songs like:  I'm counting one, what is one	Learners collect from the pairs and form a set as the factors of the given number. For example the set of factors of 12 = {1, 2, 3, 4, 6, 12}  Assessment: have learners to practice with more examples	Review the lesson with Learners

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : CYC	LES		Sub-stran	d : EARTH SCIENCE	
Indicator (co	ode)	B4.2.1.1.1			
Content star	ndard (code)	B4.2.1.1.			
Performance	e Indicator	Learners can demo	onstrate u	nderstanding of cyclic mover	nents in the environment
-		tivity and Innovation ng and Problem Solv		nication and Collaboration Pe	ersonal Development and
Keywords				7	
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	uding asse	essment)	Plenary / Reflections
Monday	Engage learners to sing songs		n observe	ndulum (a ball hanging on a the swinging motion.	What have we learnt today?
	and recite familiar rhymes	<ul><li>(1) the seconds ha</li><li>(2) merry-go-round</li><li>(3) a swinging pend</li><li>(4) movement of the</li></ul>	nd on an a d dulum heir limbs o come ou	analogue clock  during walking.  It with one thing that is	Ask learners to summarize the important points of the lesson

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		Project: Life Cycle of a Maize Plant	
		Learners investigate the life cycle of a maize plant and report on their findings	
		Assessment: let learners mention one thing that is common to all the movements	
Thursday	Engage	Life Cycle of a Maize Plant	What have we learnt
	learners to	Learners report on their findings on the investigation of	today?
	sing songs	the life cycle of a maize plant	Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners describe the life cycle of a	important points of the
	rhymes	maize plant	lesson

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SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:			Class size:		
Day:			Da	te:		
Period :				sson :		
Strand : Introduction to computing Sub-str				INTRODUCTION TO MS-W	VINDOWS INTERFACE	
Indicator (co	ode)	B4.1.2.1.1.				
Content star	ndard (code)	B4.1.2.1.				
Performance	e Indicator	Learners can describe t	he deskt	op background and expla	in its features (e.g. image,	
		icons and Taskbar of th	e backgr	ound).		
=		tivity and Innovation Conng and Problem Solving.	mmunica	ation and Collaboration Po	ersonal Development and	
Keywords		. ( )		2		
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)	Cuido loarnore to ovalo	ro the d	ockton background and	What have we learnt	
	Engage learners to	Guide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and today?				
Wednesday	sing songs	folders you have or ma			today:	
	and recite	taskbar etc.). Show diff	•	• •	Ask learners to	
	familiar	images to learners. Ass			summarize the main	
	rhymes	· ·		•	points in the lesson	
	•	Assessment: Let learne	rs descri	be the desktop		
		background and explain	n its feat	ures		
		-			•	

LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : ALL ABOUT US Sub-stran			<b>d</b> : My Family and the Comm	unity	
Indicator (co	ode)	B4.1.3.1.1.			)
Content star	ndard (code)	B4.1.3.1.			
Performance	e Indicator	Learners can expl of the family	ain and ap <sub>l</sub>	preciate the importance of be	eing a committed member
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.		·
Keywords					
T. L .R. (s)	T	Pictures			
Ref:	Our World (	Our People curricu	ılum Page	2	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
T	learning)	1	. (		NAVIDADA DA
Tuesday	Engage		-	nembers e.g. mother,	What have we learnt
	learners to	Tather, siblings, ur	icies, aunt	ies, grandparents.	today?
	sing songs and recite	Loarnors talk abou	ıt babayia	urs expected of committed	Ask learners to
	familiar			obedience, respect,	summarize the main
	rhymes	dedication e.g. tal		• •	points in the lesson
	THYTHES	_		amily, respect for family	points in the lesson
				sibility (performing assigned	
		•	•	lping needy relatives.	
		duties), taking iiiii	liatives, He	iping needy relatives.	

		Assessment: Let learners mention behaviours expected	
		of committed members of the family	
Thursday	Engage	Learners talk about the importance of being a	What have we learnt
	learners to	committed family member e.g. to promote unity, to	today?
	sing songs	gain respect, to be considered a trustworthy person.	
	and recite		Ask learners to
	familiar	Learners draw and colour a family member e.g. father,	summarize the main
	rhymes	mother.	points in the lesson
		Assessment: Let learners mention the importance of	
		being a committed family member	

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LESSON PLAN
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SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-strar	nd: MANIPULATIVE SKILLS	
PATTERNS					
Indicator (co	ode)	B 4. 1.2.1.2			
Content star	ndard (code)	B 4. 1.2.1.			
Performance	e Indicator	Learners can Bala	ance while	e moving and manipulating	objects on a ground-level
		balance beam.			
Leadership C		tivity and Innovationg and Problem Sol		nication and Collaboration	Personal Development and
Keywords				$(\mathcal{O})$	
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners	After a warm up,	learners p	ick rubber balls available,	What have we learnt
	jog round a	hold them with th	neir two ha	ands and raise them at a	today?
	demarcate	stationery positio	n. Let ther	n lift the balls over their	
	d area in	head and begin to	o walk whi	le maintaining a balance.	Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

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	ce and to		
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	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION	CLASS: FOUR
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Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son :	
<b>Strand</b> : God	, His Creatior	and Attributes	Sub-strar	nd : 0	od the Creator	
Indicator (co	ode)	B4.1.1.2.				
Content star	ndard (code)					
Performance	e Indicator	Learners can ident	tify the un	ique	ness of humankind from	other creatures.
-		tivity and Innovationg and Problem Solv		ınica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page		)-		
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning inclu	uding ass	essm	ent)	Phase 3: Plenary / Reflections
Friday	learning) Engage learners to sing songs and recite familiar rhymes	Let learners draw a draw the comparis  Assessment: let lea being and draw the	son betwe	What have we learnt today?  Ask learners to summarize the main points in the lesson		

 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending	g:			Class size:			
Day:				Date :			
Period :				Lesson:			
<b>Strand</b> : Why	y and How W	e Study HISTORY	Sub-strar	nd : History as a Subject			
Indicator (co	ode)	B4.1.1.2.1					
Content star	ndard (code)	B4.1.1.2.					
Performance	e Indicator	Learners can ider	ntify the s	ources of history including a	rchaeology, numismatics,		
		oral tradition, wal	ll paintings	s etc.			
		tivity and Innovationg and Problem Sol		inication and Collaboration Pe	ersonal Development and		
Keywords		C()					
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections		
	(preparing		0	,	, ,		
	the brain						
	for						
	learning)						
Tuesday	Engage		•	ncluding funeral brochures,	What have we learnt		
	learners to	-		ohs, old letters and diaries,	today?		
	sing songs	arts and craft wor					
	and recite	appellation and b	OOKS.		Ask learners to		
	familiar rhymes	Classify these sou sources.	rces unde	r primary and secondary	summarize the main points in the lesson		
	What are the	Assessment: let le	earners ide	entify the sources of history			

	sources of history?		
Thursday	Engage learners to sing songs and recite familiar rhymes	List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books.  Classify these sources under primary and secondary sources.	What have we learnt today?  Ask learners to summarize the main points in the lesson
	What are the sources of history?	Assessment: let learners classify the sources of history under primary and secondary sources	

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	LESSON PLAN
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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:			Class size:			
Day:				Date :			
Period :			I	esson :			
Strand : Performing Arts Sub-stra				: Planning, Makii	ng and Co	mposing	
Indicator (co	ode)	B4 2.2.2.1.					
Content star	ndard (code)	B4 2.2.2.					
Performance	e Indicator	-	ased on ow	n views, knowledg	ge and und	media and techniques to lerstanding of performing e of Ghana	
=		tivity and Innovations and Problem So		ication and Collab	oration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:							
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssment)		Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to:  explore the surrinstruments, sour that are suitable dance, drama, poer experiment with rhythms, movement the compositions studied that refle	nds, rhythms for composin etry, etc.; h available in ent patterns of the Ghar	s, movement pattong and performing astruments, sound , etc. to perform stain performing a	g music,  ds,  some of  artists	What have we learnt today?  Ask learners to summarize the main points in the lesson	

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		Ghanaian. For example, sing patriotic songs composed	
		by Ephraim Amu, act parts of drama performed by	
		Grace Omaboe or David Dontoh of Obra Drama Troupe,	
		or recite poems created by Atukwei Okai or any local	
		performing arts group;	
		② discuss and share their experiences through peer	
		review.	
		Assessment: let learners create artworks based on own	
		views, knowledge and understanding of performing	
		artworks that reflect the history and culture of the	
		people of Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② explore the surroundings to select available	today?
	sing songs	instruments, sounds, rhythms, movement patterns, etc.	
	and recite	that are suitable for composing and performing music,	Ask learners to
	familiar	dance, drama, poetry, etc.;	summarize the main
	rhymes	② experiment with available instruments, sounds,	points in the lesson
		rhythms, movement patterns, etc. to perform some of	
		the compositions of the Ghanaian performing artists	
		studied that reflect the history and culture of the	
		Ghanaian. For example, sing patriotic songs composed	
		by Ephraim Amu, act parts of drama performed by	
		Grace Omaboe or David Dontoh of Obra Drama Troupe,	
		or recite poems created by Atukwei Okai or any local	
		performing arts group;	
		2 discuss and share their experiences through peer	
		review.	
		Assessment: let learners create artworks based on own	
		views, knowledge and understanding of performing	
	1111	artworks that reflect the history and culture of the	
		people of Ghana	

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Vetted by :	Signature:	Date :

 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Rea	ding		Sub-stran	d: Phonics: Letter Sound Kn	owledge
Indicator (co	de)	B4.2.4.1.4 B	4.2.5.1.1.1	B4.2.5.1.2	
Content star	ndard (code)	B4.2.4.1. B	4.2.5.1.1.	B4.2.5.1.	
Learners should record to the second record record record to the second record re			hould read	ognise and read consonant cl d aloud with correct pronunc meanings of unfamiliar word	iation and tone
Leadership C		tivity and Innovations and Problem Sol		nication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, mar	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curricului	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding asso	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	applicable) and le group and individ • Use words form	th consona ad learner ually. ied with co	of the alphabet. Int clusters in them (where is to say the words as a insonant clusters to form lead learners to read the	What have we learnt today?

N	ΔN	۱A	FI	IFI	Δ	co	ш	ΔI	Н

	• Let learners read the sentences and as they read, lead	Review the lesson with
	them to recognise the consonant clusters in the	learners
	sentences and write them down.	
	Assessment: let learners read consonant clusters in sentences	
Engage leaner sing s and re familia rhyme	<ul> <li>Read the passage again while learners read after you.</li> <li>Let learners read aloud the passage with correct pronunciation and tone (correct them where necessary).</li> </ul>	What have we learnt today?
		Review the lesson wit
	Assessment: let learners read aloud with correct pronunciation and tone	learners
Engage leaner sing s and re familia rhyme	<ul> <li>Mention some words and write them on the board.</li> <li>Lead learners to find the meaning of the words in context.</li> <li>Let learners find the meanings of more unfamiliar</li> </ul>	What have we learnt today?
		Review the lesson wit
	Assessment: let learners find meanings of unfamiliar words from context.	learners

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Vetted by :	Signature:	Date :

# TERM ONE BASIC FOUR WEEK 5



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	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class	size:		
Day:		Dat	te:			
Period :		Les	son :			
Strand :	Su	ıb-strand :				
A. Oral Language		A. Conve				
B. Reading		B. Blends	and Co	onsonant Clus	ters	
C. Grammar Usage A	t Word	C. Deterr				
D. Writing		D. Writin	g as a F	Process		
E. Using Writing Con	ventions	E. Namin	ng word	ls/ Nouns		
F. Extensive Reading		<b>F.</b> Buildir	ng the L	ove and Cultu	ire of Readin	g
Indicator (code)	B4.1.6.1.1. B4.2.5.	1.1. B4.3.	2.1.2	B4.4.9.2.1	B4.5.3.1.2.	B4.6.1.1.1
Content standard (code)	B4.1.6.1 B4.2.5.	1 B4.3.2	2.1.	B4.4.9.2.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	A. Learners can	describe/ta	lk abou	ıt objects, eve	nts, dates an	d time
	B. Learners car	n orally pro	duce :	single-syllable	words by	blending sounds
	(phonemes),	including co	onsonai	nt blends		
	C. Learners can	identify ar	nd use	quantifiers to	o show quar	ntities, Numerals
	(cardinals: or	ne, two), So	me, fev	w/little, etc.,	No, all/every	
	D. Learners can	develop ide	eas int	o a one-parag	graph draft u	sing appropriate
MIL.	nouns or pro ambiguity	nouns withi	in and a	across senten	ces to aid co	hesion and avoid
	· ,	identify and	d use:-	Proper nouns	– refer to cit	ies and countries
		-		-		ooks and present
			-	ach book read		į
Core Competencies: Crea		•				evelopment and
Leadership Critical Thinkin	•					
·		<u>-</u>				
Keywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Demonstrate the activity by describing a classroom object.</li> <li>Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on).</li> <li>Festivals</li> <li>Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc.</li> <li>Birthdays</li> <li>Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy).</li> <li>Telling the Time</li> <li>Using a clock face, assist learners to revise telling the time using expressions such as half past 8, quarter past 8, quarter to 8, etc. Assist learners to tell the time throughout the day: 10 minutes past 8; 25 minutes past 9; 20 to 11 etc.</li> <li>Important places in the country</li> <li>Provide a map of Ghana and assist learners to identify important places and talk about them.</li> <li>Have learners locate these places on the map</li> <li>Assessment: let learners describe/talk about objects, events, dates and time</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Guide learners to play games like "Tapping Out" to bring out the single-syllable words.</li> <li>Demonstrate blending by sounding out letters separately and blending/bringing them together into syllables and words.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		e.g. p-l-o-t = plot	
		b-l-a-c-k = black	
		g-r-o-w = grow	
		Have learners identify words containing particular	
		blends e.g. bl, br, cr, cl, gr, gl	
		Tapping Out Game	
		"Tapping Out" is about using the fingers to teach	
		decoding /blending the sound of letters.	
		Each finger represents a letter sound of single-syllable	
		words.	
		• Turn your back to the class and raise your right hand.	
		Raise the index finger straight as learners watch.	
		Bring the index finger down to meet the thumb as you	
		make the sound.	
		Use fingers to demonstrate blending.	
		Assessment: let learners orally produce single-syllable	
		words by blending sounds (phonemes), including	
		consonant blends	
Wednesday	Engage	C.GRAMMAR	What have we learnt
	learners to	Have learners read sentences with quantifiers from	today?
	sing songs	the board.	•
	and recite	e. g. some, few/little, one, two, No, all /every etc.	Ask learners to
	familiar	Put some pictures on the wall.	summarize the main
	rhymes	Use more examples to show that these quantifiers are	points in the lesson
	,	used with non-countable nouns: few, little, etc.	
		e. g. little water, little bread, few books, etc.	
		Have learners write sentences using quantifiers e.g.	
		many books, a piece of chalk and identify them from	
		given sentences/texts	
		given sentences/texts	
		According to the language courts and a continuous conti	
		Assessment: let learners write sentences using	
	_	quantifiers	
Thursday	Engage	D.WRITING	What have we learnt
	learners to	Have learners work independently to write a first	today?
	sing songs	draft. Advise learners to:	
	and recite	i. Concentrate on getting ideas on paper, not to	Ask learners to
	familiar	produce a perfect piece of writing.	summarize the main
	rhymes	ii. Use the ideas generated but feel free to add new	points in the lesson
		ideas that occur to them as they write.	
		Be sure their writing has a beginning, middle and an	
		ending.	
		Assessment: let learners develop ideas into a one-	

Engago	E MADITING CONVENTION AND CRAMMAD LISAGE	What have we learnt
	•	today?
		A alc la a una a una tra
		summarize the main
rnymes	paragraphs/passages.	points in the lesson
	Have learners form sentences with names of other	
	cities and countries.	
	Assessment: let learners form sentences with names of	
	other cities and countries	
Guide	E.EXTENSIVE READING	Have learners to tell
learners to		what they read to the
choose and	Guide learners to choose and read independently	whole class
read books	books of their choice during the library period.	
during the	Learners think-pair-share their stories with peers.	
library	<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
period	summary of the book read.	
	<ul> <li>Invite individuals to present their work to the</li> </ul>	
	class for feedback.	
	Assessment: let learners read a variety of age- and	
	level appropriate books and present a-two-paragraph	
	summary of each book read	
	learners to choose and read books during the library	<ul> <li>Have learners read simple sentences with names of cities and countries from the board.</li> <li>Put learners into groups to identify the names of cities and countries.</li> <li>Have learners identify proper nouns from paragraphs/passages.</li> <li>Have learners form sentences with names of other cities and countries.</li> <li>Assessment: let learners form sentences with names of other cities and countries</li> <li>Guide learners to choose and 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-paragraph summary of the book read.</li> <li>Invite individuals to present their work to the class for feedback.</li> <li>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph</li> </ul>

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	LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Date	e:	
Period :				Less	on:	
Strand: NUN	MBER	Su	ub-stran	<b>d</b> : C	ounting, Representation	n & Cardinality
Indicator (co	ode)	B4.1.1.3.2 B4	1.1.3.3			
Content star	ndard (code)	B4.1.1.3. B4	1.1.3.			
Performance	e Indicator	numbers bet	ween I a	and 5	50.	or (HCF) of any two whole of at least any two given
<del>-</del>		tivity and Innovation ng and Problem Solvin		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	s curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includ	ling asse	essm	ent)	Phase 3: Plenary / Reflections
Monday	Sing songs like: I'm counting one, what is one		to list the d 24={1,	ne fa ,2,3,4 of the	ctors. That is:	Review the lesson with Learners

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		Learners select the highest common factor of 12 and 24 as 12	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Learners may use Venn diagrams to find the common factors and then the highest common factor by placing the factors in the regions of the shapes. The highest common factor of 12 and 20, in the diagram is 4  Factors of 20  Factors of 12  3 6 10 4 12	Review the lesson with Learners
		Assessment: have learners to practice with more examples	
Wednesda	Sing songs		Review the lesson with
У	like: I'm counting one, what is one	Learners identify and the list the set multiples of given numbers using skip counting E.g. The set of multiples 5 = { 5, 10 15100} and the etc. of multiples of 10 = {10, 20, 30,100}  Assessment: have learners to practice with more	Learners
	is one	examples	
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is	Learners list the set of common multiples of any two or more given numbers between 0 and 100. E.g. The set of common multiples of 5 and 10 ={10, 20, 30, 100}. Learners select the least of the common multiple of the given numbers, and identify the least common multiple (LCM). The LCM of 5 and 10 is 10.	Review the lesson with Learners
	1 - One is	Assessment: have learners to practice with more examples	
Friday	Sing songs like:	Learners list the set of common multiples of any two or more given numbers between 0 and 100. E.g. The set of common multiples of 5 and 10 ={10, 20, 30, 100}.	Review the lesson with Learners
	I'm counting	Learners select the least of the common multiple of the given numbers, and identify the least common multiple (LCM). The LCM of 5 and 10 is 10.	

Assessment: have learners to practice with more examples  Vetted by :		one, what				
Vetted by :		is one		ers to practice with	more	
			examples			
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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son:	
Strand : CYC	LES		Sub-stran	id : E	ARTH SCIENCE	
Indicator (co	ode)	B4.2.1.2.1				
Content star	ndard (code)	B4.2.1.2.				
Performance	e Indicator	Learners can iden	tify the ob	jects	in the sky during day an	d night
=		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords					<b>3</b> '	
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	and night sky,	ects in the ojects in th fferences a uestion: W	dayt e nig and s	ime sky;	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		(2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky	
		and then in both skies and display their work on the	
		classroom walls.	
		Assessment: let learners identify the objects in the sky during day and night	
Thursday	Engage	Learners draw venn diagrams (2 circles then another	What have we learnt
	learners to	circle overlapping the two) and put in them the things	today?
	sing songs	they see in the night sky, day sky and then in both skies	Ask learners to
	and recite	and display their work on the classroom walls.	summarize the
	familiar	Learners write about the importance of the things	important points of the
	rhymes	they see in the skies.	lesson
		Assessment: let learners write about the importance of	
		the things they see in the skies	

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	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:					Class size:		
Day:				Date	e :		
Davied :							
Period :				Less	on :		
Strand : Intro	oduction to c	omputing	Sub-strand	<b>d :</b> in	troduction to ms-windo	ows interface	
Indicator (co	ode)	B4.1.2.1.2					
Content star	ndard (code)	B4.1.2.1.					
Performance	e Indicator	Learners can dem		how	to Personalise the D	esktop Background using	
=		tivity and Innovationg and Problem Solv		nicat	ion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page		)-			
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
	Engage	Show projected ex	camples of	pers	sonalised Desktop	What have we learnt	
	learners to Background to learners with			the	aid of a projector or	today?	
Wednesday		pictures.					
	and recite					Ask learners to	
	familiar	Guide learners to personalise			. •	summarize the main	
	rhymes	using the required	l tools and	sett	ings.	points in the lesson	
		Assessment: Let le	earners der	mon	strate how to		
		Personalise the De	esktop Bacl	kgro	und using required		
		tools and settings;	;				

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LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : ALL	ABOUT US		Sub-strand : Home and School			
Indicator (co		B4.1.4.1. 1.				
	ndard (code)					
Performance	e Indicator	Learners can expl	ain impor	tance of education and work	as a responsible citizen	
Core Compe	tencies: Crea	tivity and Innovatio	n Commû	nication and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem Sol	ving.			
Keywords						
•						
T. L .R. (s)		Pictures				
Ref:	Our World (	Dur People curricu	lum Page	<u> </u>		
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners in groups	s talk abou	it the importance of work at	What have we learnt	
	learners to	home, school and	the comm	nunity	today?	
	sing songs					
	and recite	Learners talk abou	ıt how edi	ucation is linked to work e.g.	Ask learners to	
	familiar	Education opens a	avenues to	get work to do	summarize the main	
	rhymes	Education opens r	ninds to se	et up work	points in the lesson	
		Education provide	es skills to	manage wor		
		Assessment: Let l	earners ex	plain importance of		
		education and wo		·		

Thursday	Engage	Learners compose a song on the importance of	What have we learnt
	learners to	education	today?
	sing songs		
	and recite	Learners tell stories of individuals who have been able	Ask learners to
	familiar	to create their own jobs	summarize the main
	rhymes		points in the lesson
		Assessment: Let learners explain importance of	
		education and work as a responsible citizen	

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LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:		
Day:				Date :		
Period :			Lesson:			
Strand: MOTOR SKILL AN PATTERNS		D MOVEMENT	NT Sub-strand : MANIPULATIVE SKILLS			
Indicator (co	ode)	B4.1.2.1.3				
Content star	ndard (code)	B4.1.2.1.				
Performance	e Indicator	Learners can Strik	e a bounc	ed ball with the hands and fee	et.	
=		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners	In pairs, a partner	tosses a l	ightweight ball to a	What have we learnt	
	jog round a	colleague to hit ov	ver varying	g distances. Serve a	today?	
	demarcate	lightweight ball to	a partner	, using the underhand		
	d area in	movement patter	n. Strike a	gently-tossed ball with feet,	Use answers to	
	files while	using a side orient	tation.		summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					

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	ce and to		
	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:	
Day:			Dat	e :	
Period:			Les	son :	
<b>Strand</b> : God	l, His Creatior	and Attributes Sub-stran	i <b>d</b> : (	God the Creator	
Indicator (co	ode)	B4.1.1.2.1:			
Content star	ndard (code)	B4.1.1.2.			
Performance	e Indicator	Learners can identify the un	ique	ness of humankind from	other creatures.
-		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords				<b>J</b>	
T. L .R. (s)		Pictures			
Ref:	RME curricu	ulum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including asso	essm	nent)	Plenary / Reflections
Friday	Engage				What have we learnt
	learners to	Let learners write down the	cha	racteristics of	today?
	sing songs	humankind that are differer	nt fro	om animals.	
	and recite				Ask learners to
	familiar	Assessment: let learners wri	ite d	own the characteristics	summarize the main
	rhymes	of humankind that are differ	rent	from animals	points in the lesson

 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending	g:			Class size:			
Day:				Date :			
Period :				Lesson :			
Strand : Hist	ory as a Subje	ect	Sub-strand: Why and How We Study HISTORY				
Indicator (co	ode)	B4.1.1.2.1					
Content star	ndard (code)	B4.1.1.2.					
Performance	e Indicator	Learners can idea oral tradition, wa			ing aı	rchaeology, numismatics,	
=		tivity and Innovations and Problem So		nication and Collaborati	on Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main	-			Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	luding asse	essment)		Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes  What historical knowledge	obtain from old n disasters – droug Assessment: let le	ewspapers ht, bushfire earners me	cal information can we and diaries? (E.g. Natur etc.) ntion the relevant histo tain from old newspape	rical	What have we learnt today?  Ask learners to summarize the main points in the lesson	

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	are we		
	likely to		
	acquire		
	from these		
	sources?		
Thursday	Engage		What have we learnt
	learners to	Explain how relevant historical information can we	today?
	sing songs	obtain from old newspapers and diaries? (E.g. Natural	
	and recite	disasters – drought, bushfire etc.)	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners mention the relevant historical	points in the lesson
		information that we can obtain from old newspapers and diaries	
	What	and didnes	
	historical		
	knowledge		
	are we		
	likely to		
	acquire		
	from these		
	sources?		

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Less	son :	. (   ) ) '
Strand : Visu	ial Arts	S	Sub-stran	<b>d</b> : P	lanning, Making an	d Composing
Indicator (co	ode)	B4 1.2.3.1				
Content star	ndard (code)	B4 1.2.3.				
Performance	e Indicator	Learners can create	own art	work	ks using available vis	sual arts media and methods to
		express own views,	knowled	lge a	nd understanding o	f the history and culture of the
		people of Ghana				
=		3		nica	tion and Collaborati	on Personal Development and
Leadership C	Critical Thinkir	ng and Problem Solvi	ing.			
Keywords				1		
Reywords						
T. L .R. (s)		Pictures				
Ref:						
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Monday	Engage	Learners are to:				What have we learnt
Wionday	learners to	2 select ideas fron	n tha hist	orv	and culture of	today?
	sing songs	the people to com		•		today:
	and recite	2 select and use a			_	Ask learners to
	familiar	and apply appropr				summarize the main
	rhymes	make artworks ba			-	points in the lesson
	,	example:				p =
		- modelling with c	lay, plast	icine	, papier mâché	
		(paper pulp) etc. t				

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		image of an ancestor etc. by pinching, slabbing,	
		casting or modelling	
		- weaving a tapestry, stole, fringe or tassel for	
		decoration, wall hanging, etc.	
		- creating an art form by constructing and	
		assembling everyday materials such as	
		containers: plastic bottles, packages etc. to	
		create a decorative piece, etc.	
		- drawing and painting images to honour	$\cap$
		personalities, for interior decoration, etc.	
		Assessment: let learners create own artworks using	
		available visual arts media and methods to express own	
		views, knowledge and understanding of the history and	
		culture of the people of Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	select and use available materials and tools and apply	today?
	sing songs	appropriate skills and techniques to make artworks	
	and recite	based on their own designs. For example:	Ask learners to
	familiar	- using paper/metal sheets to create forms in origami,	summarize the main
	rhymes	quilling or filigree by punching, perforating, folding,	points in the lesson
		trimming, etc.	
		- artworks from fabric and leather by dyeing, sewing,	
		printing, embossing, etc.	
		2 discuss and share their experiences through jury	
		Assessment: let learners create own artworks using	
		available visual arts media and methods to express own	
		views, knowledge and understanding of the history and	
		culture of the people of Ghana	

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LESSON PLAN
 LESSON PLAIN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:			Class size:		
Day :				Date:		
Period :				Lesson:		
Strand : Writing Sub-st			Sub-stran	and: Penmanship/Handwriting		
Indicator (co	ode)	B4.3.1.1.1 B4.	.3.1.1.2			
Content star	ndard	B4.3.1.1. B4	.3.1.1.			
(code)						
It serves as a pause i  Learners should reco			s a pause ir nould reco s a pause ir	ognise that a comma is used to separate a list of items. in sentences and speech. cognise that a comma is used to separate a list of items. in sentences and speech.		
		ing and Problem So		nication and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian L	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning incl	uding asse	ssment)	Plenary / Reflections	
	Engage leaners to sing songs and recite	• Use full stops at	the end of	es on a cardboard.  each sentence you write.  entences as a group and in	What have we learnt today?	

IVAIVATIIITACC	(0,		
	familiar	• Ask learners to tell you the punctuation marks they see	
	rhymes	at the end of the sentences and tell them that the full	
		stop is used at the end of a complete sentence.	Review the lesson with
		• Write more sentences on the board without full stops	learners
		and ask learners to use the full stop to punctuate them.	
		Assessment: let learners use the full stop to punctuate	
		sentences on the board without full stops	
	Engage	Draw some items on a cardboard.	What have we learnt
	leaners to	Call learners to mention the names of the items you	today?
	sing songs	·	
	and recite	horizontally.	
	familiar	<ul> <li>Use commas to separate the items you have written.</li> </ul>	
	rhymes	Let learners recognise that a comma is used to	
		separate a list of items in a row.	Review the lesson with
		• Let learners also know that the comma serves as a	learners
		pause in sentences and speech as well (show an example	
		of this in a passage).	
		Group learners and assign a leader.  Let learners mention names of items for the group.	
		Let learners mention names of items for the group	
		leader to write.	
		Let the group now separate the items with a comma	
		and show their work to other groups and discuss their	
		findings.	
		Assessment: let learners use comma to separate a list of	
		items.	
	Engage	Draw some items on a cardboard.	What have we learnt
	leaners to		today?
9	sing songs	have drawn on the board and write the names down	
	and recite	horizontally.	
	familiar	• Use commas to separate the items you have written.	
	rhymes	<ul> <li>Let learners recognise that a comma is used to</li> </ul>	
		separate a list of items in a row.	Review the lesson with
		• Let learners also know that the comma serves as a	learners
		pause in sentences and speech as well (show an example	
		of this in a passage).	
		Group learners and assign a leader.	
		Let learners mention names of items for the group	
		leader to write.	

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		Let the group now separate the items with a comma	
		and show their work to other groups and discuss their	
		findings.	
		Assessment: let learners use comma to separate a list of	
		items.	

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# TERM ONE BASIC FOUR WEEK 6



	LESSON PLAN
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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size:		
Day:		Da			
Period :			son :		
Strand :		Sub-strand:			
A. Oral Language			rsation		
B. Reading		B. Vocab			
C. Grammar Usage A	t Word		miners		
D. Writing			g as a Process		
E. Using Writing Con			ng words/ Nouns		
F. Extensive Reading			ng the Love and Cu		
Indicator (code)		2.6.1.1 B4.3.2		B4.5.3.1.2.	B4.6.1.1.1
Content standard (code)		2.6.1. B4.3.2.		B4.5.3.1	B4.6.1.1.
Performance Indicator			view attentively a		ed period (e.g.,
			ing) and maintain e	•	
			opropriate content	-	-
		•	n words (preposition	ons) appropriate	y in spoken and
		ommunication			
			nd use quantifiers		ities, Numerals
	·	•	me, few/little, etc.	•	
			eas into a one-par		
		-	in and across sente	ences to aid cohe	esion and avoid
	ambiguit	•			
			d use: Common no		
			ety of age- and leve		oks and present
	a-two-pa	ragraph summa	ry of each book rea	ad	

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a class
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>As learners observe and listen attentively, engage in a conversation with one of them on a topic e.g. "Important Places in the District".</li> <li>Repeat procedure in bullet one, above, in talking about names of regions/places, festivals, date, time, familiar objects, etc.</li> <li>Pairs may be invited to perform in front of the class.</li> <li>Assessment: let learners in pairs engage in a conversation with one of them on different topics</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  • Using examples, have learners see the difference between content and function words  • Provide a substitution table of content words and function words for learners to construct sentences from. Help learners to sort out the different content words and function words in groups.  • Assist learners to understand that these words combine into sentences to help us make proper meaning of them.  • Let learners make sentences using function and content words.  Assessment: let learners make sentences using function	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR  • Have learners read sentences with quantifiers from the board.  e. g. some, few/little, one, two, No, all /every etc.  Put some pictures on the wall.  • Use more examples to show that these quantifiers are used with non-countable nouns: few, little, etc.  e. g. little water, little bread, few books, etc.  • Have learners write sentences using quantifiers e.g. many books, a piece of chalk and identify them from given sentences/texts	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	Assessment: let learners write sentences using quantifiers  D.WRITING  Have learners work independently to write a first draft. Advise learners to:  i. Concentrate on getting ideas on paper, not to produce a perfect piece of writing.  ii. Use the ideas generated but feel free to add new ideas that occur to them as they write.  Be sure their writing has a beginning, middle and an ending.  Assessment: let learners develop ideas into a one-paragraph draft using appropriate nouns or pronouns	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Introduce common nouns in context.</li> <li>Have learners read simple sentences with common nouns from the board.</li> <li>Put learners into groups to identify the common nouns.</li> <li>Have learners identify common nouns from paragraphs/passages.</li> <li>Have learners form sentences with the common nouns identified</li> <li>Assessment: let learners form sentences with the common nouns identified</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the	<ul> <li>E.EXTENSIVE READING</li> <li>Guide learners to choose and read independently books of their choice during the library period.</li> </ul>	Have learners to tell what they read to the whole class

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	library	Learners think-pair-share their stories with	
	period	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.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

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 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:				Class size:		
Day:			Di	ate:		
Period :			Le	esson :		
Strand : NUI	MBER		Sub-strand :	: Counting, Representation	& Cardinality	
Indicator (co	ode)	B4.1.1.3.4	B4.1.1	3.5		
Content star	ndard (code)	B4.1.1.3.	B4.1.1	B4.1.1.3.		
Performance	e Indicator			the relationship between and analyse patterns in sq	·	
Core Competencies: Crea and Leadership Critical Th				cation and Collaboration Po	ersonal Development	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 2: Main		Phase 3:	
	Starter (preparing the brain for learning)	(new learning inclu	uding assess	sment)	Plenary / Reflections	
Monday	Sing songs like:	Put learners into convenient groups and provide each group adequate number of bottle tops, an A4 sheet and a 30cm ruler and ask them to generate square		ttle tops, an A4 sheet	Review the lesson with Learners	

QUAH		
l'm	numbers by continuing the arrangement shown below	
counting	up to the 10th number; [i.e. 1, 4, 9, 16, 25, 36 )	
one, what		
is one	multiple of 4	
	5 x 4 = 20  factor factor of 20 multiple of 5	
	Assessment: have learners to practice with more examples	
Sing songs		Review the lesson with
like:	Investigate even and odd numbers.	Learners
I'm counting one, what is one.	Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is a multiple of 2? a multiple of 3? a multiple of 4? and a multiple of 5? (This is also known as the divisibility test).	
	Assessment: have learners to practice with more examples	
Sing songs		Review the lesson with
like:	Put learners into convenient groups and provide each group adequate number of bottle tops, an A4 sheet	Learners
I'm counting	and a 30cm ruler and ask them to generate square numbers by continuing the arrangement shown below up to the 10th number; [i.e. 1, 4, 9, 16, 25, 36 )	
	• • •	
	1 4 9 16	
	Assessment: have learners to practice with more examples	
	I'm counting one, what is one  Sing songs like: I'm counting one, what is one.  Sing songs like: I'm	I'm counting one, what is one  Investigate even and odd numbers a multiple of 2? a multiple of 3? a multiple of 4? This is also known as the divisibility test).  Investigate numbers that are multiple of 2? a multiple of 3? a multiple of 4? and a multiple of 5? (This is also known as the divisibility test).  Sing songs like:  I'm counting one, what is one.  Assessment: have learners to practice with more examples  Sing songs like:  I'm counting one, what is one.  Assessment: have learners to practice with more examples  Sing songs like:  I'm counting one, what is one  I - One is one alone, alone it shall be.  Assessment: have learners to practice with more examples  Assessment: have learners to practice with more examples

Thursday	Sing songs		Review the lesson with
	like:	Investigate the relationship between square numbers	Learners
		and the sum of consecutive odd numbers	
	l'm	TALLET THE THE TALLET W	
	counting	1	
	one, what	1+3+5=9 32=9	
	is one	1+3+5+7=16 → 4 <sup>2</sup> =16	
	1 - One is		
	one alone,		
	alone it	•••••	
	shall be.	•••••	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs		Review the lesson with
	like:	Investigate the relationship between square numbers	Learners
		and the sum of consecutive odd numbers	
	l'm	12=1.	
	counting	1+3=4	
	one, what	1+3+5=9 32=9	
	is one	1+3+5+7=16 → 42=16	
	1 - One is		
	one alone,		
	alone it	•••••	
	shall be.	•	
		Assessment: have learners to practice with more	
		examples	

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:			Class size:	
Day:			Da	ite:	
Period :			Le	sson :	
Strand : CYC	LES	Su	b-strand :	LIFE CYCLES OF ORGANIS	MS
Indicator (co	ode)	B4.2.1.2.1			
Content star	ndard (code)	B4.2.1.2.			
Performance	e Indicator	Learners can observe	e, identify	and give the functions of t	he parts of a plant
		tivity and Innovation ( ng and Problem Solvin		ation and Collaboration Po	ersonal Development and
Keywords		(		9	
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	of the plants (roots, s	for a class dentify an stem, leave	activity. d give functions of parts	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage	Learners draw annotated diagrams of the plants and	What have we learnt
	learners to	display them in class.	today?
	sing songs	Learners relate the functions of the parts to their	Ask learners to
	and recite	positions on the plant.	summarize the
	familiar		important points of the
	rhymes	Assessment: let learners relate the functions of the	lesson
		parts to their positions on the plant.	

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SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Intro	oduction to c	omputing	Sub-stran	<b>d</b> : Data, sources and usage	
Indicator (co	ode)	B4.1.3.1.1.			
Content star	ndard (code)	B4.1.3.1.			
Performance	e Indicator	Learners can use	strategies	for identifying data in conve	rsation and newspapers.
-		tivity and Innovationg and Problem Sol		nication and Collaboration F	Personal Development and
Keywords					
T. L .R. (s)		Laptop			
Ref:	Computing	curriculum Page		)-	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essment)	Plenary / Reflections
	Engage	Guide learners to	discuss str	ategies, which can be used	What have we learnt
	learners to	to identify data ar	nd informa	tion. Use different	today?
Wednesday	sing songs	approaches to aid	identify d	ata in conversation and	
	and recite familiar	newspaper e.g. gr	ouping stu	dents, role play etc	Ask learners to summarize the main
	rhymes	Assessment: Let le data in conversati		e strategies for identifying wspapers	points in the lesson

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 LESSON PLAN

SUBJECT: Our World Our People CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : ALL	AROUND US		Sub-stran	<b>d</b> : The Environment and the	Weather
Indicator (co	ode)	B4.2.1.1 .1.			
Content star	ndard (code)	B4.2.1.1 .			
Performance	e Indicator	Learners can expl	ain ways c	of making the environment sa	nfe
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords				70.	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricu	lum Page	2	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage		•	ensuring safety in the	What have we learnt
	learners to	J		e environment clean,	today?
	sing songs			on, good roads, safe	
	and recite	•	duce usag	e of chemicals, reduce	Ask learners to
	familiar	burning of things.			summarize the main
	rhymes				points in the lesson
		•	•	os on human activities that	
				nt safe: illegal mining	
_		(galamsey), indisci	riminate c	utting down of trees	

		(deforestation), pollution of the air and water bodies,	
		throwing plastic bags around.	
		Assessment: Let learners explain ways of making the	
		environment safe	
Thursday	Engage	Learners in groups play games or engage in	What have we learnt
	learners to	activities/projects that teach ways of ensuring safety in	today?
	sing songs	the community e.g. preventing flooding, preventing	
	and recite	drowning, preventing fire outbreaks by putting off	Ask learners to
	familiar	electrical gadget after use, make fire extinguisher	summarize the main
	rhymes	available in homes, preventing road accidents, keeping	points in the lesson
		the home and classroom or school clean, planting trees,	
		recycling waste paper and plastics	
		Assessment: Let learners explain ways of making the	
		environment safe	

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 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Endin	g:			Class size:			
Day :			I	Date :			
Period:			I	esson :			
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-strand	: MANIPULATIVE SKILLS			
PATTERNS							
Indicator (co	ode)	B4.1.2.1.4					
Content star	ndard (code)	B4.1.2.1.			9		
Performance	e Indicator	Learners can Stri	ke a self-to	ssed lightweight ball wit	h a paddle or racket to a		
		partner.					
-		tivity and Innovationg and Problem Sol		ication and Collaboration	Personal Development and		
Keywords			-				
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	uding asses	ssment)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Friday	Learners	In pairs, a partner	tosses a lig	htweight ball to a	What have we learnt		
	jog round a	colleague to hit o	ver varying	distances. Serve a	today?		
	demarcate	lightweight ball to	a partner,	using the underhand			
	d area in	movement patter	n. Strike a g	ently tossed ball with a	Use answers to		
	files while	bat, using a side o	rientation		summarise the lesson.		
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						

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	ce and to		
	1		
	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:				Class size:		
Day:				Dat	e:		
Period :				Less	son :		
<b>Strand</b> : God	, His Creatior	n and Attributes	Sub-strar	<b>id :</b> P	ictures		
Indicator (co	ode)	B4. 1.2.1.1					
Content star	ndard (code)	B4. 1.2.1.					
Performance	e Indicator	Learners can discu	uss the eff	ects	of human activities on tl	ne environment.	
-		tivity and Innovationg and Problem Sol		nica	ion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures	-//				
Ref:	RME curricu	ılum Page		)-			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Guide learners to talk about the human activities in the environment.</li> <li>Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</li> <li>Assessment: let learners identify human activities that destroy the environment</li> </ul>			What have we learnt today?  Ask learners to summarize the main points in the lesson		

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 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : My Country Ghana Sub-stra			Sub-strar	nd : The People Of Ghana		
Indicator (co	ode)	B4.2.1.1.1				
Content star	ndard (code)	B4.2.1.1.		\		
Performanc	e Indicator	Learners can descrits expansion	cribe how o	one major Kingdom was forme	ed and the reasons behind	
		tivity and Innovating and Problem So		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	(new learning including assessment)			
Tuesday	Engage learners to sing songs and recite familiar rhymes Where was this major Kingdom	of one Kingdom. e.g. Savanna Belt	States-Mo	erise, expansion and decline ble-Dagbani and Gonja ention the reasons for the of one Kingdom.	What have we learnt today?  Ask learners to summarize the main points in the lesson	

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	formed?		
	How was it		
	formed?		
	How did it		
	expand?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Identify the reasons for the rise, expansion and decline of one Kingdom. e.g. Forest Belt States - Bono, Adansi, Asante, Denkyira and Akwamu.  Assessment: let learners mention the reasons for the rise, expansion and decline of one Kingdom.	What have we learnt today?  Ask learners to summarize the main points in the lesson
	Where was this major Kingdom formed? How was it formed? How did it expand?		

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Perf	orming Arts		Sub-stran	nd: Planning, Making and Con	nposing
	_			( )	
Indicator (co	ode)	B4 2.2.3.1			
Content star	ndard (code)	B4 2.2.3.			
Performance	e Indicator	Learners can crea	te own a	artworks using available per	forming arts media and
		techniques to expr	ess own v	views, knowledge and underst	anding of the history and
		culture of the peop	ole of Gha	ana	
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ring.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to			ory and culture of the people	today?
	sing songs		own mu	sic, dance, drama, poem,	
	and recite	etc.;			Ask learners to
	familiar		•	erforming arts elements,	summarize the main
	rhymes	-	-	terns, and techniques to	points in the lesson
				music, dance, drama,	
		poetry, etc. based	on their c	own concepts;	

	ZUAII		
		② discuss and share their experiences through jury and	
		peer review	
		Assessment: let learners create own artworks using	
		available performing arts media and techniques to	
		express own views, knowledge and understanding of	
		the history and culture of the people of Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	3 select ideas from the history and culture of the people	today?
	sing songs	and come out with own music, dance, drama, poem,	
	and recite	etc.;	Ask learners to
	familiar	🛚 select and use available performing arts elements,	summarize the main
	rhymes	instruments, movement patterns, and techniques to	points in the lesson
		compose and perform own music, dance, drama,	
		poetry, etc. based on their own concepts;	
		2 discuss and share their experiences through jury and	
		peer review	
		Assessment: let learners create own artworks using	
		available performing arts media and techniques to	
		express own views, knowledge and understanding of	
		the history and culture of the people of Ghana	

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 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Con	nposition Wri	ting	Sub-strar	nd : Narrative Writing	
Indicator (co	ode)	B4.4.1.1.1 B4	.4.1.1.2	B4.4.1.1.3	
Content star	ndard (code)	B4.4.1.1. B4	.4.1.1.	B4.4.1.1.	
Performance Indicator		<ul> <li>Learners s</li> </ul>	should den should Rec	te sentences using full stops e nonstrate the use of commas ognise and use the question r	in narrative writing.
Leadership C		tivity and Innovations and Problem So		unication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Discuss what a</li> <li>Group learners</li> <li>narrative essay.</li> <li>Let the groups r</li> </ul>	narrative v and ask th read their	use of commas with learners.  It writing is with learners.  It write a short  It will be a short  It will be a short the standard the should focus on the	What have we learnt today?

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	parts in the essay that learners think a comma had been used or left out).	Review the lesson with learners
	Assessment: let learners write sentences using full stops effectively	
Engage leaners to sing song and recite familiar rhymes	<ul> <li>Write a number of sentences on a cardboard.</li> <li>Use full stops at the end of each sentence you write.</li> <li>Show the cardboard to learners and call them to read the sentences individually.</li> <li>Help learners recognise that full stop is used at the end of a complete sentence.</li> </ul>	What have we learnt today?
	<ul> <li>Allow learners to construct some sentences in groups.</li> <li>Let them show their sentences to the class and discuss the sentences with the class.</li> </ul> Assessment: let learners use commas in narrative writing.	Review the lesson with learners
Engage leaners t sing song and recite familiar rhymes	• Let learners read aloud the narrative writing in turns.	What have we learnt today?
	<ul> <li>appropriately in narrative writing.</li> <li>Allow learners to read with the correct intonation.</li> <li>Write a four sentence paragraph on the board and allow learners to put the question marks at the appropriate positions.</li> </ul>	Review the lesson with learners
	Assessment: let learners use commas in narrative writing	

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velled by	Signature:	Date
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# TERM ONE BASIC FOUR WEEK 7



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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size:			
Day:		Da	ate:			
Period :		Le	esson :	8		
Strand :	!	Sub-strand :				
A. Oral Language		A. Liste	ning Compre	hension		
B. Reading		B. Voca	bulary			
C. Grammar Usage A	t Word	C. Pron	ouns			
D. Writing		D. Narra	ative Writing			
E. Using Writing Con	ventions	E. Using	g Action Wor	ds		
F. Extensive Reading		<b>F.</b> Build	ling the Love	and Culture o	f Read <b>ing</b>	
Indicator (code)	B4.1.7.1.1 E	34.2.6.1.2 E	34.3.3.1.1.	B4.4.10.1.1	B4.5.4.1.1.	B4.6.1.1.1
Content standard (code)	B4.1.7.1. E	34.2.6.1. E	34.3.3.1	B4.4.10.1.	B4.5.4.1.	B4.6.1.1.
Performance Indicator	A. Learners ca rhythm and	n construct I intonation	meaning fro	m texts based	d on knowledg	ge of stress,
	synonym, a expressions C. Learners ca identify pec	antonym, pros s an identify a ople, activition	e-fix, suffix, p nd use differ es and object	ohrasal verb e ent types of p s, "Interrogati	ve" – "who, w	and written rsonal" – to rhat" to find
	or events				ıt a person, ti	
	D. Learners ca					_
	•		<u> </u>	<u> </u>	sing appropria	te nouns or
	•			es to aid cohe		
	i. Describing the se	etting and de	eveloping the	plot (events i	n the story).,	

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	ii. Describing characters with elaboration.,
	iii. Using first and third persons
	E. Learners can use the singular and plural subjects and the verb forms that go with them
	F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
Carra Carra atamaia a Cras	ti itu and languatian Communication and Collaboration Bossonal Development and

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

		T	$\wedge$		
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class			
		library.			
Ref:	English Lang	guage curriculum Page	),		
DAY	Phase 1:	Phase 2: Main	Phase 3:		
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Use various types of sentences/utterances to model stress and intonation as well as rhythm. You may also read out extracts from stories and poems.</li> <li>Ask learners to sing familiar songs clapping and tapping to the rhythm. Through discussion, introduce learners to stress, rhythm and intonation.</li> <li>In turns, learners use stress, rhythm and intonation that convey meaning in making statements and asking questions.</li> <li>Have learners listen to stories such as "Ananse and the Black Pot", "The Hawk and the Hen", etc. and identify examples of effective use of stress, rhythm and intonation.</li> <li>Assessment: let learners construct meaning from texts based on knowledge of stress, rhythm and intonation</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs	B.READING  Introduce the terms one at a time with several examples.  Elicit examples from learners.	What have we learnt today?		
	and recite	Elicit examples from learners.			

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	familiar rhymes	• Learners identify examples from different sources, e.g. their readers, story books, newspapers (Junior Graphic) and use them in sentences of their own  Assessment: let learners use the following terms:	Ask learners to summarize the main points in the lesson
		compound word, idiom, simile, synonym, antonym, pre- fix, suffix, phrasal verb etc. in sentences	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>Write sentences with personal pronouns.</li> <li>e. g. You are late.</li> <li>Provide learners with a variety of practice activities</li> <li>Let learners use personal pronouns in sentences</li> </ul> Assessment: let learners use personal pronouns in sentences	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	<ul> <li>D.WRITING</li> <li>Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.)</li> <li>Let learners use adjectives and adverbs in describing the physical appearance and state of their characters.</li> <li>Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view.</li> <li>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Revise the simple present form of verbs and their use to agree with the subject they follow.</li> <li>Have learners do an activity: <ul> <li>g. Write a letter to your friend telling him/her what you and your siblings do after school.</li> </ul> </li> <li>Learners read their friendly letters in pairs.</li> <li>Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. e.g. we eats – we eat.</li> </ul> <li>Assessment: let learners use the singular and plural subjects and the verb forms that go with them in sentences</li>	What have we learnt today?  Ask learners to summarize the main points in the lesson

Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	Guide learners to choose and read independently	whole class
	read books	books of their choice during the library period.	
	during the	<ul> <li>Learners think-pair-share their stories with peers.</li> </ul>	
	library	Ask each learner to write a-two-paragraph summary	
	period	of the book read.	
		<ul> <li>Invite individuals to present their work to the class</li> </ul>	
		for feedback.	$\sim$
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

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SUBJECT: MATHEMATICS CLASS: FOUR

Week Endin	g:			Class size:		
Day:			Dat	te:		
Period :			Lesson:			
Strand: NUN	MBER	Sub-stra	nd : (	Counting, Representation	& Cardinality	
Indicator (co	ode)	B4.1.1.3.6 B4.1.1.4.1				
Content star	ndard	B4.1.1.3. B4.1.1.4.				
(code)						
Performance	e Indicator		ent square numbers using factors be real life situations using positive and negative values			
		tivity and Innovation Commuinking and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing					
	the brain for					
Monday	learning) Sing songs				Review the lesson with	
ivioliuay	like:				Learners	
	IINC.				Leamers	

I'm 1 Learners draw a square whose side is 1 unit by 1	
counting unit and determine the area; repeat the activity for a 2	
one, what unit, 3 unit and 4 unit squares.	
is one E.g. 2 Learners work in Area = 1 x 1 = 1 <sup>2</sup> = 1	
groups to continue the	
pattern to include the	
factors of 144.	
144 6	
(Key Concept: when a Area = 3 × 3 = 3 ² = 9 number has	
Tiumber nas	
been multiplied by itself we	
say the answer is a square	
number hence 1× 11 = 11;	
$22 \times 22 = 44; 33 \times 33 = 99 \text{ and we can write three}$	
squared as $33 \times 33 = 33^{22}$ )	
Accordments have learners to practice with more	
Assessment: have learners to practice with more examples	
Tuesday Sing songs Review the I	esson with
like: 1 Learners draw a square whose side is 1 unit by 1 Learners	
unit and determine the area; repeat the activity for a 2	
unit, 3 unit and 4 unit squares.	
I'm I - o	
counting   E.g. 2 Learners work in   Area = 1 x 1 = 1 <sup>2</sup> = 1   groups to continue the	
groups to continue the	
pattern to module the	
lu 6	
1 - One is (Key Concept: when a	
one alone, number has	
alone it	
shall be been multiplied by itself we Area = 4 x 4 = 16	
say the answer is a square	
number hence 1× 11 = 11;	
$22 \times 22 = 44$ ; $33 \times 33 = 99$ and we can write three	
squared as 33 × 33 = 33 <sup>22</sup> )	
Assessment: have learners to practice with more	
examples	
Wednesda Sing songs Review the I	esson with
Brainstorm learners on bannenings which may be	
represented with positive and negative numbers	
(e.g. having savings with a hank and owing a hank	
l'm rofit and loss etc.)	
l counting l'	
one what	
2010	
is one	
Assessment: have learners to practice with more	
examples	

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	1 - One is		
	one alone,		
	alone it		
	shall be.		
Thursday	Sing songs		Review the lesson with
	like:	Brainstorm learners on happenings which may be	Learners
		represented with positive and negative numbers	
	l'm	(e.g. having savings with a bank and owing a bank;	$\sim$
	counting	profit and loss etc.)	
	one, what	Movement on the number line to the right and left of	
	is one	zero	
	1 - One is	Assessment: have learners to practice with more	
	one alone,	examples	
	alone it		
	shall be.		
Friday	Sing songs		Review the lesson with
Triday	like:	Brainstorm learners on happenings which may be	Learners
	like.	represented with positive and negative numbers	Learners
	1/	(e.g. having savings with a bank and owing a bank;	
	l'm	profit and loss etc.)	
	counting	Movement on the number line to the right and left of	
	one, what	zero	
	is one		
	1 - One is	Assessment: have learners to practice with more	
	one alone,	examples	
	alone it		
	shall be.		

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending:			Class size:		
Day:		С	ate:		
Period :		L	esson :		
Strand : SYSTEMS		Sub-strand	: THE HUMAN BODY	SYSTE	MS
			( )		
Indicator (code)	B4.3.1.1.1				
Content standard (code)	B4.3.1.1.				
Performance Indicator	Learners can know the organs of the digestive system and their functions				d their functions
Core Competencies: Crea Leadership Critical Thinki			cation and Collaborat	tion Pe	ersonal Development and
Keywords			7		
T. L .R. (s)	Pictures				
Ref: Science cur	riculum Page				
DAY Phase 1:	Phase 2: Main				Phase 3:
Starter	(new learning inclu	iding asses	sment)		Plenary / Reflections
(preparing		_	·		
the brain					
for					
learning)					
Monday Engage	• Show videos, pic	tures and n	nodels of the digestive	e	What have we learnt
learners to	system.				today?
sing songs	• Learners keenly o	observe the	organs of the digesti	ve	
and recite	system.				Ask learners to
familiar	• Explain to learne	rs the func	ions of the various or	rgans	summarize the
rhymes	in the digestive sys	tem.			important points of the lesson
	Assessment: let lea	arners expla	in the functions of th	ie	
	various organs in t	•			

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Thursday	Engage	Draw a diagram of the digestive system and cut out	What have we learnt
	learners to	the various parts of the system into flash cards.	today?
	sing songs	Learners randomly pick the parts of the digestive	Ask learners to
	and recite	system on flashcards.	summarize the
	familiar	Learners build the digestive system by arranging the	important points of the
	rhymes	parts in an orderly manner as they appear in the	lesson
		digestive system.	
		Assessment: let learners draw a diagram of the	
		digestive system	

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	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Endin	g:			Class size:			
Day:				Date :			
Period :				Lesson :			
Strand : Intr	oduction to c	omputing	Sub-stranc	<b>l</b> : Data, source	es and usage		
Indicator (co	ode)	B4.1.3.1.2.					
Content star	ndard (code)	B4.1.3.1.					
Performance	e Indicator	Learners can use classifying)	strategies	for classifying (	data into info	ormation (i.e. sorting and	
-		tivity and Innovations and Problem Sol		ication and Co	llaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Laptop	-				
Ref:	Computing	curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	ssment)		Phase 3: Plenary / Reflections	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to different forms (e to extract and cla information Assessment: Let le data into informa	e.g. age, sho ssify the rel	e size, etc.) Ass evant data into	sist learners	What have we learnt today?  Ask learners to summarize the main points in the lesson	

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	son :	
Strand : ALL	AROUND US	Sub-stra	nd :	Plants and Animals	
Indicator (co	ode)	B4.2.2.1.1.			
Content star	ndard (code)	B4.2.2.1.			
Performance Indicator Learners can explore the renvironment		relationship between living and non-living things in the			
		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords		1).			
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including as	sessn	nent)	Plenary / Reflections
Tuesday	Engage	Learners in groups, discuss the relationship between			What have we learnt
	learners to	the following living and non-living things:		today?	
	sing songs	i. Plants and soil			
	and recite	ii. Plants and sunlight		Ask learners to	
	familiar	iii. Plants and water			summarize the main
	rhymes				points in the lesson
		Assessment: Let learners	xplai	n the relationship	
		between living and non-liv	ing th	ings in the environment	

	T _		
Thursday	Engage	Learners in groups, discuss the relationship between	What have we learnt
	learners to	the following living and non-living things:	today?
	sing songs	iv. Humans and air	
	and recite	v. Humans and water	Ask learners to
	familiar	vi. Humans and land	summarize the main
	rhymes		points in the lesson
		Assessment: Let learners explain the relationship	
		between living and non-living things in the environment	

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SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : MOTOR SKILL AND MOVEMENT Sub-st			Sub-stran	d: MANIPULATIVE SKILLS	
PATTERNS					
Indicator (co	ode)	B4.1.2.1.5:			
Content star	ndard (code)	B4.1.2.1.			
Performance	e Indicator	Learners can Thi	row a flyii	ng disc for distance using	the backhand movement
		pattern.			
Leadership C		tivity and Innovations and Problem Sol		nication and Collaboration F	Personal Development and
Keywords					
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners	Throw a tennis ba	all to a part	tner over a distance using	What have we learnt
	jog round a	the overhand thro	ow technic	jue. Throw a flying disc	today?
	demarcate	(Frisbee disc) for	distance, u	ising the backhand	
	d area in	movement patter	n. Let ther	n perform in turns to	Use answers to
	files while	acquire the right	skill.		summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

	performan		
	ce and to		
	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:				Class size:	
Day:			Dat	e :		
Period :			Lesson:			
<b>Strand</b> : God	, His Creatior	and Attributes Sub-strand : The Environment				
Indicator (code) B4. 1.2.1.1						
Content standard (code) B4. 1.2.1.						
Performance Indicator		Learners can discuss the effects of human activities on the environment.				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.						ersonal Development and
Keywords						
T. L.R. (s) Pictures						
Ref:	RME curricu	lum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write the effects of human as on the environment: climate change – he floods, rain storms, infrequent rainfall, for drought, etc.  Assessment: let learners write the effects activities on the environment: climate change.			nange – heat, rainfall, famine, ne effects of human	What have we learnt today?  Ask learners to summarize the main points in the lesson

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 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:					Class s	ize:	
Day:				Date :			
Period :				Lesson	1:		
Strand : My Count	ry Ghana	Sub-strand: The People Of Ghana					
Indicator (code)		B4.2.1.	1.1				
Content standard (code)			1.				
Performance Indi	Learners can describe how one major Kingdom was formed and the reasons behind its expansion						
	es: Creativity and Innovation  I Thinking and Problem Sol		municati	on and	Collabo	ration Personal Development and	
Keywords		7					
T. L .R. (s)	Picture	es					
Ref: History curri							
DAY	Phase 1: Starter (preparing the brain for learning)		2: Main earning i ment)	ncludin	g	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes  Where was this major Kingdom formed? How was it formed? How did it expand?	rise, ex of one e.g. Coasta Anlo, T Assessi mention rise, ex	fy the re cpansion Kingdor I Belt Sta The Fant ment: le cpansion Kingdor	and den. ates - The, t learne asons for and de	ecline he ers for the	What have we learnt today?  Ask learners to summarize the main points in the lesson	

Thursday	Engage learners to sing	Identify the reasons for the	What have we learnt today?
	songs and recite	rise, expansion and decline	
	familiar rhymes	of one Kingdom.	Ask learners to summarize the
	Where was this major Kingdom formed? How	e.g. Coastal Belt States - Ga- Adangme and Effutu	main points in the lesson
	was it formed? How did it expand?	Assessment: let learners mention the reasons for the rise, expansion and decline of one Kingdom.	

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Visual Arts Sub-stra			Sub-stran	nd: Displaying and Sharing		
					( )	
Indicator (code) B4 1.3.4.1						
Content standard (code) B4 1.3.4.						
Performance	e Indicator	Learners can plan	an exhib	itior	of own artworks to sh	nare creative experiences
		based on own idea	s, knowl	edge	e and understanding of	the history and culture of
		the people of Ghan	ia			
-				nica	tion and Collaboration P	ersonal Development and
Leadership C	ritical Ininkir	ng and Problem Solvi	ing.		) '	
Keywords				)-		
•						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Monday	Engage	Learners are to:				What have we learnt
ivioliday	learners to	② watch a short vide	eo on an	evhi	hition or visit an	today?
	sing songs				ring the circuit, district	today:
	and recite	• •	•		e cultural education	Ask learners to
	familiar	unit of the Ghana E				summarize the main
	rhymes				portfolio of own visual	points in the lesson
	•	artworks;	•		•	
		🛚 develop a roadma	ap for the	e ext	nibition by:	
		- fixing a date;				

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		- selecting a venue;	
		- inviting an audience;	
		Description Descriptio	
		2 send manual and/or electronic invitations (e.g. letters,	
		postcards, WhatsApp, E-mail, Twitter, Instagram,	
		Facebook, announcements, posters, jingles) to target	
		audience such as parents, PTA/SMC members,	
		stakeholders, colleague learners);	
		2 select works for the exhibition by considering criteria	
		like creativity and originality, finishing and decoration,	
		relevance of the works to the theme, social and cultural	
		importance;	
		② decide on mode of display (e.g. hanging, draping,	
		spreading);	
		Assessment: let learners write a plan for an exhibition	
		of own artworks to share creative experiences based on	
		own ideas, knowledge and understanding of the history	
		and culture of the people of Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② plan the layout of the exhibition hall, prepare labels	today?
	sing songs	for the works (e.g. title, name of artist, date);	
	and recite	2 clean and prepare the hall and its environment and	Ask learners to
	familiar	make it ready for the exhibition;	summarize the main
	rhymes	plan for post-exhibition activities such as cleaning,	points in the lesson
		appreciation, evaluation, reporting, etc.	
		Assessment: let learners write a plan for an exhibition	
		of own artworks to share creative experiences based on	
		own ideas, knowledge and understanding of the history	
		and culture of the people of Ghana	

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day:			Date :		
Period :			Lesson:		
Strand:			Sub-strar	nd:	
Composition	Writing		Creative/	Free Writing	
			Descripti	ve Writing	
Indicator (co	ode)	B4.4.2.1.1 B4.	4.2.1.2	B4.4.3.1.1	
Content star	ndard (code)	B4.4.2.1. B4.	4.2.1.	B4.4.3.1.	
<ul> <li>Learners sh</li> </ul>		should crea should des on Commu	te a one paragraph story desc ate a scene and write a short s cribe pictures using controlled unication and Collaboration Pe	story on it. d composition.	
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essment)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Share the class	Readers/R open to a position more than		What have we learnt today?

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		Use the passage to assist learners to recognise a	Review the lesson with
		paragraph.	learners
		Narrate a past event to learners and put them into	
		groups to write a one paragraph story describing the	
		event narrated to them	
		Assessment: let learners write a one paragraph story	
		describing a past event	
	F		All hat have you because
	Engage	Show learners a short video.	What have we learnt
	leaners to	• In groups, let learners discuss the scenes they saw in	today?
	sing songs	the movie.	
	and recite	• Let learners write a short story on the scene they saw	
	familiar	and read their story to the class.	
	rhymes	Discuss their stories with them.	
			Review the lesson with
		Assessment: let learners create a scene and write a short	learners
		story on it.	
	Engage	• Let learners mention some landmarks in the locality.	What have we learnt
	leaners to	<ul> <li>Show learners a number of pictures.</li> </ul>	today?
	sing songs	<ul> <li>Let learners pick any of the displayed pictures and</li> </ul>	
	and recite	describe it.	
	familiar rhymes	Using the controlled composition approach, let	
		learners describe a picture	
			Review the lesson with
		Assessment: let learners describe pictures using	learners
		controlled composition	

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# TERM ONE BASIC FOUR WEEK 8



LESSON PLAN
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SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:		Class size:
Day:		Date:
Period :		Lesson:
Strand:	Sub-stra	nd:
A. Oral Language	A. Li	stening Comprehension
B. Reading	B. V	ocabulary
C. Grammar Usage A	t Word C. P	ronouns
D. Writing	D. N	arrative Writing
E. Using Writing Con	ventions E. U	sing Action Words
F. Extensive Reading F. Bui		uilding the Love and Culture of Reading
Indicator (code)	B4.1.7.1.2. B4.2.6.2.1.	B4.3.3.1.1. B4.4.10.1.1. B4.5.4.1.1. B4.6.1.1.1
Content standard (code)	B4.1.7.1. B4.2.6.2 I	34.3.3.1 B4.4.10.1 B4.5.4.1 B4.6.1.1.
Performance Indicator	A. Learners can make o	connections with events in narrative texts
	B. Learners can develo	p a rich vocabulary stock through extensive reading of
	age-appropriate tex	ts
	C. Learners can identif	y and use different types of pronouns: "Personal" – to
		vities and objects, "Interrogative" – "who, what" to
	_	dentity, specific information about a person, time,
	objects or events	about real or imagined experiences or events following
		inning, middle and ending), using appropriate nouns or
' ' '		d across sentences to aid cohesion:
	·	
		d developing the plot (events in the story).,
	ii. Describing characters wit	
	iii. Using first and third pers	ons

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		<ul> <li>D. Learners can use the singular and plural subjects a with them</li> </ul>	nd the verb forms that go
		E. Learners can read a variety of age- and level appro	ppriate books and present
		a-two-paragraph summary of each book read	
Core Compe	tencies: Crea	tivity and Innovation Communication and Collaboration Pe	ersonal Development and
=		ng and Problem Solving.	er cropment and
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a class
		library.	
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
DAI	Starter		Plenary / Reflections
		(new learning including assessment)	Plendry / Nemections
	(preparing the brain		
	for		
	learning)		
Monday	Engage	A.ORAL LANGUAGE	What have we learnt
	learners to	Learners retell the story (e.g. in a chain).	today?
	sing songs	Guide learners to identify the events in the story.	
	and recite familiar	Put learners in small groups to discuss the events of	Ask learners to
		the story and relate them to one another.	summarize the main points in the lesson
	rhymes	Assessment: let learners make connections with events	points in the lesson
		in narrative texts	
		initiative texts	
Tuesday	Engage	B.READING	What have we learnt
,	learners to	Introduce learners to a variety of story books and	today?
	sing songs	vocabulary portfolios and stress the need to build and	,
	and recite	use the new vocabulary in sentences.	Ask learners to
	familiar	Display some of the vocabulary in class, on your word	summarize the main
	rhymes	trees and in sentences. Have learners work in pairs,	points in the lesson
		individually and in groups, to do same.	
		Guide learners to make meaning from the context in	
		which words have been used.	
		Assessment: let learners develop a rich vocabulary	
		stock through extensive reading of age-appropriate	
14/o do l -	Γασοστ	texts	Mhat have well-suct
Wednesday	Engage	C.GRAMMAR	What have we learnt
	learners to	<ul> <li>Introduce interrogative pronouns with several examples in context.</li> </ul>	today?
	sing songs	Champles in Context.	

	and recite familiar rhymes	<ul> <li>Provide a passage and have learners identify interrogative pronouns.</li> <li>Let learners use interrogative pronouns in sentences</li> </ul>	Ask learners to summarize the main points in the lesson
		Assessment: let learners use interrogative pronouns in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING  Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.)  • Let learners use adjectives and adverbs in describing the physical appearance and state of their characters.  • Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view.  • Learners edit their work first in their groups, then across groups. Let learners then publish their stories on the class notice board so each group can read another's story.  Assessment: let learners write an event they participated in.	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Have learners do an activity:</li> <li>e. g. Write a letter to your friend telling him/her what you and your siblings do after school.</li> <li>Learners read their friendly letters in pairs.</li> <li>Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. e.g. we eats – we eat.</li> <li>Have learners do peer editing to identify and correct errors.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners write a letter to your friend telling him/her what you and your siblings do after school	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	Guide learners to choose and read independently	whole class
	read books	books of their choice during the library period.	
	during the	<ul> <li>Learners think-pair-share their stories with peers.</li> </ul>	
	library	<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
	period	summary of the book read.	
		<ul> <li>Invite individuals to present their work to the class</li> </ul>	
		for feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

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LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:				Class size:		
Day: Period:				Date:			
				-			
Strand : NUMBER Sub-strain			Sub-stran	nd: Number Operations			
Indicator (co	ode)	B4.1.1.4.2	B4.1.2	.1.1			
Content star	ndard	B4.1.1.4.	B4.1.2	2.1.			
(code)							
Performance	e Indicator					th positive and negative	
		whole nun		•			
					basic multiplication facts		
				nica	tion and Collaboration Pe	ersonal Development	
and Leadersi	nip Critical In	inking and Problen	n Solving.				
Keywords	1/						
T. L .R. (s)		Counters					
Ref:	Mathematic	s curriculum Page	9				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asso	essn	nent)	Plenary / Reflections	
Ĭ	(preparing the brain						
	for						
	learning)						

NANA FIIFI ACO Monday	Sing songs		Review the lesson with
Wonday	like:  I'm  counting  one, what  is one	Learners count from a given interval of positive and negative numbers on the number line. For example, count from 10 backward through zero to negative -8.  Assessment: have learners to practice with more examples	Learners
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	To find 2×3=? Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms). Learners count the number of intersections  2 × 3 = 6  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Learners model different multiplication sentences, for example 3×4. Learners mention the number of dots (intersections) for other learners to model fence  learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product  2 × 3 = 6  Assessment: have learners to practice with more examples	Review the lesson with Learners

NANA FIIFI AC	QUAH									
Thursday	Sing songs									Review the lesson with
	like:	Draw a 10 and	-	-	Learners					
	l'm	game w		_						
	counting	turns ir								
	_	produc								
	one, what is one	counte	•		is the	one wh	no obta	ins thr	ee	
	1 - One is	produc	ts in a i	line.						
				20						
	one alone, alone it	-	8	9 10	00	6	7	N/		
	shall be.		7 +			•	1	4		
	Silali be.	0								$\lambda \bigcirc$
				4	110		10	1		
				25	4		10			
		X		4	DI T		-			
			110		9		8	9		
			V-		10	/				
			_				_			
			5	6	7	8	9	10		
		5	10	15	20	25	30	35		
		6	12	18	24	30	36	42		
		7	14	21	28	35	42	49		
		8	16	24	32	40	48	56		
		9	18	27	36	45	54	63		
		10	20	30	40	50	60	70		
		10	LU	00	10	90	00	70	l	
	11.	Assessr		nave lea	arners t	to prac	tice wi	th mor	e	
Friday	Cing course	exampl	es							Davious the Jesses with
Friday	Sing songs	Learnoi	rs find	double	s of aiv	en nun	nhers	find car	uares of	Review the lesson with
	like:	given n			Learners					
	I'm	and ski			5, and 8	3				
	counting		•	,						
	one, what	Assessr		nave lea	arners t	to prac	tice wi	th mor	е	
	is one.	exampl	es							

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending:				Class size:					
Day:				Date:					
Period :					Lesson:				
Strand: SYS	ΓEMS	Si	ub-strand	l : Tŀ	HE HUMAN BODY SYSTE	MS			
Indicator (co	ode)	B4.3.1.1.1							
Content star	ndard (code)	B4.3.1.1.							
Performance	e Indicator	Learners can know t	the organs	s of	the digestive system an	d their functions			
-		tivity and Innovation ng and Problem Solvin		icati	on and Collaboration Pe	ersonal Development and			
Keywords		C/D							
T. L .R. (s)		Pictures							
Ref:	Science curi	riculum Page							
DAY	Phase 1:	Phase 2: Main	)			Phase 3:			
	Starter	(new learning include	ding asses	ssme	ent)	Plenary / Reflections			
	(preparing								
	the brain								
	for								
	learning)								
Monday	Engage	• Engage learners in	n an activit	ty to	role-play the various	What have we learnt			
	learners to	parts of the digestive system and their functions, with today?							
	sing songs	the aid of flashcards	S.						
	and recite					Ask learners to			
	familiar	Assessment: let lear	rners expla	ain t	he functions of the	summarize the			
	rhymes	various organs in th	e digestiv	e sy	stem	important points of the			
						lesson			

	WWW.THITAEQUAT									
Thursday	Engage	Engage learners in an activity to role-play the various	What have we learnt							
	learners to	parts of the digestive system and their functions, with	today?							
	sing songs	the aid of flashcards. Ask learners to								
	and recite		summarize the							
	familiar	Assessment: let learners explain the functions of the	important points of the							
	rhymes	various organs in the digestive system	lesson							

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SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size:		
Day :				Date :			
Period :				Less	on:		
Strand : Introduction to computing Sub-stra				nd : D	ata, sources and usage		
Indicator (co	de)	B4.1.3.1.3.					
Content star	ndard (code)	B4.1.3.1.					
Performance	e Indicator	Learners can identify primary sources of information (photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.)					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						Personal Development and	
Keywords							
T. L .R. (s)		Laptop					
Ref:							
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)  Plenary / Reflecti					
Wednesday	Engage learners to sing songs and recite familiar	Guide learners in groups to discuss where one can get data and information and make a presentation on it to the class.  Assessment: Let learners identify primary sources of				What have we learnt today?  Ask learners to summarize the main	
	rhymes	information				points in the lesson	

 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period:				Lesson:	
Strand · All	AROUND US		Sub stran	d: Map Making and Land M	arks
Strailu . ALL	AROUND 03		Jub-strain	u . Map Making and Land M	ai v.s
Indicator (co	nde)	B4.2.3.1.1.			
	ndard (code)				
Performance			e a map th	ne school environment	
			·		
				nication and Collaboration P	ersonal Development and
Leadership (	ritical Thinkii	ng and Problem Sol	ving.		
Keywords					
•					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricu	ılum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
<del>-</del> .	learning)				24/1
Tuesday	Engage	_	=	ntures of the school	What have we learnt
	learners to	_		blocks, canteen, library,	today?
	sing songs	playground, comp	outer labor	atory	
	and recite				Ask learners to
	familiar			entify the key features of	summarize the main
	rhymes	the school enviror	nment		points in the lesson
Thursday	Engage	Learners draw a sl	ketch man	of the school and indicate	What have we learnt
iliuisudy	learners to	key features on it	•	or the school and mulcate	today?
		key leatures off it			today:
	sing songs				

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, ., .,	20/11/		
	and recite Assessment: Let learners draw a sketch map of the		Ask learners to
	familiar	school and indicate key features on it	summarize the main
	rhymes		points in the lesson

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SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:			
Day:			Da	ite:			
Period:			Le	sson:			
Strand: MO	TOR SKILL AN	D MOVEMENT Su	ub-strand:	MANIPULATIVE SKILLS			
PATTERNS							
Indicator (co	de)	B4. 1.2.1.6					
Content star	ndard (code)	B4. 1.2.1.					
Performance	Indicator	Learners can Show t	the differen	ce in throwing to a station	ary and a moving partner		
=		tivity and Innovation ng and Problem Solvir		ation and Collaboration Pe	ersonal Development and		
Keywords				7/			
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning includ	ding assess	ment)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Friday	Learners	After a general and	specific wa	rm up, place a container	What have we learnt		
	jog round a	or basket at a point.	today?				
	demarcate	different techniques	s to throw t	he object into to			
	d area in	container or object.			Use answers to		
	files while	Learners identify the best technique that gives them		summarise the lesson.			
	singing and	accuracy and precision. Organise competition in grou		se competition in groups.			
	clapping to	End lesson with coo	l down acti	vities.			
	warm-up						
	the body						
	for						
	maximal						

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	ce and to			
	prevent			
	injuries			
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veited by	••••••	 Signature	•••••	Date:

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	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:				Class size:		
Day:				Dat	e :		
Period :		1			son:		
	_	es and their Moral		nd : R	eligious Worship, Prayer	and other Religious	
Implications			Practices				
Indicator (co	ode)	B4.2.1.1.1				$\lambda \cup$	
Content star	ndard (code)	B4.2.1.1.					
Performance	e Indicator	Learners can nam	ne the vari	ous f	forms of worship		
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	ving.				
Keywords				-			
,							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	essm	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Friday	Engage					What have we learnt	
·	learners to	Ask learners to me	ention the	vari	ous forms of worship in	today?	
	sing songs	the three main rel	ligious gro	ups i	n Ghana: Christianity,		
	and recite	Islam and Traditio	nal.		·	Ask learners to	
	familiar	• Let learners obs	erve pictu	res d	epicting various forms	summarize the main	
	rhymes	of worship and dis	scuss then	٦.		points in the lesson	
		• In groups, let lea	arners writ	te do	wn the activities that		
		go on during wors					
			-				
		Assessment: let le	arners me	entio	n the various forms of		
		worship					

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 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:					Class	size:
Day:				Date :		
Period :				Lesso	n :	
Strand: My Country Ghana			Sub-str	and :	The Pe	ople Of Ghana
Indicator (code)		B4.2.1	.1.1			
Content standard	(code)	B4.2.1	.1.			3
Performance Indi	cator					w one major Kingdom was formed expansion
	es: Creativity and Innovatior I Thinking and Problem Solvi		nunicatio	on and	d Collab	ooration Personal Development and
Keywords						
T. L .R. (s)		Pictur	es			
Ref:	History curri	culum	Page			
DAY	Phase 1: Starter (preparing the brain for learning)		2: Main earning ment)		ding	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  Where was this major Kingdom formed? How was it formed? How did it expand?	locate Kingdo By an games major Assess locate	the may where to mations on local Kingdor these moms on to the second se	this mund. s, playetion coms. et lear	ajor v of rners	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing	Using the map of Ghana,	What have we learnt today?
	songs and recite familiar rhymes	locate where this major Kingdom is found. By animations, play games on location of	Ask learners to summarize the main points in the lesson
	Where was this major Kingdom formed? How was it formed? How did	major Kingdoms.	
	it expand?	Assessment: let learners locate these major Kingdoms on the map of	
		Ghana	

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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:			Class size:		
Day :			D	Date:		
Period :			Le	esson :		
<b>Strand</b> : Perf	orming Arts	Su	ub-strand :	Displaying and Sharing		
Indicator (co	ode)	B4 2.3.4.2				
Content star	ndard (code)	B4 2.3.4.				
Performance	e Indicator	Learners can plan a	performa	nce of compositions to sh	nare creative experiences	
				ge and understanding of lide environments of some	·	
		tivity and Innovation ( ng and Problem Solvin		ration and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ling assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to		•	erformances (preferably	today?	
	sing songs	,		gional cultural festival of	A ala la a una a una de	
	and recite	the cultural education			Ask learners to	
	familiar	Service) that reflect			summarize the main	
	rhymes	environments of son		•	points in the lesson	
			-	ing compositions of own		
		music, dance, drama	a, poetry, e	tc.;		

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		② develop a roadmap for the performances by fixing a	
		date, selecting venue and inviting audience	
		② brainstorm to agree on a theme for the performance;	
		🛽 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;	
		originality, lyrics, movement patterns, dynamics and	
		relevance of the message to the theme, social and	
		cultural importance;	
		② decide on mode and arrangement of performances	
		(e.g. monologue/solo/group, costumes, props);	
		Assessment: let learners write a plan for a performance	
		of compositions to share creative experiences based on	
		own ideas, knowledge and understanding of performing	
		artworks that reflect the natural and manmade	
		environments of some communities in Ghana	
Wednesday	Engage	Learners are to	What have we learnt
	learners to	Plan the sequence of events, stage/site plan,	today?
	sing songs	identifying the positions of all facilities (e.g. PA system,	
	and recite	lightings, performance zone, entry, exit, changing and	Ask learners to
	familiar	makeup rooms/corners), characters, directors, stage	summarize the main
	rhymes	managers, audience, health and security personnel;	points in the lesson
		② clean and prepare the venue and its environment and	
		make it ready for the performance;	
		Plan for post-performance activities such as cleaning,	
		appreciation, evaluation, reporting, etc.	
		Assessment: let learners write a plan for a performance	
		of compositions to share creative experiences based on	
		own ideas, knowledge and understanding of performing	
		artworks that reflect the natural and manmade	
		environments of some communities in Ghana	

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:				Class size:	
Day:			Dat	te:		
Period :				Lesson:		
Strand:			Sub-stran	nd :		
Composition	Writing		Descriptiv	ve W	riting/	
			Persuasiv	e W	riting	
Indicator (co	ode)	B4.4.3.1.2 B4.4	4.3.1.3	В4	.4.4.1.1	
Content star	ndard (code)	B4.4.3.1. B4.	4.3.1.	B <sup>2</sup>	1.4.4.1.	
<ul> <li>Learners should give a description of a building or a controlled composition</li> <li>Learners should describe objects within the environn</li> <li>Learners should write a persuasive essay on cleanling composition</li> </ul>			onment on their own.			
•		tivity and Innovations and Problem So		ınica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rded	l audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essm	nent)	Plenary / Reflections
	Engage leaners to sing songs and recite	they know. • Write the point	s you will u	ıse t	ditional occupations o describe a building or learners to read them.	What have we learnt today?

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familiar	Describe the building you live in to learners using the	
rhymes	points you have written on the board.	
	Let learners also give a description of buildings or a	Review the lesson with
	structure using the points on the board.	learners
	Assessment: let learners give a description of a building	
	or a structure using controlled composition	$\sim$
Engage	Let learners mention some things in the	What have we learnt
leaners to	environment.	today?
sing songs	Show a couple of objects to learners.	
and recite	Use some words to describe the objects.	
familiar	Encourage learners to describe objects within the	
rhymes	environment on their own	
		Review the lesson with
	Assessment: let learners describe objects within the	learners
	environment on their own.	
Engage	Let learners mention some actions that destroy the	What have we learnt
leaners to	environment.	today?
sing songs	Discuss cleanliness with learners.	
and recite	Allow the learners to talk with each other about	
familiar	cleanliness.	
rhymes	Let learners write a persuasive essay on cleanliness	
	using controlled composition	Review the lesson with
		learners
	Assessment: let learners write a persuasive essay on	
	cleanliness using controlled composition	

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# TERM ONE BASIC FOUR WEEK 9



NANA FIIFI ACQUAH	
	LESSON PLΔN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:		Class size:
Day:	D	ate:
Period :	L	esson :
Strand :	Sub-strand	
A. Oral Language	A. Aski	ng and Answering Questions
B. Reading	B. Com	prehension
C. Grammar Usage A	t Word C. Adje	ctives
D. Writing	D. Crea	tive/Free Writing
E. Using Writing Conv	ventions E. Usin	g Qualifying Words – Adjectives
F. Extensive Reading	<b>F.</b> Build	ing the Love and Culture of Reading
Indicator (code)	B4.1.8.1.1. B4.2.7.1.1. B4.	3.4.1.1. 1. B4.4.11.1.1. B4.5.5.1.1. B4.6.1.1.1
Content standard (code)	B4.1.8.1 B4.2.7.1. B4	3.4.1.1. B4.4.11.1. B4.5.5.1 B4.6.1.1.
Performance Indicator	A. Learners can use appr	opriate pronunciation and intonation in asking and
	answering questions	
		meaning from texts read
	•	ives to make comparison e. g: fast/slow (Ama is fast
	· -	bad, fast/faster, slow/slower,
	<ul><li>D. Learners can write for environment</li></ul>	eely about topics of choice in their immediate
	E. Learners can Use adject fast/faster, slow/slow	ives to make comparisons e.g. fast/slow, good/bad,
		iety of age- and level appropriate books and present
	a-two-paragraph sumn	
Core Competencies: Cross		ration and Collaboration Personal Development and
Leadership Critical Thinkir	•	ation and Conaboration reisonal Development and
	.0	
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	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Through role-play, learners ask questions such as: What is your name? How are you? Where do you live?</li> <li>Guide learners to use appropriate pronunciation and intonation in asking and answering questions. e.g. What do you want? Where's your school? A rising intonation for a question and a falling intonation for an answer</li> <li>Assessment: let learners use appropriate pronunciation and intonation in asking and answering questions</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Select level-appropriate texts for learners.</li> <li>Take learners through Before Reading activities such as picture walk, prediction and Before Reading questions etc. to elicit their prior knowledge.</li> <li>Have learners use their previous knowledge/experience, contextual clues and While Reading questions to make meaning from the text as they read.</li> <li>Provide After Reading questions to help learners make meaning from the text read.</li> <li>Assessment: let learners construct meaning from texts read</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own.</li> <li>Introduce regular adjective forms:</li> <li>Regular adjectives form their imperative by adding er e.g. small–smaller, big–bigger, etc.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson				

INAINA FIIFI ACI	ZUATI		
		<ul> <li>Assist learners with examples to use comparative adjectives appropriately.</li> <li>e.g.</li> <li>i. Ama is taller than Kwesi.</li> <li>ii. This ruler is longer than that one.</li> <li>Learners form sentences with the comparative forms of adjectiv</li> </ul>	
		Assessment: let learners use adjectives to make comparison in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want to write about.  • Guide learners to brainstorm and generate ideas.  • Have learners organise their ideas and write their first draft.  • They then peer edit their work.  • Have them present their work for class discussion and correction.  Assessment: let learners choose a topic from their	What have we learnt today?  Ask learners to summarize the main points in the lesson
	_	immediate environment to write about	
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. Ama is fast but Kofi is slow.</li> <li>Have learners identify adjectives in a given passage.</li> </ul> Assessment: let learners identify adjectives in a given passage.	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	<ul> <li>E.EXTENSIVE READING</li> <li>Guide learners to choose and 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-paragraph summary of the book read.</li> </ul>	Have learners to tell what they read to the whole class

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	<ul> <li>Invite individuals to present their work to</li> </ul>	
	the class for feedback.	
	Assessment: let learners read a variety of age- and	
	level appropriate books and present a-two-paragraph	
	summary of each book read	

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LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending	g:			Class size:		
Day : Period :				sson :		
Strand : NUN	MBER		Sub-strand:	nd : Number Operations		
Indicator (co	ode)	B4.1.2.2.1	B4.1.2	1.1.2.2.2		
Content star	ndard (code)	B4.1.2.2.	B4.1.2	.1.2.2.		
such as skip counting patterns in the 9s for answers for basic multiple.  • Learners can apply response to the second sec			kip counting for the 9s facts or basic multiple can apply mer	Ital mathematics strategie from a known fact using of using repeated doubling polication facts to 81 and rental mathematics strategies green halving and doubless	doubling or halving using or halving to determine lated division facts' es for multiplication, such	
-		tivity and Innovations and Problem Sol		ation and Collaboration Pe	ersonal Development and	
Keywords						
T. L.R. (s) Counters						
Ref:	Mathematic	cs curriculum Page	2			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning incl	luding assess	ment)	Phase 3: Plenary / Reflections	

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	for		
	learning)		
Monday	Sing songs	Describe the mental mathematics strategies used to	Review the lesson with
Wioriday		determine a given basic fact, such as	
	like:	6	Learners
	_	Describe the mental mathematics strategies used to	
	l'm	determine a given basic fact, such as	
	counting	☑ skip count up by one or two groups from a known fact	
	one, what	(e.g., if $5 \times 7 = 35$ , then $6 \times 7$ is equal to $35 + 7$ and $7 \times 7$	
	is one	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 × 8 is equal to 64 – 8 – 8)	
			) `
		Assessment: have learners to practice with more	
<b>-</b> '	6:	examples	B 1 11 1 11
Tuesday	Sing songs	Described the constant with a self-self-self-self-self-self-self-self-	Review the lesson with
	like:	Describe the mental mathematics strategies used to	Learners
		determine a given basic fact, such as	
	ľm	$\boxed{2}$ doubling (e.g., for $8 \times 3$ think $4 \times 3 = 12$ , and $8 \times 3 = 12$	
	counting	+ 12)	
	one, what	Description in the property of	
	is one	$10 \times 6 = 60$ , and $60 - 6 = 54$ ; for $7 \times 9$ , think $7 \times 10 = 70$ ,	
	1 - One is	and 70 – 7 = 63)	
	one alone,		
	alone it	Assessment: have learners to practice with more	
		examples	
	shall be.		
Wednesda	Sing songs		Review the lesson with
У	like:	Describe the mental mathematics strategies used to	Learners
		determine a given basic fact, such as	
	l'm		
	counting	repeated doubling (e.g., if 2 × 6 is equal to 12, then 4	
	one, what	$\times$ 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	
	is one	and $30 \div 2 = 15$ )	
	1 - One is	4110 30 . 2 - 13]	
		Recall multiplication facts to 81 and related division	
	one alone,	facts	
	alone it		
	shall be.	Assessment: have learners to practice with more	
		examples	
1			

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Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Describe the mental mathematics strategies used to determine a given basic fact, such as relating division to multiplication (e.g., for 64 ÷ 8, think 8 × = 64)  Determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros (e.g., for 3×200 think of 3×2 and then add two zeros)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Apply halving and doubling when determining a given product (e.g., $32\times5$ is the same as $16\times10$ )  Apply the distributive property to determine a given product involving multiplying factors that are close to multiples of $10$ (e.g., $29\times7 = (30\times7) - (1\times7) = 203$ )  Assessment: have learners to practice with more examples	Review the lesson with Learners

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period:				Les	son :	
Strand: SYS	ΓEMS		Sub-stran	<b>id :</b> ⊺	THE SOLAR SYSTEM	
Indicator (co	ode)	B4.3.2.1.1				
Content star	ndard (code)	B4.3.2.1.				
Performance	e Indicator	Learners can expla	ain that th	e sui	n is at the centre of the s	olar system
=		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords					9	
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)				Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	the solar system.  • Draw the solar sillustrate the difference of the satellites in the solar state.	system, usi erent bodie o role play olar system	ing des. the (dif	ifferent colours to stars, planets and ferent learners assume and other planets in the	What have we learnt today?  Ask learners to summarize the important points of the lesson

		Assessment: let learners explain that the sun is at the centre of the solar system	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Present the chart of the solar system and help learners identify the sun as being at the centre of the solar system.</li> <li>Learners are guided to identify the benefits of the sun to the solar system</li> </ul> Assessment: let learners identify the benefits of the sun to the solar system	What have we learnt today? Ask learners to summarize the important points of the lesson

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SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Date	e:	
Period :				Lesson:		
Strand : Intro	oduction to c	omputing S	ub-strand	<b>d :</b> D	ata, sources and usage	
Indicator (co	ode)	B4.1.3.1.3.				
Content star	ndard (code)	B4.1.3.1.				
Performance	e Indicator	recordings, video re	ecordings	, filr		on (photographs, audio eeches, published books, al histories, etc.)
		tivity and Innovation ng and Problem Solvii		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	_	•		ss where one can get	What have we learnt
					today?	
Wednesday	sing songs	the class.				A alc la avea ava ta
	and recite	A	:	ı : c		Ask learners to
	familiar		irners ide	entif	y primary sources of	summarize the main
	rhymes	information				points in the lesson

LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strond . All	AROUND US		Sub stran	<b>d</b> : Population and Settlemer	)
Stranu: ALL	AROUND 03		วนม-รถสก	<b>u</b> . Population and Settlemen	
Indicator (co	nda)	B4.2.4.1.1.			
	ndard (code)				
Performance			ihe the na	ature of settlements in Ghan	 a
· ciroimano	z maicato.	Learners can descr	ibe the he	reare of section enter in Grant	
=				nication and Collaboration Po	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solv	ring.		
Keywords					
Reywords			. / .		
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricul	um Page	<u> </u>	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage			ance of settlements e.g.	What have we learnt
	learners to	• •		e, we do not live in	today?
	sing songs		ction, for p	pooling resources together	
	and recite	etc.			Ask learners to
	familiar				summarize the main
	rhymes		earners me	ention the importance of	points in the lesson
Theres	F	settlements	- al	h	M/leat lea
Thursday	Engage			bout features that they will	What have we learnt
	learners to			settlement that would	today?
	sing songs	make life easier an	a comtort	table such areas free of	

and recite	floods, access to local raw materials, local water supply	Ask learners to
familiar	for drinking and washing and access to roads and	summarize the main
rhymes	transportation.	points in the lesson
	Assessment: Let learners write about features that they	
	will consider in choosing a good settlement	

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LESSON PLAN
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SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:		
Day:				Date:		
Period:				Lesson:		
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-stran	nd: MANIPULATIVE SKILLS		
PATTERNS						
Indicator (co	ode)	B4.1.2.1.7				
Content star	ndard (code)	B4.1.2.1.				
Performance	e Indicator	Learners can Cate	ch a ball al	bove the head and near the	middle of the body while	
		jogging and runni	ing.			
Leadership C		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and	
Keywords			-(	///		
T. L .R. (s)		cones				
Ref:						
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners	After general and	l specific w	arm up, learners catch balls	What have we learnt	
	jog round a	thrown above fro	m a distan	ce in the air with the hand.	today?	
	demarcate	Vary the distance	and let th	em do this for fun. Accuracy		
	d area in	must be consider	ed		Use answers to	
	files while				summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					

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	performan		
	ce and to		
	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending:				Class size:		
Day:				Dat	e :	
Period :				Les	son :	
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>d</b> : F	eligious Worship, Prayer	and other Religious
Implications			Practices			
Indicator (co	ode)	B4.2.1.1.1				
Content star	ndard (code)	B4.2.1.1.				
Performance	e Indicator	Learners can nam	ne the vari	ous f	forms of worship	
		tivity and Innovations and Problem Sol		nica	tion and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Friday	Engage	Let learners dram	atise the n	node	es of worship among the	What have we learnt
maay	learners to	three major religion			is at worsting among the	today?
	sing songs		6			
	and recite	Assessment: let le	earners wri	te d	own the activities that	Ask learners to
	familiar	go on during wors	ship			summarize the main
	rhymes					points in the lesson

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LESSON PLAN
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SUBJECT: HISTORY CLASS: FOUR

Week Ending:					Class s	ize:
Day:				Date :		
Period :				Lesson	:	
Strand : My Countr	y Ghana		Sub stra	nd · Th	o Poonle	Of Ghana
Straine . Why Countr	y Gilalia		Sub-strand: The People Of Ghana			
Indicator (code)		B4.2.1.1	.2			
Content standard (	code)	B4.2.1.1	•			
Performance Indica	ator	Learners	can sta	te the f	actors t	hat led to decline of the Kingdom
		you have	e studied			
•	•		nmunica	tion and	d Collab	oration Personal Development and
Leadership Critical	Thinking and Problem	Solving.				
Keywords						
T. L .R. (s)		Pictures				
Ref:	History cu	rriculum	Page			
DAY	Phase 1:	Phase 2:				Phase 3:
	Starter	(new lea	_	cluding		Plenary / Reflections
	(preparing the brain	assessm	entj			
	for learning)					
Tuesday	Engage learners to	Give reasons why some of the		of the	What have we learnt today?	
	sing songs and	Kingdom		_		
	recite familiar	Internal	•	•	ions,	Ask learners to summarize the
	rhymes	succession	on dispu	tes)		main points in the lesson
	What factors led to	Assessm	ent: let l	earners	give	
	the decline of the	reasons			е	
	Kingdom?	Kingdom	ns declin	ed		
Thursday	Engage learners to	Give rea	asons wh	ıv some	of the	What have we learnt today?
11.0.000,	sing songs and	Kingdom		•	3. 3	The state of the season of the
	0 03	-		_		

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	recite familiar rhymes	Internal disputes (rebellions, succession disputes)	Ask learners to summarize the main points in the lesson
	What factors led to the decline of the Kingdom?	Assessment: let learners give reasons why some of the Kingdoms declined	

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Visu	ial Arts	Performing	Sub-strar	nd: Displaying and Sharing	Appreciating and
Arts			Appraisin	g	
Indicator (co	ode)	B4 1.3.4.1 B	4 2.4.6.1		
Content star	ndard (code)	B4 1.3.4. B	34 2.4.6.		
Performance	e Indicator	experience history and Learners of	es based d culture o can Develo erforming	an exhibition of own arty on own ideas, knowledge a of the people of Ghana op guidelines for appraising a artworks that reflect the hi	nd understanding of the nd appreciating own and
-		tivity and Innovations and Problem Sol		ınication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding ass	essment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	exhibition centre,	preferable al festival	exhibition or visit an y during the circuit, district of the cultural education	What have we learnt today?
				/	

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	familiar	discuss the need for displaying portfolio of own visual	Ask learners to
	rhymes	artworks;	summarize the main
		② develop a roadmap for the exhibition by:	points in the lesson
		- fixing a date;	
		- selecting a venue;	
		- inviting an audience;	
		② brainstorm to agree on a theme for the exhibition;	
		🛽 send manual and/or electronic invitations (e.g. letters,	
		postcards, WhatsApp, E-mail, Twitter, Instagram,	$\sim$
		Facebook, announcements, posters, jingles) to target	
		audience such as parents, PTA/SMC members,	
		stakeholders, colleague learners);	
		select works for the exhibition by considering criteria	
		like creativity and originality, finishing and decoration,	),
		relevance of the works to the theme, social and cultural	
		importance;	
		② decide on mode of display (e.g. hanging, draping,	
		spreading);	
		② plan the layout of the exhibition hall, prepare labels	
		for the works (e.g. title, name of artist, date);	
		② clean and prepare the hall and its environment and	
		make it ready for the exhibition;	
		Plan for post-exhibition activities such as cleaning,	
		appreciation, evaluation, reporting, etc.	
		appreciation, evaluation, reporting, etc.	
		Assessment: let learners write a plan for an exhibition	
		of own artworks to share creative experiences based on	
		own ideas, knowledge and understanding of the history	
147 - d d -	F	and culture of the people of Ghana	Male at the control of the control
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② discuss and accept a guide for analysing and	today?
	sing songs	appreciating/appraising own and/or others	
	and recite	compositions and performances on the guidelines	Ask learners to
	familiar	suggested below;	summarize the main
	rhymes	identify the correct vocabulary to use for appreciating	points in the lesson
		and appraising music, dance and drama	
		② agree on what to use the appraisal report for and how	
		to share it;	
		② agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		② fix a day/date for the appreciation/appraisal/jury.	

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	Suggested Guidelines:  Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music; Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity, etc.  Assessment: let learners write guidelines for appraising
	knowledge of music;  Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics  Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity,

letted by ·	-	ignature:	Date:

Ghana

and appreciating own and others' performing artworks that reflect the history and culture of the people of

LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son:	
Strand:			Sub-stran	d:		
Writing Con	ventions / Us	age	Integrating	g Gr	ammar in Written Langu	age (Capitalization
			Integrating	g Gr	ammar in Written Langu	age (Punctuation)
Indicator (co	ode)	B4.5.1.1.1 B4.5	.1.1.2. B4	4.5.1	1.1.3 B4.5.2.1.1	
Content star	ndard (code)	B4.5.1.1. B4.5	5.1.1 B	4.5.:	1.1. B4.5.2.1.	
7Performance Indicator		<ul> <li>Learners should begin sentences with capital letters</li> <li>Learners should use capital letters after full stops.</li> <li>Learners should demonstrate an understanding of the use of capital letters after colons</li> <li>Learners should demonstrate the use of commas</li> </ul>				
-		tivity and Innovations and Problem So		nica <sup>.</sup>	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Ghanaian Language curriculum				
Ref:						
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	Engage leaners to sing songs and recite	to the class.			on a paper and show it apital letter to begin a	What have we learnt today?

NANA FIIFI ACC	-	Die de como 2de les com	
	familiar	Play the game with learners.	
	rhymes	Write the sentences on the board and let learners	
		read the sentences.	Review the lesson with
		Encourage learners to begin sentences with capital	learners
		letters.	
		• Create a game about using a capital letter after a full	
		stop.	
		• Play the game with learners.	
		• Let learners use capital letters after full stops.	
		Assessment: let learners capital letters after full stops in	
		sentences	
	Engage	Create a game about using a capital letter after a	What have we learnt
	leaners to	colon.	today?
	sing songs	Play the game with learners.	
	and recite	• Help learners to understand the use of capital letters	
	familiar	after a colon.	
	rhymes	• Encourage learners to use capital letters to begin a	
		sentence after a colon.	Review the lesson with
			learners
		Assessment: let learners use capital letters to begin a	
		sentence after a colon in sentences	
	Engage	Use commas in sentences on the board.	What have we learnt
	leaners to	• Let learners demonstrate the use of commas by	today?
	sing songs	writing sentences in in groups.	
	and recite		
	familiar	Assessment: let learners use commas in sentences	
	rhymes		
			Review the lesson with
	$N \setminus Y$		learners
	1 7 1 1		

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# TERM ONE BASIC FOUR WEEK 10



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	•	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:		Class size:
Day:		Date :
Period :		Lesson:
Strand :	Sub-strar	ind:
A. Oral Language	A. Gi	Giving and Following Commands
B. Reading	B. Co	Comprehension
C. Grammar Usage A	t Word C. Ve	/erbs
D. Writing	D. Cr	Creative/Free Writing
E. Using Writing Con	ventions E. Us	Jsing Qualifying Words – Adjectives
F. Extensive Reading	<b>F.</b> Bu	Building the Love and Culture of Reading
Indicator (code)	B4.1.9.1.1. B4.2.7.1.2	B4.3.5.1.1 B4.4.11.1.1 B4.5.5.1.1 B4.6.1.1.1
Content standard (code)	B4.1.9.1. B4.2.7.1.	B4.3.5.1. B4.4.11.1. B4.5.5.1. B4.6.1.1.
Performance Indicator	A. Learners can give an	nd respond to commands, instructions and directions
	B. Learners can note ar	and recall main ideas in a sequence
	C. Learners can use dif	fferent types of verbs: Main verb, Helping verb (primai
	auxiliary and modal	l auxiliary), Main verbs
	D. Learners can Write	e freely about topics of choice in their immediat
	environment	
VIII.	E. Learners can Use adj	ljectives to make comparisons e.g. fast /slow, good/ba
	fast/faster, slow/slo	ower
	F. Learners can read a	variety of age- and level appropriate books and preser
•		ummary of each book read
Core Competencies: Crea	, , ,	unication and Collaboration Personal Development an
Leadership Critical Thinkin		·
Keywords		

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class				
		library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter (preparing the brain for	(new learning including assessment)	Plenary / Reflections			
Monday	learning) Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE  • Give general commands and guide learners to respond appropriately to the commands.  e. g. Stand up! Sit down! Carry the bowl! etc.  • Through role play, group and pair activities, assist learners to give and obey simple commands/instructions.  e.g.  i. Go to your seat.  ii. Bring your exercise book to me.  iii. Walk from B1 classroom to the Headmaster's office iv. Turn right, walk twenty steps towards the water tank  Assessment: let learners give and respond to commands, instructions and directions	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Using the SQ3R strategy, learners recall main ideas. Learners: S – Survey the text– (learners skim, by going through the chapter, noting heading/sub-heading and other understanding features. Q – Question – Generate questions about the content of the text. 3R Read – Read for more information. Recite – Retrieve information from meaning. Review – Go over the main ideas in the text using your own words.  Assessment: let learners note and recall main ideas in a sequence	What have we learnt today?  Ask learners to summarize the main points in the lesson			

	ZUAN		
Wednesday	Engage learners to sing songs	<ul><li>C.GRAMMAR</li><li>Have learners revise verbs by reading sentences from the board and identifying the verbs.</li></ul>	What have we learnt today?
	and recite familiar rhymes	<ul> <li>Have learners write sentences with given verbs.</li> <li>Auxiliary verbs</li> <li>Let learners read sentences with auxiliary verbs.</li> </ul>	Ask learners to summarize the main points in the lesson
	, , , , , , , , , , , , , , , , , , , ,	e.g. i. The boy is going to school. ii. The girls are reading. An auxiliary verb is also known as a helping verb e.g. is, are, am, was, were • Have learners use auxiliary verbs in sentences and underline them.	
		Assessment: let learners write sentences with given verbs.	
Thursday	Engage learners to sing songs	<ul> <li>D.WRITING</li> <li>Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want</li> </ul>	What have we learnt today?
	and recite familiar rhymes	<ul> <li>to write about.</li> <li>Guide learners to brainstorm and generate ideas.</li> <li>Have learners organise their ideas and write their first draft.</li> <li>They then peer edit their work.</li> <li>Have them present their work for class discussion and</li> </ul>	Ask learners to summarize the main points in the lesson  Learners in group to go on a field trip/excursion
		correction.  • They then write the final draft and display their work for their peers to read.  Assessment: let learners choose a topic from their immediate environment to write about	to e.g. a tourist centre, as the next lesson
Friday	Engage learners to sing songs and recite familiar	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. Ama is fast but Kofi is slow.</li> <li>Let learners write sentences using comparative and</li> </ul>	What have we learnt today?  Ask learners to summarize the main
	rhymes	superlative forms of adjectives.  Assessment: let learners write sentences using comparative and superlative forms of adjectives.	points in the lesson
Friday	Guide learners to choose and	E.EXTENSIVE READING	Have learners to tell what they read to the whole class

during the	<ul> <li>Guide learners to choose and read</li> </ul>	
library	independently books of their choice	
period	during the library period.	
	<ul> <li>Learners think-pair-share their</li> </ul>	
	stories with peers.	
	<ul> <li>Ask each learner to write a-two-</li> </ul>	
	paragraph summary of the book	
	read.	
	<ul> <li>Invite individuals to present their</li> </ul>	$\sim$
	work to the class for feedback.	
	Assessment: let learners read a variety of age- and	
	level appropriate books and present a-two-paragraph	
	summary of each book read	

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SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:				Class size:			
Day:				Date:			
Period :			Le	Lesson:			
Strand: NU	MBER		Sub-strand:	Number Operations			
Indicator (co	ode)	B4. 1.2.3.1	B4. 1.2.4.1				
Content star	ndard (code)	B4. 1.2.3.	B4. 1.2.4.	4.			
Performance	e Indicator		can multiply multi-digit numbers efficiently can determine basic division fact up to 81				
Core Competencies: Crea Leadership Critical Thinkin				ation and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)							
Ref:	Mathematic	cs curriculum Page	!				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections					
Monday	Sing songs like:	Multiplication of whole numbers using the "expand and box" method (partial decomposition method). Lead  Review the lesson wi					

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	l'm				_	-	a 1-digit		
	counting	number	as show	n below,	for exa	mple 4	148 × 2 =?		
	one, what	×	400	40	8				
	is one	2	800	80	16				
		448 × 2	= (400 ×	2) + (40 ×	(2) + (8	× 2)			
		= 800 +	80 + 16 =	= 800 + 80	) + (10 -	- 6)			
		= 800 +	90 + 6 =	896					
		Assessm example		e learner	s to pra	ctice w	vith more		
Tuesday	Sing songs	'							Review the lesson with
	like:	Multipli	cation of	whole nu	umbers	using t	the lattice		Learners
		method							
	ľm		arners dr	aw a 2 by	1 recta	ngular	box for so	lving	
	counting	54 × 3.	_		4				
	one, what		- 5	)	4				
	is one			1		71			
	1 - One is		lı.	/	1	/ I	2		
	one alone,		' . ′		1/	ام	3		
	alone it	1	//	, וכ	,	21			
	shall be.		, <u> </u>	<del>- '</del>	_				
			6		2				
				e learner	s to pra	ctice w	vith more		
		example	25	,					
Wednesday		Hayalas	arnora de	-24 2 2 kg	, 2 raat	naula:	hov for co	- منبرا	Review the lesson with
	like:	34 × 17.		aw a z by	/ 2 recta	ingular	box for so	living	Learners
		34 ^ 17.	` -	2		1			
	l'm					<u> </u>			
	counting			_/1		_/	1		
	one, what		ر 🌄	<u>/</u>	7	<b>.</b>	11		
	is one			3 1	/	4	Ι'		
	1 - One is		<del>-</del>	<del>- 1</del>	_	•	4		
	one alone,	/	2	/1	2	/	1_		
	alone it			1			17		
	shall be.	<b>D</b>	/	'	/	X			
		_		<del></del>			/		
		/	1	/	В				

		Assessment: have learners to practice with more examples	
Thursday	Sing songs like:  I'm counting one, what is one	Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is divisible by 2, 3, 4 and 5 (This is also known as the divisibility test).  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line.  numbers in a line.  5 6 7 8 9 10 10 15 20 25 30 35 6 12 18 24 30 36 42 7 14 21 28 35 42 49 8 16 24 32 40 48 56 9 18 27 36 45 54 63 10 20 30 40 50 60 70	Review the lesson with Learners
		Assessment: have learners to practice with more examples	

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending:				Class size:			
Day:				Date:			
Period :				son :			
Strand: SYS	ΓEMS	Sub-s	strand:	THE SOLAR SYSTEM			
Indicator (co	ode)	B4.3.2.1.1					
Content star	ndard (code)	B4.3.2.1.					
Performance	e Indicator	Learners can explain the	at the su	n is at the centre of the s	olar system		
=		tivity and Innovation Corng and Problem Solving.	mmunica	tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	assessr	essment) Plenary / Reflectio			
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	<ul> <li>Guide learners to role</li> </ul>	play the	e stars, planets and	What have we learnt		
learners to satellites in the solar system				fferent learners assume	today?		
	sing songs	and role play the sun, the	ne earth	and other planets in the			
	and recite	solar system).			Ask learners to		
	familiar				summarize the		
	rhymes	Assessment: let learner	s explair	that the sun is at the	important points of the		
		centre of the solar syste	em		lesson		

Thursday	Engage	Learners mould stars, planets and satellites in the solar	What have we learnt
	learners to	system	today?
	sing songs		Ask learners to
	and recite	Assessment: let learners explain that the sun is at the	summarize the
	familiar	centre of the solar system	important points of the
	rhymes		lesson

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SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size	) <b>:</b>		
Day:				Date :				
Period:				Lesson:				
Strand : Intro	oduction to c	omputing	Sub-strar	nd : T	ECHNOLC	GY IN THE (	COMN	MUNITY
Indicator (co	ode)	B4.1.4.1.1						
Content star	ndard (code)	B4.1.4.1.						
Performance	e Indicator	Learners can desc		_	ıl systems	are used a	nd co	uld be used at home, in
Core Competencies: Crea Leadership Critical Thinkin		tivity and Innovatio	n Commu		ion and C	ollaboratio	n Pers	sonal Development and
Keywords								
T. L .R. (s)		Laptop						
Ref:	Computing	curriculum Page						
DAY	Phase 1:	Phase 2: Main					P	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)  Plenary / Reflections					Plenary / Reflections	
Wednesday	Engage learners to sing songs and recite	systems (computers, mobile phones, megaphones etc.) are used and could be used at home, in school and the				c.) t e	What have we learnt oday?  Ask learners to	
	familiar rhymes	Assessment: Let le	Assessment: Let learners describe how digital systems points in the lessor are used and could be used at home, in school and the					summarize the main points in the lesson

LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:				Class size:		
Day:				Dat	e :		
Period :				Lesson:			
Strand : ALL	AROUND US		Sub-stran	id : F	Population and Settlemen	nt	
Indicator (co	ode)	B4.2.4.1.1.					
Content star	ndard (code)	B4.2.4.1.					
Performance	e Indicator	Learners can desc	ribe the na	ature	e of settlements in Ghana	i.	
=		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and	
Keywords					2		
T. L .R. (s)		Pictures					
Ref:	Our World (	Our People curricu	lum Page	2			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	consider in choosi make life easier and floods, access to lead for drinking and watransportation.	ng a good nd comfor ocal raw m rashing an earners w	sett table nater d ace	about features that	What have we learnt today?  Ask learners to summarize the main points in the lesson	

147 (147 ( 1 111 1 7 ( )	-,		
Thursday	Engage	Learners engage in activities that teach them to help	What have we learnt
	learners to	keep their settlements safe, peaceful and clean	today?
	sing songs		
	and recite	Assessment: Let learners describe how keep their	Ask learners to
	familiar	settlements safe, peaceful and clean	summarize the main
	rhymes		points in the lesson

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LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-stran	d: MANIPULATIVE SKILLS	
PATTERNS				- (	
Indicator (co	ode)	B4.1.2.1.8			
Content star	ndard (code)	B4.1.2.1.			
Performance	e Indicator	Learners can Kick	a ball drop	oped from the hands.	
=		tivity and Innovations and Problem Sol		nication and Collaboratio	n Personal Development and
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners	Learners control a	a ball drop	ped in their pairs. They	What have we learnt
	jog round a	should kick balls f	rom a 15-r	metre distance on the	today?
	demarcate	ground with the f	oot. Put le	arners into groups to	
	d area in	control and kick t	heir ball		Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

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	ce and to				
	prevent				
	injuries				
	ilijulies				
Vetted by :		•••••	Signature:	•••••	Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:				Class size:		
Day:				Date :			
Period :				Lesson:			
renou.				LCS			
Strand:			Sub-strar	nd :			
Indicator (co	ode)	B4 2.1.1.2					
Content star	ndard (code)	B4 2.1.1.					
Performance	e Indicator	Learners can stat	e the purp	ose	of worship in	the three m	nain religions
		tivity and Innovationg and Problem Sol		ınica	tion and Colla	boration Pe	ersonal Development and
Keywords							
T. L .R. (s)		Pictures	- / -		) '		
Ref:	RME curricu	ılum Page		)-			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	Together with learners, discuss why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc  Assessment: let learners mention why we worship God:				What have we learnt today?  Ask learners to summarize the main points in the lesson	

LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:				Class s	size:	
Day :			Date :			
Period :			Lessor	n :		
Strand : My Country	Ghana	Sul	Sub-strand : The People Of Ghana			
Indicator (code)		B4.2.1.1.2				
Content standard (c	code)	B4.2.1.1.			7	
Performance Indica	tor	Learners of you have s		ne facto	rs that led to decline of the Kingdom	
=	: Creativity and Innovat hinking and Problem So		unication a	nd Colla	aboration Personal Development and	
Keywords						
T. L .R. (s)						
Ref:	History cu	rriculum P	age			
DAY	Phase 1:	Phase 2: N	⁄lain		Phase 3:	
	Starter	•	ning includi	ing	Plenary / Reflections	
	(preparing the brain for learning)	assessmer	nt)			
Tuesday  Engage learners to sing songs and recite the familiar rhymes  What factors led to		the Kingdo E.g. British Assessmen	ngdoms declined. ritish interference, main points in the lesson sment: let learners		What have we learnt today?  Ask learners to summarize the main points in the lesson	
	the decline of the Kingdom?	he give reasons why some of the Kingdoms decline				
Thursday	Engage learners to sing songs and recite familiar rhymes	the Kingdo	ons why so oms decline n interferen	ed.	What have we learnt today?  Ask learners to summarize the	
					main points in the lesson	

NANA FIIFI ACQUAH	What factors led to the decline of the Kingdom?	Assessment: let learners give reasons why some of the Kingdoms decline	
Vetted by :		Signature:	Date :

 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	re:	
Period :				Les	son :	
Strand:			Sub-strar	nd :		
Visual Arts			Displayin	g and	d Sharing	
Performing A	∖rts		Apprecia	ting a	and Appraising	
Indicator (co	de)	B4 1.3.5.1	B4 2.	4.7.2		
Content star	ndard (code)	B4 1.3.5.1	B4 2	.4.7.		
Performance	e Indicator	Learners can disp	olay own a	artwo	orks to share creative ex	periences based on own
		ideas, knowledge	and unde	ersta	nding of the history and	culture of the people of
		Ghana				
		Learners can ana	lyse and a	appr	eciate/appraise own or o	others' compositions and
					·	at reflect the natural and
		manmade enviror	nments of	som	e communities in Ghana	
-				ınica	tion and Collaboration Pe	ersonal Development and
Leadership C	ritical Thinkir	ng and Problem Sol	ving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
		•				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Monday	learning)	Loornors are to				What have we learnt
ivioriday	Engage	Learners are to:	mac and n	umh	or of artworks to	
	learners to	decide on the ty			on the space available to	today?
	sing songs and recite				n (e.g. artworks that	
	and recite	suit the theme lo	i tile exilli	וטוזוע	i (c.g. aitwoiks tilat	

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	rhymes	people of Ghana);	summarize the main
	illyilles	<ul><li>display artworks by hanging, draping, placing,</li></ul>	points in the lesson
		spreading, leaning, using plinths to raise or add height	points in the lesson
		and depth to some exhibits	
		·	
		label the works using manual penmanship   (calligraphy) or ICT (computer) prints (c.g. page of	
		(calligraphy) or ICT (computer) prints (e.g. name of	
		artist, title of work, size of work, date of production).	
		② assign tasks and responsibilities to themselves	
		(individually or in groups) and ensure they are carried	
		out successfully (e.g. leading visitors through the	$\lambda \cup$
		exhibition space, explaining the concepts/title of the	
		artworks and the theme for the exhibition, writing of	
		comments and signing of visitors books);	
		NOTE	
		check/monitor visitors from improper practices (e.g.	
		touching, lifting, handling and/or taking away some of	
		the exhibits);	
		② organise opening and closing ceremonies for the	
		exhibition;	
		Prepare template for appreciating, appraising,	
		evaluating and reporting;	
		② clean the hall after the exhibition.	
		Assessment: let learners display own artworks to share	
		creative experiences based on own ideas, knowledge	
		and understanding of the history and culture of the	
		people of Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② display (photographs/video) of selected performances	today?
	sing songs	(own or that of others) that reflect the natural and	
	and recite	manmade environments of some communities in	Ask learners to
	familiar	Ghana;	summarize the main
	rhymes	12 talk about the performances dispassionately using	points in the lesson
		developed guidelines;	
		② use the outcome of the appreciation/appraisal to	
		modify the product or to produce similar or different	
		composition and performance;	
<u> </u>			I

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	Precord/document the activity and share using a social	
	media platform accepted by the class/group (e.g.	
	Facebook, Twitter, Instagram, WhatsApp).	
	Assessment: let learners write a report on	
	appreciating/appraising own or others' compositions	
	and performances and present reports/feedback on	
	works that reflect the natural and manmade	
	environments of some communities in Ghana	

Vetted by :	Signature:	Date :
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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:			Class siz	ze:	
Day:			D	Pate :		
Period :			L	esson :		
Strand:			Sub-strand	:		
Writing Conv	ventions / Usa	age	Integrating	Grammar i	n Written Langu	age (Punctuation)
			Integrating	Grammar i	n Written Langu	age (Use of action
			words)	X		
Indicator (co	ode)			4.5.3.1.1.	B4.5.3.1.2	
	ndard (code)			34.5.3.1.	B4.5.3.1.	
Performance	<ul> <li>Learners should write sentences using full stops appropriately</li> <li>Learners should recognise and use the question marks appropriately writing</li> <li>Learners should write past tense action words.</li> <li>Learners should recognise past tense action words in short sentences</li> </ul>			narks appropriately in		
Core Compe	tencies: Crea			•		ersonal Development and
Leadership (	Critical Thinkin	ng and Problem So	lving.			
Keywords						
T   D (a)		NASSIS SANS		- al al:	danal.	
T. L .R. (s)	Chanaian L	Manila cards, ma		ed audios v	/isuai	
Ref:	Ghanalan La	anguage curriculu	Ш			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding assess	sment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					And a like
	Engage	Write sentences	s on cardboa	rds and sho	ow it to	What have we learnt
	leaners to		ا د مالالد			today?
		• Let learners rea	a tne senten	ces as a gro	oup.	

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	sing songs	• Call learners to put the full stop at the right positions	
	and recite	in the sentences.	
	familiar	<ul> <li>Let learners write sentences using full stops</li> </ul>	
	rhymes	effectively	Review the lesson with
			learners
		• Write questions on the board using question marks appropriately.	
		• Encourage learners to recognize and use the question	
		marks appropriately in writing.	
		Write a piece on the board and call learners to put in	
		the correct punctuations	
		Assessment: let learners write sentences using full	
		stops and question marks appropriately	
	Engage	Revise the lesson on commands with learners.	What have we learnt
	leaners to	Write sentences using past action words.	today?
	sing songs	• Lead learners to recognise the present tense action	
	and recite	words in the sentences.	
	familiar	• Let learners write past tense action words on their	
	rhymes	own.	
			Review the lesson with
		Assessment: let learners write past tense action words	learners
	Engage	• Use past tense action words to write short sentences	What have we learnt
	leaners to	on the board.	today?
	sing songs	• Call learners to read the sentences.	
	and recite	• Help learners to recognise past tense action words in	
	familiar	the short sentences.	
	rhymes	Allow learners to narrate what they did yesterday.	
		• Let learners recognise the past tense action words in	Review the lesson with
		the narration.	learners
. 1		Assessment: let learners identify the past tense action	
		words in the narration	
		Words in the nation	

Vetted by :	Signature:	Date :
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# TERM ONE BASIC FOUR WEEK 11



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	•	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size:			
Day :		Da	te :			
Period :		Les	sson :	9		
Strand :		Sub-strand :				
A. Oral Language		A. Prese				
B. Reading			rehension			
C. Grammar Usage A	t Word	C. Verbs				
D. Writing			iptive Writin	5		
E. Using Writing Conv	ventions		Adverbs		( D !!	
F. Extensive Reading	(0.4.4.0.4.4			and Culture o		D4.6.4.4.4
Indicator (code)		,		B4.4.12.1.1.		B4.6.1.1.1
Content standard (code)		,	4.2.7.1.	B4.4.12.1		B4.6.1.1.
Performance Indicator		can demonstra			•	
		ions, ellipsis e.g				
		fferences betv	-		i forms of la	inguage e.g.
		id complex sen				
		can skim for m			+ C: · · l - ·	ا میں اما
		can use approp	-	_	_	•
		can use des		ras/expressio	ons to desc	ribe places,
	•	experiences an		ıt when and w	ubara tha act	ion of a vorb
	took plac	can use adverb e	is to talk abol	it wiien and v	viiere the act	ion or a verb
	•	c can read a vari	ety of age- an	nd level annro	nriate hooks	and present
		ragraph summ			priate books	and present
	a two par		ary or each b	···		

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

NANA FIIFI ACC Keywords	-					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses: A. How are you? B. Fine.  Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures  Assessment: let learners identify the features of spoken language.	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading Assessment: let learners skim for main ideas in texts	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>Revise nouns and verbs with simple examples.</li> <li>Through discussion and examples help learners to realise rules that govern sentence formation: <ul> <li>A Singular subject goes with singular verb.</li> <li>g. The boy is in the room.</li> <li>A Plural subject goes with a plural verb.</li> <li>g. The girls are happy.</li> <li>Collective nouns take singular verb.</li> <li>g. The team is playing tomorrow.</li> <li>Provide sentences for groups to identify the subjects and verbs.</li> </ul> </li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson			

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		Have learners write their own sentences to be presented to the class.	
		Assessment: let learners identify the subjects and verbs in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING</li> <li>Revise adjectives by having learners describe familiar people, objects and places in their environment.</li> <li>Learners in their groups talk about interesting places they have visited.</li> <li>Guide them to describe places of their choice using knowledge of adjectives.</li> <li>Have them do peer editing and share their work with the class.</li> <li>They repeat the procedure above to describe events, situations and personal experiences.</li> <li>Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Guided with examples, let learners narrate events using adverbs to describe the place and time of occurrence.</li> <li>Introduce drills to provide oral practice.</li> <li>Learners in group go on a field trip/excursion to e.g. a tourist centre.</li> </ul> Assessment: let learners use adverbs to talk about when and where the action of a verb took place	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING      Guide learners to choose and read independently books of their choice 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.	Have learners to tell what they read to the whole class

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	Invite individuals to present their	
	work to the class for feedback.	
	Assessment: let learners read a variety of age- and	
	level appropriate books and present a-two-paragraph	
	summary of each book read	

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	LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FOUR

Week Endin	g:		Class size:	
Day:			Date:	
Period :			Lesson:	
Strand: NU	MBER	Sub-stran	<b>d</b> : Number Operations	
Indicator (co	ode)	B4.1.2.5.1		
Content standard (code)		B4.1.2.5.		
Performance Indicator Learners		Learners can divide 2-digit n	umbers by 1-digit number ef	ficiently
		tivity and Innovation Community and Problem Solving.	nication and Collaboration Pe	ersonal Development and
Keywords				
T. L .R. (s)		Counters		
Ref:	Mathematic	cs curriculum Page		
DAY	Phase 1:	Phase 2: Main		Phase 3:
	Starter (preparing the brain	(new learning including asse	essment)	Plenary / Reflections
	for			
	learning)			
Monday	Sing songs like:	Division as repeated subtrace method). Explain division as subtracting a divisor number there is none left and then d	a way of repeatedly r from a given dividend until	Review the lesson with Learners

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	ľm	times the divisor is taken from the dividend. For	
	counting	example, 25 ÷5=? Learners count the number of times	
	one, what	5 was subtracted from 25, which is 5 times. Hence,	
	is one	2222÷5 =5	
	13 0116	25	
		5 /	
		20	
		<u>-15</u> /	
		15	
		<u>-5</u> <i>I</i>	
		10	
		<u>-5</u> 1	
		5	
		<u>-5</u> 1	
		00 5	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs		Review the lesson with
	like:	Division as repeated subtraction (using the long division	Learners
		method). Explain division as a way of repeatedly	
	ľm	subtracting a divisor number from a given dividend until	
	counting	there is none left and then determining the number of	
		times the divisor is taken from the dividend. For	
	one, what	example, 25 ÷5=? Learners count the number of times	
	is one	5 was subtracted from 25, which is 5 times. Hence,	
	1 - One is	2222÷5 =5	
	one alone,	25	
	alone it	<u>5</u> <i>I</i>	
	shall be.	20	
	Silali be.	<u>-15</u> /	
		15	
		<u>-5</u> <i>I</i>	
		10	
		<u>-5</u> <i>I</i>	
		5	
		<u>-5</u> 1	
		<u>00 5</u>	
		Assessment: have learners to practice with more	
		examples	
Wednesda	Sing conge	Division using the estimation of multiples of 10, 100	Review the lesson with
	Sing songs		
У	like:	and others of the divisor. For Example to solve $276 \div 3 = 200$	Learners
		?	
L	1		

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	I'm counting one, what is one 1 - One is one alone, alone it shall be.	Learners use estimations: (they may have to use multiples of divisor to select a convenient estimate) "About how many groups of 3 can fit into 276?" The estimation used here is 40. So 3 × 40 = 120. Subtracting 120 from 276 to get 156. The next estimation used is 50. So 3 × 50 = 150. Subtracting 150 from 156 to get 6. The next estimation used is 2. And 2 × 3 = 6. Subtracting 6 from 6 to get 0. There is nothing more to share. To find the final answer add the estimations: 40+50+2=92. Therefore 276÷3=92  3	
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Division using the estimation of multiples of 10, 100 and others of the divisor. For Example to solve 276 ÷ 3 = ?  Learners use estimations: (they may have to use multiples of divisor to select a convenient estimate) "About how many groups of 3 can fit into 276?" The estimation used here is 40. So 3 × 40 = 120.  Subtracting 120 from 276 to get 156. The next estimation used is 50. So 3 × 50 = 150. Subtracting 150 from 156 to get 6. The next estimation used is 2. And 2 × 3 = 6. Subtracting 6 from 6 to get 0. There is nothing more to share. To find the final answer add the estimations: 40+50+2=92. Therefore 276÷3=92	Review the lesson with Learners

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		3 $\begin{bmatrix} 276 \\ -120 \\ \hline 156 \\ -150 \\ \hline 6 \\ \hline 0 \end{bmatrix}$ + $\begin{bmatrix} 2 \\ \hline 92 \end{bmatrix}$ + $\begin{bmatrix} 276 \div 3 = 92 \\ \hline 156 \end{bmatrix}$ This strategy is nicknamed the "Big 7" because the division box looks like a 7.	
		Assessment: have learners to practice with more examples	
Friday	Sing	Division using the estimation of multiples of 10, 100	Review the lesson with
	songs like:	and others of the divisor. For Example to solve $276 \div 3 = ?$ Learners use estimations: (they may have to use	Learners
	I'm counting one, what is one 1 - One is	multiples of divisor to select a convenient estimate) "About how many groups of 3 can fit into 276?" The estimation used here is 40. So $3 \times 40 = 120$ . Subtracting 120 from 276 to get 156. The next estimation used is 50. So $3 \times 50 = 150$ . Subtracting 150 from 156 to get 6. The next estimation used is 2. And 2 $\times 3 = 6$ . Subtracting 6 from 6 to get 0. There is nothing	
	one alone, alone it shall be.	more to share. To find the final answer add the estimations: 40+50+2=92. Therefore 276÷3=92	
		3   276   40   -120	
		$ \begin{array}{c c} 156 & 50 \\ -150 & 2 \end{array} $ $ \begin{array}{c c} -6 & \\ \hline 0 & 92 \end{array} $	
		270 : 2 22	
		$276 \div 3 = 92$ This strategy is nicknamed the "Big 7" because the division box looks like a 7.	
		Assessment: have learners to practice with more examples	

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:				Class size:	
Day:		Dat		Dat	e:	
Period :				Less	son:	
Strand: SYSTEMS		Sub-strand : ECOSYSTEM				
Indicator (co	ode)	B4.3.3.1.1				
Content star	ndard (code)	B4.3.3.1.				
Performance	e Indicator	Learners can explai	in the con	cep	t of ecosystem	
Core Competencies: Crea Leadership Critical Thinkin				nicat	tion and Collaboration Po	ersonal Development and
Keywords					<u> </u>	
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	essm	ent)	Plenary / Reflections
	(preparing		J		•	
	the brain					
	for					
	learning)					
Monday	Engage	• Learners role play	y a typical	l fam	nily setup, showing how	What have we learnt
	learners to	everyone is interdependent.			today?	
	sing songs	• Learners identify the role of each member of their				
	and recite				gs. The key lesson is to	Ask learners to
	familiar			in th	e group is important	summarize the
	rhymes	and depend on the	other.			important points of the lesson
		Assessment: let lea	rners ider	ntify	the role of each	
		member of their fa	mily,			

	-, - : : :		
Thursday	Engage	Teacher mentions a habitat and the learners mention	What have we learnt
	learners to	which plants, animals, and other organisms live there	today?
	sing songs	(use games).	Ask learners to
	and recite	Show pictures and videos of forest settings having	summarize the
	familiar	trees, grass, a stream, soil, fishes, rodents, frogs, etc. to	important points of the
	rhymes	explain to learners what an ecosystem looks like.	lesson
		Learners discuss the importance of every	
		element/member of a given ecosystem, e.g. frogs,	
		weeds, soil and fish in a pond.	
		Assessment: let learners mention the importance of	
		every element/member of a given ecosystem	

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LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:					Class size:	
Day:				Date:		
Period :				Less	son :	
Strand : Intro	oduction to c	omputing	omputing Sub-strand: TECHNOLOGY IN THE COMMUNITY			MMUNITY
Indicator (co	ode)	B4.1.4.1.2.				
Content star	ndard (code)	B4.1.4.1.				
Performance	e Indicator	Learners can iden	tify and lis	st cc	ommon examples of ene	ergy-efficient gadgets and
		techniques used i	n homes, i	n sc	hools and in the local co	ommunities e.g. using the
		appropriate energ	gy-efficient	gad	dgets - energy saving bu	ılbs, choosing the right
		appliances, cleanii	ng your sto	ve c	often (soot removal), red	ucing overall cooking time
		tivity and Innovationg and Problem Sol		nicat	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)						
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main	-			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			ent)	Plenary / Reflections
	Engage	Bring pictures of e	energy-effic	cien	t gadgets or devices to	What have we learnt
	learners to	class e.g. energy s	aving light	bulk	os, energy-efficient	today?
Wednesday	sing songs	cooking stoves, toilet water saver, solar chargers,				
	and recite	energy-saving sho	wer heads	etc.	to class. Guide	Ask learners to
	familiar	learners to discuss	s in groups	of f	ive or less and present	summarize the main
	rhymes	to the whole class and techniques.	examples	of e	nergy-efficient devices	points in the lesson

	Accordant Latinguage identificand list con-	
	Assessment: Let learners identify and list com	
	examples of energy-efficient gadgets and techn	
	used in homes, in schools and in the local com	munities
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g:			Class size:		
Day:				Date :		
Period :			Lesson:			
Strand : ALL	AROUND US	Sub-strand: Population and Settlement		t		
Indicator (co	ode)	B4.2.4.1.1.				
Content star	ndard (code)	B4.2.4.1.				
Performance	e Indicator	Learners can desc	ribe the n	ature of settlements in Ghana	ì.	
-		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	llum Page	2		
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage			bout features that they will	What have we learnt	
	learners to			settlement that would	today?	
	sing songs			table such areas free of		
	and recite			naterials, local water supply	Ask learners to	
	familiar		ashing an	d access to roads and	summarize the main	
	rhymes	transportation.			points in the lesson	
				rite about features that		
		they will consider	in choosir	ng a good settlement		

Thursday	Engage	Learners engage in activities that teach them to help	What have we learnt
	learners to	keep their settlements safe, peaceful and clean	today?
	sing songs		
	and recite	Assessment: Let learners describe how keep their	Ask learners to
	familiar	settlements safe, peaceful and clean	summarize the main
	rhymes		points in the lesson

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 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:				Class size:		
Day:			Da	Date :		
Period:			Le	sson:		
Strand: MO	TOR SKILL AN	D MOVEMENT Su	ub-strand:	MANIPULATIVE SKILLS		
PATTERNS						
Indicator (co	ode)	B4.1.2.1.9				
Content star	ndard (code)	B4.1.2.1.				
Performance	e Indicator	Learners can keep a	hand-dribb	oled ball away from a defe	nsive partner	
-		tivity and Innovation on ng and Problem Solvin		ation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ling assess	ment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Learners pairs up aft	ter a warm	up. They use their hands	What have we learnt	
	jog round a	to dribble balls away	y from thei	r partners. Learners	today?	
	demarcate	alternate the hand u	used in the	dribble. Keep ball away		
	d area in	from partners by pla	acing their l	oody in between ball and	Use answers to	
	files while	partner.			summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					

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	performan		
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	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Endin	g:				Class size:	
Day:			Date :			
Period :				Les	son :	
Strand : Reli	gious Practice	es and their Moral	s and their Moral <b>Sub-strand</b> : Religious Worship, Prayer and other Religious			and other Religious
Implications			Practices			
Indicator (co	ode)	B4 2.1.1.2				
Content star	ndard (code)	B4 2.1.1.				)
Performance	e Indicator	Learners can stat	e the purp	ose	of worship in the three m	nain religions
Core Competencies: Crea Leadership Critical Thinkin				nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	lum Page				
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter	(new learning incl	luding asse	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Friday	Engage	In groups, learners should recognise the nee			nise the need to take	What have we learnt
	learners to	active part in worship				today?
	sing songs					
	and recite	Assessment: let le	earners exp	olain	the need to take active	Ask learners to
	familiar	part in worship				summarize the main
	rhymes					points in the lesson

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SUBJECT: HISTORY CLASS: FOUR

Week Ending:						Class size:	
Day:					Date :		
Period :					Lesson :		
Strand : My Coun	try Ghana			Sub-strand	d : The Peo	ple Of Ghar	ıa
Indicator (code)			B4.2.1.1.2				
Content standard	l (code)		B4.2.1.1.				
Performance Indicator			Learners c		e factors t	hat led to o	decline of the Kingdom you
Core Competenci Leadership Critica	= = = = = = = = = = = = = = = = = = = =				tion and Co	llaboration	Personal Development and
Keywords			,(				
T. L .R. (s)			Pictures				
Ref:	His	story cu	urriculum	Page			
DAY	Phase 1: Starter (preparing to brain for learning)	:he	Phase 2: M (new learn	1ain ing includir	ng assessm	ent)	Phase 3: Plenary / Reflections
Tuesday	Engage learn to sing song and recite familiar rhyr What factor to the declir the Kingdom	mes rs led ne of	declined. E kingdom, o Akwamu's in 1733, Do Asante's d Assessmer	ons why sore.g., conque desire to ex location to enkyira's de ecline in 18 nt: let learn ne Kingdom	est by anoth pand territ the east of ecline in 17 374. ers give rea	ner ories – f the Volta 01,	What have we learnt today?  Ask learners to summarize the main points in the lesson

MANATHITACQUAIT		T	
Thursday	Engage learners	Give reasons why some of the Kingdoms	What have we learnt
	to sing songs	declined. E.g., conquest by another	today?
	and recite	kingdom, desire to expand territories –	
	familiar rhymes  What factors led to the decline of the Kingdom?	Akwamu's location to the east of the Volta in 1733, Denkyira's decline in 1701, Asante's decline in 1874.  Assessment: let learners give reasons why some of the Kingdoms decline	Ask learners to summarize the main points in the lesson
		<b>3</b> 11 10 <b>3</b> 21 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10 321 10	

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SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Endin	g:			Class size:	
Day:			D	ate:	
Period :			Lo	esson :	
Strand:			Sub-strand	:	
Visual Arts			Appreciating and Appraising		
Performing A	Arts		Appreciatin	g and Appraising	
Indicator (co	ode)	B4 1.4.6.2		B4 2.4.6.2	
Content star	ndard (code)	B4 1.4.6.		B4 2.4.6.	
Performance Indicator		others' vis of some contact • Learners of others' p	<ul> <li>Learners can develop guidelines for appraising and appreciating own and others' visual artworks that reflect the natural and manmade environments of some communities in Ghana</li> <li>Learners can develop guidelines for appraising and appreciating own and others' performing artworks that reflect the natural and manmade environments of some communities in Ghana</li> </ul>		
Leadership (		tivity and Innovations and Problem So		cation and Collaboration	n Personal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding asses:	sment)	Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to:  discuss and accompraising own accompraising	nd/or others		What have we learnt today?

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	familiar	identify the correct vocabulary to use for appreciating	Ask learners to
	rhymes	and appraising artworks;	summarize the main
		② agree on what to use the appraisal report for and how	points in the lesson
		to share it;	
		② agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		If ix a day/date for the appreciation/appraisal/jury.	
		Suggested Guidelines:	
		② Description of the work: the elements in the work	
		(dot, lines, shapes, forms, colour, texture, tone),	
		materials used (paper, pencil, clay, wood), size of the	
		work, number of objects/items in the work;	
		☑ Subject matter: meaning, message, topic, mood,	
		feelings, history, religion, environment, global warming;	
		2 Appraisal: what the work can be used for, likes, good	
		things in the work, beauty, social and cultural value,	
		correlation (connection to other areas of learning);	
		② Experiences to share: the design process through	
		thinking and composing, planning and making,	
		displaying and sharing, etc.	
		Assessment: let learners write a guidelines for	
		appraising and appreciating own and others' visual	
		artworks that reflect topical issues in Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	discuss and accept a guide for analysing and	today?
	sing songs	appreciating/appraising own and/or others'	
	and recite	compositions and performances on the guidelines	Ask learners to
	familiar	suggested below.	summarize the main
	rhymes	☐ identify the correct vocabulary to use for appreciating	points in the lesson
		and appraising music, dance and drama;	
		2 agree on what to use the appraisal report for and how	
		to share it;	
		② agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		fix a day/date for the appreciation/appraisal/jury.	
		Suggested Guidelines	

2 Music: theme, voice production and diction, harmony	
and blending of parts, interpretation, the elements and	
knowledge of music;	
② Dance: theme, entrance/exit, movement variation,	
gestures, creativity, makeup, movement in relation to	
singing and drumming, costume, props, energy, stage	
use, stage setting and dynamics;	
Drama: characterisation, makeup, gestures, voice	
projection, diction, use of space, aesthetics, creativity.	
Assessment: let learners write a guidelines for	
appraising and appreciating own and others'	
performing artworks that reflect topical issues in Ghana	

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		LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day: Period:				sson :	
Strand : Exte	ensive Readin		Sub-strand: Learners	Building the Love and Cu	lture of Reading in
Indicator (co	ode)	B4.6.1.1.1.			
-	ndard (code)	B4.6.1.1.			
Performance	e Indicator	• Lea	rners should	read long stories aloud	correctly.
		tivity and Innovation ng and Problem Solv		ation and Collaboration I	Personal Development and
Keywords					
T. L .R. (s)		Manila cards, mark	kers, recorde	d audios visual	
Ref: Ghanaian Language curriculum		1			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding assess	ment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Do a model reading</li> <li>Allow learners to groups and then in Assessment: let lead correctly</li> </ul>	read aloud dividually	ong stories correctly in	What have we learnt today?  Review the lesson with learners

IVAIVA I III I ACC	207111		
	Engage	<ul> <li>Do a model reading of a long story.</li> </ul>	What have we learnt
	leaners to	Allow learners to read aloud long stories correctly in	today?
	sing songs and recite	groups and then individually	
	familiar rhymes	Assessment: let learners read long stories aloud correctly	Review the lesson with
	illyllies		learners
	Engage	<ul> <li>Do a model reading of a long story.</li> </ul>	What have we learnt
	leaners to	Allow learners to read aloud long stories correctly in	today?
	sing songs	groups and then individually	
	and recite		Review the lesson with
	familiar	Assessment: let learners read long stories aloud	learners
	rhymes	correctly	

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# TERM ONE BASIC FOUR WEEK 12



LESSON PLAN
 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Day: Date:
Period: Lesson:
Strand: Sub-strand:
A. Oral Language A. Presentation
B. Reading B. Comprehension
C. Grammar Usage At Word C. Verbs
D. Writing D. Descriptive Writing
E. Using Writing Conventions E. Using Adverbs
F. Extensive Reading  F. Building the Love and Culture of Reading
Indicator (code) B4.1.10.1.3 B4.2.7.1.3 B4.3.5.1.2 B4.4.12.1.1 B4.5.6.1.1 B4.6.1.1.1
<b>Content standard (code)</b> B4.1.10.1. B4.2.7.1. B4.3.5.1. B4.4.12.1. B4.5.6.1. B4.6.1.1.
Performance Indicator A. Learners can demonstrate awareness of how meaning is conveyed through
appropriate pace, stress, tone – through stories read aloud
B. Learners can skim for main ideas in texts
C. Learners can use appropriate subject-verb agreement Singular/plural
D. Learners can use descriptive words/expressions to describe place
personal experiences and events
E. Learners can use adverbs to talk about when and where the action of a ve
took place
F. Learners can read a variety of age- and level appropriate books and prese
a-two-paragraph summary of each book read
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Load arching Critical Thinking and Broklam Collaboration
Leadership Critical Thinking and Problem Solving.
Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a cla
library.

T. L .R. (s)						
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	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</li> <li>Read the same story or text aloud with poor pace, stress and intonation.</li> <li>Put learners into groups to analyse the types of reading and identify which one conveys meaning and why.</li> <li>Have learners practise reading the story with good pace, stress and intonation.</li> <li>Assessment: let learners read aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading  Assessment: let learners skim for main ideas in texts	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>Revise nouns and verbs with simple examples.</li> <li>Through discussion and examples help learners to realise rules that govern sentence formation: <ul> <li>A Singular subject goes with singular verb.</li> <li>g. The boy is in the room.</li> <li>A Plural subject goes with a plural verb.</li> <li>g. The girls are happy.</li> <li>Collective nouns take singular verb.</li> <li>g. The team is playing tomorrow.</li> <li>Provide sentences for groups to identify the subjects and verbs.</li> <li>Have learners write their own sentences to be presented to the class.</li> </ul> </li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson			

NANA FIIFI AC	QUAH		
		Assessment: let learners identify the subjects and verbs in sentences	
Thursday	Engage learners to sing songs	<ul> <li>D.WRITING</li> <li>Revise adjectives by having learners describe familiar people, objects and places in their environment.</li> </ul>	What have we learnt today?
	and recite	Learners in their groups talk about interesting places	Ask learners to
	familiar	they have visited.	summarize the main
	rhymes	Guide them to describe places of their choice using	points in the lesson
		<ul><li>knowledge of adjectives.</li><li>Have them do peer editing and share their work with</li></ul>	
		the class.	
		They repeat the procedure above to describe events,	
		situations and personal experiences.	
		Assessment: let learners use descriptive words/expressions to describe places, personal	
		experiences and events	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	After the field trip/excursion to e.g. a tourist centre.	today?
	sing songs	Let them write and present their stories to	
	and recite	demonstrate their knowledge of adverbs of place and	Ask learners to
	familiar rhymes	time.	summarize the main points in the lesson
	Tityines	Assessment: let learners use adverbs to talk about	points in the lesson
		when and where the action of a verb took place	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and		whole class
	read books	independently books of their choice	
	during the	during the library period.	
	library	Learners think-pair-share their	
	period	stories with peers.	
	1111	Ask each learner to write a-two-	
		paragraph summary of the book	
		read.	
		Invite individuals to present their  work to the class for foodback	
		work to the class for feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	

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SUBJECT: MATHEMATICS CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Dat	e:	
Period :			Les	son :	
Strand: NUI	MBER	Sub-strar	nd : f	Number Operations	
Indicator (co	ode)	B4.1.2.6.1			
Content star	ndard	B4.1.2.6.			
(code)					
Performance	e Indicator	Learners can solve multi-ste	ep w	ord problems involving th	ne four basic operations
		tivity and Innovation Commuinking and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners model mathematic word problem involving add and solve using the strategi	dition	and multiplication	Review the lesson with Learners

NANA FIIFI ACI	1		
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one	Learners role play a given word problem involving addition and multiplication and solve  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners role play a given word problem involving subtraction and division and solve  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed  Assessment: have learners to practice with more examples	Review the lesson with Learners

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:			Class size:	
Day:			Dat	te:	
Period :			Les	son :	
Strand : SYS	ΓEMS	Sub-s	strand : E	ECOSYSTEM	
Indicator (co	ode)	B4.3.3.1.1			
Content star	ndard (code)	B4.3.3.1.			
Performance	e Indicator	Learners can explain the	e concep	t of ecosystem	
=		tivity and Innovation Corng and Problem Solving.	mmunica	tion and Collaboration Pe	ersonal Development and
Keywords				9	
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessn	nent)	Plenary / Reflections
	(preparing			•	
	the brain				
	for				
	learning)				
Monday	Engage	Brainstorm with learn	ers to co	me out with responses	What have we learnt
	learners to	to what happens when	a memb	er of the system is	today?
	sing songs	removed.			
	and recite	Assist learners to real			Ask learners to
	familiar	the ecosystem. Relate t		-	summarize the
	rhymes	the destruction of the felling of trees bring about environment.			important points of the lesson

		Assessment: let learners mention human activities that causes imbalance in the ecosystem	
Thursday	Engage	Learners cite examples of ecosystems in their	What have we learnt
	learners to	community and suggest ways of preserving them.	today?
	sing songs		Ask learners to
	and recite	Assessment: let learners suggest ways of preserving	summarize the
	familiar	ecosystems in their community	important points of the
	rhymes		lesson

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 LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending	g:				Class size:	
Day:			Dat	e :		
Period :				Less	son :	
Strand : Intro	oduction to c	omputing	Sub-stran	<b>d</b> : T	ECHNOLOGY IN THE COI	MMUNITY
Indicator (co	ode)	B4.1.4.1.2.				
Content star	ndard (code)	B4.1.4.1.				
Performance	e Indicator	Learners can iden	tify and lis	st co	ommon examples of ene	ergy-efficient gadgets and
		techniques used i	n homes, i	n sc	hools and in the local co	ommunities e.g. using the
		appropriate energ	gy-efficient	gad	dgets - energy saving bu	ılbs, choosing the right
		appliances, cleanii	ng your sto	ve c	often (soot removal), red	ucing overall cooking time
=		tivity and Innovationg and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Keywords				)-		
T. L .R. (s)						
Ref:						
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	Engage	Bring pictures of e	energy-effic	cien	t gadgets or devices to	What have we learnt
	learners to	class e.g. energy s	aving light	bull	os, energy-efficient	today?
Wednesday	sing songs	cooking stoves, to	ilet water	save	er, solar chargers,	
	and recite	energy-saving sho	wer heads	etc	to class. Guide	Ask learners to
	familiar	learners to discuss	s in groups	of f	ive or less and present	summarize the main
	rhymes	to the whole class and techniques.	examples	of e	nergy-efficient devices	points in the lesson

NANA FIIFI ACQUAH	Assessment: Let learners identify	and list common	
	examples of energy-efficient gadge		
	used in homes, in schools and in the	ne local communities	
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 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending	g:				Class size:	
Day :				Dat	e:	
Period :		Les	son :			
Strand : ALL	AROUND US		Sub-stran	nd : F	opulation and Settlemer	nt
Indicator (co	ode)	B4.2.4.1.1.				
Content star	ndard (code)	B4.2.4.1.				
Performance	e Indicator	Learners can descr	ribe the na	ature	e of settlements in Ghana	a.
=		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords					2	
T. L .R. (s)		Pictures	Pictures			
Ref:	Our World (	Our People curricu	lum Page	9		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essm	nent)	Plenary / Reflections
	(preparing		_		•	·
	the brain					
	for					
	learning)					
Tuesday	Engage				t features that they will	What have we learnt
	learners to				lement that would	today?
	sing songs	make life easier an	nd comfor	table	e such areas free of	
	and recite				rials, local water supply	Ask learners to
	familiar	for drinking and w	ashing an	d ac	cess to roads and	summarize the main
	rhymes	transportation.				points in the lesson
		Assessment: Let le	earners w	rite a	about features that	
		they will consider	in choosir	ng a g	good settlement	

Thursday	Engage	Learners engage in activities that teach them to help	What have we learnt
	learners to	keep their settlements safe, peaceful and clean	today?
	sing songs		
	and recite	Assessment: Let learners describe how keep their	Ask learners to
	familiar	settlements safe, peaceful and clean	summarize the main
	rhymes		points in the lesson

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LESSON PLAN
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SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-stran	d: MANIPULATIVE SKILLS	
PATTERNS					
Indicator (co	ode)	B4.1.2.1.1			
Content star	ndard (code)	B4.1.2.1.			
Performance	e Indicator	Learners can keep	o a foot-dr	ibbled ball away from a defe	ensive partner
=		tivity and Innovations and Problem Sol		nication and Collaboration	Personal Development and
Keywords					
T. L .R. (s)					
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners	In pairs, foot-drib	ble a ball a	way from partner.	What have we learnt
	jog round a	Alternate the foo	t used in th	ne dribble. Learners keep	today?
	demarcate	balls away from p	artner by <sub>l</sub>	placing their body in	
	d area in	between ball and	partner.		Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

	performan ce and to		
	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:				Class size:		
Day:				Dat	e :		
Period :				Les	son:		
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>d</b> : F	Religious Worship, Prayer	and other Religious	
Implications			Practices				
Indicator (co	de)	B4 2.1.1.2					
Content star	ndard (code)	B4 2.1.1.					
Performance	Indicator	Learners can stat	e the purp	ose	of worship in the three n	nain religions	
Leadership C		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Po	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ilum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asso	essn	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for learning)						
Friday	Engage	Let learners draw	and colou	rav	orship scene	What have we learnt	
	learners to					today?	
	sing songs						
	and recite   Assessment: let learners dr			aw a	nd colour a worship	Ask learners to	
	familiar	scene				summarize the main	
	rhymes					points in the lesson	

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 LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:						Class size:	
Day:					Date :		
Period :					Lesson:		
Strand : My Cour	ntry Ghana	1		Sub-stran	d: The Peo	ple Of Ghar	na
Indicator (code)			B4.2.1.1.2				
Content standar	d (code)		B4.2.1.1.				
Performance Indicator			Learners can state the factors that led to decline of the Kingdom you have studied				
Core Competence Leadership Critic					ion and Co	llaboration	Personal Development and
Keywords					1		
T. L .R. (s)			Pictures				
Ref:		History (	curriculum	Page			
DAY	Phase 1: Starter (prepari brain for learn	ng the	Phase 2: N (new learr	Aain ning includir	ng assessm	ient)	Phase 3: Plenary / Reflections
Tuesday  Engage learners to sing songs and recite familiar rhymes  What factors led to the decline of		in 1733 Dankvira's daclina in 1701			today?  Ask learners to summarize the main points in the		
to the decline of the Kingdom?  Thursday  Engage learners to sing songs and recite familiar rhymes		earners ongs te	some of the Give reason declined. I kingdom,	ne Kingdom ons why sor E.g., conque desire to ex s location to	s decline me of the K est by anoth pand territ	ingdoms ner ories –	What have we learnt today?

NANA FIIFI ACQUAH			
		in 1733, Denkyira's decline in 1701,	Ask learners to summarize
	What factors led	Asante's decline in 1874.	the main points in the
	to the decline of		lesson
	the Kingdom?	Assessment: let learners give reasons why	
		some of the Kingdoms decline	

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Less	son:	
Strand : Visu	ial Arts		Sub-stran	id : A	ppreciating and Apprais	ing
Performing A	Arts	Appreciating and Appraising				
Indicator (co	ode)	B4 1.4.6.2			B4 2.4.6.2	
Content star	ndard (code)	B4 1.4.6.			B4 2.4.6.	
Performance Indicator		<ul> <li>Learners can Develop guidelines for appraising and appreciating own and others' visual artworks that reflect the natural and manmade environments of some communities in Ghana</li> <li>Learners can Develop guidelines for appraising and appreciating own and others' performing artworks that reflect the natural and manmade environments of some communities in Ghana</li> </ul>				
-		tivity and Innovationg and Problem Sol		nicat	ion and Collaboration Pe	ersonal Development and
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
Monday	Engage	Learners are to:				What have we learnt
	learners to	2 discuss and acce	ept a guide	for	appreciating and	today?
	sing songs	appraising own ar	nd/or othe	rs vis	sual artworks;	
	and recite	② based on the gu	idelines su	ıgges	sted below;	

NANA FIIFI ACC	familiar	② identify the correct vocabulary to use for appreciating	Ask learners to
	rhymes	and appraising artworks;	summarize the main
	Tilyilles	agree on what to use the appraisal report for and how	
		to share it;	points in the lesson
		② agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		If ix a day/date for the appreciation/appraisal/jury.	
		Currented Cuidelines	
		Suggested Guidelines:	
		Description of the work: the elements in the work	
		(dot, lines, shapes, forms, colour, texture, tone),	$\lambda \cup$
		materials used (paper, pencil, clay, wood), size of the	
		work, number of objects/items in the work;	
		Subject matter: meaning, message, topic, mood,  facilities, history, religion, environment, global warming.	
		feelings, history, religion, environment, global warming;	
		② Appraisal: what the work can be used for, likes, good	
		things in the work, beauty, social and cultural value,	
		correlation (connection to other areas of learning);	
		② Experiences to share: the design process through	
		thinking and composing, planning and making,	
		displaying and sharing, etc.	
		Assessment: let learners write a guidelines for	
		appraising and appreciating own and others' visual	
		artworks that reflect topical issues in Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	discuss and accept a guide for analysing and	today?
	sing songs	appreciating/appraising own and/or others'	
	and recite	compositions and performances on the guidelines	Ask learners to
	familiar	suggested below.	summarize the main
	rhymes	identify the correct vocabulary to use for appreciating	points in the lesson
		and appraising music, dance and drama;	
		agree on what to use the appraisal report for and how	
		to share it;	
		② agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		Ifix a day/date for the appreciation/appraisal/jury.	
		Suggested Guidelines	

NANA FIIFI AC	QUAH
	Music: theme, voice production and diction, harmony
	and blending of parts, interpretation, the elements and
	knowledge of music;
	② Dance: theme, entrance/exit, movement variation,
	gestures, creativity, makeup, movement in relation to
	singing and drumming, costume, props, energy, stage
	use, stage setting and dynamics;
	② Drama: characterisation, makeup, gestures, voice
	projection, diction, use of space, aesthetics, creativity.
	Assessment: let learners write a guidelines for
	appraising and appreciating own and others'
	performing artworks that reflect topical issues in Ghana

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 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Dat	re:	
Period :			Les	son:	
Strand : Extensive Reading Sub-stran		nd : Read Aloud with Children			
Indicator (co	ode)	B.4.6.2.1.1		\	
Content star	ndard (code)	B.4.6.2.1.			
Performance	e Indicator	Learners sho	uld	read long passages corre	ectly
Leadership (		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asse	essm	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	0	ng p	passage. sages correctly.	What have we learnt today?  Review the lesson with learners

 <u> </u>		
Engage leaners to	Revise letters of the alphabet, using the alphabet song.	What have we learnt today?
sing songs	1	
and recite familiar	Help learners to read long passages correctly.	
rhymes	Assessment: let learners read long passages correctly	
		Review the lesson with
		learners
Engage	Revise letters of the alphabet, using the alphabet	What have we learnt
leaners to	song.	today?
sing songs	Do a model reading of a long passage.	
and recite	Help learners to read long passages correctly.	
familiar		Review the lesson with
rhymes	Assessment: let learners read long passages correctly	learners
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